

Week 1 Comprehensive Literacy Planner

Essential Question: What value does technology bring to people's lives?

■ Phonics and Word Study
■ Comprehension
■ Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Mini-Lessons (15-30 MIN.)	1. Introduce the Knowledge Focus: Technology's Impact on Society Introduce the Blueprint	4. "Technology and the Lowell Mill Girls" Build Vocabulary: Use Context Clues to Determine Meaning	7. "Technology and the Lowell Mill Girls" Explain How Elements of Poetry Work Together Begin the Blueprint	10. "Eli Whitney's Cotton Gin" First Reading: Distinguish Between Important and Unimportant Information to Learn about Technology	13. Explain How Relevant Details Support Ideas and Summarize
	2. "Technology and the Lowell Mill Girls" First Reading: Draw Inferences to Build Knowledge about Technology	5. Noun Suffixes (-ology, -ant, -er, -or, -ery)	8. "Technology and the Lowell Mill Girls" Language in Context: Word Relationships (Homophones)	12. "Eli Whitney's Cotton Gin" Explain How Text Structure Contributes to Meaning Add to the Blueprint	15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts, teacher's guides, and Prompting Cards. Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Create a Time Line: Step 1, p. 10 Read Independently
Writing Mini-Lessons (15 MIN.)	3. Write an Opinion Essay: Brainstorm Your Initial Claim	6. Write an Opinion Essay: Select Valid and Reliable Online Sources	9. Write an Opinion Essay: Take Notes from Reliable Online Sources	11. Write an Opinion Essay: Organize Your Essay	14. Grammar: Comparative and Superlative Forms of Adjectives
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	<p>Monitor students' progress using the informal assessment opportunities in each mini-lesson.</p> <p>You may wish to administer the Week 1 progress-monitoring assessment at the end of the week.</p>				