**Literacy Planning**

**Literacy Scaffolding– 4 Weeks**

**Before we begin our first novel, we will be activating our background knowledge of literacy strategies (reading and writing) and identifying when and where they are best utilized. We will analyze our strengths and weaknesses in strategy use and understanding. We will also build our stamina for independent reading, writing and responding to text.**

**Concept Question: How can expanding and building our knowledge about reading and writing strategies and Bloom’s Taxonomy help us to achieve great things in literacy this year?**

Week 1 – 8/26 – 8/30

8/26 – YWBAT: activate your background knowledge of reading comprehension strategies.

Success Criteria: successfully use the questioning strategy while reading, The Sweetest Fig

* Review the questioning strategy discussed last week
* Read, The Sweetest Fig out loud and stop to discuss questions that students have
  + Identify the types of questions that are asked and how they contribute to understanding

8/28 – YWBAT activate your background knowledge of reading comprehension strategies.

YWBAT understand the key components of a personal narrative

Success Criteria: successfully use the drawing inferences strategy while reading, The Stranger and Wretched Stone

Success Criteria: identify the key components in sample texts

* Review the inferences strategy discussed last week
* Read, The Stranger out loud and stop to draw inferences
* Read, The Wretched Stone out loud and stop to draw inferences as well as collect evidence
* Writing: What is a personal narrative? anchor chart
  + real experience, communicates strong emotion, first person, one **small** moment, uses sensory details, about important moments or places or people
  + Identify components in, Saturdays and Teacakes

8/29 - YWBAT activate your background knowledge of reading comprehension strategies.

YWBAT understand that authors brainstorm for narratives in different ways

Success Criteria: successfully use the making connections strategy while reading, The Sweetest Fig

Success Criteria: identify how an author brainstormed

* Review the connections strategy discussed last week
* Read, The Sweetest Fig out loud and stop to identify connections made
* Writing: How do we brainstorm ideas? anchor chart
  + Who matters to the author? To me?
  + Identify components in, Owl Moon
  + Who mattered to this author?
  + Model: who matters to me? What moment have I shared with this person that demonstrates this?
    - Students try
    - Share