

# 15 Day Plan

## Content Area

### Essential Questions:

- How do we build a community of readers and writers?

### Fence Posts:

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

### Supporting:

- W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Learning Targets:

- I can ask questions about a text.
- I can answer questions about a text.
- I can show my understanding by using text evidence.
- I can read on grade level with support when needed.
- I can read independently at a level that is just right for me.
- I can monitor my own reading growth.
- I can identify the meaning of words and phrases by using clues from the text.
- I can tell the difference between literal and nonliteral language by using clues from the text.

### Vocabulary:

### Possible Misconceptions & Ways to Address:

1	2	3	To-Do
<p><b>Focus:</b> Why Read?</p> <p><b>Mini Lesson:</b> Why we are reading? Glow and grows as readers.</p> <p><b>Read/Write/Discuss Complex Text</b> Chapters 1 &amp; 2 Support conclusions with evidence from text.</p> <p><b>Reading Lab 1 (15 minutes)</b> Self leveling</p> <p><b>Writing</b> Sell the big picture! Write about yourself and the role reading and writing has played in your life.</p>	<p><b>Focus:</b> Ask and Answer Questions</p> <p><b>Read/Write/Discuss Complex Text</b> Chapters 3 &amp; 4 Learning from the text.</p> <p><b>Reading Lab 1 (15 minutes)</b> Building stamina Classroom procedures/routines for reading.</p> <p><b>Writing</b> Heart Map: What matters to me? Writing survey.</p>	<p><b>Focus:</b> Relevant Details</p> <p><b>Read/Write/Discuss Complex Text</b> Citing relevant details. Chapter 5</p> <p><b>Reading Lab 1 (15 minutes)</b> Building stamina Routines &amp; rituals for book shopping.</p> <p><b>Writing</b> Write an argument about something that matters to you. Build Stamina</p> <p><b>Fun Read Aloud</b></p>	

<p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Build stamina &amp; finish self leveling</p>	<p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Build stamina and/or finish writing survey.</p>	<p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	
<p><b>4</b> <b>Focus:</b> Fact VS Fiction</p> <p><b>Read/Write/Discuss Complex Text</b> Fact VS Fiction</p> <p><b>Reading Lab 1 (15 minutes)</b> Building stamina Classroom procedures/routines for reading. Book shopping routine. Build conferring routine.</p> <p><b>Writing</b> Heart Map: Write an informational text on something in which you are already an expert. Build stamina.</p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	<p><b>5</b> <b>Focus:</b> Illustrations</p> <p><b>Read/Write/Discuss Complex Text</b> Ask and answer questions about fiction and information. Learning to use illustrations. Chapter 6</p> <p><b>Reading Lab 1 (15 minutes)</b> Building stamina Classroom procedures/routines for reading. Book shopping routine. Build conferring routine.</p> <p><b>Writing</b> Heart Map: Pick one thing you care about and write a narrative. Include an illustration. Build stamina.</p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	<p><b>6</b> <b>Focus:</b> Leveling</p> <p><b>Read/Write/Discuss Complex Text</b> Academic Vocabulary Chapter 7&amp; 8</p> <p><b>Reading Lab 1 (15 minutes)</b> Academic vocabulary. Tiers of vocab. Building stamina Classroom procedures/routines for reading. Book shopping routine. Build conferring routine.</p> <p><b>Writing</b> Respond to any of the prompts. Page 111</p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	
<p><b>7</b> <b>Focus:</b> Context Clues Definition</p> <p><b>Read/Write/Discuss Complex Text</b> Providing a definition. Chapter 9</p> <p><b>Reading Lab 1 (15 minutes)</b> Providing a definition for a new word. Building stamina Classroom procedures/routines for reading. Book shopping routine. Build conferring routine.</p> <p><b>Writing</b></p> <p><b>Fun Read Aloud</b></p>	<p><b>8</b> <b>Focus:</b> Context Clues Synonyms</p> <p><b>Read/Write/Discuss Complex Text</b> Providing a synonym. Chapter 10</p> <p><b>Reading Lab 1 (15 minutes)</b> Providing a synonym for a new word. Building stamina Classroom procedures/routines for reading. Book shopping routine. Build conferring routine.</p> <p><b>Writing</b></p> <p><b>Fun Read Aloud</b></p>	<p><b>9</b> <b>Focus:</b> Context Clues Antonyms</p> <p><b>Read/Write/Discuss Complex Text</b> Providing an antonym. .</p> <p><b>Reading Lab 1 (15 minutes)</b> Providing an antonym for a new word. Building stamina Classroom procedures/routines for reading. Book shopping routine. Build conferring routine.</p> <p><b>Writing</b></p> <p><b>Fun Read Aloud</b></p>	

<p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	<p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	<p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	
<p><b>10</b> <b>Focus:</b> Context Clues Literal VS Non Non Literal</p> <p><b>Read/Write/Discuss Complex Text</b> Core Text Similes</p> <p><b>Reading Lab 1 (15 minutes)</b> Similes in independent reading. Building stamina Classroom procedures/routines for reading. Book shopping routine. Build conferring routine.</p> <p><b>Writing</b> Similes (not in ARC)</p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	<p><b>11</b> <b>Focus:</b> Context Clues Literal VS Non Non Literal</p> <p><b>Read/Write/Discuss Complex Text</b> Core Text Idioms</p> <p><b>Reading Lab 1 (15 minutes)</b> Idioms in independent reading. Building stamina Classroom procedures/routines for reading. Book shopping routine. Build conferring routine.</p> <p><b>Writing</b> Idioms (not in ARC)</p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	<p><b>12</b> <b>Focus:</b> 100 Day Book Challenge Book Series</p> <p><b>Read/Write/Discuss Complex Text</b> Compare &amp; contrast characters across books in a series. Graphic Organizer pg. 153 What is a series? Chapters 1 &amp; 2 Night at Dawn</p> <p><b>Reading Lab 1 (15 minutes)</b> Self selecting books for series you love. Building stamina</p> <p><b>Writing</b></p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	
<p><b>13</b> <b>Focus:</b> 100 Day Book Challenge Book Series</p> <p><b>Read/Write/Discuss Complex Text</b> Can be done over two days. Compare &amp; contrast setting across books in a series. Graphic Organizer pg. 153, 162, 163 What is a series? Chapters 3 &amp; 4 Night at Dawn</p> <p><b>Reading Lab 1 (15 minutes)</b> Self selecting books for series you love. Building stamina</p> <p><b>Writing</b></p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	<p><b>14</b> <b>Focus:</b> 100 Day Book Challenge Book Series</p> <p><b>Read/Write/Discuss Complex Text</b> Can be done over two days. Compare &amp; contrast events across books in a series. Graphic Organizer pg. 169 What is a series? Chapters 5 &amp; 6 Night at Dawn</p> <p><b>Reading Lab 1 (15 minutes)</b> Self selecting books for series you love. Building stamina</p> <p><b>Writing</b></p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	<p><b>15</b> <b>Focus:</b> 100 Day Book Challenge Book Series</p> <p><b>Read/Write/Discuss Complex Text</b> Compare &amp; contrast characters across books in a series. Graphic Organizer pg. 153 What is a series? Chapters 1 &amp; 2 Night at Dawn</p> <p><b>Reading Lab 1 (15 minutes)</b> Self selecting books for series you love. Building stamina</p> <p><b>Writing</b></p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	

<p><b>16</b> <b>Focus:</b> Finding Power Goals</p> <p><b>Read/Write/Discuss Complex Text</b> Can be done over two days.</p> <p>What is a prefix? Possible meaning of new words Chapters 7 &amp; 8 Knight at Dawn</p> <p><b>Reading Lab 1 (15 minutes)</b> Self selecting books for series you love. Building stamina</p> <p><b>Writing</b></p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	<p><b>17</b> <b>Focus:</b> Finding Power Goals</p> <p><b>Read/Write/Discuss Complex Text</b> Can be done over two days.</p> <p>What is a suffix? Possible meaning of new words Chapters 9 &amp; 10 Knight at Dawn *Prefix/suffix chart</p> <p><b>Reading Lab 1 (15 minutes)</b> Self selecting books for series you love. Building stamina</p> <p><b>Writing</b></p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Build stamina and any unfinished learning.</p>	<p><b>18</b> <b>Focus:</b> Writing Your Own Magic Tree House Start at Home Reading Power Goals</p> <p><b>Read/Write/Discuss Complex Text</b> Compare, Contrast, Create Introduce rubric (pg 232)</p> <p>Create an outline/map for a new Magic Tree House book (graphic organizer pg 233)</p> <p>Compare and contrast core novels</p> <p><b>Reading Lab 1 (15 minutes)</b> Comparing core novels</p> <p><b>Writing</b> Begin writing.</p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Self selected texts looking for inspiration</p>	
<p><b>19</b> <b>Focus:</b> Writing Your Own Magic Tree House Start at Home Reading Power Goals</p> <p><b>Read/Write/Discuss Complex Text</b> Over many days</p> <p>Begin drafting own book</p> <p><b>Reading Lab 1 (15 minutes)</b> Self selecting books for series you love. Building stamina</p> <p><b>Writing</b> Writing own story</p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Self selected texts looking for inspiration</p>	<p><b>20</b> <b>Focus:</b> Writing Your Own Magic Tree House Start at Home Reading Power Goals</p> <p><b>Read/Write/Discuss Complex Text</b> Word Choice</p> <p><b>Reading Lab 1 (15 minutes)</b> Self selecting books for series you love. Building stamina</p> <p><b>Writing</b> Editing story for word choice</p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Self selected texts looking for inspiration</p>	<p><b>21</b> <b>Focus:</b> Writing Your Own Magic Tree House Start at Home Reading Power Goals</p> <p><b>Read/Write/Discuss Complex Text</b> Editing (graphic organizer pg 248)</p> <p><b>Reading Lab 1 (15 minutes)</b> Self selecting books for series you love. Building stamina</p> <p><b>Writing</b> Editing story</p> <p><b>Fun Read Aloud</b></p> <p><b>Reading Lab 2 (15 minutes)</b> Self selected texts looking for inspiration</p>	
<p><b>22</b> <b>Focus:</b> Small Group Instruction Conference Schedule (pg. 252)</p> <p><b>Read/Write/Discuss Complex Text</b></p>	<p><b>23 *option?</b> <b>Focus:</b> Draft Informational text related to story</p> <p><b>Read/Write/Discuss Complex Text</b> Over many days</p>	<p><b>22</b> <b>Focus:</b> Share completed project with peers</p> <p><b>Read/Write/Discuss Complex Text</b></p>	

Over many days

Begin drafting own book

**Reading Lab 1 (15 minutes)**

Self selecting books for series you love.  
Building stamina

**Writing**

Writing own story

**Fun Read Aloud**

**Reading Lab 2 (15 minutes)**

Self selected texts looking for inspiration

**Reading Lab 1 (15 minutes)**

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Self selected texts looking for inspiration