**120 Minute Reading /Language Arts Class Structure**

**Our Goal: *More* Reading (eyes on text) ET**

**What standard am I teaching today? How will I assess this learning?**

**25-30 minute whole class mini lesson : reading comprehension strategies taught and modeled, grammar, writing modeled. *Explicit instruction required for any activity to be done in independent group – leave nothing to chance*.**

**Main Idea / Details** [**Character**](http://www.readworks.org/lessons/concepts/character) **Traits** [**Classify and Categorize**](http://www.readworks.org/lessons/concepts/classify-and-categorize)[**Compare and Contrast**](http://www.readworks.org/lessons/concepts/compare-and-contrast)[**Drawing Conclusions**](http://www.readworks.org/lessons/concepts/drawing-conclusions)[**Explicit Information**](http://www.readworks.org/lessons/concepts/explicit-information) **Fact and Opinion Figurative Language Poetry Making inferences** [**Voice**](http://www.readworks.org/lessons/concepts/voice)[**Character**](http://www.readworks.org/lessons/concepts/character) **Traits** [**Genre**](http://www.readworks.org/lessons/concepts/genre)[**Plot**](http://www.readworks.org/lessons/concepts/plot)[**Point of View**](http://www.readworks.org/lessons/concepts/point-view)[**Predicting**](http://www.readworks.org/lessons/concepts/predicting)[**Sequence**](http://www.readworks.org/lessons/concepts/sequence)[**Setting**](http://www.readworks.org/lessons/concepts/setting)[**Theme**](http://www.readworks.org/lessons/concepts/theme)[**Vocabulary in Context**](http://www.readworks.org/lessons/concepts/vocabulary-context) **Text Structure Text Features Empowering Writers Lessons / Big Universe**

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| **TEACHER** | **TUTOR** | **INDEPENDENT** |
| **Novels/Trade Books / Leveled Readers/Poetry**  **Storyworks**  **( on and off grade level lists)**  **Literature discussions for chapters read / or guided reading**  **Skills to be explicitly taught**  **• Setting purposes for reading**  **• Previewing and predicting**  **• Activating prior knowledge**  **• Monitoring, clarifying, and fixing**  **• Visualizing and creating visual representations**  **• Drawing inferences**  **• Self-questioning and thinking aloud**  **• Summarizing and retelling**  **Nonfiction: *Scholastic News, Time For Kids*, news paper articles , *National Geographic Magazine, Cobblestone***  **\*May alternate fiction/nonfiction days** | ***Vocabulary work: Sadlier series***  ***Introduce Monday spelling/ practice test?***  **Basal story**  **Scholastic News**  **Focus on comprehension skill for the week – use question stems on ring**  ***Reading for fun – a high interest story or article***  ***Writing work***  ***Poetry reading***  ***Grammar*** | **Read novels in preparation for reading group**  **Reread basal text story**  **Reading leveled readers**  **Reading nonfiction materials**  **Completing skill work from mini lesson in reading/writing** |

**Make planning intentional and standard driven**

**25-30 minutes each: Teacher/Tutor**

**Possible homework – Read chapter(s) from guided reading books with written response to a prompt, grammar workbook, spelling work/ reading skill work, Sadlier Vocabulary work from workbooks (yes, take it home)**

**Preteach vocabulary – tell them the definitions for word work – then use Marzano or Frayer Model to learn words ( keep number reasonable)**

**Have students bring reading notebook journal to GR group/ write down thinking**

**Use sticky notes at GR groups**

**Use anchor charts to provide visual cues / support for reading**

**Read the books before you teach them!**