

# Week 1 Comprehensive Literacy Planner

**Essential Question:** How do economic changes impact society?

<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> (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: The Economic Development of Cities</b> <b>Introduce the Blueprint</b>	<b>4. "The Birth of Chicago"</b> <b>Build Vocabulary: Use Context Clues to Determine the Correct Definition for Multiple-Meaning Words</b>	<b>7. "The Birth of Chicago"</b> <b>Explain How Text Features Contribute to Overall Meaning</b> <b>Begin the Blueprint</b>	<b>10. "Chicago: An American Hub"</b> <b>First Reading: Apply Metacognitive &amp; Fix-Up Strategies to Build Knowledge about Economic Development</b>	<b>13. Summarize Using Relevant Details</b>
	<b>2. "The Birth of Chicago" First Reading: Apply Metacognitive and Fluency Strategies to Build Knowledge about Economic Development</b>	<b>5. Irregular Past Tense Verbs</b>	<b>8. "The Birth of Chicago" Grammar in Context: Review Past Perfect Verb Tense</b>	<b>12. "Chicago: An American Hub"</b> <b>Track the Development of an Argument</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>Create an Imaginary City: Step 1, p. 10</b> <b>Read Independently</b>
<b>Writing Mini-Lessons</b> (15 MIN.)	<b>3. Write a Multimedia Presentation: Watch a Mentor Presentation</b>	<b>6. Write a Multimedia Presentation: Analyze a Mentor Presentation</b>	<b>9. Write a Multimedia Presentation: Brainstorm Ideas</b>	<b>11. Write a Multimedia Presentation: Plan and Organize Your Argument</b>	<b>14. Write a Multimedia Presentation: Support Reasons with Visuals</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 1 progress-monitoring assessment at the end of the week.</p>				