

# Week 1 Comprehensive Literacy Planner

**Essential Question:** How does conflict shape a society?

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. Introduce the Knowledge Focus: Conflicts That Shaped a Nation</b> <b>Introduce the Blueprint</b>	<b>4. “The Banners of Freedom” Build Vocabulary: Use Context Clues to Determine Word Meaning</b>	<b>7. “The Banners of Freedom” Explain How Relevant Details Support Central Ideas</b> <b>Begin the Blueprint</b>	<b>10. “Road to Revolution” First Reading: Apply Metacognitive &amp; Fix-Up Strategies to Build Knowledge about the American Revolution</b>	<b>13. Explain How Text Structure Contributes to Meaning</b>
	<b>2. “The Banners of Freedom” First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge about the American Revolution</b>	<b>5. Final /əl/ and /ər/</b>	<b>8. “The Banners of Freedom” Language in Context: Author’s Use of Fragments for Effect</b>	<b>12. “Road to Revolution” Compare and Contrast the Language of Primary and Secondary Sources</b> <b>Add to the Blueprint</b>	<b>15. 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>Set Personal Learning Goals</b> <b>Read Independently</b>	<b>Read Independently</b>	<b>Begin the Blueprint</b> <b>Read Independently</b>	<b>Add to the Blueprint</b> <b>Read the Vocabulary Practice Text</b>	<b>Write a Historical Fiction Dialogue: Step 1, p. 10</b> <b>Read Independently</b>
<b>Writing Mini-Lessons</b> (15 MIN.)	<b>3. Write Historical Fiction: Read and Analyze a Mentor Text</b>	<b>6. Write Historical Fiction: Brainstorm a Historical Context and Strong Ideas</b>	<b>9. Write Historical Fiction: Evaluate Your Ideas</b>	<b>11. Write Historical Fiction: Develop Characters and Events</b>	<b>14. Grammar: Vary Sentence Structure</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 Week 1 progress-monitoring assessment at the end of the week.				