

**EACH DAY, MONDAY THROUGH WEDNESDAY, INCLUDES THE GRADUAL RELEASE OF RESPONSIBILITY.
THE WEEK TAKES THE GRADUAL RELEASE FROM MONDAY THROUGH FRIDAY.**

Topic: _____ **FOCUS QUESTION OF THE WEEK:** _____
(One of the essential/big questions of the unit.)

KEY ACADEMIC VOCABULARY (CCRI4) _____

This week's READING: _____

This week's WRITING: _____

Learning Habits Aligned with Common Core: Answer questions with **EVIDENCE** CCR1; Infer meanings of words from context CCR4

This week's Common Core Standard Emphasized: _____

This week's learning skill/strategy emphasis: _____
(aligned with Common Core Standard)

M PREVIEW, Model, Interest	T Model and Guide	W Guide and Go Farther	TH Assess, Clarify, Advance	F Fix, Expand, Finish Well
T: I DO T/S: WE DO S: YOU DO ADVANCED Check for Understanding:	T: I DO T/S: WE DO S: YOU DO ADVANCED Check for Understanding:	T: I DO T/S: WE DO S: YOU DO ADVANCED Check for Understanding:	FORMATIVE ASSESSMENT S: YOU DO independently T: I DO I'll clarify based on how they respond to the assessment. ADVANCED: End of class—check for shared understanding.	T: I DO Guide students needing support— S: ADVANCED Students who "meet" move to "exceed" CLASS SYNTHESIS —How we'll complete the week with shared understanding
HOMEWORK	HOMEWORK	HOMEWORK	HOMEWORK	HOMEWORK

The next page is a content/literacy week planning frame with examples of kinds of activities.

Topic: _____ **FOCUS QUESTION OF THE WEEK:** _____
 (One of the essential/big questions of the unit.)

KEY ACADEMIC VOCABULARY (CCR14) _____

This week's READING: _____

This week's WRITING: _____

Learning Habits Aligned with Common Core: Answer questions with **EVIDENCE** CCR1; Infer meanings of words from context CCR4

This week's Common Core Standard Emphasized: _____

This week's learning skill/strategy emphasis: _____ (aligned with CC Standard)

M PREVIEW, Model, Interest	T Model and Guide	W Guide and Go Farther	TH Assess, Clarify, Advance	F Fix, Expand, Finish Well
<p>T: I DO > Preview and INTRODUCE FOCUS/BIG QUESTION >Show how to use structure of the text to figure out topic and subtopics. > Model how to use skill/strategy to read to learn.</p> <p>WE DO: Start to find relevant information to answer the BIG question</p> <p>S: YOU DO Read to Learn ___ List or draw information. ___ start glossary of this week's words ___ start to collect information to answer question</p> <p>ADVANCED ___ make up questions about the topic ___ illustrate a page in the text</p> <p>Check for Understanding: ___ write learning summary ___ Pair/Compare notes about today's learning _____</p>	<p>T: I DO Re-model how to use this week's skill/strategy to read to learn about the topic/answer the big question.</p> <p>WE DO: Use this week's skill/strategy to read to find facts to answer the BIG question.</p> <p>S: YOU DO Read more to learn more ___ read independently or with partner to locate information ___ use graphic organizer to collect information ___ continue glossary of this week's words</p> <p>ADVANCED ___ make up challenging questions, exchange ___ make a map, chart, diagram based on the passage</p> <p>Check for Understanding: ___ write learning summary ___ Pair/Compare notes about today's learning _____</p>	<p>T: I DO Use graphic organizer to show how to organize information.</p> <p>WE DO: Students provide examples for the graphic organizer</p> <p>S: YOU DO ___ complete graphic organizer ___ write based on graphic organizer ___ complete glossary of this week's words</p> <p>ADVANCED ___ Write constructed response ___ Use structure of the text to make the outline that the author may have followed.</p> <p>Check for Understanding: ___ learning summary ___ Pair/Compare _____</p>	<p>FORMATIVE ASSESSMENT S: YOU DO independently ___ List information to include to support answer to big question ___ summarize important learning ___ outline answer to the big question</p> <p>T: I DO I'll clarify based on how they respond to the assessment. ___ use graphic organizer to clarify the topic ___ Involve students as demonstrators of what was learned and how they answered the BIG question _____</p> <p>ADVANCED: ___ Outline a booklet about the topic—write the booklet on Friday ___ Ask another BIG question about the topic and look for information to use in an answer—then write that answer on Friday</p> <p>End of class—check for shared understanding. ___ groups list important learning ___ students outline answer to big question in groups/class</p>	<p>T: I DO</p> <p>Guide students needing support— ___ make outline with students they then follow to write about the topic ___ use graphic organizer to collect facts and clarify the topic</p> <p>S: ADVANCED Students who "meet" move to "exceed" ___ write booklet about topic ___ make up quiz about topic, exchange questions—answer with evidence ___ make display about the topic ___ use different graphic organizer to explain more about the topic</p> <p>CLASS SYNTHESIS—How we'll complete the week with shared understanding ___ create bulletin board ___ Pair/Compare ___ teams create a chapter</p>
<p>HOMEWORK ___ write sentences with today's glossary words ___ list five interesting ideas and facts about the topic</p>	<p>HOMEWORK ___ add to glossary with examples from your experience ___ construct questions for another student</p>	<p>HOMEWORK ___ write letter from someone "who was there" ___ make diagram/timeline/chart based on topic</p>	<p>HOMEWORK ___ outline answer to the big question ___ write poem about the topic</p>	<p>HOMEWORK ___ write self-assessment—what I learned, how I helped other students learn more ___ write summary—what I learned and why it's important</p>