

# Week 2 Comprehensive Literacy Planner

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|------------------------|
| Phonics and Word Study |
| Comprehension          |
| 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, etc. Vocabulary, Word Study, &amp; Grammar/ Language Mini-Lessons</b><br>(15–30 MIN.) | <b>1. "Native Americans in the Revolution"</b><br>First Reading: Apply Metacognitive and Fluency Strategies to Learn about the American Revolution  | <b>4. "Native Americans in the Revolution"</b><br>Explain How Relevant Details Support Central Ideas                    | <b>7. "Native Americans in the Revolution"</b><br>Grammar in Context: Use Correlative Conjunctions | <b>10. "Native Americans in the Revolution"</b><br>Close Reading: Track the Development of an Argument<br><br>Add to the Blueprint | <b>12. Close Reading: Explain How Relevant Details Support Central Ideas</b>            |
|  | <b>2. Prefixes: re-, pre-, dis-, mis-</b>   | <b>5. "Native Americans in the Revolution"</b><br>Build Vocabulary: Use Context Clues to Determine the Meaning of Words | <b>8. Close Reading: Explain How Text Structures Contribute 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; 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><br>Read Independently  | <b>Read Independently</b>  | <b>Add to the Blueprint</b><br>Read Independently  | <b>Write a Historical Fiction Dialogue: Step 2, p. 18</b><br>Read Independently         |
| <b>Writing Mini-Lessons</b><br>(15 MIN.)   | <b>3. Write Historical Fiction: Use Dialogue and Description to Introduce Conflict and Characters</b>   | <b>6. Write Historical Fiction: Use Description to Develop Characters and Plot Events</b>                               | <b>9. Write Historical Fiction: Use Dialogue to Develop Characters and Plot Events</b>             | <b>11. Write Historical Fiction: Provide a Conclusion</b>  | <b>13. Grammar: Review Pronouns</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> ✓  | <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>  |   |  |  |   |