

Topic: \_\_\_\_\_ **BIG QUESTION:** \_\_\_\_\_

**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 learning skill/strategy emphasis: \_\_\_\_\_

<b>PREVIEW, Model, Interest</b>	<b>Model and Guide</b>	<b>Guide and Go Farther</b>	<b>Assess, Clarify, Advance</b>	<b>Fix, Expand, Finish Well</b>
<p><b>T: I DO</b>                      &gt; Preview and INTRODUCE THE BIG QUESTION                      &gt;Show how to use structure of the text to figure out topic and subtopics.                      &gt; Look for key words in passage.                      &gt; Model how to use this week's skill/strategy to read to learn.</p> <p><b>WE DO:</b> Look for information to answer the BIG question</p> <p><b>S: YOU DO</b>                      Read to Learn                      ___ List or draw information.                      ___ start glossary of this week's words                      ___ start to collect information to answer question</p> <p><b>ADVANCED</b>                      ___ 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><b>T: I DO</b> Re-model how to use this week's skill/strategy to read to learn about the topic/answer the big question.</p> <p><b>WE DO:</b>                      Use this week's skill/strategy to read to find facts to answer the BIG question.</p> <p><b>S: YOU DO</b>                      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><b>ADVANCED</b>                      ___ 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><b>T: I DO</b> Use graphic organizer to show how to organize information.</p> <p><b>WE DO:</b> Students provide examples for the graphic organizer</p> <p><b>S: YOU DO</b>                      ___ complete graphic organizer                      ___ write based on graphic organizer                      ___ complete glossary of this week's words</p> <p><b>ADVANCED</b>                      ___ Write extended 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>How I'll assess—  <b>S: YOU DO independently</b>                      ___ take a short quiz in which they <i>answer questions with evidence</i>                      ___ write their answer to the big question                      _____</p> <p><b>T: I DO</b> 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><b>ADVANCED:</b>                      ___ 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><b>T: I DO</b>                      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><b>S: ADVANCED</b> 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>