Content Literacy Week Planning Frame

<table>
<thead>
<tr>
<th>Topic: ____________________________</th>
<th>FOCUS QUESTION OF THE WEEK: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEY ACADEMIC VOCABULARY (CCR4)</td>
<td>(One of the essential/big questions of the unit.)</td>
</tr>
<tr>
<td>This week's READING: ____________________________</td>
<td></td>
</tr>
<tr>
<td>This week's WRITING: ____________________________</td>
<td></td>
</tr>
<tr>
<td>Learning Habits Aligned with Common Core: Answer questions with EVIDENCE CCR1; Infer meanings of words from context CCR4</td>
<td></td>
</tr>
<tr>
<td>This week’s Common Core Standard Emphasized: ____________________________</td>
<td></td>
</tr>
<tr>
<td>This week’s learning skill/strategy emphasis: ____________________________</td>
<td></td>
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<tr>
<th>M PREVIEW, Model, Interest</th>
<th>T Model and Guide</th>
<th>W Guide and Go Farther</th>
<th>TH Assess, Clarify, Advance</th>
<th>F Fix, Expand, Finish Well</th>
</tr>
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<tbody>
<tr>
<td>T: I DO</td>
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<td>FORMATIVE ASSESSMENT</td>
<td>T: I DO</td>
</tr>
<tr>
<td>T/S: WE DO</td>
<td>T/S: WE DO</td>
<td>T/S: WE DO</td>
<td>S: YOU DO independently</td>
<td>Guide students needing support—</td>
</tr>
<tr>
<td>S: YOU DO</td>
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<td>S: YOU DO</td>
<td>T: I DO I’ll clarify based on how they respond to the assessment.</td>
<td>S: ADVANCED Students who “meet” move to “exceed”</td>
</tr>
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<td>ADVANCED</td>
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<td>CLASS SYNTHESIS—How we’ll complete the week with shared understanding</td>
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<tr>
<td>Check for Understanding:</td>
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<td>End of class—check for shared understanding.</td>
<td></td>
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<td>HOMEWORK</td>
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The next page is a content/literacy week planning frame with examples of kinds of activities.
**Content Literacy Week Planning Frame**  
Choose Core Content and Skills  
Model, then Guide Active Learning  
Assess  
Expand

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

**KEY ACADEMIC VOCABULARY** (CCR1-4)

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: ________________________________________________________________

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| **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.  
**WE DO:** Start to find relevant information to answer the BIG question  
**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:**  
___ write learning summary  
___ Pair/Compare notes about today’s learning  
___ ____________________________ |
| **T: I DO** Re-model how to use this week’s skill/strategy to read to learn about the topic/answer the big question.  
**WE DO:** Use this week’s skill/strategy to read to find facts to answer the BIG question.  
**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**  
___ make up challenging questions, exchange  
___ make a map, chart, diagram based on the passage  
**Check for Understanding:**  
___ write learning summary  
___ Pair/Compare notes about today’s learning  
___ ____________________________ |
| **T: I DO** Use graphic organizer to show how to organize information.  
**WE DO:** Students provide examples for the graphic organizer  
**S: YOU DO**  
___ complete graphic organizer  
___ write based on graphic organizer  
___ complete glossary of this week’s words  
**ADVANCED**  
___ Write constructed response  
___ Use structure of the text to make the outline that the author may have followed.  
**Check for Understanding:**  
___ learning summary  
___ Pair/Compare  
___ ____________________________ |
| **TH** 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  
**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  
___ ____________________________ |
| **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  
End of class—check for shared understanding.  
___ groups list important learning  
___ students outline answer to big question in groups/class  
**CLASS SYNTHESIS**—How we’ll complete the week with shared understanding  
___ create bulletin board  
___ Pair/Compare  
___ teams create a chapter  
___ ____________________________ |
| **HOMEWORK**  
___ write sentences with today’s glossary words  
___ list five interesting ideas and facts about the topic  
**HOMEWORK**  
___ add to glossary with examples from your experience  
___ construct questions for another student  
**HOMEWORK**  
___ write letter from someone “who was there”  
___ make diagram/timeline/chart based on topic  
**HOMEWORK**  
___ outline answer to the big question  
___ write poem about the topic  
**HOMEWORK**  
___ write self-assessment—what I learned, how I helped other students learn more  
___ write summary—what I learned and why it’s important  
___ ____________________________ |

DIFFERENTIATE TO MAKE THE DIFFERENCE  
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