

Week 3 Comprehensive Literacy Planner

Essential Question: Why do we value certain qualities in people?

■ 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. "Ernie's Secret" First Reading: Make Connections to Build Knowledge about Realistic Fiction	4. "Ernie's Secret" Close Reading: Summarize a Literary Text	7. Close Reading: Describe How an Author Uses Dialogue to Develop Character's Perspective	9. Close Reading: Explain the Development of a Theme	12. "Casey at Bat" Analyze Figurative Language: Hyperbole
	2. Review Open Syllable Pattern	5. Grammar in Context: Use Principal Modals to Convey Conditions	Add to the Blueprint	10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives
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>				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Write a Character Study: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Mini-Lessons (15 MIN.)	3. Write an Opinion Essay: Draft an Effective Opening Paragraph	6. Write an Opinion Essay: Incorporate Reasons Supported by Facts and Details	8. Write an Opinion Essay: Revise to Link Opinions with Reasons Using Varied Transitions	11. Write an Opinion Essay: Recognize and Correct Inappropriate Shifts in Verb Tense	13. Write an Opinion Essay: Evaluate and Reflect on Writing
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>Administer the Unit Assessment at the end of the week.</p>				