Mrs. George's Lesson Plan			Week 6	Date: Sept 16-20	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:55	Gym Assembly/Pledge				
	Mr. Byard or Mrs. Manis will give morning announcements, lead the school in the pledge and allow the opportunity for a moment of silence. Then the teacher will lead the students to their classroom to put up their backpacks.				
	George Homeroom				
8:10 (15 mins)	Morning Work				
	The students will complete the respective day of the week's activity in order to review spiraled skills from 4th grade or earlier in the 5th grade year.				
8:25 (15 mins)	Read Aloud				
Standards	RF.4.3.A, L.4,4.B				
Materials	Home of the Brave by Katherine Applegate				
Modeling	Home of the Brave Pages 129-154	Home of the Brave Pages 155-183	No Read Aloud	Home of the Brave Pages 184-200	Fly Away Home
8:40 (10 mins)	Mini Lesson- Interpretation Book Clubs: Analyzing Themes				
Standards	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a, W.5.10 RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.9 SL.5.1, SL.5.3, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.6
Materials	Lucy Calkins Unit 1 Teacher Guide, Anchor Chart, Lucy Calkins Sticky Notes, Chart Markers, Student Reading Journals, Home of the Brave by Katherine Applegate, Student Handouts				
Mini Lesson	**Session 12: Reading on, with Interpretations in Mind-** In this session, the teacher will remind students that readers wear their	**Session 13: Debating to Prompt Rich Book Conversation-** In this session, the teacher will teach students that readers can debate	**Due to DARE and ACE schedules, this day will be used exclusively for review and intervention.**	**Session 14: Reflecting on Ourselves as Book Clubs-** In this session, the teacher will guide students through an inquiry to explore how an effective book	**Session 15: Two Texts, One Theme-** In this session, the teacher will teach students that sophisticated readers consider universal themes

	interpretations like a pair of glasses, reading on in the text with ideas in mind, gathering evidence and deepening their theories.	differing viewpoints on a provocative question about a book they have both read.		club elevates the level of its reading, thinking, and conversations about books.	as they read, comparing and contrasting those themes across different texts.
8:55 (40 mins)	**Activity**				
Standards: C.11.1.1, C.11.1.3, CGE.12.1.2	**LIBRARY**	**ART**	**PE**	**MUSIC**	**SPANISH**
9:35 (30 mins)	**Independent Reading and Literacy Intervention**				
Standards	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a, W.5.10 RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a, W.5.10 RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6
Materials	Student Reading Journals, Student Self Selected Texts, Student Computers				
Small Group/ Independent Practice	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Pushing Students	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Assessing How Students Find	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Review **Reading Group**	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Methods for Teaching into Book Clubs	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Supporting Clubs as They Think Across Two

	toward Higher Levels of Interpretation Work **Reading Group D:** T he students will engage with the teacher in group conversation, focusing on a central question within their independent text.	Debatable Topics and Prepare for Debate **Reading Group C:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text.	**B:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text.	**Reading Group D:** T he students will engage with the teacher in group conversation, focusing on a central question within their independent text.	Texts **Reading Group E:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text.
Intervention	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.
Mid Workshop Teaching	**Remembering to Carry Our Conversational Prompts with Us**	**Preparing for Debates- Deciding Sizes and Prioritizing Reasons and Evidence**	**Review**	**Using a Learning Progression to Assess and Set Goals for Determining Theme**	**Rereading Key Scenes to Uncover New Details and Build Stronger Interpretations**
10:05 (5 mins)	**Share**				
Assessment	**Pushing to Connect Interpretations that at First Seem Unrelated**	**Debating to Lead to More Complex Thinking**	**Review**	**Using a Learning Progression to Assess and Set Goals for Determining Theme**	**Using Thought Prompts to Help Express the Similarities and Differences We See Across Texts**
10:10	**Miller's Homeroom**				
10:10 (15 mins)	**Morning Work**				

	The students will complete the respective day of the week's activity in order to review spiraled skills from 4th grade or earlier in the 5th grade year.				
10:25 (15 mins)	**Read Aloud**				
Standards	RF.4.3.A, L.4,4.B				
Materials	Home of the Brave by Katherine Applegate				
Modeling	Home of the Brave Pages 129-154	Home of the Brave Pages 155-183	No Read Aloud	Home of the Brave Pages 184-200	Fly Away Home
10:40 (10 mins)	**Mini Lesson**				
Standards	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a, W.5.10 RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.9 SL.5.1, SL.5.3, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.6
Materials	Lucy Calkins Unit 1 Teacher Guide, Anchor Chart, Lucy Calkins Sticky Notes, Chart Markers, Student Reading Journals, Home of the Brave by Katherine Applegate, Student Handouts				
Mini Lesson	**Session 12: Reading on, with Interpretations in Mind-** In this session, the teacher will remind students that readers wear their interpretations like a pair of glasses, reading on in the text with ideas in mind, gathering evidence and deepening their theories.	**Session 13: Debating to Prompt Rich Book Conversation-** In this session, the teacher will teach students that readers can debate differing viewpoints on a provocative question about a book they have both read.	**Due to DARE and ACE schedules, this day will be used exclusively for review and intervention.**	**Session 14: Reflecting on Ourselves as Book Clubs-** In this session, the teacher will guide students through an inquiry to explore how an effective book club elevates the level of its reading, thinking, and conversations about books.	**Session 15: Two Texts, One Theme-** In this session, the teacher will teach students that sophisticated readers consider universal themes as they read, comparing and contrasting those themes across different texts.
10:50 (30 mins)	**Independent Reading/ Literacy Interventions**				
Standards	W.5.1, W.5.2,	W.5.1, W.5.2,	W.5.1, W.5.2,	W.5.1, W.5.2,	W.5.1, W.5.2,

	W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.3, W.5.4, W.5.9.a, W.5.10 RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.6	W.5.3, W.5.4, W.5.9.a, W.5.10 RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.6	W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6
Materials	Student Reading Journals, Student Self Selected Texts, Student Computers				
Small Group/ Independent Practice	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Pushing Students toward Higher Levels of Interpretation Work **Reading Group D:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text.	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Assessing How Students Find Debatable Topics and Prepare for Debate **Reading Group C:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text.	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Review **Reading Group B:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text.	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Methods for Teaching into Book Clubs **Reading Group D:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text.	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Supporting Clubs as They Think Across Two Texts **Reading Group E:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text.
Intervention	**Reading Group A:** The students will engage with the teacher in group conversation,	**Reading Group A:** The students will engage with the teacher in group	**Reading Group A:** The students will engage with the teacher in group conversation,	**Reading Group A:** The students will engage with the teacher in group conversation,	**Reading Group A:** The students will engage with the teacher in group conversation,

	focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.
Mid Workshop Teaching	**Remembering to Carry Our Conversational Prompts with Us**	**Preparing for Debates- Deciding Sizes and Prioritizing Reasons and Evidence**	**Review**	**Using a Learning Progression to Assess and Set Goals for Determining Theme**	**Rereading Key Scenes to Uncover New Details and Build Stronger Interpretations**
11:20 (5 mins)	**Share**				
Assessment	**Pushing to Connect Interpretations that at First Seem Unrelated**	**Debating to Lead to More Complex Thinking**	**Review**	**Using a Learning Progression to Assess and Set Goals for Determining Theme**	**Using Thought Prompts to Help Express the Similarities and Differences We See Across Texts**
11:30	**Hunt's Homeroom**				
11:30 (15 mins)	**Morning Work**				
	The students will complete the respective day of the week's activity in order to review spiraled skills from 4th grade or earlier in the 5th grade year.				
11:45 (15 mins)	**Read Aloud**				
Standards	RF.4.3.A, L.4,4.B				
Materials	Home of the Brave by Katherine Applegate				
Modeling	Home of the Brave Pages 129-154	Home of the Brave Pages 155-183	No Read Aloud	Home of the Brave Pages 184-200	Fly Away Home
12:00 (10 mins)	**Mini Lesson**				
Standards	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a, W.5.10	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a

	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.6	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.6	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.9 SL.5.1, SL.5.3, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.6
Materials	Lucy Calkins Unit 1 Teacher Guide, Anchor Chart, Lucy Calkins Sticky Notes, Chart Markers, Student Reading Journals, Home of the Brave by Katherine Applegate, Student Handouts				
Mini Lesson	**Session 12: Reading on, with Interpretations in Mind-** In this session, the teacher will remind students that readers wear their interpretations like a pair of glasses, reading on in the text with ideas in mind, gathering evidence and deepening their theories.	**Session 13: Debating to Prompt Rich Book Conversation-** In this session, the teacher will teach students that readers can debate differing viewpoints on a provocative question about a book they have both read.	**Due to DARE and ACE schedules, this day will be used exclusively for review and intervention.**	**Session 14: Reflecting on Ourselves as Book Clubs-** In this session, the teacher will guide students through an inquiry to explore how an effective book club elevates the level of its reading, thinking, and conversations about books.	**Session 15: Two Texts, One Theme-** In this session, the teacher will teach students that sophisticated readers consider universal themes as they read, comparing and contrasting those themes across different texts.
12:10	**Independent Reading and Literacy Interventions**				
Standards	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a, W.5.10 RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a, W.5.10 RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6
Materials	Student Reading Journals, Student Self Selected Texts, Student Computers				
Small Group/ Independent Practice	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and

	journaling as they encounter important parts of the day's assigned reading. **Conferring:** Pushing Students toward Higher Levels of Interpretation Work **Reading Group D:** T he students will engage with the teacher in group conversation, focusing on a central question within their independent text.	journaling as they encounter important parts of the day's assigned reading. **Conferring:** Assessing How Students Find Debatable Topics and Prepare for Debate **Reading Group C:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text.	journaling as they encounter important parts of the day's assigned reading. **Conferring:** Review **Reading Group B:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text.	journaling as they encounter important parts of the day's assigned reading. **Conferring:** Methods for Teaching into Book Clubs **Reading Group D:** T he students will engage with the teacher in group conversation, focusing on a central question within their independent text.	journaling as they encounter important parts of the day's assigned reading. **Conferring:** Supporting Clubs as They Think Across Two Texts **Reading Group E:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text.
Intervention	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.
Mid Workshop Teaching	**Remembering to Carry Our Conversational Prompts with Us**	**Preparing for Debates- Deciding Sizes and Prioritizing Reasons and Evidence**	**Review**	**Using a Learning Progression to Assess and Set Goals for Determining Theme**	**Rereading Key Scenes to Uncover New Details and Build Stronger Interpretations**
12:25	**Lunch and Recess**				
1:05 (20 mins)	**Complete Independent Reading and Literacy Interventions**				
1:25 (5 mins)	**Share**				

Assessment	Pushing to Connect Interpretations that at First Seem Unrelated	Debating to Lead to More Complex Thinking	Review	Using a Learning Progression to Assess and Set Goals for Determining Theme	Using Thought Prompts to Help Express the Similarities and Differences We See Across Texts
1:30	Recess				
1:50	Adams's Homeroom				
1:50 (15 mins)	Morning Work				
	The students will complete the respective day of the week's activity in order to review spiraled skills from 4th grade or earlier in the 5th grade year.				
2:05 (15 mins)	Read Aloud				
Standards	RF.4.3.A, L.4,4.B				
Materials	Home of the Brave by Katherine Applegate				
Modeling	Home of the Brave Pages 129-154	Home of the Brave Pages 155-183	No Read Aloud	Home of the Brave Pages 184-200	Fly Away Home
2:20 (10 mins)	Mini Lesson				
Standards	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a, W.5.10 RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.9 SL.5.1, SL.5.3, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.6
Materials	Lucy Calkins Unit 1 Teacher Guide, Anchor Chart, Lucy Calkins Sticky Notes, Chart Markers, Student Reading Journals, Home of the Brave by Katherine Applegate, Student Handouts				
Mini Lesson	**Session 12: Reading on, with Interpretations in Mind-** In this session, the teacher will remind students that readers wear their interpretations	**Session 13: Debating to Prompt Rich Book Conversation-** In this session, the teacher will teach students that readers can debate differing	**Due to DARE and ACE schedules, this day will be used exclusively for review and intervention.**	**Session 14: Reflecting on Ourselves as Book Clubs-** In this session, the teacher will guide students through an inquiry to explore how an effective book club elevates the	**Session 15: Two Texts, One Theme-** In this session, the teacher will teach students that sophisticated readers consider universal themes as they read,

	like a pair of glasses, reading on in the text with ideas in mind, gathering evidence and deepening their theories.	viewpoints on a provocative question about a book they have both read.		level of its reading, thinking, and conversations about books.	comparing and contrasting those themes across different texts.
2:30 (30 mins)	**Independent Reading/ Literacy Intervention**				
Standards	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a, W.5.10 RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a, W.5.10 RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6	W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4 L.5.1, L.5.2, L.5.3, L.5.6
Materials	Student Reading Journals, Student Self Selected Texts, Student Computers				
Small Group/ Independent Practice	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Pushing Students toward Higher Levels of Interpretation Work **Reading Group D:** T he students will engage with the teacher in group conversation, focusing on a	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Assessing How Students Find Debatable Topics and Prepare for Debate **Reading Group C:** The students will engage with the teacher in group conversation,	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Review **Reading Group B:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text.	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Methods for Teaching into Book Clubs **Reading Group D:** T he students will engage with the teacher in group conversation, focusing on a central question within their independent text.	**Independent Practice:** The students will engage in their self selected texts independently, keeping record of what they read on their bookmark, and journaling as they encounter important parts of the day's assigned reading. **Conferring:** Supporting Clubs as They Think Across Two Texts **Reading Group E:** The students will engage with the teacher in group conversation, focusing on a central question within their independent

	central question within their independent text.	focusing on a central question within their independent text.			text.
Intervention	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.	**Reading Group A:** The students will engage with the teacher in group conversation, focusing on a central question within their independent text. The teacher will also be working to fill literary gaps during this time.
Mid Workshop Teaching	**Remembering to Carry Our Conversational Prompts with Us**	**Preparing for Debates- Deciding Sizes and Prioritizing Reasons and Evidence**	**Review**	**Using a Learning Progression to Assess and Set Goals for Determining Theme**	**Rereading Key Scenes to Uncover New Details and Build Stronger Interpretations**
3:00 (5 mins)	**Share**				
Assessment	**Pushing to Connect Interpretations that at First Seem Unrelated**	**Debating to Lead to More Complex Thinking**	**Review**	**Using a Learning Progression to Assess and Set Goals for Determining Theme**	**Using Thought Prompts to Help Express the Similarities and Differences We See Across Texts**
3:10	**Pack-up**				
	Students will follow end of the day procedures for packing up. The teacher will hand out important notices, parent notifications, etc. that need to go home with the students.				
3:15	**Dismissal**				

*Plans are subject to change. .