

Action Step #1

Create a goal setting sheet aligned with TELPAS for students in grades 2-5.

[TELPAS Goal Setting](#)

Also see folder titled '[Action Step 1 TELPAS Goal](#)'

Action Step #2

Use age appropriate writing checklists/visuals for students. Model using these checklists/visuals with students and transition students to use them more independently with their own writing and writing of their peers as the year goes on.

See folder titled '[Action Step 2 Writing Checklist and Feedback](#)' and the next slide.

Students collaborating on
Nearpod - finding details in
each other's sentences and
providing constructive
feedback.



Then/After that....

the onwer dried the dog



The owners used a towel
and dryed the dog



The dog got clean and
was wet so the dad and
the girl dried the dog



Then, The girl and the
dad use the pink and
purple towel to dry the
clean dog.



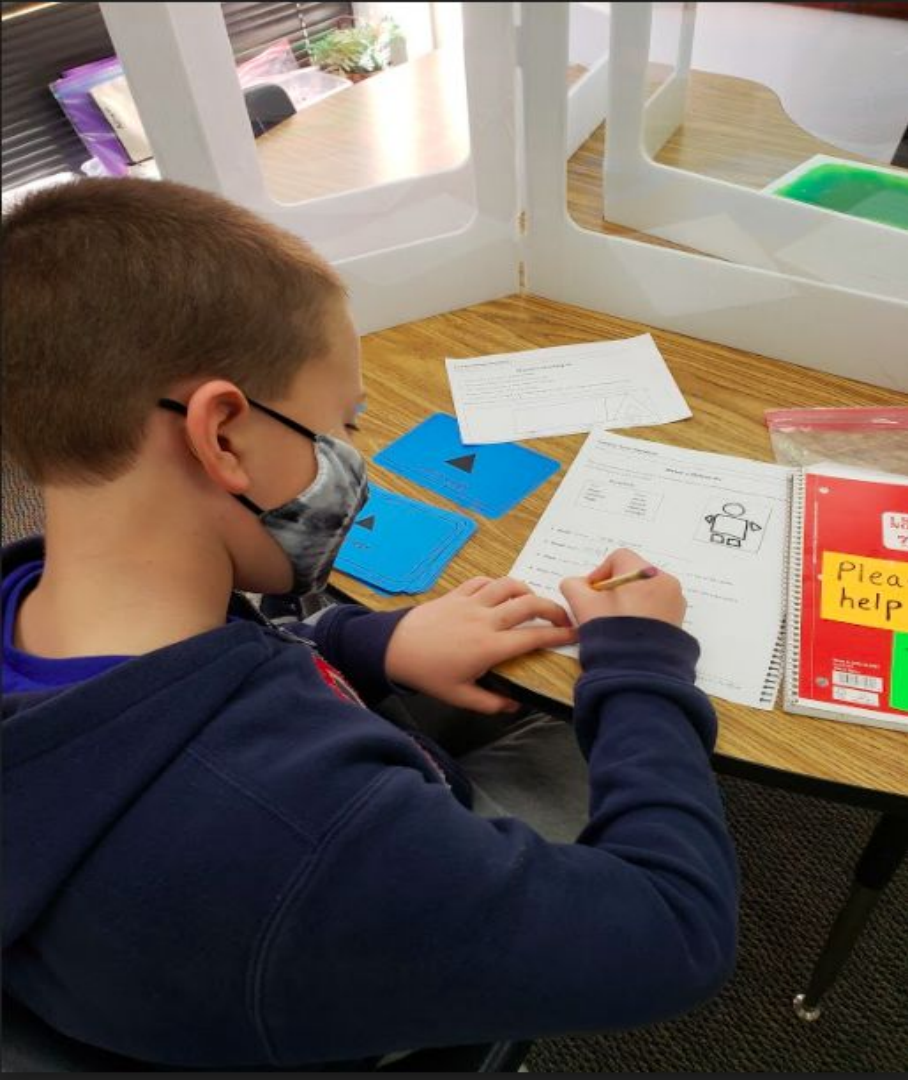
Then,the onwers Dryed
the with a purple and
pink. _____



Action Step #3

Use graphic organizers, comprehension thinking stems, and open-ended think sheets from Reading Academy.

See folder titled '[Action Step 3 GO Stems](#)' and the next 2 slides.



Using visuals, word banks, and sentence stems to think, read, write, and speak.

Students using sentence stems and collaborating on their writing.

Classwork for Ms. Muzupen | x TarunKeshav Nattanmai Jegan | x Post Attendee - Zoom | x +

docs.google.com/presentation/d/1P6vzSq80ZarZbQV6WnS/Ms8Jn7AzIT7ggBuZTChda0/edit#slide=id.gaa160084f_0_9

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TarunKeshav Nattanmai Jegan Babu - Four Scene Sequence_Dog

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Who What Where

Then, The girl and the dad use the pink and purple towel to dry the clean dog.

After that, _____

Click to add speaker notes

