

Napi- Whole Group Reading Framework	Wonders Correlation – 9:10 – 9:40
<p><u>Pre-Reading Activities- I DO</u></p> <ul style="list-style-type: none"> ➤ Introduction to Learning Goals ➤ Background Knowledge ➤ Vocabulary <p><u>Read Aloud/Think Aloud- I DO</u></p> <ul style="list-style-type: none"> ➤ Teacher models the targeted strategy & skill during a read aloud 	<p>Day 1 – USE FOCUS WALL TO SET UP LESSON</p> <ul style="list-style-type: none"> ➤ Learning goals & essential question ➤ Background discussion <p>Vocabulary</p> <ul style="list-style-type: none"> ➤ Define/Example/Ask <p>Listening Comprehension</p> <ul style="list-style-type: none"> ➤ Preview Genre ➤ Preview Comprehension Strategy & Skill
<p><u>Shared Reading – WE DO</u></p> <p>Text Fluency – Text fluency is developed through reading- a lot of- reading. Use these reading strategies to practice reading. Students practice reading together using proper reading rate and prosody.</p> <ul style="list-style-type: none"> ➤ Echo, Choral, Partner Reading, Cloze Passage Reading 	<p>Day 2 – Vocabulary- Expand Vocabulary – 5-10 min</p> <p>Focus: Text Fluency</p> <p>Textbook: Reading/Writing Workshop</p> <p>Students are reading together practicing text fluency</p> <ul style="list-style-type: none"> ➤ Choral ➤ Cloze passage reading ➤ Partner ➤ Echo (when needed) <p>If students finish the text early, have them reread the story independently or go on to Day 3.</p>
<p><u>Shared Reading – WE DO</u></p> <ul style="list-style-type: none"> ➤ Close Reading using strategies & skill ➤ Annotated Notes <p>Students are reading for the purpose of learning and practicing the strategy/skill/genre.</p> <p>Use- Teacher Read Aloud, Choral, Cloze Reading.</p>	<p>Day 3- Vocabulary- Reinforce the Words</p> <p>Focus: Comprehension Instruction</p> <p>Textbook: Anthology</p> <p>Only use the components of the teacher guide that relates to the Strategy/Skill/Genre.</p> <ul style="list-style-type: none"> - Use “Your Turn Practice Book” <p>Read - Practice the strategy/Skill/Genre</p> <p>Model the graphic organizer on the board</p>
<p><u>Guided Reading- YOU DO TOGETHER</u></p> <ul style="list-style-type: none"> ➤ Small Group ➤ Teacher guides tier 2 & 3 students in reading on either comprehension or text fluency. ➤ Purposeful and planned instruction/procedures 	<p>Day 4- Vocabulary- Connect to Writing</p> <p>Focus: Applying the skill/strategy/genre</p> <p>Textbook: Leveled Readers</p> <ul style="list-style-type: none"> ➤ Tier 1: Literature Circles ➤ Tier 2: Partner Reading ➤ Tier 3: Guided Reading w/Teacher <p>Teacher works with Tier 3 for 15 minutes and then switches to Tier 2.</p> <p>Tier 1 students are using reciprocal teaching to model strategy, skill, and genre through lit circles.</p>
<p><u>Assessment- Standards-Based</u></p> <ul style="list-style-type: none"> ➤ Assessment measures the success of the lesson- Strategy/Skill/Genre ➤ Assessments are directly tied to the skill/strategy/genre ➤ When assessments are completed, analyze the data to determine student readiness of SBAC. (Track your standards that are taught). 	<p>Day 5- Vocabulary- Word Squares</p> <p>Reminder: Review strategy/skill/genre before students take the test.</p> <ul style="list-style-type: none"> ➤ Weekly Lesson Assessment- Use approaching level for those students that need it. ➤ Writing – Constructed Response- Use the 4-point rubric to score this assessment.

Napi Elementary Writing Framework 10:10 – 10:40	Grammar & Spelling Found in back of weekly lessons
<p><u>Genre Writing- Found in back of TE</u> Writing Process- Expert Model (either use the expert model from the Wonders online program or use a mentor text) Students analyze the features of genre.</p> <p><u>Write to Source- Found in back of TE weekly lessons</u> Writing Fluency- Write to a prompt Weeks 1-3 use Write to Source Weeks 4-5 use Genre Writing</p>	<p>Day 1- Grammar Mini Lesson – 5 minutes Daily language activity- Introduce Spelling Mini-Lesson- 5 minutes Assess prior knowledge (modify your spelling list to 10 words per week & use approaching level words)</p>
<p><u>Genre Writing</u> Writing Process- Prewrite (use graphic organizer) Discuss & Plan, Teach Mini-Lesson, Your Turn</p> <p><u>Write to Source</u> Write to the Reading/Writing Workshop Text</p>	<p>Day 2 Grammar Mini Lesson – 5 minutes Daily language activity - Review Spelling Mini-Lesson- 5 minutes Spiral Review (modify your spelling list to 10 words per week & use approaching level words)</p>
<p><u>Genre Writing</u> Writing Process- Draft Discuss student draft model, teach mini-lesson, your turn</p> <p><u>Write to Source</u> Write to Literature Anthology Text</p>	<p>Day 3 Grammar Mini Lesson – 5 minutes Daily Language Activity- Mechanics & Usage Spelling Mini-Lesson- 5 minutes Word Meanings (modify your spelling list to 10 words per week & use approaching level words)</p>
<p><u>Genre Writing 10-20 minutes</u> Writing Process- Revise Discuss revised model, teach mini-lesson, Your turn</p> <p><u>Write to Source</u> Write to Two Source</p>	<p>Day 4 Grammar Mini Lesson – 5 minutes Daily Language Activity- Proofread Spelling Mini-Lesson- 5 minutes Proofread and Write (modify your spelling list to 10 words per week & use approaching level words)</p>
<p><u>Genre Writing 10-20 minutes</u> Writing Process- Proofread/Edit & Publish & Evaluate Discuss edited model, Your turn, Discuss Rubric, Your turn</p> <p><u>Write to Source</u> Analyzing student model</p>	<p>Day 5 Grammar Mini Lesson – 5 minutes Daily Language Activity- Assess & Reteach Spelling Mini-Lesson- 5 minutes Assess (modify your spelling list to 10 words per week & use approaching level words)</p>
<p><u>Assessment</u></p> <ul style="list-style-type: none"> ➤ All genre writing will be assessed using rubrics ➤ Write to source will be assessed using Peer Conference questions as rubric 	