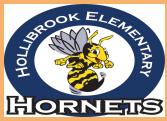


Hollibrook Elementary

4th Grade Reading & Writing Components

160 minutes

	<p>RTI model <Response to Intervention 1.29> Dear Time <Silent Sustained Reading 0.12> (Dr. Ramirez <Comprehensive instructional programs for teachers 0.72> AR Program <Exposure to Reading 0.43></p>		
Whole Group	<p>MEDIA SHARE - Building Background "Hook" <Background Knowledge 0.46></p> <ul style="list-style-type: none"> ❖ PowerPoint facts ❖ Text Feature focus ❖ Set Up background Knowledge 	5 mins	
	<p>Vocabulary Pre-Teach & Review <Voc programs 0.62></p> <ul style="list-style-type: none"> ❖ 6-8 Words ❖ Vocabulary PowerPoint (Pics, Predict, Word, Definition, sentence) ❖ Use a direct and explicit routine for introducing new words ❖ Teach students independent word learning strategies (vocabulary T-chart & Frayer Model) ❖ Add to Word Wall 	10 mins	
	<p>SKILL LESSON FOCUS <Direct Teaching 0.60></p> <ul style="list-style-type: none"> ❖ TEKS Focused from Roadmap ❖ CPQ-Comprehension Purpose Question 	15 mins	
"WE DO" Guided Practice	<p>READ ALOUD with CFUs</p> <ul style="list-style-type: none"> ❖ T reads instructional Text <exposure to reading 0.43> ❖ T and Ss read chorally ❖ Group Reads (all girls, boys, pants, shorts, long hair, short hair, white shirt, blue shirt) ❖ Think Turn and Talk Qs <self verbalization & self Questioning 0.55> ❖ CFUs tagged with sticky on page/ lesson plans # (Not just CPQ) <Questioning 0.48> 	<p>Cooperative Groups: <Cooperative Learning 0.40></p> <ul style="list-style-type: none"> ❖ Assigned Roles ❖ Problem Solving ❖ Add GRIT <Inquiry based Learning 0.40> ❖ Structures & Strategies ❖ JigSaw Method <1.20> 	15 mins
SMALL GROUPS	<p>Reading WORKSHOP <Small Groups 0.47></p> <ul style="list-style-type: none"> ❖ Teacher PULL OUT (Not part of rotation) ❖ STATIONS (5 Components of Reading) <ul style="list-style-type: none"> -Phonics: Spelling activities of rules learned <Phonics Instruction (0.70)> -Comprehension: Activities where students apply FOCUS SKILL -Technology: Istation <Technology with Elementary Students 0.44> -Vocabulary: activities to apply learning of vocabulary from text -Fluency: Sight words, Timed readings, Partner Reading, Repeated Reading, Poetry <Exposure to Reading 0.43> 	50 mins	
WHOLE GROUP	<p>Reading CLOSURE</p> <ul style="list-style-type: none"> ❖ Answer CPQ ❖ Review Lesson & Strategy Focus ❖ Share biggest take-a-ways ❖ KAHOOT 	5 mins	



EXPOSITORY WRITING BLOCK

(60 mins)

	Monday	Tuesday	Wednesday	Thursday	Friday
EDITING & REVISING (20 mins)	*Editing & Revising	*Editing & Revising	*Editing & Revising	*Editing & Revising	*Assess Editing and Revising
Writing Expository Instruction GOALS (40 Mins)	Brainstorm *T models how to brainstorm reasons that are interesting to the reader using the brainstorm form *Avoid writing what everyone else is writing about (That will bore the reader)	Rough Draft *T models how to prepare and write their rough draft. T models using classroom poster.	Editing & Revising of Paper/Conferences *T models how to revise and edit using the CUPS and ARMS *T explains the what questions will be discussed at conferences and model with a student.	Publishing Final Draft/ Author's Chair Sharing *T models what is needed in final draft to submit for grading. *T explains speaker and audience etiquette for Author's chair.	*Continue Author's Chair Sharing