

# Week 2 Comprehensive Literacy Planner

**Essential Question:** What does water mean to people and the societies they live in?

<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. "The Voyage"</b> First Reading: First Reading: Apply Metacognitive & Fluency Strategies to Build Knowledge about Water in Mythology	<b>4. "The Voyage"</b> Summarize a Literary Text	<b>7. "The Voyage"</b> Grammar in Context: Review Past Perfect Verb Tense	<b>10. "The Voyage"</b> Close Reading: Determine the Meaning of Figurative Language Add to the Blueprint	<b>12. Close Reading:</b> Explain the Development of a Theme
	<b>2. Latin Roots</b> (aud, vis, form, cede)	<b>5. "The Voyage"</b> Explain How Parts of a Text Fit Together to Provide the Overall Structure	<b>8. "The Voyage"</b> Close Reading: Analyze Characterization in a Literary Text		<b>14. Build Knowledge:</b> 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</b> Read Independently	<b>Read Independently</b>	<b>Add to the Blueprint</b> Read Independently	<b>Create a Public Service Announcement: Step 2, p. 18</b> Read Independently
<b>Writing Mini-Lessons</b> (15 MIN.)	<b>3. Write a Research Report: Introduce Your Topic</b>	<b>6. Write a Research Report: Develop Your Topic with Facts, Details, and Quotations</b>	<b>9. Write a Research Report: Use Linking Words, Phrases, and Clauses to Connect Your Ideas</b>	<b>11. Write a Research Report: Provide a Concluding Statement or Section</b>	<b>13. Grammar in Context: Use Gerunds, Infinitives, and Participle Phrases</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 2 progress-monitoring assessment at the end of the week.				