




Teacher: Collins - WAG (Week at a Glance) :

<p>Week of: Jan. 4-6</p> <p>COLLINS</p> <p>*for additional curriculum information, please visit the district's pacing guide LINK</p> <p>4th Reading Groups- Ja'kaylah- C/D</p> <p>G/H- TJ, Vanessa, Ca'morie</p>	<p>READING/ EIP Kinder Kinder ELA standards here <i>4 Groups will rotate throughout the day (these will be varied as year progresses, but starting at same lesson for now)</i></p> <p>Letter :Kk Book for week: The Park</p> <p>See bottom of plans for extra reading LT and SC for this week-</p> <p>No extra LT /SC this week - extra time will be spent on VOWEL sounds this week</p>	<p>Reading/ 4th Shea 4th ELA standards here</p> <p>Monday- go over checksheet, practice skill with task cards , then work on checklist while I work with reading groups</p> <p>Tuesday- Storybook RAL and reading groups</p> <p>Wed- IXL grammar skill + Achieve help day</p> <p>Th- Finish Weekly Language and reading groups</p> <p>Fr- Media Day and Finish checklist items from week! AR checkin/ ROM checkin</p> <p>READING FOCUS SKILL : Summarizing, SWBST</p>	<p>Math/ Kinder EIP Kinder Math Standards here</p> <p>1:05- 1:35 - group 1 1:40- 2:10- Group 2</p> <p><i>Numbers review numbers 0-10</i> <i>Counting to 50</i> <i>Small group:</i></p> <p><i>Extra LT and SC for the week:</i></p>	<p>MATH/ 4th SPED 4th Math Standards here</p>	<p>Progress Monitoring for week (goals) 10:45- 11:10</p> <p>Link to district LT and SC here for reference</p> <p>My LT and SC slides</p>
<p>Monday</p>	<p>NO SCHOOL- PLANNING DAY</p> <p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to name the upper and lowercase letters of the alphabet. SEE IT, SAY IT, WRITE IT SC: <input type="checkbox"/> I can name all of the uppercase letters of the alphabet.</p>	<p>NO SCHOOL- PLANNING DAY</p> <div data-bbox="724 901 1102 1380">  <p>LEARNING TARGET I am learning to : read and comprehend texts of various stories, plays, and poems independently (with support as needed).</p> <hr/> <p>SUCCESS CRITERIA</p> <p><input type="checkbox"/> I can choose the "just right" book to read and comprehend.</p> <p><input type="checkbox"/> I can push myself as a reader.</p> <p><input type="checkbox"/> I can read fluently with a flow that sounds like everyday speech.</p> <p><input type="checkbox"/> I can self-correct and self-monitor for understanding.</p> </div> <p>I CAN :</p>			

	<p><input type="checkbox"/> I can name all of the lowercase letters of the alphabet.</p> <p><input type="checkbox"/> I can use uppercase and lowercase letters correctly when I write.</p> <p>LT: (print concepts) I am learning to read the words in a book in the right order.</p> <p>SC:</p> <p><input type="checkbox"/> I can track (words) text from left to right.</p> <p><input type="checkbox"/> I can track (words) text from top to bottom.</p> <p><input type="checkbox"/> I can track (words) text page by page</p> <p>I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)</p> <p>Lesson/Activity: Rug: Review Letter Ee and INtro Letter Kk with Benchmark tab and verbal formation - letter Kk book and page in big book & BM video clip</p> <p>SOUND Station : OG/</p>	<p>Lesson/Activity: start by pulling a couple simile/ metaphor task cards (focus skills for week) , then straight to reading groups</p> <p>If a student is not working with me in reading groups, they are to work on checklist for week and RAZ plus reading</p> <p>Read with C/T/V first and send to AR - Then if time allows, read with J</p> <p>Will practice summarizing these short stories this week using SWBST strategy</p>	<p>SC:</p> <p><input type="checkbox"/> I can count from 1-50.</p> <p><input type="checkbox"/> I can recognize numbers from 1- 20</p> <p><input type="checkbox"/> I can write numbers 1- 20.</p> <p>LT: I am learning to count one object at a time.</p> <p>SC:</p> <p><input type="checkbox"/> I can recall the names of numbers.</p> <p><input type="checkbox"/> I can count numbers in order.</p> <p><input type="checkbox"/> I can say number names in order when counting objects.</p> <p>SEE IT, COUNT IT, WRITE IT</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: counting snowflakes song</i></p> <p><i>Smartboard Group Practice: Flashcard practice for numbers 1- 10</i></p> <p><i>Back group: WRITE IT-</i></p>	<p>can illustrate and explain my division calculations by using a rectangular array.</p> <p><input type="checkbox"/> I can illustrate and explain my division calculations by using an area model.</p> <p><input type="checkbox"/> I can explain why there might be a remainder in the answer to a division problem.</p> <p><input type="checkbox"/> I can explain how multiplication is related to division.</p> <p>Lesson/Activity:</p> <p>Going to try splitting time this week to base instruction on ind. Needs</p> <p>C/V together T/ J together</p> <p>Today- C and V IXL checksheet for module skills</p> <p>J and TJ will start with me / 2 X 1 digit multiplication MOUNTAIN MATH sheet goal- 15- 18</p>	
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	<p>phonics- 3 part drill : do letter sound cards and blending board / MIRROR MONDAY- say sound and watch in mirrors (OG) Today: Mirror MOnday and Letter Kk soup can with items</p> <p>Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Sand Trays / INstead of sand trays today (sub) we will do beginning and ending sounds WS holiday</p> <p>Rug : Letter Kk Wordwall games if time allows</p>		<p><i>practice recalling and writing numbers 0-5 with verbal formation (no back group today (sub)</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Christmas Counting pages at trap tables today</i></p> <p><i>Ticket out Door: teen number recognition at door</i></p>	<p>minutes and then swap</p>	
Tuesday	<p>NO SCHOOL- PLANNING DAY Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to name the upper and lowercase letters of the alphabet. SEE IT, SAY IT, WRITE IT SC:</p>	<p>NO SCHOOL- PLANNING DAY My room on Tuesdays / Resource Day</p>	<p>NO SCHOOL- PLANNING DAY Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones. SC: <input type="checkbox"/> I know number names. <input type="checkbox"/> I can count in order from 1- 100</p>	<p>NO SCHOOL- PLANNING DAY iXL Skill Day (Resource) grab green cards Standard(s): Standards will vary today b/c working on ind, skill codes</p>	<p>JJ ESGI and edit EIP schedule to match morning groups - TJ /Camorie to room for work</p>

	<p><input type="checkbox"/> I can name all of the uppercase letters of the alphabet.</p> <p><input type="checkbox"/> I can name all of the lowercase letters of the alphabet.</p> <p><input type="checkbox"/> I can use uppercase and lowercase letters correctly when I write.</p> <p>LT: (print concepts) I am learning to read the words in a book in the right order.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can track (words) text from left to right. <input type="checkbox"/> I can track (words) text from top to bottom. <input type="checkbox"/> I can track (words) text page by page <p>I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)</p> <p>Lesson/Activity: Rug (BM tools, Reread) :Reread MOUSE Intro new book, The Park , let them try to read ind and</p>	<div data-bbox="724 154 1039 548" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">LEARNING TARGET</p> <p> I am learning to : read and comprehend texts of various stories, plays, and poems independently (with support as needed).</p> <hr style="border: 2px solid green; margin: 5px 0;"/> <p> SUCCESS CRITERIA</p> <p>I CAN :</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can choose the "just right" book to read and comprehend. <input type="checkbox"/> I can push myself as a reader. <input type="checkbox"/> I can read fluently with a flow that sounds like everyday speech. <input type="checkbox"/> I can self-correct and self-monitor for understanding. </div> <p>Lesson/ Activity: Look at flocab for helping verbs Go over checklist for week again quickly-Quickly preview Achieve article for week</p> <p>then a group RAL (FreckleJuice) and talk about how we would summarize this story using SWBST strategy on board</p> <p>Then, reading groups for remaining time while others work on checklist and RAZ plus reading</p>	<p>LT: I am learning to write numbers 0-20. (0-6)</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can count from 1-40. <input type="checkbox"/> I can recognize numbers from 1- 20 <input type="checkbox"/> I can write numbers 1- 20. <p>LT: I am learning to count one object at a time.</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can recall the names of numbers. <input type="checkbox"/> I can count numbers in order. <input type="checkbox"/> I can say number names in order when counting objects. <p>SEE IT, COUNT IT, WRITE IT</p> <p><i>Song/ Movement Intro: counting by 10s songs -</i></p>	<p>Lesson/Activity: PULL TO MY RESOURCE ROOM ON TUESDAYS</p> <p>Opener: Review</p> <p>Today will be IXL skill day for most needed(we are now basing this on the MAP skill plan and is individualized to each students' highest need with choice of code (sub group)</p> <p>Will conference with students 1:! About their 2 skill codes for week</p> <p>If completed, can work on new IXL checksheet for module 3</p>	<p>over lunch</p>
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	<p>focus on reading strategies as they do so</p> <p>Sound Station : OG/ phonics- Try it Tuesday- practice writing letters we have learned with expos and whiteboards - use verbal formation (also write sight words from book)</p> <p>Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today: Sand Trays (since we didn't do Mon)</p> <p>Rug :Benchmark letter bookshelf review</p>		<p><i>Smartboard Group Practice: Number bond example problem in preparation for small group</i></p> <p><i>Back group: WRITE IT- practice recalling and writing numbers 6-10 with verbal formation</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : My group-number bond missing number activity- use cubes as visual representation, discuss part, part, whole and addition sign.</i></p> <p><i>(will send students to fin an ind. Activity for the last 10 minutes of EIP group, during this time I will pull students to work with number bond missing number with cubes</i></p> <p><i>Ticket out door- teen number recognition</i></p>		
<p>Wednesday</p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning to name the upper and lowercase letters of the</p>		<p>Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count to 100 by ones.</p>	<p>Standard(s): 4.G.1 LT: I am learning to identify and draw points, lines, line</p>	<p>Working Wed- V and J over lunch</p>

	<p>alphabet. SEE IT, SAY IT, WRITE IT SC: <input type="checkbox"/> I can name all of the uppercase letters of the alphabet. <input type="checkbox"/> I can name all of the lowercase letters of the alphabet. <input type="checkbox"/> I can use uppercase and lowercase letters correctly when I write.</p> <p>LT: (print concepts) I am learning to read the words in a book in the right order.</p> <p>SC: <input type="checkbox"/> I can track (words) text from left to right. <input type="checkbox"/> I can track (words) text from top to bottom. <input type="checkbox"/> I can track (words) text page by page</p> <p>I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)</p> <p>Lesson/Activity: Rug (BM tools, Reread) :</p>	<p>Activity: Intro Achieve- Super Strong Animals- help as needed- refer to TEXT for evidence</p> <p>After Achieve is complete, students will begin IXL code M8H- we will revisit this tomorrow- dictionary entries</p> <p>Today will be IXL/ Achieve day- while students are working to complete their Achieve and IXL for week, I will assist as needed. Can move to RAZ plus or checksheet when finished.</p>	<p>SC: <input type="checkbox"/> I know number names. <input type="checkbox"/> I can count in order from 1- 100</p> <p>LT: I am learning to write numbers 0-20. (0-5)</p> <p>SC: <input type="checkbox"/> I can count from 1-40. <input type="checkbox"/> I can recognize numbers from 1- 20 <input type="checkbox"/> I can write numbers 1- 20.</p> <p>LT: I am learning to count one object at a time.</p> <p>SC: <input type="checkbox"/> I can recall the names of numbers. <input type="checkbox"/> I can count numbers in order. <input type="checkbox"/> I can say number names in order when counting objects.</p> <p>SEE IT, COUNT IT, WRITE IT</p> <p>Lesson/Activity:</p>	<p>segments, rays and angles. SC: <input type="checkbox"/> I can identify and draw points, lines, line segments and rays in two-dimensional figures. <input type="checkbox"/> I can use a protractor to draw angles. <input type="checkbox"/> I can identify right, acute, and obtuse angles in two-dimensional figures. <input type="checkbox"/> I can draw right, acute, and obtuse angles in two-dimensional figures. <input type="checkbox"/> I can identify parallel and perpendicular lines in two-dimensional figures. <input type="checkbox"/> I can draw parallel and perpendicular lines in two-dimensional figures.</p> <p>Tj and J start with 0-1 X facts sheet (easy review) and new IXL skill sheet for Module 4 (modified)</p> <p>Ca'morie and Vanessa start with</p>	<p>checklist ELA</p>
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	<p>New spots and stations / Furniture talk - SOAR tix intro- Letter Kk review - Alph. linking chart</p> <p>Sound Station OG/ phonics- 3 part drill : Sound cards-blender kinders ~If time allows also do expos with letters</p> <p>Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Today:Sand trays (blue)</p> <p>Rug : if time allows, close with short vowel sounds wordwall games</p>		<p><i>Song/ Movement Intro: Happy New Year Countdown, mention SOAR tix starting, Count to 50 as group- # in teen song</i></p> <p><i>Back group: Mountain Math intro and # 1,2,3 page 1</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : Tracing and writing numbers 1-10</i></p>	<p>me : intro vocab for Geometry Unit (angles, lines, lin segments, rays, points. Practice with PPT and whiteboards , then flip groups</p> <p>New IXL Checksheet to work on when ind.</p>	
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Thursday

Standard(s): ELAGSEKRF2:
and ELAGSEKRF1:

LT: (phonics) I am learning
to name the upper and
lowercase letters of the
alphabet.

SEE IT, SAY IT, WRITE IT
SC:

- I can name all of the
uppercase letters of the
alphabet.
- I can name all of the
lowercase letters of the
alphabet.
- I can use uppercase and
lowercase letters correctly
when I write.

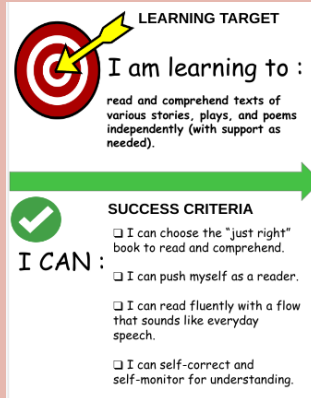
LT: (print concepts) I am

learning to read the words
in a book in the right order.

SC:

- I can track (words) text
from left to right.
- I can track (words) text
from top to bottom.
- I can track (words) text page
by page

I will also use visual cues for
reading strategies throughout
the lesson(s) - Eagle Eye, Lips
the Fish, Stretchy Snake,



LEARNING TARGET
I am learning to :
read and comprehend texts of
various stories, plays, and poems
independently (with support as
needed).

SUCCESS CRITERIA
 I can choose the "just right"
book to read and comprehend.
 I can push myself as a reader.
 I can read fluently with a flow
that sounds like everyday
speech.
 I can self-correct and
self-monitor for understanding.

Lesson/Activity : Begin with
Dictionary multiple meaning
words sheet , then work on
group jam on M&H together,
then ind.
If time allows, pull a reading
group, but most of today will be
1:1 conferencing on weekly
skills

Standard(s): CC1, CC2,
CC3, CC4
LT: I am learning to count
to 100 by ones.

- SC: I know number
names.
 I can count in order
from 1- 100

LT: I am learning to write
numbers 0-20. (0-10)

SC:

- I can count from
1-70.
- I can recognize
numbers from 1- 20
- I can write numbers
1- 20.

LT: I am learning to
count one object at a
time.

SC:

- I can recall the names
of numbers.
- I can count numbers
in order.
- I can say number
names in order when
counting objects.

Standard(s):
Standard(s):
4.G.1

LT: I am learning to
identify and draw
points, lines, line
segments, rays and
angles.

SC:

**I can identify and
draw points, lines, line
segments and rays in
two-dimensional
figures.**

- I can use a
protractor to draw
angles.
- I can identify right,
acute, and obtuse
angles in
two-dimensional
figures.
- I can draw right,
acute, and obtuse
angles in
two-dimensional
figures.
- I can identify parallel
and perpendicular lines
in two-dimensional
figures.
- I can draw parallel
and perpendicular lines
in two-dimensional
figures.

J and TJ will start
with me
C and V IXL skill
sheet ind while I

Pull kinder
during
lunch to
progress
monitor/
ESGI in
cafeteria-

	<p>Pointer Power etc)</p> <p>Lesson/Activity: Rug (BM tools, read) : Review SOAR tickets (new) - Recap Letter Kk and formation - Vowel game on wordwall</p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board Letter Sort on pocket chart - Hh, Ll, Jj, Dd and sneaky letter</p> <p>Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Fun group activity Th- Take your Time Thursday- Letter Kk writing sample</p> <p>Rug : If time allows,vowel sort games</p>		<p>SEE IT, COUNT IT, WRITE IT</p> <p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: Brainpop for numbers 1- 10 Practice counting forward from a number that is NOT one</i></p> <p><i>Back group: Mountain Math Questions 1,2, 3 on page 2</i></p> <p><i>Trap Table/ Manips and # work (writing some days) : January counting sheet</i></p> <p><i>Ticket out Door: one more one less</i></p>	<p>work with J and T and then swap</p> <p>J and T- continue with PPT on Geometry, this time focusing on parallel, perpendicular and intersecting lines- introduce angles and practice on whiteboards with PPT</p> <p>Mountain Math spiral review if time allows</p> <p>Pair not working with teacher at this time will work on IXL modified checksheet for the week (see bottom of plans for this)</p>	
<p>Friday</p>	<p>Standard(s): ELAGSEKRF2: and ELAGSEKRF1: LT: (phonics) I am learning</p>	<p>Media Center Day 9:15 -</p>	<p>Standard(s): CC1, CC2, CC3, CC4 LT:I am learning to count</p>	<p>Standard(s): 4.G.1</p>	

	<p>to name the upper and lowercase letters of the alphabet. SEE IT, SAY IT, WRITE IT SC: <input type="checkbox"/> I can name all of the uppercase letters of the alphabet. <input type="checkbox"/> I can name all of the lowercase letters of the alphabet. <input type="checkbox"/> I can use uppercase and lowercase letters correctly when I write.</p> <p>LT: (print concepts) I am learning to read the words in a book in the right order.</p> <p>SC: <input type="checkbox"/> I can track (words) text from left to right. <input type="checkbox"/> I can track (words) text from top to bottom. <input type="checkbox"/> I can track (words) text page by page</p> <p>I will also use visual cues for reading strategies throughout the lesson(s) - Eagle Eye, Lips the Fish, Stretchy Snake, Pointer Power etc)</p> <p>Lesson/Activity:</p>	<p><i>This day will also be a check in day for AR goal and Reading on the Map- media center takes up majority of segment on this day - bring red folders to media so working on WLS is an option and working on checklist is also an option.</i></p>	<p>to 100 by ones.</p> <p>SC: <input type="checkbox"/> I know number names. <input type="checkbox"/> I can count in order from 1- 100</p> <p>LT: I am learning to write numbers 0-20. (0-5)</p> <p>SC: <input type="checkbox"/> I can count from 1-20. <input type="checkbox"/> I can recognize numbers from 1- 20 <input type="checkbox"/> I can write numbers 1- 20.</p> <p>LT: I am learning to count one object at a time.</p> <p>SC: <input type="checkbox"/> I can recall the names of numbers. <input type="checkbox"/> I can count numbers in order. <input type="checkbox"/> I can say number names in order when counting objects.</p> <p>SEE IT, COUNT IT, WRITE IT</p>	<p>LT: I am learning to identify and draw points, lines, line segments, rays and angles. SC: <input type="checkbox"/> I can identify and draw points, lines, line segments and rays in two-dimensional figures. <input type="checkbox"/> I can use a protractor to draw angles. <input type="checkbox"/> I can identify right, acute, and obtuse angles in two-dimensional figures. <input type="checkbox"/> I can draw right, acute, and obtuse angles in two-dimensional figures. <input type="checkbox"/> I can identify parallel and perpendicular lines in two-dimensional figures. <input type="checkbox"/> I can draw parallel and perpendicular lines in two-dimensional figures.</p> <p>Ca'morie and Vanessa start with me</p> <p>J and TJ= Work on IXL Skill sheet ind.</p>	
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	<p>Rug (BM tools, read) : <i>Review SOAR tix - Reread of At the Zoo</i></p> <p>Sound Station : OG/ phonics- 3 part drill : Letter cards and blending board - Today: Short vowel sound ice cream sort on Pocket chart</p> <p>Trap Table (Kinesthetic) M/Th- Sand Tues- Try it out Tues (expos) Wed- Word Word Wed Th- Writing Sample Friday- Beg. sounds Magnivity set with letter choices for beginning sounds</p> <p>Tiket out the door: review ALL the letters and sounds we have learned so far !</p>		<p>Lesson/Activity:</p> <p><i>Song/ Movement Intro: Count to 60 as group Practice counting forward from another number other than zero</i></p> <p><i>Back group: WRITE IT- no back group today due to 1:1 conferencing</i></p> <p><i>Fridays: Students choose a “ math job” while I pull 1:1 to ESGI - this week - shape recognition, 2d and 3d</i></p>	<p>First and 2s X facts review sheet</p> <p>C and V- finish geometry mini PPT with angles, naming angles, , types of angles, then review together and practice with whiteboards</p> <p>Will swap groups after 15- 18 minutes</p>	
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LEARNING TARGET

I am learning to :
read and understand
books at my level.



SUCCESS CRITERIA

- I CAN :**
- I can recognize (find) sight words around me (in my classroom, in text).
 - I can read sight words in a snap.



LEARNING TARGET

I am learning to :
to write numbers 0-20.



SUCCESS CRITERIA

- I CAN :**
- I can count from 1-20.
 - I can recognize numbers from 1- 20
 - I can write numbers 1- 20.



LEARNING TARGET

I am learning to :
and draw points, lines,
line segments, rays
and angles.



SUCCESS CRITERIA

- I CAN :**
- I can identify and draw points, lines, line segments and rays in two-dimensional figures.
 - I can use a protractor to draw angles.
 - I can identify right, acute, and obtuse angles in two-dimensional figures.
 - I can draw right, acute, and obtuse angles in two-dimensional figures.
 - I can identify parallel and perpendicular lines in two-dimensional figures.
 - I can draw parallel and perpendicular lines in two-dimensional figures.



LEARNING TARGET

I am learning to :

interpret text features presented visually, orally, or quantitatively.



SUCCESS CRITERIA

I CAN :

- I can identify informational text features (charts, graphs, diagrams, timelines, animations, interactive elements).
- I can explain why text features are used in informational text.
- I can analyze information visually, orally, or quantitatively.



LEARNING TARGET

I am learning to :

read and comprehend texts of various stories, plays, and poems independently (with support as needed).



SUCCESS CRITERIA

I CAN :

- I can choose the "just right" book to read and comprehend.
- I can push myself as a reader.
- I can read fluently with a flow that sounds like everyday speech.
- I can self-correct and self-monitor for understanding.