

## Example of a Week-Long CONTENT LITERACIES PLAN

**Topic:** \_\_\_\_\_

**BIG Question:** \_\_\_\_\_

**Vocabulary:** \_\_\_\_\_

**What will students read? (May include videos.)**

\_\_\_\_\_

**What will students write?** \_\_\_\_\_

**How will I assess?** \_\_\_\_\_

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Fix Go Deeper Finish well				
<p><b>T: Ask the FOCUS question.</b></p> <p>Preview, Pique Interest.</p> <p>Demonstrate how to identify important information in a text.</p> <p>S: Start glossary—write and draw pictures to show word meaning.</p> <p><i>Daily learning journal.</i></p>	<p>T: <b>Read</b> one paragraph, demonstrate how to figure out the main idea of the paragraph. Ask students to identify facts that support it.</p> <p>S: <b>Read</b> more and make</p> <table border="1"> <tr> <td>idea</td> <td>Facts</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>Chart</p> <p>Add words to glossary.</p> <p><i>Daily Learning Journal—include words from your glossary in what you write today.</i></p>	idea	Facts			<p>T: Show how to use an organizer to clarify this week's ideas.</p> <p>__compare/contrast __timeline __web __cause-effect _____</p> <p>S: Complete the graphic organizer _____</p> <p><i>Daily Learning Journal</i></p>	<p>S: Organize information and ideas to respond to the week's FOCUS question.</p> <p><i>T: Clarify and guide adjustments.</i></p>	<p>S: "Meet" students Complete the response to the BIG question.</p> <p>For students needing added guidance: Compose collaborative response</p> <p>ALL STUDENTS: Contribute to a class response to the FOCUS question—images, words, quotations.</p>
idea	Facts							