

to Literary Terms and Text Features. Use the Think Alouds to model dialogue and strategies.

Read and Comprehend

Get ready to teach the Read and Comprehend Lesson. Begin with the Vocabulary Strategy. Refer students to the corresponding Envision It! pages in their Student Edition. For additional practice, students can complete activities in the Reader's and Writer's Notebook or online.

Move on to Reread for Fluency and follow the Choral Reading Routine.

Then it's time to Build Background for the Main Selection with Team Talk. Students discuss the Question of the Week in pairs, and make connections to the reading selection. Continue with Prereading Strategies before reading the selection.

Day 2 is the first day of a Double Day Read! There are two schedule options. Option 1 requires reading the selection using the Guide Comprehension questions along the top of the pages to monitor and clarify understanding. Option 2 requires reading the first half of the selection on Day 2. Use the Guide Comprehension instruction at the top of the pages and Extend Thinking instruction along the bottom.

Small Group

Follow the small group instructional plans for Day 2. When working with each small group, assign independent activities and Practice Stations work to the other students, just as in Day 1. Students working independently can listen to Background Building Audio, play skills games on the digital path, work in their Reader's and Writer's Notebook, or complete Research and Inquiry activities. The Practice Stations include Words to Know, Get Fluent, and Word Wise.

LA and Wrap Up Your Day

End instruction on Day 2 with Language Arts. Just like in Day 1, begin with Research and Inquiry. Move on to Conventions, and then Spelling. Language Arts digital path features include vocabulary activities and Grammar Jammers.

Move on to Writing. Discuss the writing trait and present the mini-lesson. Finish by following the Quick Write for Fluency Routine. Finally, use Wrap Up Your Day to review the lessons and assign homework.

Preview the next day by letting students know what they'll read on Day 3.

Day 3

The following focuses on the Get Ready to Read, Small Group Time, Read and Comprehend, and LA and Wrap Up Your Day lessons specific to Day 3.

Get Ready to Read

Day 3 follows a routine similar to Days 1 and 2. After reviewing the Question of the Week, it's time for Anchored Talk and Oral Vocabulary.

The next step is to complete a Comprehension Check. Use comprehension check questions as well as activities in the Reader's and Writer's Notebook to reinforce comprehension and clarify areas of confusion. Students practice summarizing information during Check Retelling.

Small Group Time

Follow the small group plan for Day 3. Students revisit the Main Selection and build vocabulary. While working with small groups, other students complete the usual independent activities. Some students may benefit from using this time to listen to an AudioText of the Main Selection. Today's Practice Stations include Let's Write, Get Fluent, and Word Work.

En grupos pequeños

DÍA 3 Dividirse en grupos pequeños antes de volver a mirar Rosa Truena.

IE Intervención estratégica p. ED+19 • Reforzar el vocabulario • Leer/Volver a mirar Rosa Truena	AN Al nivel p. ED+24 • Ampliar el vocabulario • Leer/Volver a mirar Rosa Truena	A Avanzado p. ED+29 • Ampliar el vocabulario • Leer/Volver a mirar Rosa Truena
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Centros de práctica

- ¡Escribamos!
- Preparación para la fluidez
- Estructura de las palabras

Actividades independientes

- Audíobro de Rosa Truena
- Cuaderno de lecturas y escritores
- Investigación e indagación

Read and Comprehend

In Read and Comprehend, Day 3 is the second day of The Double Day Read! The instruction portion of The Double Day Read! will vary depending on the schedule option selected for Day 2. For Option 1, use Day 3 to reread the selection and use Extend Thinking to develop higher-order thinking skills. For Option 2, use Day 3 to read the second half of the selection, again using both Guide Comprehension and Extend Thinking.

Then it's time for Retelling. Students use the Envision It! Retelling Cards or the Story Sort on the digital path. The information in the Don't Wait Until Friday box and sidebars helps monitor student progress.

Students also answer critical thinking questions. The first question relates to the student, the world, or another text; the next to the author's purpose; the third to the comprehension skill; the fourth to the target strategy; and the last is a writing prompt.

Next, model fluency. Have students reread text to practice the fluency skill and use the Choral Reading routine.

End Read and Comprehend with Research and Study Skills. For additional practice, have students review and complete the appropriate pages in the Reader's and Writer's Notebook.

LA and Wrap Up Your Day

As on Day 2, Language Arts instruction begins with Research and Inquiry, followed by Conventions and Spelling.

Students complete a writing activity during Let's Write It! and make connections to this week's conventions. Instruction continues with writing instruction and the Quick Write for Fluency Routine. These activities are followed by Wrap Up Your Day and a preview of Day 4.

Day 4 The following focuses on the Get Ready to Read, Small Group Time, Read and Comprehend, and LA and Wrap Up Your Day lessons specific to Day 4.

Get Ready to Read Continue to discuss the Question of the Week, develop oral vocabulary during Anchored Talk, and introduce Amazing Words.

Next, prepare students to read the paired selection. This lesson may focus on a skill or strategy, such as genre or a 21st century skill such as writing an e-mail.

Then it's time for Small Groups.

Small Group Time Small Group Time involves reading or revisiting this week's Paired Selection as well as additional instruction that builds fluency. Students working independently may listen to an AudioText of the Paired Selection, work in their Reader's and Writer's Notebook, or complete Research and Inquiry activities. Day 4 Practice Station activities include Read for Meaning, Get Fluent, and Words to Know.

Read and Comprehend In Read and Comprehend, guide comprehension and extend thinking. Make connections between the paired selection and the skills discussed in the Get Ready to Read lessons.

Then it's on to Fluency. Use Let's Learn It! pages in the Student Edition and the information in the Don't Wait Until Friday box to monitor progress. Finish Read and Comprehend instruction with Vocabulary and Listening and Speaking practice. These activities prepare students for the next grade.

LA and Wrap Up Your Day As with the previous days, Language Arts begins with Research and Inquiry.

Research and Inquiry
Synthesize
Task
Have students synthesize their research findings and results into a fact sheet and a map. First, have students review their note cards and choose the most relevant facts, statistics, and ideas for their fact sheet. Make sure they include information from multiple sources and organize it logically. Then, have them create their maps, tracing a model or using a copy if necessary. They should include a key and mark important points.
Guided practice
Have students type on a computer or write neatly on a poster board to prepare for their presentations. Make sure students are including important points in an easy-to-read manner on their fact sheets. Their maps should be clear and accurate. As students create their fact sheets and maps, encourage them to cite their sources of information.
On their own
Have students work with a partner to practice their presentations. Encourage them to investigate their maps and fact sheets as they present the information. Remind partners to listen actively and to offer constructive criticism or praise.

Investigación e indagación
Sintetizar

- Enseñar** Pida a los estudiantes que sintetizen los hallazgos y los resultados de su investigación en una hoja informativa y en un mapa. Primero, pídale que repasen sus apuntes y que escojan los datos, las estadísticas y las ideas más relevantes para incluirlos en la hoja informativa. Asegúrese de que incluyan información de diversas fuentes y de que la organicen de manera lógica. Luego, pídeles que hagan sus mapas, calculando un modelo o usando una copia, si fuera necesario. Deberán incluir una clave para el mapa y también deberán marcar los puntos importantes.
- Práctica guiada** Pida a los estudiantes que usen una computadora o que escriban en una cartulina gruesa para prepararse para sus presentaciones. Asegúrese de que los estudiantes incluyan los puntos importantes en sus hojas informativas de manera que sean fáciles de leer. Sus mapas deberán ser claros y precisos. Mientras los estudiantes crean sus hojas informativas y sus mapas, alíentelos a proporcionar las citas que acrediten sus fuentes de información.
- Por su cuenta** Pida a los estudiantes que trabajen con un compañero para practicar las presentaciones de sus hojas informativas. Alíentelos para que integren sus mapas y sus hojas informativas al hacer la presentación de la información. Recuérdelos que deben escuchar activamente y que pueden ofrecer crítica constructiva y elogios para sus compañeros.

Then it's on to Conventions and Spelling. Finish Language Arts with a mini-lesson and the Quick Write for Fluency Routine.

The day ends with Wrap Up Your Day.

Day 5: Wrap Up Your Week Day 5 is a special day, called Wrap Up Your Week. This day is for celebrating the concept, reviewing skills, and assessing student knowledge. It requires some preparation work. Be sure to have the appropriate reproducible pages on hand for assessing students. The

reproducibles needed are built into the Day 5 lessons. Find additional forms, such as an observation checklist, in the Assessment Handbook. Begin the day with a Concept Wrap Up. Review the Question of the Week, the concept, and Amazing Words.

Amazing Ideas is next. Connect the Question of the Week to the Big Question. Use information in the It's Friday box to monitor oral vocabulary progress.

Review Comprehension, Vocabulary, Word Analysis, and Literary Terms.

Then, move on to Small Group Time.

Small Group Time

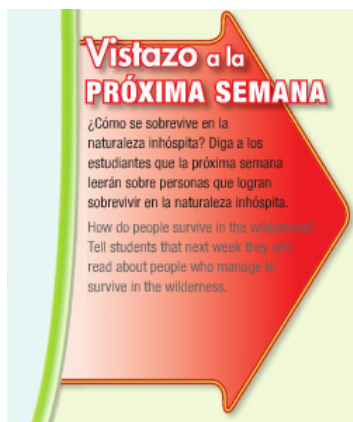
In Small Group Time, reread a leveled reader from the week to practice fluency. Students working at Practice Stations complete Words to Know, Get Fluent, and Read for Meaning activities. Independent activities include Grammar Jammer, the Concept Talk Video, and Vocabulary Activities.

Review & Assess

Assess students for fluency, this week's skills, and spelling. Be sure to use the if...then statements and notes in the side bar. Present the Research and Inquiry learnings.

Then it's time for Conventions, Use the Let's Practice It! activities for additional practice. During Writing, review what students learned in yesterday's activity before moving on to the mini-lesson and Quick Write for Fluency.

End the day and week by briefly previewing information that will be covered next week.



Interactive Review

Interactive review weeks help teachers and students connect all the ideas learned during a unit. These occur every sixth week in Grades 2–6. Choose the skills and strategies to review based on the progress-monitoring results during the unit.

Continue to develop writing skills through daily quick writes. Reteach, review, and extend topics as needed.

Use the Interactive Review pages in Let's Practice It! and the Unit Benchmark Test.

Discuss the Question of the Week from each week of the unit and connect ideas back to the Big Question.

Review

This guide discussed lesson features that seen during a week of instruction. Daily lessons are divided into Get Ready to Read, Read and Comprehend, and Language Arts. Lessons are taught in whole- and small-group formats. This guide reviewed the types of activities students complete independently or at a Practice Station while they're in small groups.

On Day 5, the Wrap Up Your Week day, celebrate the concept, review skills, and assess student knowledge.

This guide also discussed the interactive review week for reteaching and extending concepts, skills, and strategies.