

3rd-5th Grade Daily Literacy

		Day 1	Day 2	Day 3	Day 4	Day 5
Reading - 90 Minutes (Weeks 1-5)	Whole Group	Content Knowledge <ul style="list-style-type: none"> • Big Question Video • Concept Talk Video • Oral Vocabulary – Amazing Words • Phonics (3rd Grade) Text-Based Comprehension • Envision It! Animation • Comprehension Skill Strategy • Selection Vocabulary 	Phonics/Word Analysis Literary Terms Vocabulary Skill	Phonics/Word Analysis	Phonics/Word Analysis Science/Social Studies in Reading Vocabulary Skill	Weekly Test Fresh Reads Online
	Strategic	Decodable eBook or Leveled Reader	Decodable eBook or Leveled Reader	Main Text (Incorporate Access Text and Close Reading questions into Small Group Lesson – does not need to be the whole story)	Sleuth	Need Based – Leveled Reader, Paired Text, or RtI Intervention Tier 2 Kit
	On-Level	Optional: Leveled Reader or Novel (Can be done without the teacher if not enough time to meet w/teacher – opportunity to use discussion boards)	Sleuth	Main Text (Incorporate Access Text and Close Reading questions into Small Group Lesson – does not need to be the whole story)	Paired Text	Optional: Leveled Reader, Sleuth Revisit, or Novel (Can be done without the teacher if not enough time to meet w/teacher – opportunity to use discussion boards)
	Advanced	Optional: Leveled Reader or Novel (Can be done without the teacher if not enough time to meet w/teacher – opportunity to use discussion boards)	Sleuth	Main Text (Incorporate Access Text and Close Reading questions into Small Group Lesson – does not need to be the whole story)	Paired Text	Optional: Leveled Reader, Sleuth Revisit, or Novel (Can be done without the teacher if not enough time to meet w/teacher – opportunity to use discussion boards)

Independent Work during Small Group Instruction	Reading	Word Work	Writing/ Listening & Speaking
	<ul style="list-style-type: none"> • Practice Stations: <ul style="list-style-type: none"> ○ Read for Meaning ○ Get Fluent • Read to Self • Listen to Main Text on Tablet/CD (Recommended for Day 1 &/or 2) • Rereads for Fluency w/partner or whisper phone • Whisper Reading of Decodable Readers • Let's Learn It Activities (Fluency) • Students Record themselves reading and reflect on their reading. • Novel/Leveled Reader Work 	<ul style="list-style-type: none"> • Practice Stations: <ul style="list-style-type: none"> ○ Word Wise, Word Work ○ Word Wise • Successnet Vocabulary Activities • Let's Learn It Activities (Vocabulary) • Other Skill Based Activities based upon need • <i>Spelling City</i> activities 	<ul style="list-style-type: none"> • Practice Station <ul style="list-style-type: none"> ○ Let's Write ○ Listen Up! • Quick Writes from Previous Day's mini-lesson • Handwriting Practice • Daily Fix It • Let's Learn It Activities (Listening & Speaking) • Grammar Jammers • Extended Response-Alternating weeks • Continuation of the Writing Process • Research & Inquiry Activities

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Writing – 45-60 Minutes (Weeks 1-5)	Spelling	Independent: <i>Spelling City</i> Pre-test	10 min. Mini-lesson and then Independent practice using <i>Spelling City</i>	10 min. Mini-lesson and then Independent practice using <i>Spelling City</i>	10 min. Mini-lesson and then Independent practice using <i>Spelling City</i>	Written Spelling Test
	Conventions	10-15 min. Mini-lesson Modeling using projected transparency	10-15 min. Mini-lesson Apply conventions to main text	10-15 min. Mini-lesson Review and connect to oral language	Test practice (could be whole group, small group or independent, &/or Haiku practice assessment)	Guided Practice
	Writing	Handwriting – D’Nealian Cursive (once per week: 10-15 min) Writing Mini Lessons Quick Writes 21 st Century Writing*See Outline Below				

* 21st Century Writing:

Each grade level has 3 out of 6 possible projects assigned. Please do not do the projects that are not assigned because they are being incorporated into other curricular areas. You can work this in any time during the unit during writing, RtI time, or however you see fit and can span multiple weeks if that works for you.

It can also be completed during a different unit if that works out better.

Example – Discussion Post in week 6. This might be better to use to introduce discussions earlier in the year. Topic can be modified if needed.

If a topic/skill is related closely to a weekly writing topic, it can be substituted.

Example – 3rd Grade week 4 is writing autobiographies. There is a component of the Unit 4 21C Writing project that includes writing an autobiography.

21st Century Writing Plan

Grade	Unit	Topic	Project Summary	Technology
3	2	Problem Solving	Story Exchange – Write a chapter or part of story about a problem that needs solving. Have others in another class or building write the next chapter or section.	Have students create these using GOOGLE DOCS. Shared writers would collaborate on the same document. When stories are finished, they can be shared with others, or converted to pdfs and pushed to the class to read.
	4	Our Class	Classroom Profile- Create a classroom profile with information about the people and features that make up the class.	Use office suite or google docs to incorporate images, lists, charts, and text synthesized together in one document. Could use Google Forms to survey class.
	6	Freedom	Discussion post – Create a question and response on an aspect of freedom.	Can use Haiku to facilitate discussion.
4	2	Achieving Goals	Podcast – Create a news podcast with stories about ways students at your school work together to meet goals	Use audio recording app such as voice recorder or audio boo. Create a wiki page in Haiku and students can upload audio files to the page to share.
	3	Nature	Online Photo Essay-Create an online photo essay exploring images of patterns found in nature	Could use PowerPoint, any photo collage app such as picsay, Haiku wikis, or others. This is pretty open ended and could be facilitated many ways
	4	Mystery	Story Exchange-create a shared mystery story with a beginning, middle and ending written by different authors.	Have students create these using GOOGLE DOCS. Shared writers would collaborate on the same document. When stories are finished, they can be shared with others, or converted to pdfs and pushed to the class to read.
5	1	Biographies	Podcast – Create audio biographies about people at your school who have met challenges	Use audio recording app such as voice recorder or audio boo. Create a wiki page in Haiku and students can upload audio files to the page to share.
	3	Inventions	Story Exchange-Write a shared fantasy story about an invention with the beginning, middle, and ending written by different authors	Have students create these using GOOGLE DOCS. Shared writers would collaborate on the same document. When stories are finished, they can be shared with others, or converted to pdfs and pushed to the class to read.
	5	Overcoming Challenges	Interview-Conduct and publish an interview with a person in your community who has done something unique or special	Can be published as text audio or video, so multiple applications can be used to facilitate this project.

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Reading - 90 Minutes (Week 6)	Whole Group	Review Skills from Week 1-5 based on class needs or Read a complete Main Text Story as a class or Class or Group Novel Activities				Unit Benchmark Test
	Strategic	Decodable eBook, Leveled Reader, RtI Intervention Tier 2 Kit or any Main Text or Sleuth Activities that may have been missed				
	On- Level	Leveled Reader, Book Room Book, or Novel – Skills covered should coordinate with Unit Skills	Optional: Leveled Reader, Book Room Book, or Novel – Skills covered should coordinate with Unit Skills (Can be done without the teacher if not enough time to meet w/teacher – opportunity to use discussion boards)	Leveled Reader, Book Room Book, or Novel – Skills covered should coordinate with Unit Skills		Optional: Leveled Reader, Book Room Book, or Novel – Skills covered should coordinate with Unit Skills (Can be done without the teacher if not enough time to meet w/teacher – opportunity to use discussion boards)
	Advanced	Leveled Reader, Book Room Book, or Novel – Skills covered should coordinate with Unit Skills		Optional: Leveled Reader, Book Room Book, or Novel – Skills covered should coordinate with Unit Skills (Can be done without the teacher if not enough time to meet w/teacher – opportunity to use discussion boards)	Leveled Reader, Book Room Book, or Novel – Skills covered should coordinate with Unit Skills	Optional: Leveled Reader, Book Room Book, or Novel – Skills covered should coordinate with Unit Skills (Can be done without the teacher if not enough time to meet w/teacher – opportunity to use discussion boards)
Writing – 45-60 Minutes (Week 6)	Writing	Plan and Rewrite	Plan and Rewrite	Draft	Revise	Edit (should focus on the conventions that were taught during the unit) and Publish and Present (Publish and Present can be a part of the following week’s independent writing activities if there is not enough time)