

# Week 2 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
<b>Read-Aloud</b> (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> (15–30 MIN.)	1. "Poems of the Industrial Age" First Reading: Draw Inferences to Learn about Technology	4. "Poems of the Industrial Age" Explain the Development of the Theme of a Poem	7. "Poems of the Industrial Age" Grammar in Context: Subject-Verb Agreement and Correct Pronoun Use	10. "Poems of the Industrial Age" Close Reading: Explain the Development of the Theme of a Poem <b>Add to the Blueprint</b>	12. Close Reading: Explain the Development of Themes in Poetry
	2. Latin Roots (spec, liter, vent, struct)	5. "Poems of the Industrial Age" Build Vocabulary: Use Context Clues to Determine Meaning	8. "Poems of the Industrial Age" Close Reading: Explain How Poetic Elements Work Together in a Poem		14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
<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; Conferring</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 Read Independently</b>	<b>Read Independently</b>	<b>Add to the Blueprint Read Independently</b>	<b>Create a Time Line: Step 2, p. 18 Read Independently</b>
<b>Writing Mini-Lessons</b> (15 MIN.)	3. Write an Opinion Essay: Draft Your Opinion and State Your Claim	6. Write an Opinion Essay: Use Research to Support a Claim	9. Write an Opinion Essay: Use Varied Transitions to Connect Claims, Reasons, and Evidence	11. Write an Opinion Essay: Draft a Concluding Statement	13. Grammar: Correct Vague Pronoun References
<b>Independent Writing &amp; Conferring</b>	Provide time for independent writing and peer and teacher-student conferring. 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>				