

	ELP M	T		Band W	ELP, Speech TH	F
8:15-8:25 5	Planner Check	Orchestra, Speech, Homework Menus due	8:15-8:25	Workers do jobs		Band Schedules-
8:25-8:45 5	Greeting: Sharing: Activity: Message:	Greeting: Sharing: Activity: Message:	8:25-8:45 MM	Greeting: Sharing: Activity: Message:	Greeting: Sharing: Activity: Message:	Greeting: Sharing: Activity: Message:
8:50-9:30 Fine Arts restroom snack	Art (Hall), Library (4/5), P.E. (2/3), Music (K/1) Data PLC	Art (Hall), Library (4/5), P.E. (2/3), Music (K/1)	8:50-9:30 Fine Arts	Art (Hall), Library (4/5), P.E. (2/3), Music (K/1)	Art (Hall), Library (4/5), P.E. (2/3), Music (K/1) Planning PLC	Art (Hall), Library (4/5), P.E. (2/3), Music (K/1)
9:35-9:55 5	Transition at 10:00 for JRM 9:45-10:05 WG	Transition at 10:00 for JRM 9:45-10:05 WG	9:20-10:50 Math AI	Skill 9:30-9:50 Concept Development	Transition at 10:00 for JRM 9:45-10:05 WG	Transition at 10:00 for JRM 9:45-10:05 WG
Passages * * * *	10:05-10:25 10:25-10:45 10:45-11:05 Skill	10:05-10:25 10:25-10:45 10:45-11:05 Skill	AI 30 min.	Problem Solving	10:05-10:25 10:25-10:45 10:45-11:05 Skill	10:05-10:25 10:25-10:45 10:45-11:05 Skill
10-11:45 Math/AI	Concept Development	Concept Development		Cooperative	Concept Development	Concept Development
Success: 10:15-10:45 Kevin Mariyon	Problem Solving	Problem Solving		Negotiation Transition back at 10:30	Problem Solving	Problem Solving
11:15-11:45 Robert	Cooperative	Cooperative	10:501 1:20 W	Writer's Workshop- meet with core groups	Cooperative	Cooperative
AI group:	Negotiation	Negotiation			Negotiation	Negotiation
	Transition back at 11:15 AI	Transition back at 11:15 AI			Transition back at 11:15 AI	Transition back at 11:15 AI

Week of: _____

11:45-12:15 Writing	Mentor text: Teaching point:	Mentor text: Teaching point:	11:20-12:15 Lit.	Mentor text: Teaching point:	Mentor text: Teaching point:
12:15-12:55	Recess/Lunch	Recess/Lunch	12:15-12:55	Recess/Lunch	Recess/Lunch
1:00-1:10 Quiet Choice/ transition			1:00-1:10 Quiet Choice/ transition		
1:10-2:30 Literacy Success: 1-1:25 Kevin Maryon Al Preston Robert Lexi	Whole group	Whole group	1:10-1:30 Lit. GROUPS Assessment	Vocabulary: Comprehension: 1- 2- 3- 4-	Whole group Vocabulary: Comprehension: 2:15-2:30 Representing Mtg. 1-1:30-2:00 2-2:00-2:30
GROUP	1-1:30-2:00	1-1:30-2:00	1:30-2:00 Social Studies Science		2:15-2:30 Representing Mtg. 1-1:30-2:00 2-2:00-2:30
Skills:	2-2:00-2:30	3-2:00-2:30			
2:30-2:45	Recess- DUTY restroom	Recess restroom		Recess restroom	Recess restroom

2:50-3:20 Social Studies Science									
3:20-3:30 Closing Circle	Gathering: Reflection: Activity: Homework Menu Closing:	Gathering: Reflection: Activity: Closing:	2:00-2:05 Closing Circle	Gathering: Reflection: Activity: Closing:					
			Meeting:	PLC	Meeting: Reflection				
					Learning Zone				

Writing - I can use mentor texts to understand how authors use sensory details in their writing. - I can plan, organize, and pace my stories using a story mountain. - I can draft the whole story as it comes to mind. - I can angle my stories by telling the internal story.	Cooperative Literacy - I can articulate and clarify my understanding of the meaning of words and phrases, including figurative language. - I can collectively brainstorm the meaning of words and phrases, including figurative language. - I can continue working with my fluency or guided reading group.	Vocabulary I can use strategies (context clues, visual learning, synonyms and antonyms) to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area using a four-square vocabulary map and my word study notebook.	Metacognition - I can use think marks (identifying how I process the text) to help me analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. - I can use talk marks (identifying author's craft) to determine how authors help me analyze visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	
--	--	--	--	--

Writing	Cooperative Literacy	Vocabulary	Metacognition	Computer
1. I can improve my <u>lead</u> by studying the work of other authors. 2. I can improve my <u>conclusion</u> to provide insight as to why the even is memorable, creating a sense of closure. 3. I can revise my story for meaning and clarity. 4. I can add dialogue to move the story forward and reveal character. 5. I can add transition words or phrases to help move the story forward or to help sequence information. 6. I can use revision and editing checklists to improve the quality of my writing.	○ I can articulate and clarify my understanding of the main idea and essential details. ○ I can collectively brainstorm <u>two or more</u> main ideas in a text. ○ I can collectively brainstorm the relationship between general theme and main idea. ○ I can collectively brainstorm theme, explaining how characters develop over time, including how they respond to challenges. ○ I can collectively brainstorm to summarize text - using main ideas/theme details. ○ I can continue working with my fluency or guided reading group.	○ I can use strategies (context clues, visual learning, synonyms and antonyms) to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area using a <u>four-square vocabulary map</u> and my word study notebook. ○ I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking by continuing to learn grammar rules in my grammar notebook.	○ I can use think marks (identifying how I process the text) to help me analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. ○ I can use talk marks (identifying author's craft) to determine how authors help me analyze visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	○ I can utilize technology to help me become a better reader and writer. Moby Max Learn Zillion Khan Academy Google Docs Google Classroom Read Works True Flix Easy CBM

Reading Instructional Plan

Instructional Focus: _____

Students: _____

Week of instruction: _____

Monday	Tuesday	Wednesday	Thursday	Friday
Warm-up Rd: 5-7	Warm-up Rd: 5-7	Warm-up Rd: 5-7	Warm-up Rd: 5-7	Warm-up Rd: 5-7
Mini-Lesson: 3-5	Mini-Lesson: 3-5	Mini-Lesson: 3-5	Mini-Lesson: 3-5	Mini-Lesson: 3-5
Intro to Text: 2	Intro to Text: 2	Intro to Text: 2	Intro to Text: 2	Intro to Text: 2
Read: 10 Reflect/Comp Check:	Read: 10 Reflect/Comp Check:	Read: 10 Reflect/Comp Check:	Read: 10 Reflect/Comp Check:	Read: 10 Reflect/Comp Check:
Read: Follow-Up:	Read: Follow-Up:	Read: Follow-Up:	Read: Follow-Up:	Read: Follow-Up:
Comp Work: 5	Comp Work: 5	Comp Work: 5	Comp Work: 5	Comp Work: 5
Reflect: 3	Reflect: 3	Reflect: 3	Reflect: 3	Reflect: 3
Set-Up:	Set-Up:	Set-Up:	Set-Up:	Set-Up:

Vocabulary: _____

30-minute Guided Reading

Instructional Opportunity	What can this look like?
Warm up Read 5-7 Minutes	Student has the opportunity to read a text that he/she has previously read or to continue reading a choice book at an independent level. This can address fluency needs or comprehension needs. This can include: • A poem • An independent reading book • An essay • An article • Reading from a previous day's lesson Students can walk in and begin reading in order to take advantage of every moment.
Mini-lesson 3-5 Minutes	The teacher provides a brief lesson as part of the explicit instruction cycle. This can include modeling to reviewing. It could be modeling how to make connections, reviewing making connections, reminding the students we will be using sticky notes to record our connections, or anything in-between.
Introduction to new text 2 Minutes	The new text can be an article, a poem, an essay, an excerpt from a book, and the like. It needs to be at the instructional level. The introduction could include: • Previewing the text • Activating prior knowledge • Discussing vocabulary • Making predictions • Linking to above lesson to support application
New read 10 Minutes Reflect/ Comprehension Check New Read Follow-up	The students have a chance to read. Part way through the reading, we check in with the student. We spot check comprehension. We reflect on the focus of the lesson. The students then continue reading. At the end of the reading, we again do a comprehension check and reflect on the focus of the lesson. While reading, we do not Round Robin Read. Students read independently and/or whisper read.
Comprehension Work 5 Minutes	We reflect on the text. If the lesson focus is not comprehension, we may do something quick like a generic question think-pair-share, a favorite part and why, an important part and why, a what were you thinking, and the like If the lesson focus is comprehension, we reflect on the strategy used - How? Why? How it helped? And the like.
Reflection Set Up for tomorrow 3 Minutes	Where are we at in our learning of the focus of the lesson? What are our goals? What are we going to work on tomorrow?

Guided Reading Lesson Plan

Date: _____

Title: _____

Focus: _____

Group: _____

Students: _____

Before Reading

- ☐ Read and talk about the title of the text.
- ☐ Discuss what is already known about the topic and how that will influence the reading.
- ☐ Check out the cover and read the blurb on the back of the book to make predictions about the text or topic.
- ☐ Determine the type of text it is and discuss any clues about how the author will present the information.
- ☐ Predict and/or investigate the text features and/or graphics that may be included in the text.
- ☐ Discuss any unusual, difficult, or technical vocabulary.
- ☐ Discuss how the form of the text will help with reading it and/or how the form of the text will influence the pace of the reading.
- ☐ Skim and scan the text to gather information by reading headings, subheadings, captions, and graphics.
- ☐ Discuss strategies you want readers to use, especially if they have been a focus of instruction.
- ☐ Determine the purpose for reading the text

During Reading

Teacher will conference with:

Monday

Tuesday

Wednesday

Thursday

Friday

- ☐ Discuss the information the reader gathers from the text.
- ☐ Inquire what is new information and confirm what the reader already knew.
- ☐ Discuss the most useful or interesting information read so far.
- ☐ Clarify confusing or difficult parts of the text or unusual or technical vocabulary.
- ☐ Discuss pace, phrasing, and fluency of the reading.
- ☐ Discuss interpretation of graphic elements.
- ☐ Encourage the use of fix-up strategies for comprehension and/or difficult or unfamiliar words.
- ☐ Prompt for use of strategic action to problem-solve while reading.
- ☐ Talk about types of words that cause the most problems.

After Reading

- ☐ Interpret and respond to the meaning of the text.
- ☐ Locate, reread, and talk about the most important, interesting, or useful pieces of information.
- ☐ Revisit the text to provide evidence of ideas and understandings.
- ☐ Discuss prereading questions that were answered or unanswered and new questions that have been raised.
- ☐ Locate, reread, and talk about sections that caused confusion or required clarification or deeper understanding.
- ☐ Problem-solve or clarify unusual, technical, or difficult vocabulary.
- ☐ Discuss use of reading strategies.
- ☐ Discuss the author's purpose and whether sufficient information was provided.
- ☐ Share a favorite passage or sentence.
- ☐ Interpret visual graphics such as charts, maps, and diagrams.
- ☐ Analyze the features and/or discuss whether the format suits the topic and purpose of the text.
- ☐ Discuss how else the story/information could have been presented.
- ☐ Discuss the accuracy of the information and any evidence of bias.
- ☐ Determine if additional reading is desired or needed on the topic or by the author.
- ☐ Highlight a student: _____