

WHOLE GROUP OPTIONS					
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	COMMENTS
<p>Grade 3 Time: 40 minutes Grade 4, 5, &amp; 6 Time: 60 minutes</p> <p>This week is brought to you by <u>(target comprehension skill)</u> and <u>(vocabulary strategy)</u>.</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Introduce target skill</li> <li>• Follow SF “Skill Lesson”</li> <li>• Use <i>Chunk the Text</i> (Instructional strategy)</li> <li>• Use varied reading approaches (choral reading, shared/interactive reading, etc.)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Introduce vocabulary strategy</li> <li>• Follow instructions in TE (“Introduce, Teach, Close, Assess”)</li> <li>• Discuss “Words to Know”</li> <li>• Act out action words</li> <li>• Start a Word Wall with these words</li> <li>• Read the textbox</li> <li>• Conduct a Think-Aloud</li> <li>• Log the vocabulary strategy into a Vocabulary and Comprehension Strategy Notebook</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Discuss “Guiding Comprehension” questions</li> <li>• Refer to the locator dots for answers to the question</li> <li>• Have students show evidence of their answers</li> </ul>	<p>Grade 3 Time: 20 minutes Grade 4, 5, &amp; 6 Time: 60 minutes</p> <p>This week is brought to you by <u>(target comprehension skill)</u> and <u>(vocabulary strategy)</u>.</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Review Target Comprehension Skill Lesson</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Review Vocabulary Strategy Lesson</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Introduce main selection by conducting a read-aloud of one or two pages</li> <li>• Discuss: relate to target comprehension strategy</li> </ul>	<p>Grade 3 Time: 20 minutes Grade 4, 5, &amp; 6 Time: 30 minutes</p> <p>This week is brought to you by <u>(target comprehension skill)</u> and <u>(vocabulary strategy)</u>.</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Review target skill</li> <li>• Read main selection (read aloud, shared/interactive reading, choral reading)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Review vocabulary strategy</li> </ul>	<p>Grade 3 Time: 20 minutes Grade 4, 5, &amp; 6 Time: 30 minutes</p> <p>This week is brought to you by <u>(target comprehension skill)</u> and <u>(vocabulary strategy)</u>.</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Review target skill</li> <li>• Revisit selected portions of main selection that relate to target skill</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Review vocabulary strategy</li> <li>• Revisit selected portions of main selection that relate to target skill</li> </ul>	<p>Grade 3 Time: 20 minutes Grade 4, 5, &amp; 6 Time: 30 minutes</p> <p>This week is brought to you by <u>(target comprehension skill)</u> and <u>(vocabulary strategy)</u>.</p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Review target skill</li> <li>• Revisit selected portions of main selection that relate to target skill</li> </ul> <p><b>Selection Test</b></p> <p><b>Weekly Assessments</b></p> <p>Note: If this is the week before the Unit Skills Test, review previous Selection Tests as they relate to target comprehension skills.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Review vocabulary strategy</li> <li>• Revisit selected portions of main selection that relate to target skill</li> </ul>	<p>Day 1 – The Background-building Oral Language Tape is available to activate prior knowledge in whole group.</p> <p>Day 2 – The Skills Lesson Selection Tape is available for small group.</p> <p>Day 3 – The Main Selection Tape is available for small group.</p> <p>Day 4 – Phonics Songs and Rhymes Chart and Phonics Reader are available. Refer to 5-Day Planner in SF Teacher Manual for proper use.</p> <p>Administer six weeks assessments according to MCS Elementary Literacy Assessment Schedule.</p> <p>Refer to <i>A Blueprint for Learning: A Teacher’s Guide to the Tennessee Curriculum</i>. The skills are coded and identified as:</p> <ul style="list-style-type: none"> <li>• Introduced (I)</li> <li>• Developing (D)</li> <li>• State CRT and Writing Assessed (A)</li> <li>• Mastered and Maintained (M)</li> </ul>