

Three-Phase Plan for Learning

Phase 1 Meet the Source

Title/Level:

1. Text Introduction

Close Reading of Informational Sources, p. 66-71

Synopsis (if needed):

New Vocabulary (teach one word using all five steps; see handout [“Steps for Introducing Vocab.”](#) handout)

Word: _____

1. Phonetic and/or Morphological Analysis:
2. Define:
3. Connect:
4. Turn & Talk:
5. Relate to Text:

Word (optional): _____

1. Phonetic or Morphological Analysis:
2. Define:
3. Connect:
4. Turn & Talk:
5. Relate to Text:

Preview & Predict (if appropriate):

Set Purpose for Reading (“Read to find out...” based on predictions or student- or teacher-determined purpose):

2. Read with Prompting

See [“Stages of Reading Prompts”](#) handout

Notes:

3. Discussion Question

Phase 2 Meet the Strategies

1. Reread Text and/or Review

2. New Vocabulary

1. Phonetic and/or Morphological Analysis:
2. Define:
3. Connect:
4. Turn & Talk:
5. Relate to Book:

3. Comprehension Focus

<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring for meaning (Coding Strategy) <input type="checkbox"/> Identifying main ideas (synthesis) with text evidence (Framed Photo Analogy) <input type="checkbox"/> Identifying key details (Pasta Analogy) <input type="checkbox"/> Explaining key details (Explode to Explain strategy) 	<ul style="list-style-type: none"> <input type="checkbox"/> Notice the types of details authors use <input type="checkbox"/> Determine author's purpose (P.R.I.D.E. mnemonic) <input type="checkbox"/> Noticing text structure to support identifying author's purpose (Building Analogy) <input type="checkbox"/> Using context clues to figure out unfamiliar vocabulary 	<ul style="list-style-type: none"> <input type="checkbox"/> Connections between text & text features <input type="checkbox"/> Making inferences or drawing conclusions <input type="checkbox"/> Using figurative language <input type="checkbox"/> Author's Point of View <input type="checkbox"/> Other: _____
---	--	--

- Introduce strategy – *What, Why, How & When* (See also *Close Reading of Informational Sources, Appendix A*)
 - Think aloud or model using strategy with [clear purpose](#) (for reading & analysis) in mind. (I DO.)
 - Provide opportunity for guided & independent practice. (**WE DO, YOU DO TOGETHER, YOU DO**)
 - **Close w/ discussion about use of strategy and what was learned from the text as a result. (This leads into Phase 3.)**
- Notes (about excerpts for close reading, think aloud, etc.):

4. Word Study

<ul style="list-style-type: none"> <input type="checkbox"/> Breaking Big Words <input type="checkbox"/> Analogy Charts (Easy, Harder, Hardest) 	<ul style="list-style-type: none"> <input type="checkbox"/> Affix, Base, Root: _____ <input type="checkbox"/> Other: _____
--	--

Phase 3 Meet the Response

1. Present Writing Prompt (This should be connected to the work done during the Phase 2 lesson.)

Prompt:

2. [Plan for Writing](#) (Co-plan as small group or student plan) & [Orally Rehearse](#) (as needed)

Notes:

3. Write with Coaching (Students write; teacher confers with students.)

4. Affirm Problem Solving as Writers (Regroup and share teaching point that emerged during key conference)

Anecdotal Notes

Name:

Name:

Name:

Name:

Name:

Name:

