This or That Menu! Grades K-2

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| **Sight Word, Phonics & Fluency Practice** | **I Can Read to Self and Think About My Reading** | **I Can Write!** | **I Can Show Stamina!** |
| I can rainbow write my words for the week on a piece of paper, outside with chalk or use my art supplies.  Image result for rainbow words | I can read my book to my family, friends or stuffed animals and talk about the pictures. | I can write to my teacher about my day, a book I’ve read or a video I’ve watched. I can edit it to make sure that I have complete sentences and capital letters. | I can read for more than 20 minutes! |
| I can write my spelling words in a sentence or story!  Image result for draw and tell | I can record myself reading and send it to my teacher or post it on SeeSaw. | I can write or draw about a story I’ve read, a favorite character, or scene. I can even add a lot of details! | I can write a story with a beginning, middle, and end and read it to a family member, friend or stuffed animal. |
| I can practice letter sounds/ sight words using an app at home! (see Parent Resources)  C:\Users\aleech\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D77A95C2.tmp C:\Users\aleech\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7E47FB20.tmp | I can read or listen to a book on Epic, TumbleBooks or StoryLine online. | I can write a list of things in my house, things I see outside, or things that I like to do, or even create a shopping list. | I can learn about a topic and take a quiz on BrainPop!  Image result for brainpop C:\Users\aleech\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\1443E19.tmp C:\Users\aleech\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\30EF608F.tmp |
| I can play a game with my sight words:  Three Cards Down (see Parent Resources)  Memory  Hang Man  Tic-Tac-Toe | After reading a story, I can fill out a character trait map (see Parent Resources) or a story map to help me think about what I’ve read. | I can write a letter to my friend or teacher about facts I learned or questions I have after reading a nonfiction book or article. | I can write as many words as I know how to spell on my own. I can read my list to an adult or friend. |
| Look through one of your books and see how many of your sight words you can find. Tally up how many you find:  Inserting image...  Can you find digraphs, vowel teams or other word patterns? Try coding them! | I can retell the story I’ve read to someone, being sure to include the characters, setting, beginning, middle, end, problem and solution.  Inserting image... | I can write 3 questions about my story/passage. Then I can record where I found the answers in the text:  page \_\_\_\_ | When I am reading, and I get stuck on a word, I do not give up. I can...  Look at the picture  Make the beginning sound  Think about what makes  sense  Look for parts I know  split |
| I can make words with my Fundations letters (K,1st). I can sort my words from Word Their Way (2nd) | After reading a nonfiction text, I can list the facts I’ve learned or write them in a journal. | I can write down questions I have about a story before, during and after I read. | I can reread a story to practice my fluency. I record my reading on SeeSaw. |
| I can read my Phonics Word Chunks as fluently as I can in one minute. (see Parent Resources.) | I can complete a book rating or recommendation (see Parent Resources) for a book I’ve read. I can add a drawing, too! | I can write a poem using one or more of my sight words. | I can spend time free writing on a topic of my choice. I can get all my ideas down on paper! Drawing pictures first always helps! |

This or That Menu! Grades 3-6

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| **Vocabulary and Fluency Practice** | **I Can Independently Read and Think About My Reading** | **I Can Independently Write and Reflect on My Writing** | **I Can Show Stamina and Grit.** |
| I can write each of my vocabulary words and their definitions using a dictionary or online resource. | I can read a story or chapter of my book and retell it to a family member. I can even create a video! | I can write an email to my teacher about my day, a book I read or a video that I watched. | I can read for more than 30 minutes! |
| I can write my spelling words in a sentence, story or poem and then share it with a friend, family member or fluffy friend. | I can record myself reading and send it to my teacher or post it on SeeSaw. | I can write a story/poem about...  I will be sure to include character(s), setting, problem, solution. | I can write a story with chapters/dialogue or a play with multiple scenes. |
| I can practice vocabulary words using an app at home like Quizlet, Spelling City or Clever. | I can read/listen to a book on Epic, TumbleBooks or StoryLine online. | I can write a persuasive letter to my parents, teacher or to my favorite restaurant/store hoping they will take my suggestions. | I can learn about a topic and take a quiz on BrainPop! |
| I can put my vocabulary words on index cards or small pieces of paper and play a game with them. (See Parent Resources for a gameboard). | I can read an article from the newspaper, a magazine or ReadWorks and highlight words I don’t know and then replace those words with other words that make sense. | I can complete a book rating or recommendation for a book I’ve read. (See Book Recommendation Form located for your grade level) | I can underline/highlight important text evidence that helps me answer my questions. |
| Using my vocabulary words, I can draw a picture with labels. | I can read a chapter in my book and share my thoughts about the characters, the setting or the theme. I like to read with my pencil in hand! | I can write a response, essay or TDA for a text I’ve read. (Organizer can be found on your grade level link) | I can use test-taking strategies when answering multiple choice questions: *Slash the Trash*! |
| I can use two new vocabulary words throughout the day when talking with my family. | I can read an article and put my thinking down while reading. I will share the most important ideas and details to support it. | I can watch a non-fiction T.V. show and write about what I learned in a journal. | I can read a longer text and write more than 5 stop and jots to help me better understand what I’ve read. |
| I can record the definition, a synonym/antonym and illustrate each of my vocabulary words. | I can read my book or article and share a summary of the text.  *Somebody, Wanted, But, So, Then* | I can write an acrostic poem using adjectives to describe my topic. | After reading a nonfiction text, I can create a PowerPoint, a commercial or poster highlighting the main ideas and most important details. |