**HIGHLANDS SCHOOL DISTRICT**

**3rd and 4th Grade**

**BALANCED LITERACY WEEKLY LESSON PLAN**

TEACHER \_\_\_\_\_\_\_\_\_\_\_\_\_ GRADE \_\_\_\_\_\_\_\_ WEEK OF \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- |
| **COMPONENT** | Please indicate the CONCEPTS, SKILLS, ACTIVITIES, and RESOURCES students will be learning/using during the week. |
|  | **Provide the specific module you are addressing, the standard(s) within the module including CEW standards and the assessment that is addressing that standard to demonstrate mastery of the skill for the week**  **(ex: Common Assessment Module 1, Vocabulary assessment, Accelerated Reader Quiz etc.)** |
| **Module**  **Standard(s)**  **Assessment** | |  |  |  |  | | --- | --- | --- | --- | | **MODULE** | **ELA STANDARD(S)** | **CEW STANDARD(S)** | **ASSESSMENT** | |  |  |  |  | |
| **Learning Intention** | **Provide your weekly learning intentions labeled appropriately.**  **We are learning to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Read Aloud** | **Whole group read-aloud. Teacher reads each day from a pre-selected book while students listen.**  STORY**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Teacher models comprehension and think aloud skills (*circle*)** predicting, inferring, context clues, vocabulary, schema (background knowledge), summarizing, visualizing. |
| **Word Study** | **Explicit and Systematic Word Study (Guided/Independent) Teacher led instruction** with word patterns.  *Lesson Focus*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ ORTHOGRAPHIC KNOWLEDGE *(circle*): word structure, spelling rules, word patterns, cognates, vocabulary, other\_\_\_\_\_\_\_\_\_\_\_\_  □ WORD and STRUCTURAL ANALYSIS (*circle*): contractions, word endings, homophones, syllable types, word parts (prefixes, suffixes, roots), multisyllabic word decoding, other \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Shared Reading** | **Focused Whole-Group Lesson (Demonstrated/Shared) Teacher guides whole group reading of grade-level text**  ANCHOR TEXT/STORY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Lesson Focus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Fluency (circle): Guided fluency, echo, choral, partner reading, response/assess, reader’s theatre  □ Comprehension Strategy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Grammar/Phonics Skill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  □ Vocabulary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Writing** | **Whole Group Mini Lesson (Demonstrated/Shared) Teacher guides students through a focused writing process.**  **Resources** (circle): writer’s notebook, chart tablet, exemplary text, poetry book, interactive whiteboard  *Focus:*   |  |  | | --- | --- | | □Narrative | □Content | | □Opinion/Persuasive Writing | □Revising/Editing/Publishing | | □Information/Explain | □Genre Study Lesson | | □Conventions: | □Integrating Research Skills | | □Word Choice: Introduce words, apply in writing | □Other: |   Work Time (Guided/Independent)  **Student Work** (*circle*): writer’s notebook, brainstorming, first draft, editing, revising, publishing, genre writing  **Teacher Work** (*circle)*: one-on-one conferences, small group guided reading, small group conferences  **Whole Class Meeting/Sharing** (*circle*): author’s chair, partner/small group, read in the circle |
| **Guided Reading** | **Small Group Work Time/Differentiation Literacy Centers (Guided/Independent) Teacher guides students through small group reading of text while other students engage in meaningful practice of literacy skills.**   |  |  | | --- | --- | | Group 1  **Teacher Group**  Lesson Focus Skill:  Fluency (*circle*): Guided fluency, echo, choral, partner reading, response/assess, reader’s theater  Comprehension skill:  Vocabulary:  Grammar Skill:  Center 1:  Center 2:  Center 3:  Center 4: | Group 2  **Teacher Group**  Lesson Focus Skill:  Fluency (*circle*): Guided fluency, echo, choral, partner reading, response/assess, reader’s theater  Comprehension skill:  Vocabulary:  Grammar Skill:  Center 1:  Center 2:  Center 3:  Center 4: | | Group 3  **Teacher Group**  Lesson Focus Skill:  Fluency (*circle*): Guided fluency, echo, choral, partner reading, response/assess, reader’s theater  Comprehension skill:  Vocabulary:  Grammar Skill:  Center 1:  Center 2:  Center 3:  Center 4: | Group 4  **Teacher Group**  Lesson Focus Skill:  Fluency (*circle*): Guided fluency, echo, choral, partner reading, response/assess, reader’s theater  Comprehension skill:  Vocabulary:  Grammar Skill:  Center 1:  Center 2:  Center 3:  Center 4: | |
| **MTSS Interventions** | **Based on DATA/Skill Needs**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | STUDENT GROUP | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | | TIER 1 | Skill:  Activity: | Skill:  Activity: | Skill:  Activity: | Skill:  Activity: | Skill:  Activity: | | TIER 2 | Skill:  Activity: | Skill:  Activity: | Skill:  Activity: | Skill:  Activity: | Skill:  Activity: | | TIER 3 | Skill:  Activity: | Skill:  Activity: | Skill:  Activity: | Skill:  Activity: | Skill:  Activity: | |