

CONTENT/NONFICTION Literacy Weekly Plan--Learning Activities and Assessments
THIS VERSION INCLUDES Examples of kinds of activities to build and assess core competence.

Common Core Anchor Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **(Specify CCSSR for your grade/students' learning priorities)**

Literacy Skills to Strengthen in mini-lessons—aligned with CCSS:

Topic: _____

Big Question: _____

This week's reading: _____

This week's core vocabulary: _____

Performance Assessment: _____

<i>Preview, Model, Interest</i>	<i>Model and Guide</i>	<i>Guide and Go Farther</i>
T: I DO Preview and INTRODUCE THE BIG QUESTION Model how to use this week's skill/strategy with this week's topic. WE DO: Find examples to support the application of the skill/strategy S: YOU DO Read to Learn __ List or draw information. __ start glossary of this week's words __ start to collect information to answer question ADVANCED __ Make up questions about the topic __ illustrate a page in the text Check for Understanding: __ learning summary __ Pair/Compare __ _____	T: I DO Re-model how to use this week's skill/strategy to learn about the topic/answer the big question. WE DO: Find examples of the application of the skill. 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 ADVANCED __ outline the topic __ write a comparison/contrast analysis—first paragraph, similarities, second paragraph, differences Check for Understanding: __ learning summary __ Pair/Compare __ _____	T: I DO Use graphic organizer of other visual to show how to organize information. WE DO: Students provide examples for the graphic organizer. S: YOU DO Organize what you learned __ identify important idea and information __ complete graphic organizer __ write based on graphic organizer __ complete glossary of this week's words ADVANCED __ Write extended response __ Make up a quiz about the topic Check for Understanding: __ learning summary __ Pair/Compare __ _____
Homework:	Homework:	Homework:

<i>Assess, Clarify, Advance</i>	<i>Fix, Expand, Finish Well</i>
How I'll assess— S: __ take a short quiz in which they answer questions with evidence __ use new or different graphic organizer to clarify what they have learned __ write their answer to the big question 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 __ _____ ADVANCED: __ Outline a booklet about the topic __ Ask another BIG question about the topic and look for information to use in an answer—then write that answer on Friday	T: I DO Guides students needing support— __ guide students to use glossary to write about topic __ use graphic organizer to collect and clarify the topic __ _____ 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 __ _____ Synthesis: __ write report on the week's learning—responding to the BIG question __ contribute to class book about the topic __ create display about topic __ _____
Homework:	Homework: