**PLANNING FOR IMPLEMENTATION**

**Xpect to Achieve**

* Use *Course Timeline* to assign a date to each day of instruction or a week to a week’s instruction.
* On the *Course Timeline*, remove **Coach Carter** and enter the name of the novel you will be starting during week #1. Note this title in each space where it says **Coach Carter**/
* Run copies of:
	+ **Word Identification Strategy Dissecting Words Pretest,** p. 46
	+ **Word Mapping Pretest**, pp. 48-49
* Create ANCHOR CHARTS for any of the ACHIEVE expectations you feel will be necessary for quick reference
* Create your Course Metaphor
* Personalize the Course Syllabus (Remember: you must decide what your grading policy will be)
* *Talking Together* manual – run student copies of p. 53
* *Talking Together* manual – run **1** copy - Learning Community Contract, p. 60 for all to sign
* On the Daily Schedules, note the changes necessary for **Coach Carter**
	+ P. 30 Xpect to Achieve: Day 3 – Guided Reading section
	+ P. 34 Xpect to Achieve: Day 4 – Start-up Activity **and** Guided Reading section
	+ P. 36 Xpect to Achieve: Day 5 – Start-up Activity **and** Guided Reading section
	+ P. 38 Xpect to Achieve: Day 6 – Start-up Activity **and** Whole Classs Lesson section
* POWERPOINT: Find an Xpect to Achieve ppt in one of the XR Teacher Resources (KU or SPDG) to use for daily instruction and make it your own

**Word Mapping**

* Create
	+ ANCHOR CHARTS for any ACHIEVE expectations you feel will be necessary for quick reference
	+ ANCHOR CHART for *MAPS*
* Decide how you will award points for behavior when students are following the ACHIEVE Expectations for any particular activity. (Daily Schedule – Day 1 mentions this)
* Run student copies for *Word Mapping Strategy Quiz* (found in the manual after Day 5)
* Print color-coded Prefix, Suffix, Roots lists
* POWERPOINT:
	+ Find a Word Mapping ppt in one of the XR Teacher Resources (KU or SPDG) to use for daily instruction and make it your own (Note the Book Study information within this ppt)
* Book Study Decisions:
	+ - Decide where students will maintain the *Book Study Assignments*, p. 19 in Xpect to Achieve manual
		- Decide which Book Study Activities you will offer for the first book they read
		- Decide how the classroom library will work or how they will access books to read
		- Decide how you will tell students which level books will be best for each
		- Will you require that they record the dates/minutes they read
* On the Daily Schedules, note the changes necessary for **Coach Carter**
	+ Word Mapping: Day 1 – Guided Reading section
* Guided Reading – have a tool for students to write on to participate
* Make sure your Word Identification ppt includes the Word Mapping Strategy student Lesson charts (word parts) required:
	+ Day 9 - Prefix Lesson 1
	+ Day 14 - Prefix Lesson 2
* For Paired Practice activities, decide if you will make Reader and Coach Roles (Partner Sheets, p. 97)
* Run *Prefix Quiz 1* (p. 165 in Word Mapping manual) and *Prefix Quiz 2* (p. 166 in Word Mapping manual)
* Run copies of the *Word Identification Feedback Checklist*, p. 83 for Independent Practice
* Run copies of the Passages and Comprehension Questions –
	+ Decide whether you will laminate a few sets of the Comprehension Questions or if you want each student to have their own copy for each passage they read
	+ Decide if students will write on the passages or if you will laminate a few sets for use in the classroom

**Word Identification**

* POWERPOINT: Find a Word Identification Strategy ppt in one of the XR Teacher Resources (KU or SPDG) to use for daily instruction and make it your own
* If you prefer to use the Beginnings and Endings Lists on color-paper, you will need to print student copies
* Run copies of Verbal Practice Quiz, p. 70 in Word ID Notebook
* Decide how you will organize student passage copies and comprehension questions

**Possible Selves**

* POWERPOINT: Find a Possible Selves ppt in one of the XR Teacher Resources (KU or SPDG) to use for daily instruction and make it your own. [REMEMBER: If you are going to use the 4 graphic organizers in place of pp. 67-74, you will need to make this change in the ppt.]
* Do you plan to use the 4 graph organizers in place of pp. 67-74? If yes, run a set for each student **and** replace pp. 3-10 in the Student Notebooks in the PS tab.
* 3-prong folders – one for each student
* Glue sticks