

# Week 3 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.)	<b>1. "The Making of the Industrial Age"</b> First Reading: Distinguish Between Important and Unimportant Information to Learn about Technology	<b>4. "The Making of the Industrial Age"</b> Close Reading: Explain How Text Structure Contributes to Meaning	<b>7. Close Reading: Explain How Text Structure Contributes to Meaning</b> <b>Add to the Blueprint</b>	<b>9. Close Reading: Explain How Relevant Details Support the Central Ideas of Multiple Texts</b>	<b>12. "The Secret of the Machines"</b> Analyze How Figurative Language Contributes to Meaning
	<b>2. Homophones</b>	<b>5. Grammar in Context: Subject-Verb Agreement and Correct Pronoun Use</b>			<b>10. 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; 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</b> <b>Read Independently</b>	<b>Add to the Blueprint</b> <b>Read Independently</b>	<b>Create a Time Line: Step 3, p. 26</b> <b>Read Independently</b>	<b>Write to Demonstrate Knowledge</b>
<b>Writing Mini-Lessons</b> (15 MIN.)	<b>3. Write an Opinion Essay: Revise to Vary Transitions</b>	<b>6. Write an Opinion Essay: Revise to Elaborate and Strengthen Claims and Reasons</b>	<b>8. Grammar: Correct Vague Pronoun References</b>	<b>11. Write an Opinion Essay: Revise with Comparative and Superlative Adjectives</b>	<b>13. Write an Opinion Essay: Create a Title and Use Technology to Publish Writing</b>
<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> ✓	Monitor students' progress using the informal assessment opportunities in each mini-lesson. You may wish to administer the Unit progress-monitoring assessment at the end of the week.				