<table>
<thead>
<tr>
<th>Week</th>
<th>HOD</th>
<th>Skill: Student Actions</th>
<th>Mastery Looks Like</th>
<th>Time/When</th>
<th>Suggested Curriculum Plan</th>
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</table>
| 1    | Listen | Track the speaker | SWBAT give eye contact to the speaker | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach verbal and non-verbal cues  
*TW walk around the room and have student track  
*TW call on student to practice tracking  
*During RA TW reinforce track |
| 2    | Listen | Hands down in STAR when someone is speaking | SWBAT put hands down in STAR when someone is called on | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach verbal and non-verbal cues  
*TW call on student to practice lowering hands  
*During RA TW reinforce track |
| 3    | Listen | Do not interrupt | SWBAT not interrupt while someone is speaking | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach verbal and non-verbal cues  
*TW call on student to practice not interrupting  
*During RA TW reinforce not interrupting |
| 4    | Listen | Giving or encouraging wait time | SWBAT give and encourage wait time | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach verbal (she working/she got got) and non-verbal cues  
*TW call on student to waiting  
*During RA TW reinforce not interrupting |
| 5    | Audible | Students speak audibly in a college voice | SWBAT speak audibly in a college voice | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach verbal and non-verbal cues for College Voice  
*TW call on student to using a college Voice  
*During RA TW reinforce not College Voice |
|   | Audible       | Students speak audibly, loud and proud | SWBAT speak audibly, loud and proud | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach verbal and non-verbal cues for College Voice  
*TW call on student to using a college Voice  
*During RA TW reinforce College Voice |
|---|--------------|----------------------------------------|-------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | Complete Sentences | Restating the question in the response; no incomplete sentences | SWBAT respond in complete sentences | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach verbal and non-verbal cues for Stretch it out  
*TW call on student to practice using cue  
*During RA TW reinforce stretch it out |
| 7 | Complete Sentences | Restating the question in the response; no incomplete sentences | SWBAT respond in complete sentences | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach non-verbal cues for Stretch it out  
*TW call on student to practice using cue  
*During RA TW reinforce stretch it out |
| 8 | Complete Sentences | Restating the question in the response; no incomplete sentences | SWBAT respond in complete sentences | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach verbal cue of restating the question  
*TW call on student to practice using cue  
*During RA TW reinforce restating the question |
| 9 | Complete Sentences | Restating the question in the response; no incomplete sentences | SWBAT respond in complete sentences | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach verbal cue of restating the question  
*TW call on student to practice using cue  
*During RA TW reinforce when and how to find your partner |
| 11 | Turn and Talk | Facing the person | SWBAT to face their person | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach the verbal cue of **when** to turn to your partner  
*TW teach **how** to turn to your partner  
*During RA TW reinforce when and how to find your partner |
| 12 | Turn and Talk | Low voices but loud enough of the teacher to hear | SWBAT turn to their partner, talk in a low voice and take turns | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach/model a low and clear voice  
*TW teach who is partner one and who is partner two  
*During RA TW reinforce partner one and partner two |
| 13 | Turn and Talk | Low voices but loud enough of the teacher to hear | SWBAT turn to their partner, talk in a low voice and take turns | Read Aloud | *Introduce before RA  
*TW teach/model a low and clear voice  
*TW teach who is partner one and who is partner two  
*During RA TW reinforce partner one and partner two |
| 14 | Turn and Talk | Extend on partner's response rather than just stating own idea | SWBAT respond on partners response use the "I agree" and "I disagree" | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach/model how to use "I agree and I disagree" statements  
*During RA TW reinforce whole class I agree and I disagree |
| 15 | Turn and Talk | Extend on partner's response rather than just stating own idea | SWBAT respond on partners response use the "I agree" and "I disagree" | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach/model how to use I agree and I disagree with a partner  
*During RA TW reinforce partner I agree and I disagree |
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<td>Students responses build off of what the previous student said; their comments are not in isolation</td>
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| 22 | Building Of | Students responses build off of what the previous student said; their comments are not in isolation | SWBAT build off each others responses | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach/model how to build off another's students response. (Can you tell me more about what ______ is thinking? )  
*During RA TW reinforce building off |
| 23 | Building Of | Students responses build off of what the previous student said; their comments are not in isolation | SWBAT build off each others responses | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach/model how to build off another's students response. ("Build off of that")  
*During RA TW reinforce building off |
| 24 | Building Of | Students responses build off of what the previous student said; their comments are not in isolation | SWBAT build off each others responses | Read Aloud/Reading Comp | *Introduce before RA  
*TW teach/model how to build off another's students response. (Tell me more about what ______ said. Can you tell me more about what ______ is thinking? Build off of that)  
*During RA TW reinforce building off |
| 25 | Peer to Peer | Look at every group member when giving as answer, not just the teacher | SWBAT look at their peer group when responding to a question | Read Aloud/Guided Reading | *Introduce before RA  
*TW teach/model how to speak to the whole class  
*TW teach verbal prompt "Tell him"  
*During RA TW reinforce peer to peer |
| 26 | Peer to Peer | Look at every group member when giving as answer, not just the teacher | SWBAT look at their peer group when responding to a question | Read Aloud/Guided Reading | *Introduce before RA  
*TW teach/model how to speak to the whole class  
*TW teach non-verbal cue (fingers pointing to eyes and then to the rest of the group)  
*During RA TW reinforce peer to peer |
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