

# Week 2 Comprehensive Literacy Planner

**Essential Question:** Why do laws continue to evolve?

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| <span style="color: #f8d7da;">■</span> Phonics and Word Study |
| <span style="color: #fff3cd;">■</span> Comprehension          |
| <span style="color: #d1ecf1;">■</span> Writing & Language     |

|   | Day 1   | Day 2   | Day 3   | Day 4   | Day 5  |
|---|---|---|---|---|--|
| <b>Read-Aloud</b><br>(10 MIN.)  | Choose a recommended trade book or a selection from the Read-Aloud Handbook.  |   |   |   |  |
| <b>Metacognitive, Comprehension, Vocabulary, Word Study, &amp; Grammar/ Language Mini-Lessons</b><br>(15-30 MIN.) | <b>1. "Fighting for the Vote" First Reading: Distinguish Between Important and Unimportant Information to Learn about Voting Rights</b>   | <b>4. "Fighting for the Vote" Explain How Relevant Details Support the Central Ideas of a Text</b>      | <b>7. "Fighting for the Vote" Grammar in Context: Review Prepositions and Prepositional Phrases</b> | <b>10. "Fighting for the Vote" Close Reading: Track the Development of an Argument</b><br><b>Add to the Blueprint</b> | <b>12. Close Reading: Compare and Contrast Primary and Secondary Sources on the Same Topic</b> |
|   | <b>2. Vowel Teams and Syllable Patterns</b>   | <b>5. "Fighting for the Vote" Build Vocabulary: Use Context Clues to Determine the Meaning of Words</b> | <b>8. "Fighting for the Vote" Close Reading: Explain How Text Structure Contributes to Meaning</b>  |   | <b>14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task</b>        |
| <b>Small-Group Reading</b>  | <p><b>Meet with small groups of students to:</b></p> <ul style="list-style-type: none"> <li>Scaffold reading behaviors and strategies using small-group texts, teacher's guides, and Prompting Cards.</li> <li>Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons.</li> <li>Revisit complex texts in Texts for Close Reading.</li> </ul> <p>See additional small-group suggestions on the Unit Foldout.</p> |   |   |   |  |
| <b>Independent Reading &amp; Confering</b>  | <p><b>During independent time:</b></p> <ul style="list-style-type: none"> <li>Ensure that all students read independently to build volume and stamina.</li> <li>Confer with a few students on their text selections, application of strategies, and knowledge building tasks.</li> </ul> <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>  |   |   |   |  |
|   | <b>Read Independently</b>   | <b>Read the Vocabulary Practice Text</b><br><b>Read Independently</b>                                   | <b>Read Independently</b>   | <b>Add to the Blueprint</b><br><b>Read Independently</b>  | <b>Write Interview Questions: Step 2, p. 18</b><br><b>Read Independently</b>                   |
| <b>Writing Mini-Lessons</b><br>(15 MIN.)  | <b>3. Write an Expository Essay: Introduce Your Topic</b>   | <b>6. Write an Expository Essay: Develop Your Topic and Elaborate with Relevant Details</b>             | <b>9. Write an Expository Essay: Use Transitional Words, Phrases, and Clauses to Connect Ideas</b>  | <b>11. Write an Expository Essay: Provide a Concluding Statement or Section</b>                                       | <b>13. Grammar in Context: Use Appositives, Main Clauses, and Subordinate Clauses</b>          |
| <b>Independent Writing &amp; Confering</b>  | Provide time for independent writing and peer and teacher-student confering. Meet with small groups of students who have similar writing needs.   |   |   |   |  |
| <b>Assessment</b> ✓   | <p>Monitor students' progress using the informal assessment opportunities in each mini-lesson.</p> <p>You may wish to administer the Week 2 progress-monitoring assessment at the end of the week.</p>  |   |   |   |  |