



ELAR Grade 02 Unit 03 Exemplar Lesson 02: Reading and Writing Stories

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

Lesson Organizer

Lesson Synopsis	Students continue to write stories with a clear beginning, middle, and end focusing on strong beginnings. Additional author studies guide students to make connections and describe similarities and differences in the plots and settings of books. The traits, motivations, and feelings of main characters in the stories read are analyzed and described. Word study skills focus on the final stable syllable and vowel pairs.
Performance Indicators	<p>Grade 02 ELAR Unit 03 PI 01</p> <hr/> <p>Read aloud a provided list of multisyllabic words with common spelling patterns (syllable patterns: final stable, r-controlled, vowel digraphs/diphthongs, and contractions). Write words dictated by the teacher to demonstrate understanding of spelling and syllable patterns (r-controlled, inflectional endings, and contractions). Standard(s): 2.2F , 2.23A , 2.23D , 2.23E , 2.2A.iv , 2.2B.iii , 2.2B.v , 2.2B.vi , 2.23B.ii ELPS ELPS.c.4A , ELPS.c.4B , ELPS.c.4C , ELPS.c.4D , ELPS.c.5A , ELPS.c.5B , ELPS.c.5C</p> <p>Grade 02 ELAR Unit 03 PI 02</p> <hr/> <p>Using the writing process and the conventions of written language, write an original story with a beginning, middle, and end. Standard(s): 2.17A , 2.17B , 2.17C , 2.17D , 2.17E , 2.18A , 2.22A , 2.23A , 2.23F ELPS ELPS.c.5B , ELPS.c.5C , ELPS.c.5D , ELPS.c.5F , ELPS.c.5G</p>

Grade 02 ELAR Unit 03 PI 03

Write multiple brief notebook entries to record thoughts, connections, and/or strategies that deepen understanding of texts. Provide evidence from the text to support ideas.

Standard(s): 2.3A , 2.3B , 2.3C , 2.5B , 2.19C , 2.Fig19A , 2.Fig19B , 2.Fig19E , 2.Fig19F

ELPS ELPS.c.4D , ELPS.c.4E , ELPS.c.4F , ELPS.c.4G , ELPS.c.4J , ELPS.c.5C , ELPS.c.5G

Grade 02 ELAR Unit 03 PI 04

After listening to two stories written by the same author, complete a story map for each. With a partner, compare the story maps and discuss the literary elements in each story. Individually, select one character and list distinguishing features (e.g., traits, motivations, and feelings) to describe him or her.

Standard(s): 2.3A , 2.3B , 2.9A , 2.9B , 2.Fig19B , 2.Fig19D , 2.Fig19F

ELPS ELPS.c.2E , ELPS.c.2I , ELPS.c.3C , ELPS.c.3F , ELPS.c.3G , ELPS.c.3H , ELPS.c.4G , ELPS.c.4I , ELPS.c.4J , ELPS.c.4K

Key Understandings

- Awareness of word patterns supports the development of word reading, fluency, and spelling.
- Authors write for a purpose and readers choose text to reflect purpose and interest.
- Writers use writer’s craft to engage and sustain the reader’s interest.
- Understanding literary elements facilitates the reader’s ability to make meaning of the text.
- Writers use conventions of written language to communicate clearly and effectively.
- Readers use strategies to support understanding of text.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

2.2 *Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:*

2.2A **Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:**

- 2.2A.iv vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou).
- 2.2B Use common syllabication patterns to decode words including:**
 - 2.2B.iii final stable syllable (e.g., sta-tion, tum-ble).
 - 2.2B.v r-controlled vowels (e.g., per-fect, cor-ner)
 - 2.2B.vi vowel digraphs and diphthongs (e.g., boy-hood, oat-meal).
- 2.2F Identify and read contractions (e.g., haven't, it's).**
- 2.2G Identify and read at least 300 high-frequency words from a commonly used list.**
- 2.3 *Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:***
 - 2.3A Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions.**
 - 2.3B Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.**
- 2.5 *Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:***
 - 2.5D Alphabetize a series of words and use a dictionary or a glossary to find words.**
- 2.6 *Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:***
 - 2.6A Identify moral lessons as themes in well-known fables, legends, myths, or stories.**
 - 2.6B Compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.**
- 2.8 *Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw***

conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:

2.8A Identify the elements of dialogue and use them in informal plays.

2.9 *Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:*

2.9A Describe similarities and differences in the plots and settings of several works by the same author.

2.9B Describe main characters in works of fiction, including their traits, motivations, and feelings.

2.17 *Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:*

2.17C Revise drafts by adding or deleting words, phrases, or sentences.

2.17D Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric.

2.19 *Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:*

2.19C Write brief comments on literary or informational texts.

2.21 *Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:*

2.21A Understand and use the following parts of speech in the context of reading, writing, and speaking:

2.21A.vi pronouns (e.g., he, him)

2.21C Distinguish among declarative and interrogative sentences.

2.22 *Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write*

legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

2.22A Write legibly leaving appropriate margins for readability.

2.22C Recognize and use punctuation marks, including:

2.22C.i ending punctuation in sentences.

2.22C.ii apostrophes and contractions

2.23 ***Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:***

2.23A Use phonological knowledge to match sounds to letters to construct unknown words.

2.23B Spell words with common orthographic patterns and rules:

2.23B.ii r-controlled vowels.

2.23C Spell high-frequency words from a commonly used list.

2.23D Spell base words with inflectional endings (e.g., -ing and -ed).

2.23E Spell simple contractions (e.g., isn't, aren't, can't).

2.23F Use resources to find correct spellings.

2.Fig19 ***Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:***

2.Fig19C Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions).

2.Fig19D Make inferences about text using textual evidence to support understanding.

2.Fig19E Retell important events in stories in logical order.

2.Fig19F Make connections to own experiences, to ideas in other texts, and to the larger community

and discuss textual evidence.

Ongoing TEKS

- 2.17** *Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:*
- 2.17A** Plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas).
- 2.17B** Develop drafts by sequencing ideas through writing sentences.
- 2.17E** Publish and share writing with others.
- 2.18** *Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:*
- 2.18A** Write brief stories that include a beginning, middle, and end.
- 2.23** *Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:*
- 2.23B.iii** long vowels (e.g., VCe-hope)
- 2.Fig19** *Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:*
- 2.Fig19B** Ask literal questions of text.

Materials

- Beanbag (2 per group of 3-4 students)
- Can or small bucket (1 per 4-5 students)
- Card stock, white (12-18 sheets)
- Chart paper (if applicable)
- Counter or chip (9 per student)
- Dictionary (at last one for every two students)
- Dry erase board (1 per student)
- Dry erase marker (1 per student)

- Eraser (1 per student)
- Fly swatter (2)
- Glue stick (1 per student)
- Grade-appropriate fictional text to read-aloud (3)
- Grade-appropriate fictional text by two selected authors (multiple copies per author for Shared and Independent Reading)
- Grade-appropriate folktales, traditional and contemporary version (1 copy of one story, 1 copy per student of another story)
- Large craft stick (40 per group of 4 students)
- Large plastic cup (6)
- Manila paper (11x17) (1 per student)
- Note card (multiple packs)
- Reader's Notebook (1 per student)
- Scissors (1 pair per student)
- Sentence strip (multiple)
- Teacher Reader's Notebook (1)
- Teacher Writer's Notebook (1)
- Writer's Notebook (1 per student)

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

-  [Handout: Making Inferences](#)
-  [Handout: Reading Big Words](#)
-  [Handout: Story Map](#)
-  [Handout: Story Planning Organizer \(optional\)](#)
-  [Handout: Vowel Pair Bingo](#)
-  [Teacher Resource: Word Wall Routines \(1\)](#)

Resources and References	
Possible/Optional Literature Selections	

Reading and Writing Stories

Lesson Preparation

Daily Lesson #: 9	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	2.2Biii		2.3A 2.6A,B 2.Fig19D		2.Fig19C	2.Fig19B	2.21Avi	
Key Understandings and Guiding Questions			<ul style="list-style-type: none"> • Authors write for a purpose and readers choose text to reflect purpose and interest. - How are different versions of the same story alike and different? 		<ul style="list-style-type: none"> • Readers use strategies to support understanding of text. - How does asking questions during reading help you understand text? 		<ul style="list-style-type: none"> • Writers use conventions of written language to communicate clearly and effectively. - How does a writer use pronouns correctly? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> • Final stable syllable • Consonant-le 		<ul style="list-style-type: none"> • Plot • Setting • Character • Theme • Moral lesson 		<ul style="list-style-type: none"> • Question 		<ul style="list-style-type: none"> • Pronoun 	
Materials	<ul style="list-style-type: none"> • Note card (28 per group of 4 students) • Chart paper (if applicable) 		<ul style="list-style-type: none"> • Grade-appropriate folktale, traditional and contemporary version (1 copy of one story, 1 per student of other story) • Chart paper (if applicable) 		<ul style="list-style-type: none"> • Collection of grade-appropriate books for student selection (1+ per student) • Chart paper (if applicable) 		<ul style="list-style-type: none"> • Writer's Notebook (1 per student) • Teacher Writer's Notebook (1) • Books from Independent Reading (1 per student) • Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> • Teacher Resource: Word Wall Routines 		<ul style="list-style-type: none"> • Handout: Story Map 					
Advance Preparation	1. Prepare to display visuals		1. Prepare to display visuals		1. Prepare to display visuals		1. Prepare to display visuals	

Daily Lesson #: 9	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>as appropriate.</p> <ol style="list-style-type: none"> 2. Select 3-5 words from the Word Wall to review. 3. Write the following suggested words (or other words that end in consonant-le) on note cards for each group: bubble, double, fable, tumble, circle, uncle, bundle, fiddle, puddle, saddle, ruffle, waffle, angle, bugle, wiggle, struggle, ankle, sprinkle, apple, maple, purple, sample, bottle, cattle, kettle, mantle, fizzle, puzzle. 	<p>as appropriate.</p> <ol style="list-style-type: none"> 2. Select a folktale that has a traditional and contemporary version. If possible, provide individual copies of one story. Possible stories include Paul Bunyan, Johnny Appleseed, and Pecos Bill. 3. Duplicate two copies per student of Handout: Story Map. 	<p>as appropriate.</p>	<p>as appropriate.</p> <ol style="list-style-type: none"> 2. In the Teacher Writer's Notebook, write pairs of sentences with pronouns missing such as: My mom cooked lunch. ___ made tacos.
Background Information	<p>Final stable syllable - a syllable with a non-phonetic, but reliable pronunciation</p>	<p>Plot – the basic sequence of events in a story. The plot includes the problem and solution.</p> <p>Setting - time and place in which a narrative occurs (past, future, present, real, imaginary)</p> <p>Theme - the central or universal idea of a piece of fiction or the main idea of a nonfiction essay.</p> <p>Themes are ideas or concepts</p>		<p>Pronoun - a word that is used in place of a noun; can be a subject (e.g., I, you, he, she, it, we, they) or object (e.g., me, you, him, her, it, us, them)</p>

Daily Lesson #: 9	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Teacher Notes	In previous lessons and units, students have studied open, closed, vowel-consonant-e, and vowel-r syllables. This lesson introduces the final stable syllable.	that relate to moral lessons and values and speak to the human experience. Fable - fictional tale that teaches a moral lesson, entertains, and often includes animals with human characteristics. In Unit 01, students were introduced to the standards related to comparing different versions of the same folktale. In Daily Lessons 9 and 10 Shared Reading of Unit 03, students are expected to independently compare the characters, setting, and plot.		Pronouns are introduced and practiced in isolation during this daily lesson. Pronouns will be reviewed in the context of writing during future daily lessons.

Instructional Routines

Daily Lesson # 9	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students read words with the final stable syllable consonant+le.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students compare different versions of the same story and identify the moral lesson.	Suggested Duration: 15-20 min. <u>Content Objective:</u> Students ask questions during reading.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students understand and use singular and plural pronouns.
Mini Lesson	<ol style="list-style-type: none"> 1. Review 3-5 words from the Word Wall using Teacher Resource: Word Wall Routines. 2. Write the following words on the board: bubble, circle, bundle, ruffle, wiggle, ankle, purple, bottle, fizzle. 3. Ask: What do you notice about these words? Discuss responses including they all end with -le and they all have two syllables. 4. Explain to students that the next syllable pattern they are going to learn is called the final stable syllable. Explain that “final” means that it comes at the end of the word and 	<ol style="list-style-type: none"> 1. Review the elements of a story map. Ask students to explain what each part of the story map means focusing on plot, setting, and characters. 2. Read the title and show the cover or a few illustrations. Ask students to make a prediction about the story. 3. Read the first story aloud. Stop periodically to confirm the predictions made based on text evidence. 4. Distribute a copy of Handout: Story Map. Complete the story map together. 	<ol style="list-style-type: none"> 1. Review that good readers ask questions while reading to help them understand what they are reading. 2. Think Aloud while reading a short passage and explain how asking questions helps you as a reader. 	<ol style="list-style-type: none"> 1. Display the prewritten sentences with missing pronouns. 2. Explain that a pronoun can be used in place of a noun. Write a list of examples on the board. (Refer to the Background Information for suggestions.) 3. Read each set of sentences. Think Aloud and discuss which pronoun can be used in place of the noun.

	<p>“stable” means it stays the same and makes the same sound every time.</p> <p>5. Explain that the consonant before the –le is part of the syllable. Draw a bracket in front of the consonant-le to divide the word into syllables.</p> <p>6. Choral Read the words.</p> <p>7. Brainstorm other words that end in consonant-le and add them to the list. Draw a bracket in front of the consonant+le to divide the word.</p>			
<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Divide students into groups of 4 and distribute a set of prepared cards to each group. 2. Demonstrate how to play “Go Fish” using the cards. 	<ol style="list-style-type: none"> 1. Distribute copies of the other story to students. Students read the story and complete Handout: Story Map. 2. Divide students into 	<ol style="list-style-type: none"> 1. Students read self-selected text and ask questions while reading. 	<ol style="list-style-type: none"> 1. Students look in Independent Reading texts and hunt for sentences with pronouns. 2. Students record several sentences in the Writer’s

- Shuffle the cards.
- Each player gets 4 cards and puts the rest in the middle. A match is two cards. If players already have a match, they may lay them down.
- The first player asks any other player for a card that ends with the same consonant-le "___, do you have any ___?"
- If the other player has a match, they must surrender the card. The first player lays down the match and goes again.
- If the other player does NOT have a match, they say "Go Fish!" and the first player draws a card from the pile. If it makes a match, then the first player goes again. If not, then the player keeps the card and the next player takes a turn.

- groups of 3-4. Introduce the term, "theme" and explain that in folktales the theme is often a moral lesson. Discuss moral lessons students have learned in their lives and share some personal experiences.
3. Students use their story maps to discuss the moral lesson and how the stories are alike and different.

- Notebook and highlight or circle the pronouns.
3. Confer with students to provide targeted instruction.

	<ul style="list-style-type: none"> • Play continues until all of the cards have been matched. <p>3. Students play the game “Go Fish!”</p>			
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure	1. Using one set of cards, read the words aloud together.	1. Call on each group to share either one way the two stories are alike or one way they are different.	1. Choose several students to share a simple Book Talk about the text they read by sharing the title and a question they asked themselves while reading.	1. Divide students into small groups. Ask each student to share a sentence and identify the pronoun.

Reading and Writing Stories

Lesson Preparation

Daily Lesson #: 10	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	2.2Biii, G	2.23Biii	2.6A,B 2.21C	2.Fig19B	2.Fig19C 2.21C	2.Fig19B	2.23A	2.17A 2.18A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Awareness of word patterns supports the development of word reading, fluency, and spelling. How does knowing word patterns and sight words help you as a reader and writer? 		<ul style="list-style-type: none"> Authors write for a purpose and readers choose text to reflect purpose and interest. How are different versions of the same story alike and different? 		<ul style="list-style-type: none"> Readers use strategies to support understanding of text. How does asking questions during reading help you understand text? 		<ul style="list-style-type: none"> Writers use writer's craft to engage and sustain the reader's interest. How does a writer narrow the focus of a topic? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Final stable syllable Consonant-le Sight word 		<ul style="list-style-type: none"> Plot Setting Character Moral lesson Question 		<ul style="list-style-type: none"> Question 		<ul style="list-style-type: none"> Topic 	
Materials	<ul style="list-style-type: none"> Dry erase board (1 per student) Dry erase marker (1 per student) Eraser (1 per student) White card stock (4-6 sheets) Note card (8-10) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate folktale, traditional and contemporary version (1 copy of one story, 1 copy per student of other story) Chart paper (if applicable) 		<ul style="list-style-type: none"> Collection of grade-appropriate books for student selection (1+ per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: Word Wall Routines 							
Advance Preparation	1. Prepare to display visuals		1. Prepare to display visuals		1. Prepare to display visuals		1. Prepare to display visuals	

Daily Lesson #: 10	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>as appropriate.</p> <p>2. Refer to the following Teacher Resource: Word Wall Routines. Select 10-12 new words to be introduced and prepare accordingly. Write or print the words in large letters on card stock. Select high-frequency word and words that reflect the patterns taught in previous Daily Lessons Word Study. Select 8-10 sight words to be introduced.</p> <p>3. Gather one set of Go Fish cards from Daily Lesson 9 Word Study.</p>	<p>as appropriate.</p> <p>2. Select a folktale that has a traditional and contemporary version. If possible, provide individual copies of one story. Possible stories include Paul Bunyan, Johnny Appleseed, and Pecos Bill.</p> <p>3. Make a Teacher-Created Handout: Comparison Chart for students to complete to show how the stories are alike and different.</p>	<p>as appropriate.</p>	<p>as appropriate.</p>
Background Information				
Teacher Notes				The purpose of this Mini Lesson is to teach students how to narrow in on a topic.

Instructional Routines

Daily Lesson # 10	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students decode and spell high-frequency words and read words with the consonant-le final stable syllable.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students compare different versions of the same story and identify the moral lesson.	Suggested Duration: 15-20 min. <u>Content Objective:</u> Students ask questions during reading.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students plan a first draft for a story by generating and organizing ideas.
Mini Lesson	<ol style="list-style-type: none"> 1. Introduce new words to the Word Wall using the Teacher Resource: Word Wall Routines, 2. Review the consonant-le final stable syllable pattern. Write the following syllables on the board: -ble, -cle, -dle, -fle, gle, -kle, -ple, tle, -zle. Practice reading each syllable. Review how to divide the words into two syllables. 	<ol style="list-style-type: none"> 1. Read the first story aloud. Discuss the characters, setting, plot, and moral lesson of the story. 2. After reading the story, ask students to generate several literal questions that can be answered based on the book. Possible question starters include: Who? What? When? Where? Why? How? List questions for all to see. 	<ol style="list-style-type: none"> 1. Review that good readers ask questions while reading to help them understand what they are reading. 2. Think Aloud while reading a short passage and explain how asking questions helps you as a reader. 	<ol style="list-style-type: none"> 1. Draw a circle in the center of the board. Choose a topic that is too large, for example: “Things I can do outside.” 2. Next, ask students to brainstorm everything they could tell a reader about the topic. Record student ideas to create a concept web. Periodically ask students to assist with spelling words using phonological knowledge. Keep adding ideas to the concept web until the students have exhausted all possibilities. 3. Explain that “Things I can do outside” is too big of a topic. If I were to write about this topic, I wouldn’t have any quality details.

				<ol style="list-style-type: none"> 4. Model choosing one of the subtopics from the web that is something you personally like to do outside. 5. Tell students that you are going to develop this topic into a first draft.
<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Divide students into groups of 2-3. Explain that today they will go on a Word Hunt to look for words that end with the consonant-le final stable syllable. 2. Students write the words they find with consonant-le on a list. Highlight the final stable syllable (consonant-le). 3. After several minutes, put two groups together and instruct them to read their words to each other. 4. Using one set of cards from Daily Lesson 9 Word Study, play a game of Knockout. 	<ol style="list-style-type: none"> 1. Distribute copies of the other story to students. Students read the story independently or with a partner. 2. Divide students into groups of 3-4. Students discuss the moral lesson and how the stories are alike and different. 3. Distribute the selected comparison chart. Students complete it independently. 	<ol style="list-style-type: none"> 1. Students read self-selected text and ask questions while reading. 	<ol style="list-style-type: none"> 1. Students revisit their lists of topics in their Writer's Notebook to identify one that is "too-large." For example: My family, My vacation, Things I like to do, My favorite holidays. 2. Next students make a web for the "too-large" topic and then choose a smaller idea to develop into a draft during the next several days. 3. For students that don't have a "too-large" topic, suggest they make a web for one of the topics listed above. 4. Remind students to match sounds to letters to spell

	<p>5. Divide the class into two teams and make two lines.</p> <p>6. Show the first card to the first two players. The first one to read the word correctly gets back in line. The other player is “knocked out” and must sit down. Continue playing until one team has no more players.</p>			<p>words and to use the word wall as a resource.</p> <p>5. Confer with students to provide targeted instruction.</p>
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure	<p>1. Choral Read the words.</p>	<p>1. Ask students to share their comparison charts.</p>	<p>1. Choose several students to share a simple Book Talk about the text they read by sharing the title and a question they asked themselves while reading.</p>	<p>1. Conduct the Author’s Chair routine. Ask several students to share their concept web with the class.</p>

Reading and Writing Stories

Lesson Preparation

Daily Lesson #: 11	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	2.2Biii		2.3B 2.9A		2.3B 2.Fig19C,D		2.21C	2.17B 2.18A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Awareness of word patterns supports the development of word reading, fluency, and spelling. How does knowing word patterns help you read words quickly and easily? 		<ul style="list-style-type: none"> Understanding literary elements facilitates the reader's ability to make meaning of the text. How does understanding the plot and setting help you as a reader? 		<ul style="list-style-type: none"> Readers use strategies to support understanding of text. How can you support answers to questions with text evidence? 		<ul style="list-style-type: none"> Writers use writer's craft to engage and sustain the reader's interest. How does a writer write a powerful beginning? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Final stable syllable 		<ul style="list-style-type: none"> Plot Setting Fact Detail 		<ul style="list-style-type: none"> Inference Textual evidence 		<ul style="list-style-type: none"> Beginning Declarative sentence Interrogative sentence 	
Materials	<ul style="list-style-type: none"> Dry erase board (1 per student) Dry erase marker (1 per student) Eraser (1 per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional text by the selected author (1 copy per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional text by the selected author (1 per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Grade-appropriate fictional text to read-aloud (2-3) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: Word Wall Routines 						<ul style="list-style-type: none"> Handout: Story Planning Organizer (optional, 1 per student) 	

Daily Lesson #: 11	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select 3-5 words from the Word Wall to review. 3. Make a Rapid Word card for each student by writing six words from the lesson in each of 5 rows on a chart. Duplicate one per student. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select an author to study during Daily Lessons 11-14 Shared Reading. Possible authors for second grade include: Marc Brown, Eric Carle, Jan Brett, Tomie dePaola, Kevin Henkes, and Robert Munsch. 3. Gather multiple texts by the selected author. Choose one for this lesson. 4. Prepare several fact and detail questions including questions about plot and setting from the first section of the text to be read aloud and from the second section of the text students will read independently 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Gather multiple texts by the selected author. If this is not possible, gather a variety of fictional texts. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Locate 2-3 texts that have powerful leads or beginnings, from Shared Reading or Independent Reading if possible.
Background Information			Textual evidence - specific details or facts found in text that support what is inferred	Declarative sentence - a sentence that tells a complete thought and ends in a period (.) Interrogative sentence - a sentence that asks a question and ends in a question mark (?)
Teacher Notes		Daily Lessons 11-14 Shared		Handout: Story Planning

Daily Lesson #: 11	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		<p>Reading conduct an author study. In this Daily Lesson students will read one text by the author and focus on answering fact and detail questions about the plot and setting. This text will be compared to the text in Daily Lesson 12 Shared Reading.</p>		<p>Organizer was introduced and used in Unit 02. It may be used again in this and upcoming Daily Lessons as a scaffold for students during story writing. This Daily Lesson will focus on writing powerful beginnings.</p>

Instructional Routines

Daily Lesson # 11	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students decode words with the –tion final stable syllable.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students locate facts and details and support the answer with text evidence.	Suggested Duration: 15-20 min. <u>Content Objective:</u> Students locate facts and details and support the answer with text evidence.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students write powerful story beginnings.
Mini Lesson	<ol style="list-style-type: none"> 1. Review 3-5 words from the Word Wall using Teacher Resource: Word Wall Routines. 2. Review the concept of final stable syllable. Explain that “final” means that it comes at the end of the word and “stable” means it stays the same and makes the same sound every time. 3. Explain that the final stable syllable they will practice today is –tion. Ask: Do you know how to read this syllable? Discuss responses including that it makes the sound /shun/ even though it is spelled with the letters –tion. 4. Write the following words 	<ol style="list-style-type: none"> 1. Introduce the author of the text for this lesson to students. Explain that they will be reading texts by this author for several lessons and will be “detectives” to try to find ways they are alike and different. 2. Tell students to listen carefully to the first few pages of the text. Explain that they will be asked questions about the part that was read, and will find the exact answers in the text. 3. Read aloud the first few pages. 4. Ask the prepared fact and detail questions. When students answer, instruct them to read the part of the text that supports their 	<ol style="list-style-type: none"> 1. Review that good readers ask questions and make inferences while reading. Review from Shared Reading how to locate answers and support them with text evidence. 	<ol style="list-style-type: none"> 1. Display the concept web from Daily Lesson 10 Writing in the Teacher Writer’s Notebook. 2. Remind students that writers organize stories by beginning, middle, and end. Review Handout: Story Planning Organizer (if using this optional resource introduced in Unit 02). 3. Explain that in this lesson students will think only about the beginning. The first sentence of a story is called the “lead” because it leads the way to the rest of the piece. It is important for the lead to “hook” the reader’s attention and make them want to read more.

	<p>on the board one at a time: motion, action, fiction, nation, station, portion, caption, action, addition, adoption. Instruct students to copy the words and draw a bracket in front of the -tion to divide the words into syllables.</p> <p>5. Choral Read each word.</p>	<p>answer. Explain that even good readers who remember most of what they read have to prove their answers.</p>		<p>4. Show students some models of effective leads from selected literature. Discuss with students which leads “hooked” their attention and why.</p> <p>5. Begin an Anchor Chart: Effective Leads using key words and phrases from the examples and student responses. Additional examples can be added over time.</p> <p>6. Model writing a lead sentence for the teacher topic by choosing ideas from the concept web. Think Aloud while writing.</p>
<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Distribute a Rapid Word card to each student. Instruct them to highlight the final stable syllable in each word. 2. Explain that the goal is to read each word quickly and accurately. Students quickly touch and read each word in order on the card. Allow several minutes for practice. 	<ol style="list-style-type: none"> 1. Students read the remainder of the text. 2. Ask the prepared fact and detailed questions. Students answer orally or in writing. Students support their answers with evidence from the text. 	<ol style="list-style-type: none"> 1. Students read self-selected text and ask questions while reading. Students locate the answer to one of their questions with evidence from the text. 	<ol style="list-style-type: none"> 1. Distribute Handout: Story Planning Organizer (optional) 2. Students review their concept web from Daily Lesson 11 Writing. 3. Students take information from the concept web and write a lead sentence. 4. In partners, students read lead sentences and

	(Students will read the words as many times as possible during the allotted time.) 3. Pair students. Students take turns reading the cards to each other.			provide feedback. 5. Students continue writing the beginning of their story. 6. Confer with students to provide targeted instruction and feedback.
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure	1. Ask: How does knowing word patterns like -tion help you to read words quickly and easily? Discuss responses.	1. Review the plot and setting of the text.	1. Choose several students to share a simple Book Talk about the text they read by sharing the title and one question they asked themselves while reading.	1. Use the Author's Chair routine including time for feedback. Ask several students to share their lead sentence with the class. 2. Add additional examples of strong leads to the Anchor Chart.

Reading and Writing Stories

Lesson Preparation

Daily Lesson #: 12	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	2.2Biii 2.5D		2.3B 2.9A 2.Fig19E 2.21C		2.3B 2.Fig19C 2.19C	2.Fig19B	2.21Avi 2.21C	2.17B 2.18A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Awareness of word patterns supports the development of word reading, fluency, and spelling. How does knowing word patterns help you as a reader and writer? 		<ul style="list-style-type: none"> Understanding literary elements facilitates the reader's ability to make meaning of the text. How does understanding the plot and setting help you as a reader? 		<ul style="list-style-type: none"> Readers use strategies to support understanding of text. How can you support answers to questions with text evidence? 		<ul style="list-style-type: none"> Writers use writer's craft to engage and sustain the reader's interest. How does a writer develop a draft? Writers use conventions of written language to communicate clearly and effectively. How does a writer use pronouns effectively? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Alphabetical order Guide word Final stable syllable 		<ul style="list-style-type: none"> Plot Setting Fact Detail Retell 		<ul style="list-style-type: none"> Question Textual evidence 		<ul style="list-style-type: none"> Draft Pronoun 	
Materials	<ul style="list-style-type: none"> Large craft stick (40 per group of 4 students) Large plastic cup (6) Dictionary (at least one for every 		<ul style="list-style-type: none"> Grade-appropriate fictional text by the selected author (1 copy per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Collection of grade- 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Chart paper (if applicable) 	

Daily Lesson #: 12	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	two students) • Chart paper (if applicable)		appropriate texts for student selection (1+ per student) • Chart paper (if applicable)	
Attachments and Resources	• Teacher Resource: Word Wall Routines			
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select 3-5 words from the Word Wall to review. 3. Write 25 words with consonant-le and 10 words with -tion on craft sticks for each group. 4. Write “ZAP” on 5 craft sticks for each group. 5. Collect dictionaries. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Make a set of retelling cards. Use the parts of a story map written on note cards (character, setting, problem, resolution). 3. Choose a text by the selected author. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate.
Background Information	Final stable syllable - a syllable with a non-phonetic, but reliable pronunciation		This Instructional Routine partially assesses Performance Indicator 03.	
Teacher Notes		This lesson is a continuation of Daily Lesson 11 Shared Reading.		

Instructional Routines

Daily Lesson # 12	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students decode words with the final stable syllables consonant-le and -tion. Students use a dictionary to find words.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students retell important events and describe similarities and differences in the plot and setting.	Suggested Duration: 15-20 min. <u>Content Objective:</u> Students ask literal questions about text and locate answers.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students develop a draft for a brief story by sequencing ideas through writing sentences. Students understand and use singular and plural pronouns in the context of writing.
Mini Lesson	<ol style="list-style-type: none"> 1. Review 3-5 words from the Word Wall using Teacher Resource: Word Wall Routines. 2. Review the final stable syllable pattern. Write a word on the board and call on a student to mark the final stable syllable with a bracket. 3. Remind students that these syllables are easy to read because they are always at the end of a word (final) and always make the same sound (stable). 	<ol style="list-style-type: none"> 1. Review the story from Daily Lesson 11 Shared Reading. Pair students and give them a set of retelling cards. 2. Instruct students to take turns retelling the story from Daily Lesson 11 Shared Reading. Explain that retelling uses declarative sentences to tell about the main events of the story in order. 3. Display the selected text for this lesson. Instruct students to listen for ways this story is similar to and 	<ol style="list-style-type: none"> 1. Distribute Reader's Notebooks to students. 2. Using the Teacher Reader's Notebook and a text from a previous read aloud, model how to record an entry that includes a literal question and the answer from text. 	<ol style="list-style-type: none"> 1. Explain that writers use pronouns instead of repeating the noun over and over again. This makes sentences more precise. 2. Explain that you will draft sentences for the middle of the story. 3. Model taking ideas from the concept webs and writing complete sentences. Think Aloud and involve students while using pronouns in sentences. Reread the sentences, replacing the

	<p>4. Explain that the words in a dictionary are in alphabetical order. Using one of the words practiced in the previous steps; demonstrate how to find the word in the dictionary. Think Aloud as you use the guide words to help you.</p>	<p>different from the other text.</p> <p>4. Read aloud the first few pages of the book. Ask: What is similar about the two books so far? What is different about the two books so far? Discuss responses.</p>		<p>pronoun with the noun it refers to. Ask: How does using pronouns make my sentences sound better? Discuss responses.</p>
<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Divide students into groups of 4. Give each group a set of sticks in a plastic cup. 2. Students play a game of “Zap” to practice reading words with final stable syllables. To play, students take turns pulling one stick out of the cup. If they read the word correctly, they get to keep the word. If not, they put it back. If they draw a stick that says “Zap”, then they must put all of their sticks back in the cup. Play continues until all of the sticks are drawn or time is called. 	<ol style="list-style-type: none"> 1. Students read the remainder of the text and look for similarities and differences. 2. When finished, pair students and give them the retelling cards again. Students take turns retelling the story. Students share the similarities and differences with their partner. 3. Students write one similarity and one difference in the plot or setting using complete sentences. 	<ol style="list-style-type: none"> 1. Students read self-selected text. 2. Instruct students to complete an entry in the Reader’s Notebook following the procedures that were demonstrated. Monitor and provide assistance as needed. 	<ol style="list-style-type: none"> 1. Students draft the middle of their stories in their Writer’s Notebook. 2. Confer with students and provide assistance as necessary. Look for pronoun usage.

	<p>3. Pair students and distribute dictionaries. Students select two words from the cup. Review how to find words in the dictionary. Students work with their partner to find each word using the guide words for help.</p>			
<p>Engage in Guided Reading and Guided Writing Instruction as appropriate.</p>				
<p>Closure</p>	<p>1. Ask: Why is it important to be able to use a dictionary? Discuss responses.</p>	<p>1. Call on several students to share their sentences.</p>	<p>1. Choose several students to share a simple Book Talk about the text they read by sharing the title of the text and reading their question and answer from the Reader's Notebook.</p>	<p>1. Conduct the Author's Chair routine. Ask students to read a sentence that includes a pronoun.</p>

Reading and Writing Stories

Lesson Preparation

Daily Lesson #: 13	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	2.2Aiv, Bvi		2.Fig19D 2.9A		2.3A 2.Fig19D		2.21Avi	2.17B 2.18A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Awareness of word patterns supports the development of word reading, fluency, and spelling. How does knowing word patterns help you as a reader and writer? 		<ul style="list-style-type: none"> Understanding literary elements facilitates the reader's ability to make meaning of the text. How does making inferences help you understand the text? 		<ul style="list-style-type: none"> Readers use strategies to support understanding of text. How can you confirm your predictions? 		<ul style="list-style-type: none"> Writers use writer's craft to engage and sustain the reader's interest. How does a writer develop a draft? Writers use conventions of written language to communicate clearly and effectively. How does a writer use pronouns effectively? 	
Vocabulary of Instruction	• Vowel pair		• Inference		• Prediction		• Draft • Pronoun	
Materials	<ul style="list-style-type: none"> Note card (15 per group of 3-4 students) Beanbag (2 per group of 3-4 students) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional text by the selected author (1 copy per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional text by the selected author (1 book per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Handout: Reading Big Words Teacher Resource: Word Wall Routines 		• Handout: Making Inferences					

Daily Lesson #: 13	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select 3-5 words from the Word Wall to review. 3. Prepare a list of 5-8 one and two-syllable words with ai and 5-8 words with ay. Possible ai words include: train, sail, explain, mailbag, paintbrush, rainfall, tailback, claimed. Possible ay words include: play, stay, maybe, birthday, Sunday, subway, crayon, relay. 4. Write 15 words with either ai or ay on a set of note cards for each group of 3-4 students. Save these cards for use in Daily Lesson 14. 5. Duplicate the Handout: Reading Big Words on both sides of the paper. Make one copy (two-sided) for each student. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Make a set of inference cards by writing scenarios that describe a situation and require students to use prior knowledge to figure out the scenario . For example: I was walking across the street when I saw something run by me. It was small, dark, and fast. What did I see? Possible answer: cat 3. Choose a text by the selected author. 4. Determine stopping points in the text where inferences can be made. Mark these with sticky notes as a reminder. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select a text to use for modeling how to confirm a prediction. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate.
Background Information	Vowel digraph or vowel pair - two vowels that together represent	Inference - a logical guess made by connecting bits of information.		

Daily Lesson #: 13	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>one phoneme or sound (e.g., ea, ai, oa)</p>	<p>Readers make inferences by drawing conclusions, making generalizations, and making predictions.</p>		
<p>Teacher Notes</p>	<p>Daily Lessons 13-18 Word Study introduce vowel pairs that make the long vowel sound. Each Mini Lesson will follow a similar pattern of introducing the vowel pair with a one-syllable word and then moving to two-syllable words using the steps on Handout: Reading Big Words. Once students have “trained their brain” to look for patterns in multisyllabic words it is not necessary to follow the explicit steps. However, some practice at the beginning of each new pattern is helpful to build an awareness of word patterns. Additional practice may be needed depending on the readiness level of each individual class.</p>	<p>Students have been previously introduced to making inferences in first grade; however, this is the first time it is directly taught during second grade. Because making inferences is a complex skill, this lesson is very teacher-directed.</p>		

Instructional Routines

Daily Lesson # 13	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students decode words with the vowel digraphs ai and ay.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students make inferences about text.	Suggested Duration: 15-20 min. <u>Content Objective:</u> Students make and confirm predictions.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students develop a draft for a brief story by sequencing ideas through writing sentences. Students understand and use singular and plural pronouns in the context of writing.
Mini Lesson	<ol style="list-style-type: none"> 1. Review 3-5 words from the Word Wall using Teacher Resource: Word Wall Routines. 2. Ask: What is a pair? Discuss responses including that a pair is two of the same thing. Ask: What are some things that come in pairs? Discuss responses including eyes, ears, shoes, socks, etc. 3. Explain to students that when two vowels “stick together” to make one sound it is called a vowel pair. 4. Write the letters “ai” on the board. Tell students 	<ol style="list-style-type: none"> 1. Explain to students that sometimes authors give hints about what is happening or how characters are feeling. Tell students that when they use what they know along with the clues from the text it is called making an inference. 2. Explain that they make inferences every day. Read aloud the inference cards one at a time. Ask students to use the clues from the cards with what they already know to figure out what is happening. 	<ol style="list-style-type: none"> 1. Read aloud a short section of the selected text. Think Aloud and make a logical prediction. Continue reading aloud and demonstrate how the text confirms or does not confirm your prediction. 	<ol style="list-style-type: none"> 1. Display the concept web from the teacher story. Display and reread the draft of the beginning and middle of the story from the Teacher Writer’s Notebook or chart. 2. Review with students the pronouns used in the sentences and why writers use pronouns. 3. Explain that today you will write the ending to the story. 4. Model writing an ending sentence or sentences using ideas from the concept web. Think Aloud and involve students in using

that those letters “stick together” and make the long a sound. Explain that when you are reading words it is important to notice vowel pairs because they will not make each individual letter sound.

5. Write the word “sail” on the board. Underline the “ai”. Explain that when you read the word “sail”, you will only say three sounds: /s/ /ai/ /l/. Instruct students to repeat then blend the word.
6. Next write the letters “ay” on the board. Explain that another vowel pair that makes the long a sound is “ay”. In these words the letter y is acting like a vowel.
7. Write the word “play” on the board. Underline the “ay”. Explain that when you read the word play, you will only say three sounds: /p/ /l/ /ay/.
8. Distribute Handout:

pronouns in the sentences.

	<p>Reading Big Words. Explain to students that when you are reading multisyllable words, it is sometimes helpful to break the words into syllables and discover the vowel patterns for each syllable.</p> <p>9. Follow the directions on Handout: Reading Big Words and practice together. Explain that this is the last type of syllable pattern - the Vowel Pair syllable. As you divide words, identify which syllable is the Vowel Pair syllable. Identify the other syllable type (closed, open, vowel-consonant-e, vowel-r, final stable syllable) in each word.</p>			
<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Divide students into groups of 3-4 and distribute two beanbags and a set of cards to each group. 2. Students play “Toss the Beanbag” to practice reading words with vowel 	<ol style="list-style-type: none"> 1. Read aloud the first section of the text. Stop at the predetermined page. 2. Distribute Handout: Making Inferences. Think Aloud and guide students to make an inference by showing them 	<ol style="list-style-type: none"> 1. Students read self-selected text and make and confirm predictions while reading. 	<ol style="list-style-type: none"> 1. Students read their drafts to check for clarity. 2. Students draft their stories in the Writer’s Notebook. Some may be at the point of writing an ending and others will not. Allow students to work at their

	<p>pairs.</p> <ol style="list-style-type: none"> 3. One student spreads the word cards out on the floor. 4. The first student tosses the two beanbags and tries to land on cards. If the beanbag is touching a card, the student can read the word. If the word is read correctly, the student gets to pick up and keep that card. If the student reads the word incorrectly, then he does not keep the card. 5. The next player takes a turn and tries to “Toss the Beanbag” and land on two words to read correctly. 6. Play continues until all the cards have been read. 	<p>the clue from the text. Write this together in the first box on the handout.</p> <ol style="list-style-type: none"> 3. Ask: What do you already know? Discuss responses and record answer in the second box on the handout. 4. Guide students to make an inference by putting together what they know and what is in the text. 5. Continue reading sections of the text and guiding students to make inferences and record those inferences on the handout. 6. While reading, ask students if they notice any similarities or differences in this text compared to the other texts previously read by this author. Discuss responses. 		<p>own paces. If some students finish their drafts before others, ask those students to begin another draft using a different topic.</p> <ol style="list-style-type: none"> 3. Confer with students to provide assistance as necessary. Look for pronoun usage.
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure	<ol style="list-style-type: none"> 1. Ask: What is a vowel pair? Discuss responses. Review that <i>ai</i> and <i>ay</i> are 	<ol style="list-style-type: none"> 1. Ask: What is an inference? Discuss responses. 	<ol style="list-style-type: none"> 1. Choose several students to share a simple Book Talk about the text they 	<ol style="list-style-type: none"> 1. Conduct the Author’s Chair routine.

	vowel pairs that make the long <i>a</i> sound.		read by sharing the title, their prediction, and how it was confirmed or not confirmed.	
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Reading and Writing Stories

Lesson Preparation

Daily Lesson #: 14	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	2.2Aiv, Bvi, G	2.23Biii	2.9A 2.Fig19D 2.19C		2.Fig19E		2.17C 2.22Ci	2.17B 2.18A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Awareness of word patterns supports the development of word reading, fluency, and spelling. How does knowing word patterns help you as a reader and writer? 		<ul style="list-style-type: none"> Understanding literary elements facilitates the reader's ability to make meaning of the text. How does making inferences help you understand the text? 		<ul style="list-style-type: none"> Readers use strategies to support understanding of text. Why do readers sometimes retell what they read? 		<ul style="list-style-type: none"> Writers use writer's craft to engage and sustain the reader's interest. How does a writer revise a draft? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Vowel pair High-frequency word 		<ul style="list-style-type: none"> Inference 		<ul style="list-style-type: none"> Retell 		<ul style="list-style-type: none"> Revise Detail Punctuation 	
Materials	<ul style="list-style-type: none"> White card stock (4-6 sheets) or large note card (4-6) Can or small bucket (1 per 4-5 students) Note card (13-15 per 4 students) Dry erase board (1 per student) Dry erase marker (1 per student) Eraser (1 per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional text by the selected author (1 copy per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional text by the selected author (1 book per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Chart paper (if applicable) 	
Attachments and	<ul style="list-style-type: none"> Teacher Resource: Word Wall 		<ul style="list-style-type: none"> Handout: Making Inferences 					

Daily Lesson #: 14	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Resources	Routines			
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Refer to the following Teacher Resource: Word Wall Routines. Select 10-12 new words to be introduced and prepare accordingly. Write or print the words in large letters on card stock or note cards. Select high-frequency word and words that reflect the patterns taught in previous Daily Lessons 11-13 Word Study. 3. Write the sight words on a set of note cards for each group of 4-5 students. 4. For each group, make 5 note cards with "BONUS" written on one side. 5. Gather the word cards from Daily Lesson 13 Word Study. 6. Compile a set for each group of 3-4 students that 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Choose a book by the selected author. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Write several sentences with no ending punctuation. Include sentences that need a period, question mark, and exclamation mark. 3. Choose a section of your draft to use as an example of adding more details.

Daily Lesson #: 14	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	contains the sight word cards, the cards from Daily Lesson 13 Word Study, and 5 BONUS cards.			
Background Information				Revise - changing, adding, or deleting words, phrases, or sentences to clarify and/or to enhance the message based on the intended audience
Teacher Notes				

Instructional Routines

Daily Lesson # 14	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students decode words with the vowel digraphs ai and ay. Students decode and spell high-frequency words.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students make inferences about text.	Suggested Duration: 15-20 min. <u>Content Objective:</u> Students retell important events.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students revise drafts by adding phrases or sentences to add more detail.
Mini Lesson	1. Introduce new words to the Word Wall using Teacher Resource: Word Wall Routines	1. Review that sometimes authors give clues about what is happening or how characters are feeling and	1. Review that good readers sometimes retell what they have read to help them understand and	1. Display the draft of the teacher writing from the Teacher Writer's Notebook. Read aloud the

	<p>2. Review that when two vowels “stick together” to make one sound it is called a vowel pair.</p> <p>3. Write the following words on the board: contain, tailspin, okay, Friday. Follow the steps to practice reading multisyllabic words:</p> <ul style="list-style-type: none"> • Write the word • Underline vowel pairs • Put a dot under each box with a vowel or vowel pair • Look at the consonants between the vowels and divide the syllables • Draw a curved line under each syllable • Read each syllable, then read the whole word 	<p>the reader has to figure out the rest. Tell students that when they use what they know along with the clues from the text it is called making an inference.</p> <p>2. Read aloud the first section of the text. Stop at the predetermined page.</p> <p>3. Draw three boxes on the board that are labeled: What is in the Text, What I Already Know, and Inference. Think Aloud and guide students to make an inference by showing them the clue from the text. Write this together in the first box.</p> <p>4. Ask: What do you already know? Discuss responses and record answer in the second box.</p> <p>5. Guide students to make an inference by putting together what they know and what is in the text.</p>	<p>remember.</p> <p>2. Read a short section of a text and discuss what the important event was in that section that should be part of the retelling.</p>	<p>selected section. Explain how this part of the piece is dull and needs more detail added to help the reader understand the message.</p> <p>2. Think Aloud and demonstrate how to revise that portion and include more details including sensory details.</p>
<p>Learning Applications</p>	<p>1. Divide students into groups of 4-5. Give each</p>	<p>1. Students read the remaining sections of the</p>	<p>1. Students read self-selected text and monitor</p>	<p>1. Allow time for students to revise their stories.</p>

	<p>group a set of cards.</p> <p>2. Students play “Pass the Can” or “Pass the Bucket”. Directions:</p> <ul style="list-style-type: none"> • Place the mixed up cards in the can or bucket. • Players take turns drawing one card from the can. If they read it correctly, they keep the card. If they do not read it correctly, they put it back in the can. • If they draw the “BONUS” card, then they keep that card PLUS take a card for another turn. • Play until the can is empty. The player with the most cards (counting the BONUS cards) is the winner. 	<p>book.</p> <p>2. Distribute Handout: Making Inferences.</p> <p>3. Students make inferences and record those inferences on the handout.</p> <p>4. Students tell similarities or differences comparing this text to the others previously read by this author.</p>	<p>comprehension while reading.</p> <p>2. Students pay attention to important events to be retold.</p>	<p>2. Circulate and look for places where students can add more detail to their writing. Prompt by saying: Tell me one more thing about...</p> <p>3. If students finish revising, instruct them to set this story aside to be edited in the next lesson and to begin drafting another story.</p>
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure	<p>1. Using one set of cards, Choral Read the words.</p>	<p>1. Ask: How does making inferences help you understand the text? Discuss responses.</p>	<p>1. Choose several students to share a simple Book Talk about the text they read by sharing the title</p>	<p>1. Conduct the Author’s Chair routine. Ask students to share examples of revisions they</p>

			and retelling a few important events in order.	made to their draft.
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Reading and Writing Stories

Lesson Preparation

Daily Lesson #: 15	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	2.2Aiv, Bvi		2.9A, B		2.Fig19E		2.17D 2.22Cii	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Awareness of word patterns supports the development of word reading, fluency, and spelling. How does knowing word patterns help you as a reader and writer? 		<ul style="list-style-type: none"> Understanding literary elements facilitates the reader's ability to make meaning of the text. How can you understand the traits, motivations, and feelings of characters in a story? 		<ul style="list-style-type: none"> Readers use strategies to support understanding of text. Why do readers sometimes retell what they read? 		<ul style="list-style-type: none"> Writers use writer's craft to engage and sustain the reader's interest. How does a writer edit a draft? Writers use conventions of written language to communicate clearly and effectively. How does a writer use apostrophes and contractions correctly? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Vowel pair 		<ul style="list-style-type: none"> Character Trait Motivation Feeling 		<ul style="list-style-type: none"> Retell 		<ul style="list-style-type: none"> Edit Contraction Apostrophe 	
Materials	<ul style="list-style-type: none"> Note card (15-25 per group of 4-5 students) Counter or chip (9 per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional text by selected author for read-aloud (1 copy per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional text by the selected author (1 per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Teacher-created editing rubric Chart paper (if applicable) 	
Attachments and	<ul style="list-style-type: none"> Handout: Reading Big Words 							

Daily Lesson #: 15	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Resources	<ul style="list-style-type: none"> • Handout: Vowel Pair Bingo • Teacher Resource: Word Wall Routines 			
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select 3-5 words from the Word Wall to review. 3. Prepare a list of 5-8 one and two-syllable words with ee and 5-8 words with ea (long e sound). Possible ee words include: free, meet, fifteen, freedom, redeem, between, indeed, needle. Possible ea words include: treat, meat, teacher, defeat, peanut, repeat, season. 4. Write the words from step 2 (and any additional ea or ee words) on note cards. Make one set of cards per group of 4-5 students. 5. Duplicate Handout: Reading Big Words on both sides of the paper. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select an author to study during Daily Lessons 15-18 Shared Reading. Choose an author with strong characters such as Marc Brown and Kevin Henkes. Gather multiple texts by the selected author. Choose one book for this lesson. 3. Make a Teacher-Created Handout: Character Outline. Draw an outline of a person. On each section (arms, legs, head, body) and write what students will describe about the character. For example: Physical traits, Emotions, Actions, Reasons for Actions, etc. Duplicate a character outline for each student. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Prepare a teacher-created rubric or checklist for students to use when editing for correct capitalization and punctuation.

Daily Lesson #: 15	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	Make one copy (two-sided) for each student. 6. Duplicate Handout: Vowel Pair Bingo . (1 per student)			
Background Information		Describing a main character should include the following: <ul style="list-style-type: none"> • Physical traits • Personality traits (e.g., good, evil, compassionate, loving, humorous, responsible) • Motivations - why a character acts or behaves the way he or she does • Feelings 		Use apostrophes to take the place of missing letters in a contraction (e.g., didn't /did not, can't /cannot).
Teacher Notes	Refer to Daily Lesson 13 Word Study Handout: Vowel Pair Bingo has a second page that is blank that can be used for additional practice with any vowel pairs. This would be a good review for learning centers or small groups.	Daily Lessons 15-18 Shared Reading conduct an author study. In this lesson students will read one story by the author and focus on describing the main character. This story will be compared to the story in Daily Lesson 16 Shared Reading.		

Instructional Routines

Daily Lesson # 15	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students decode words with the vowel digraphs ee and ea.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students describe main characters including their traits, motivations, and feelings.	Suggested Duration: 15-20 min. <u>Content Objective:</u> Students retell important events.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students edit drafts for capitalization and punctuation.
Mini Lesson	<ol style="list-style-type: none"> 1. Review 3-5 words from the Word Wall using Teacher Resource: Word Wall Routines. 2. Review that when two vowels “stick together” to make one sound it is called a vowel pair. 3. Write the letters “ee” on the board. Tell students that those letters “stick together” and make the long e sound. Explain that when you are reading words it is important to notice vowel pairs because they will not make each individual letter sound. 4. Write the word “meet” on the board. Underline the “ee”. Explain that when 	<ol style="list-style-type: none"> 1. Introduce the author of the text for this lesson to students. Explain that they will be reading texts by this author for several lessons and will be “detectives” to try to find ways the texts are alike and different. 2. Tell students to listen carefully to the first few pages of the text. Explain that they will study the main character(s) in the text. 3. Read aloud the first few pages. Ask: Who is the main character in the text? What other characters are important? Discuss responses. 4. Ask students to share 	<ol style="list-style-type: none"> 1. Review that good readers sometimes retell what they have read to help them understand and remember. 2. Read a short section of a text and discuss what the important event was in that section that should be part of the retelling. 	<ol style="list-style-type: none"> 1. Review correct use of apostrophes and contractions and show students words in the story that can be made into a contraction. 2. Explain that in this lesson students will edit their draft by checking for correct capitalization and punctuation including apostrophes. 3. Display the draft in the Teacher Writer’s Notebook. Show students the teacher-prepared rubric or checklist. Model how to use the rubric or checklist to edit for capitalization and punctuation.

reading the word “meet”, only say three sounds will be produced: /m/ /ee/ /t/. Instruct students to repeat then blend the word.

5. Next write the letters “ea” on the board. Explain that another vowel pair that makes the long e sound is “ea.”

6. Write the word “treat” on the board. Underline the “ea”. Explain that when reading the word play, only four sounds will be produced: /t/ /r/ /ea/ /t/.

7. Distribute Handout: **Reading Big Words**. Explain to students that when reading multisyllabic words, it is sometimes helpful to break the words into syllables and discover the vowel patterns for each syllable.

8. Follow the directions on Handout: **Reading Big Words** and practice together. Review the vowel pair syllable. As you divide words, identify

details they heard that describe the character including how the character looks, feels, his/her actions, and reasons for those actions. Discuss ways the author describes the character to the reader.

	<p>which syllable is the vowel pair syllable. Identify the other syllable type (closed, open, vowel-consonant-e, vowel-r, final stable syllable) in each word.</p>			
<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Divide students into groups of 4-5. Give each student Handout: Vowel Pair Bingo (with ee and ea) and 9 counters. Give each group a set of cards with ee and ea words prewritten on them. 2. Explain to students that in this Bingo game, they will take turns drawing a card. When they draw a card they should: tell the letters that make up the vowel pair, say the sound of the vowel pair, and read the word. For example: ee, ē, freedom. 3. If the word is read correctly, the student covers up one space that has the corresponding vowel pair. If the word is read incorrectly or if there 	<ol style="list-style-type: none"> 1. Students read the remainder of the text and look for descriptions of the character's traits, motivations, and feelings. 2. When finished, distribute Teacher-Created Handout: Character Outline. Review how to complete each section. Students complete the character outline independently or with a partner. 3. Divide students into small groups. Students share what they wrote in each section and find the common descriptions. 	<ol style="list-style-type: none"> 1. Students read self-selected text and monitor comprehension while reading. 2. Students pay attention to important events to be retold. 	<ol style="list-style-type: none"> 1. Distribute the teacher-created rubric or checklist. Students use the rubric or checklist and check for correct capitalization and punctuation. 2. Confer with students.

	<p>are no remaining spaces with the corresponding vowel pair, then the student loses a turn.</p> <p>4. Continue play until one person has all of the spaces covered and calls, "Bingo".</p>			
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure	<p>1. Use one set of cards and review the words together.</p>	<p>1. Call on each group to share one common description they found about the character.</p>	<p>1. Choose several students to share a simple Book Talk about the book they read by sharing the title and retelling some important events in order.</p>	<p>1. Conduct the Author's Chair routine.</p>

Reading and Writing Stories

Lesson Preparation

Daily Lesson #: 16	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	2.2Aiv, Bvi		2.9A, B		2.3A 2.Fig19 E		2.17D 2.23C, F	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Awareness of word patterns supports the development of word reading, fluency, and spelling. How does knowing word patterns help you as a reader and writer? 		<ul style="list-style-type: none"> Understanding literary elements facilitates the reader's ability to make meaning of the text. How can you understand the traits, motivations, and feelings of characters in a story? 		<ul style="list-style-type: none"> Readers use strategies to support understanding of text. Why do readers sometimes retell what they read? 		<ul style="list-style-type: none"> Writers use conventions of written language to communicate clearly and effectively. Why is it important to use correct spelling when writing? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Vowel pair 		<ul style="list-style-type: none"> Character Trait Motivation Feeling 		<ul style="list-style-type: none"> Prediction Retell 		<ul style="list-style-type: none"> Edit Spelling 	
Materials	<ul style="list-style-type: none"> Sentence strip (8-20) Fly swatter (2) Scissors (1 pair per student) Glue stick (1 per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional text by selected author for read-aloud (3-4 different texts, 1 copy of 1 text per student plus 1 for modeling) Chart paper (if applicable) 		<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Grade-appropriate fictional text by the selected author (1 text per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Teacher-created editing rubric Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Handout: Reading Big Words Teacher Resource: Word Wall 							

Daily Lesson #: 16	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	Routines			
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select 3-5 words from the Word Wall to review. 3. Prepare a list of 5-8 one and two-syllable words with ie (long e sound). Possible ie words include: field, brief, shield, either, believe, ceiling, retrieve. 4. Write the words on sentence strips. 5. Duplicate Handout: Reading Big Words on both sides of the paper. Make one copy (two-sided) for each student. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Gather 3-4 titles by the selected author. Collect enough texts to have one copy of one text per student. 3. Choose a different text to use for modeling. Preselect sections of the texts that directly or indirectly describe the main character. 4. Duplicate Teacher-Created Handout: Character Outline for each student. (Refer to Daily Lesson 15 Shared Reading.) 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate.
Background Information			This Instructional Routine partially assesses Performance Indicator 03.	Editing should include all previously taught skills from the following standards: <ul style="list-style-type: none"> • Conventions/Grammar (refer to 2.21Ai-vii,B) • Capitalization (refer to 2.22Bi,ii)

Daily Lesson #: 16	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Teacher Notes	Refer to Daily Lesson 13 Word Study. If desired, the words from Daily Lesson 15 Word Study (ee/ea-long e sound), can also be written on sentence strips and used during the Learning Application game.			<ul style="list-style-type: none"> • Punctuation (refer to 2.22Ci-iii) • Spelling (refer to 2.23A,Bi-iii,C,D,E) • Use resources to find correct spellings (refer to 2.23F)

Instructional Routines

Daily Lesson # 16	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students decode words with the vowel digraph ie.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students describe main characters including their traits, motivations, and feelings.	Suggested Duration: 15-20 min. <u>Content Objective:</u> Students make predictions.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students edit drafts for correct spelling.
Mini Lesson	<ol style="list-style-type: none"> 1. Review 3-5 words from the Word Wall using Teacher Resource: Word Wall Routines. 2. Review that when two vowels “stick together” to make one sound it is called a vowel pair. 3. Write the letters “ie” on the board. Tell students that those letters “stick together” and make the long e sound. Explain that when reading words it is important to notice vowel pairs because they will not make each individual letter sound. 4. Write the word “field” on the board. Underline the “ie”. Explain that when reading the word 	<ol style="list-style-type: none"> 1. Review that authors describe many different things about characters including their traits, motivations, and feelings. 2. Show the selected text for modeling. Read sections of the text that describe the main character either directly or indirectly. Ask students to share details they heard that describe the character including how the character looks, feels, his/her actions, and reasons for those actions. Discuss ways the author describes the character to the reader. 	<ol style="list-style-type: none"> 1. Distribute Reader’s Notebooks to students. 2. Explain that students will each write a prediction, read, and then write if their prediction is confirmed. 	<ol style="list-style-type: none"> 1. Explain that students will edit their drafts by checking for correct spelling. 2. Review how to use the Word Wall and other resources to find the correct spelling of words. 3. Display the draft in the Teacher Writer’s Notebook. Show students the teacher-prepared rubric or checklist. Model how to use the rubric or checklist to edit for spelling.

	<p>“brief”, only say four sounds are produced: /b/ /r/ ie/ /f/. Instruct students to repeat and then blend the word.</p> <p>5. Distribute Handout: Reading Big Words. Explain to students that when reading multisyllabic words, it is sometimes helpful to break the words into syllables and discover the vowel patterns for each syllable.</p> <p>6. Follow the directions on Handout: Reading Big Words and practice together. Review the vowel pair syllable. Divide words and identify which syllable is the vowel pair syllable. Identify the other syllable type (closed, open, vowel-consonant-e, vowel-r, final stable syllable) in each word.</p>			
<p>Learning Applications</p>	<p>1. Post the words on a wall where there is room for</p>	<p>1. Divide students into 3-4 groups, depending on the</p>	<p>1. Students write a prediction in the Reader’s Notebook.</p>	<p>1. Distribute the teacher-created rubric or checklist.</p>

	<p>students to stand in front of the wall.</p> <p>2. Play a game of “Swat”. Divide students into two teams. Give the first player from each team a fly swatter. Call out a word that is on the wall. The first person to swat the word scores a point for their team. Play several rounds.</p>	<p>number of titles selected.</p> <p>2. Students read carefully and look for descriptions of the character’s traits, motivations, and feelings.</p> <p>3. When finished, distribute Teacher-Created Handout: Character Outline. Review how to complete each section. Students complete the handout together as a group.</p> <p>4. Students look for similarities and differences in this text as compared to the other texts read by this author.</p>	<p>2. Students read self-selected text.</p> <p>3. Students complete the entry in the Reader’s Notebook following the procedures that were demonstrated. Monitor and provide assistance as needed.</p>	<p>Students use the rubric or checklist and check for correct spelling.</p> <p>2. Confer with students.</p>
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure	<p>1. Ask: What have you learned about the vowel pair syllable? Discuss responses.</p>	<p>1. Each groups shares its character outline.</p>	<p>1. Pair students. Each student briefly retells the story he or she read.</p>	<p>1. Conduct the Author’s Chair routine including time for feedback.</p>

Reading and Writing Stories

Lesson Preparation

Daily Lesson #: 17	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	2.2Aiv, Bvi		2.Fig19F 2.9B		2.Fig19F			2.17A,B 2.18A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Awareness of word patterns supports the development of word reading, fluency, and spelling. How does knowing word patterns help you as a reader and writer? 		<ul style="list-style-type: none"> Understanding literary elements facilitates the reader's ability to make meaning of the text. How can you describe main characters in a story and make connections to them? 		<ul style="list-style-type: none"> Readers use strategies to support understanding of text. How can you make connections between what you are reading and yourself, other books, or the world? 		<ul style="list-style-type: none"> Writers use writer's craft to engage and sustain the reader's interest. How does a writer plan a draft? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Vowel pair 		<ul style="list-style-type: none"> Character Connection 		<ul style="list-style-type: none"> Connection 		<ul style="list-style-type: none"> Plan Draft 	
Materials	<ul style="list-style-type: none"> Sentence strip (12) Note card (31 per group of 4 students) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional text by selected author for read-aloud (3-4 different texts, 1 copy per student plus 1 for modeling) Manila paper (11x17, 1 per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional texts by the selected author (1 per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Handout: Reading Big Words (1 per student) Teacher Resource: Word Wall Routines 						<ul style="list-style-type: none"> Handout: Story Planning Organizer (optional, 1 per student) 	
Advance Preparation	1. Prepare to display visuals		1. Prepare to display visuals		1. Prepare to display visuals		1. Prepare to display visuals	

Daily Lesson #: 17	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>as appropriate.</p> <ol style="list-style-type: none"> 2. Select 3-5 words from the Word Wall to review. 3. Prepare a list of 5-8 one and two-syllable words with oa and ow (long o sound). Possible oa words include: boat, coast, carload, topcoat, railroad, roadblock, floating, sailboat. Possible ow words include: grow, bowl, follow, window, yellow, rainbow, snowfall, elbow. 4. Duplicate Handout: Reading Big Words on both sides of the paper. Make one copy (two-sided) for each student. 5. Make sets of 31 “Old Mr. ____” or “Old Mrs. ____” cards for each group of four students, inserting the teacher name. For each set, draw a simple self-portrait and write “Old Mrs. ____” on one card. Make 5 pairs of cards with oa words, 5 pairs of cards 	<p>as appropriate.</p> <ol style="list-style-type: none"> 2. Gather the texts from Daily Lesson 16 Shared Reading. Assign students a different text than the one read during the previous lesson. 3. Choose a different text to use for modeling. Preselect sections of the text that directly or indirectly describe the main character. 	<p>as appropriate.</p>	<p>as appropriate.</p>

Daily Lesson #: 17	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	with ow (long o) words, and 5 pairs of cards with other vowel pair words previously introduced.			
Background Information		<p>Students should make the following connections to text:</p> <ul style="list-style-type: none"> • Own experiences - things done or seen • Ideas in other text - concepts that connect one text with another text • Larger community - a group of people that have the same interest or live in the same area 	Refer to Shared Reading	This Instructional Routine partially assesses Performance Indicator 02.
Teacher Notes				<p>During Daily Lessons 17-20 Writing, students will complete the Performance Indicator listed above. These lessons do not include significant teacher modeling during the Mini Lesson, as these skills have been directly taught and practiced in previous lessons. However, in some classrooms or with small groups of struggling writers, additional modeling may be needed.</p>

Daily Lesson #: 17	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
				Handout: Story Planning Organizer may be used as scaffold during story planning and drafting.

Instructional Routines

Daily Lesson # 17	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students decode words with oa and ow (long o sound).	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students describe the main character and make connections to their own experiences.	Suggested Duration: 15-20 min. <u>Content Objective:</u> While reading, students make connections to themselves, other books, or the world.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students plan and draft an original story with a beginning, middle, and end.
Mini Lesson	<ol style="list-style-type: none"> 1. Review 3-5 words from the Word Wall using Teacher Resource: Word Wall Routines. 2. Review that when two vowels “stick together” to make one sound it is called a vowel pair. 3. Write the letters “oa” on the board. Tell students that those letters “stick together” and make the long o sound. Explain that when reading, it is important to notice vowel pairs because they will not make each individual letter sound. 	<ol style="list-style-type: none"> 1. Review that authors describe many different things about characters including their traits, motivations, and feelings. 2. Display the selected text. Read sections of the text that describe the main character either directly or indirectly. Ask students to describe the character including appearance, feelings, actions, and reasons for those actions. 3. Draw a large outline of a person on the board. Write the name of the character and the 	<ol style="list-style-type: none"> 1. Review the different types of connections that readers make while reading. (text-to-self, text-to-text, and text-to- world) 2. Instruct students to notice connections between what they are reading and themselves, other books, or the world. 	<ol style="list-style-type: none"> 1. Review the steps of the writing process; plan, draft, revise, edit, and publish. 2. Explain to students that they will each write an original story that contains a beginning, middle, and end, and will take it through the entire writing process during the next several Daily Lessons.

4. Write the word “boat” on the board. Underline the “oa”. Explain that when reading the word “boat”, only three sounds: /b/ /oa/ t/ are produced. Instruct students to repeat then blend the word.
5. Write the letters “ow” on the board. Tell students that sometimes ow makes the long o sound.
6. Write the word “bowl” on the board. Underline the “ow”. Explain that when reading the word “bowl”, only three sounds: /b/ /ow/ l/ are produced. Instruct students to repeat then blend the word.
7. Distribute Handout:
Reading Big Words.
Explain to students that when reading multisyllabic words, it is sometimes helpful to break the words into syllables and discover the vowel patterns for each syllable.
8. Follow the directions on

teacher’s name. Inside the drawing, **Think Aloud** to list connections and commonalities between the two names on the board.

	<p>Handout: Reading Big Words and practice together. Review the vowel pair syllable. Divide a word and identify which syllable is the vowel pair syllable. Identify the other syllable type (closed, open, vowel-consonant-e, vowel-r, final stable syllable). Repeat for each word.</p>			
<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Divide students into groups of 4 and give each group a set of cards. One player deals out all of the cards. It is okay if everyone doesn't have the same number of cards. 2. Players lay down any matches (two cards with the same word) that they already have. Players must read their words aloud to the group each time a match is made. 3. The first player holds up his cards (face down) to the player on his left. That player selects one card 	<ol style="list-style-type: none"> 1. Divide students into 3-4 groups, depending on the number of titles selected. Distribute texts. 2. Students read carefully and look for descriptions of the character's traits, motivations, and feelings, and think about things they have in common with the character. 3. When finished, distribute manila paper. Students draw a large outline of a person as modeled during the Mini Lesson. Students write at least three connections, or 	<ol style="list-style-type: none"> 1. Students read self-selected text and monitor comprehension while reading 	<ol style="list-style-type: none"> 1. Each student selects a topic from their Writer's Notebook and plans a story. Students may use optional Handout: Story Planning Organizer. 2. Students begin drafting their stories.

	<p>and adds it to his own hand. If he can make a match, then he lays it down and reads the word.</p> <p>4. Play continues until all matches are made and one person is left holding the “Old Mrs. ____” card.</p>	<p>things they have in common, with the character.</p>		
<p>Engage in Guided Reading and Guided Writing Instruction as appropriate.</p>				
<p>Closure</p>	<p>1. Using one set of cards, Choral Read the words.</p>	<p>1. Ask students to share their connections.</p>	<p>1. Choose several students to share a simple Book Talk about the text they read by sharing the title and a connection they made while reading.</p>	<p>1. Conduct the Author’s Chair routine.</p>

Reading and Writing Stories

Lesson Preparation

Daily Lesson #: 18	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	2.2Aiv, Bvi, G	2.23Biii	2.8A 2.9B		2.Fig 19F			2.17B 2.18A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Awareness of word patterns supports the development of word reading, fluency, and spelling. How does knowing word patterns help you as a reader and writer? 		<ul style="list-style-type: none"> Understanding literary elements facilitates the reader's ability to make meaning of the text. How do authors use dialogue? 		<ul style="list-style-type: none"> Readers use strategies to support understanding of text. How can you make connections between what you are reading and yourself, other books, or the world? 		<ul style="list-style-type: none"> Writers use writer's craft to engage and sustain the reader's interest. How does a writer compose a draft? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Vowel pair High-frequency word 		<ul style="list-style-type: none"> Dialogue Character 		<ul style="list-style-type: none"> Connection 		<ul style="list-style-type: none"> Draft 	
Materials	<ul style="list-style-type: none"> White card stock (4-6 sheets) or large note card (4-6) Note card (25 per group of 3-4 students) Dry erase board (1 per student) Dry erase marker (1 per student) Erasers (1 per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional books by the selected author (1+ per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional books by the selected author (1 book per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: Word Wall Routines 							
Advance Preparation	1. Prepare to display visuals as appropriate.		1. Prepare to display visuals as appropriate.		1. Prepare to display visuals as appropriate.		1. Prepare to display visuals as appropriate.	

Daily Lesson #: 18	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>2. Refer to the following Teacher Resource: Word Wall Routines. Select 10-12 new words to be introduced and prepare accordingly. Write or print the words in large letters on card stock or note cards. Select high-frequency words and words that reflect the patterns taught previously.</p> <p>3. Prepare a list of 5-8 one and two-syllable words with ue and ew (long u sound). Possible ue words include: blue, glue, value, argue, bluebird, continue, clueless, statue. Possible ew words include: blew, grew, threw, curfew, nephew, jewel, mildew, crewcut.</p> <p>4. Make a set of 25 cards for each group of 3-4 students that includes the high-frequency, words with ue, words with ew, and 3 cards with "CRAZY" written</p>	<p>2. Gather the texts used in Daily Lessons 15-17 Shared Reading as well as other texts by the selected author.</p>		

Daily Lesson #: 18	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	on them.			
Background Information		<p>Informal play - an activity in which students invent and enact dramatic situations for themselves rather than for an outside audience; also referred to as informal classroom drama</p> <p>Dialogue - the lines spoken between characters in fiction or plays. Dialogue in a play is the main vehicle in which plot, character, and other elements are established.</p>		This Instructional Routine partially assesses Performance Indicator 02.
Teacher Notes		This Instructional Routine is two days.		

Instructional Routines

Daily Lesson # 18	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students decode words with ue and ew. Students decode and spell high-frequency words.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students identify elements of dialogue and use them in informal plays.	Suggested Duration: 15-20 min. <u>Content Objective:</u> While reading, students make connections to themselves, other books, or the world.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students draft an original story with a beginning, middle, and end.
Mini Lesson	<ol style="list-style-type: none"> 1. Introduce new words to the Word Wall using Teacher Resource: Word Wall Routines. 2. Review that when two vowels “stick together” to make one sound it is called a vowel pair. 3. Write the letters “ue” on the board. Tell students that those letters “stick together” and make the long u sound. Explain that when reading words it is important to notice vowel pairs because they will not make each individual letter sound. 4. Write the word “blue” on the board. Underline the “ue”. Explain that when reading the word “blue”, 	<ol style="list-style-type: none"> 1. Explain that sometimes authors use dialogue to tell part of their story. Explain that dialogue is when the characters are talking. Show students how authors use quotation marks to indicate that the character is speaking. 2. Divide students into groups of 2-3. Instruct each group to choose a text by the author or assign one to each group. 3. Ask students to find an example of quotation marks and dialogue in the text. 	<ol style="list-style-type: none"> 1. Review the different types of connections that readers make while reading. (text-to-self, text-to-text, and text-to- world) 2. Instruct students to notice connections between what they are reading and themselves, other books, or the world. 	<ol style="list-style-type: none"> 1. Remind students that they will continue drafting their stories. 2. Give suggestions and reminders based on observations made during Daily Lesson 17 Writing. 3. Review that the story must include a beginning, middle, and end.

only three sounds /b/ /l/ /ue/ are produced. Instruct students to repeat then blend the word.

5. Write the letters “ew” on the board. Tell students that sometimes ew makes the long u sound.
6. Write the word “grew” on the board. Underline the “ew”. Explain that when reading the word “grew”, only three sounds /g/ /r/ ew/ are produced. Instruct students to repeat then blend the word.
7. Distribute Handout: **Reading Big Words**. Explain to students that when reading multisyllabic words, it is sometimes helpful to break the words into syllables and discover the vowel patterns for each syllable.
8. Follow the directions on Handout: **Reading Big Words** and practice together. Review the Vowel Pair syllable. Divide words and identify which

	<p>syllable is the vowel pair syllable. Identify the other syllable type (closed, open, vowel-consonant-e, vowel-r, final stable syllable). Repeat for each word.</p>			
Learning Applications	<ol style="list-style-type: none"> 1. Divide students into groups of 3-4. Give each group a set of prepared game cards. 2. Students play the “Crazy Word Game”. Students mix the cards and then pass them all out face down. 3. The first player turns over one card, reads the word, and places it in the center pile. If a player turns over a “CRAZY” card, then he/she takes all of the cards in the pile and puts them back in their stack turned upside down. Play continues until one player runs out of cards. 	<ol style="list-style-type: none"> 1. Students read a section of the selected text that contains dialogue. 2. Explain to students that they will act out a small section of the text that includes dialogue. Students decide who will be each character and practice their parts. 3. Discuss the main characters in the stories and their traits, motivations, and feelings. 	<ol style="list-style-type: none"> 1. Students read self-selected text and monitor comprehension while reading. 	<ol style="list-style-type: none"> 1. Students continue and complete their draft. 2. Actively monitor and confer with students.
	Engage in Guided Reading and Guided Writing Instruction as appropriate.			
Closure	<ol style="list-style-type: none"> 1. Ask: How does knowing the sounds of vowel 	<ol style="list-style-type: none"> 1. Ask: What is dialogue? How can you tell that 	<ol style="list-style-type: none"> 1. Choose several students to share a simple Book 	<ol style="list-style-type: none"> 1. Conduct the Author’s Chair routine.

	pairs help you as a reader? Discuss responses.	characters are speaking? Discuss responses.	Talk about the text they read by sharing the title and a connection they made while reading.	
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Reading and Writing Stories

Lesson Preparation

Daily Lesson #: 19	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	2.2Aiv, Bvi		2.8A 2.9B		2.Fig19F		2.17C, D 2.23A, F	2.18A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Awareness of word patterns supports the development of word reading, fluency, and spelling. How does knowing word patterns help you as a reader and writer? 		<ul style="list-style-type: none"> Understanding literary elements facilitates the reader's ability to make meaning of the text. How do authors use dialogue? 		<ul style="list-style-type: none"> Readers use strategies to support understanding of text. How can you make connections between what you are reading and yourself, other books, or the world? 		<ul style="list-style-type: none"> Writers use conventions of written language to communicate clearly and effectively. Why is it important to revise and edit your draft? 	
Vocabulary of Instruction			<ul style="list-style-type: none"> Dialogue 		<ul style="list-style-type: none"> Connection 		<ul style="list-style-type: none"> Revise Edit 	
Materials	<ul style="list-style-type: none"> Note card (60) Chart paper (if applicable) 		<ul style="list-style-type: none"> Chart paper (if applicable) 		<ul style="list-style-type: none"> Grade-appropriate fictional texts by the selected author (1 book per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Teacher-created editing rubric Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: Word Wall Routines 							
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select 3-5 words from the Word Wall to review. 		<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Gather the texts from Daily Lesson 18 Shared 		<ol style="list-style-type: none"> Prepare to display visuals as appropriate. 		<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Create an editing rubric based on previously 	

Daily Lesson #: 19	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>3. Make a list of one and two-syllable words with the vowel combinations that make the long vowel sound including: ai, ay, ee, ea, ie, oa, ow, ue, and ew. Write about 40 words on note cards.</p> <p>4. Write the following words on note cards: single (8 cards), double (6 cards), triple (4 cards), and home run (2 cards).</p>	Reading.		taught written conventions.
Background Information		Refer to Daily Lesson 18 Shared Reading		This Instructional Routine partially assesses Performance Indicator 02.
Teacher Notes	This lesson reviews the vowel pairs introduced in Daily Lessons 13-18 Word Study that make a long vowel sound.	This lesson is a continuation from Daily Lesson 18 Shared Reading.		

Instructional Routines

Daily Lesson # 19	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students read words with vowel pairs that make the long vowel sound.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students identify elements of dialogue and use them in informal plays.	Suggested Duration: 15-20 min. <u>Content Objective:</u> While reading, students make connections to themselves, other books, or the world.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students revise and edit drafts of stories.
Mini Lesson	<ol style="list-style-type: none"> 1. Review 3-5 words from the Word Wall using Teacher Resource: Word Wall Routines. 2. Write the following vowel pairs on the board: ai, ay, ee, ea, ie, oa, ow, ue, ew. Explain that some of these vowel combinations have two sounds, but during this lesson the focus is on those that make long vowel sounds. 3. Instruct students to divide a piece of paper into 9 boxes. Write one vowel pair at the top of each box. Using grade-appropriate texts, invite students to go on a Word Hunt. Tell students that the words they find must have the vowel 	<ol style="list-style-type: none"> 1. Review the elements of dialogue and the proper use of quotation marks. Show examples in text. 	<ol style="list-style-type: none"> 1. Review the different types of connections that readers make while reading. (text-to-self, text-to-text, and text-to- world) 2. Instruct students to notice connections between what they are reading and themselves, other texts, or the world. 	<ol style="list-style-type: none"> 1. Explain that in this lesson students will revise and edit their drafts. 2. Review how to use the Word Wall and other resources to find the correct spelling of words.

	<p>combination and make a long vowel sound.</p> <p>4. Instruct students to share words with a partner and verify that it contains a vowel pair syllable.</p>			
<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Play a game of Vowel Pair Baseball. Mix up the cards that say single, double, triple, and home run and lay them face down. Designate where 1st base, 2nd base, 3rd base, and home plate are located. 2. Divide students into two teams. The first “batter” comes up. Show the “batter” the word. If the student reads the word correctly, they draw a game card and move that number of bases. If they do not say the correct word, they are out. If the next player gets the word right, then the player(s) on base move the number of bases on the card. Play until each player on one team has had a turn, then 	<ol style="list-style-type: none"> 1. Students work in the groups from Daily Lesson 18 Shared Reading. Students review the selected text that includes dialogue and practice acting it out. 2. Each group presents a short informal play of a section of their text. 	<ol style="list-style-type: none"> 1. Students read self-selected text and monitor comprehension while reading. 	<ol style="list-style-type: none"> 1. Students reread their drafts and look for places where additional detail is needed. 2. Distribute the teacher-created editing rubric or checklist. Instruct students to use it to check for correct spelling. 3. Confer with students to provide targeted instruction and support.

	switch sides.			
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure	1. Review what has been learned about vowel pair syllables.	1. Discuss why authors use dialogue in their writing.	1. Choose several students to share a simple Book Talk about the text they read by sharing the title and a connection they made while reading.	1. Conduct the Author's Chair routine.

Reading and Writing Stories

Lesson Preparation

Daily Lesson #: 20	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	2.2Aiv, Biii, Bv, Bvi, F 2.23A, Bii, D, E		2.3A, B 2.Fig19D, F 2.9A, B	2.Fig19B	2.Fig19F 2.19C		2.22A	2.17E 2.18A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Awareness of word patterns supports the development of word reading, fluency, and spelling. How does knowing word patterns help you as a reader and writer? 		<ul style="list-style-type: none"> Understanding literary elements facilitates the reader's ability to make meaning of the text. How does knowing literary elements help you as a reader? 		<ul style="list-style-type: none"> Readers use strategies to support understanding of text. How can you reflect about what you read? 		<ul style="list-style-type: none"> Writers use conventions of written language to communicate clearly and effectively. How do writers publish and share their writing? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Vowel pair 						<ul style="list-style-type: none"> Publish 	
Materials	<ul style="list-style-type: none"> Chart paper (if applicable) 		<ul style="list-style-type: none"> Fictional text by the same author (2) Chart paper (if applicable) 		<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Grade-appropriate text for student selection (1+ per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Chart paper (if applicable) 	
Attachments and Resources			<ul style="list-style-type: none"> Handout: Story Map (2 per student) 					
Advance Preparation	1. Prepare to display visuals as appropriate.		1. Prepare to display visuals as appropriate.		1. Prepare to display visuals as appropriate.		1. Prepare to display visuals as appropriate.	

Daily Lesson #: 20	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>2. Prepare a list of multisyllabic words for students to read aloud with the following patterns: final stable syllables (-le, -tion), r-controlled vowels, contractions, and vowel digraphs (ai, ay, ee, ea, ie, oa, ow, ue, ew).</p> <p>3. Prepare a list of words to dictate containing the following patterns: r-controlled vowels, inflectional endings (-s, -es, -ed, -ing), and contractions.</p>	<p>2. Select two texts by the same author to read aloud. Texts by one of the authors studied in the previous lessons may be used or select another author.</p>		
Background Information	This Instructional Routine partially assesses Performance Indicator 01.	This Instructional Routine assesses Performance Indicator 04.	This Instructional Routine partially assesses Performance Indicator 03.	This Instructional Routine partially assesses Performance Indicator 02.
Teacher Notes	Refer to previous lessons in Unit 03 Word Study for suggested words.	This Performance Indicator may take more than one day to complete.		

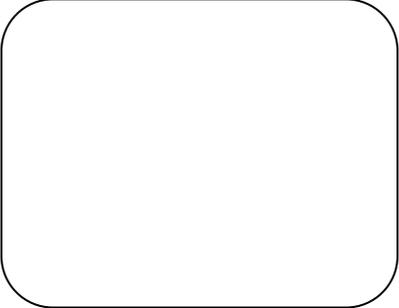
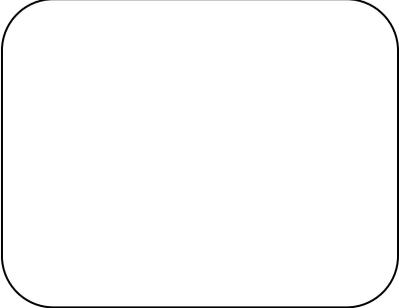
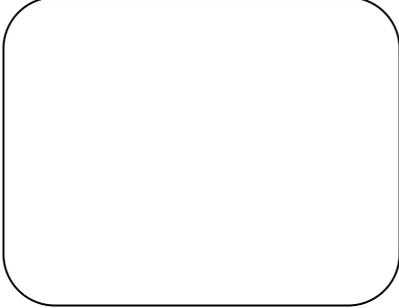
Instructional Routines

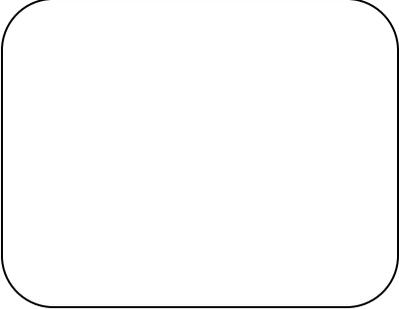
Daily Lesson # 20	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 10-15 min. <u>Content Objective:</u> Students read and write words with common spelling and syllable patterns.	Suggested Duration: 35-40 min. <u>Content Objective:</u> Students complete two story maps and compare literary elements. Students list distinguishing features of a character.	Suggested Duration: 15-20 min. <u>Content Objective:</u> Students record an entry in their Reader's Notebook including a connection made while reading.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students publish a story with a beginning, middle, and end.
Mini Lesson	<ol style="list-style-type: none"> 1. Explain to students that in previous lessons they practiced reading and writing words with different patterns. 2. Briefly review the patterns if needed. 	<ol style="list-style-type: none"> 1. Review the literary elements included on Handout: Story Map. 2. Read aloud the first selected text. When finished, students complete a simple story map using Handout: Story Map. 3. Read aloud the second text. Students complete an additional story map. 	<ol style="list-style-type: none"> 1. Distribute the Reader's Notebook to students. 2. Using the Teacher Reader's Notebook and a book from a previous Read Aloud, model how to record an entry that includes a text-to-self, text-to-text, or text-to-world connection. 	<ol style="list-style-type: none"> 1. Review the steps in the writing process: prewriting, drafting, revising, editing, and publishing. 2. Explain that over the last few lessons students have written original stories. Tell students that they will publish their stories by rewriting them neatly. Demonstrate as needed.
Learning Applications	1. Dictate the words from the	1. Pair students to discuss	1. Students read self-	1. Students publish stories.

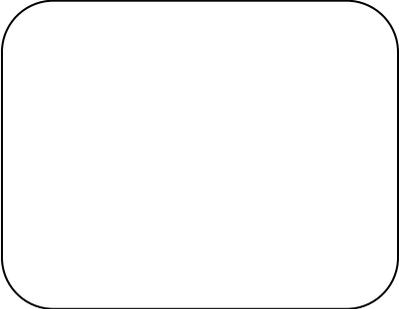
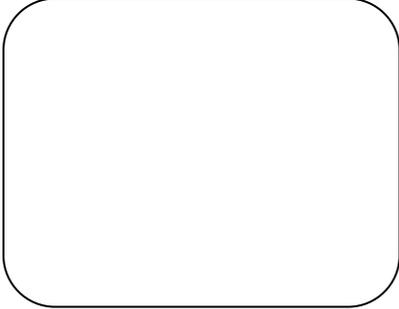
	<p>prepared list. Collect the papers and evaluate each student's ability to spell words with the patterns assessed.</p> <p>2. Ask each student to individually read the list of prepared words, and evaluate his/her ability to read them.</p>	<p>the literary elements of each text.</p> <p>2. Students select a character from one of the texts and list distinguishing features including traits, motivations, and feelings.</p>	<p>selected text.</p> <p>2. Instruct students to complete an entry in the Reader's Notebook following the procedures demonstrated. Monitor and provide assistance as needed.</p>	<p>2. If time allows, divide students into groups of 3-4 and ask them to share their stories.</p> <p>3. Evaluate each student's ability to write an original story with a beginning, middle, and end using correct conventions.</p>
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure	<p>1. Ask: What have we learned about reading and spelling long words? Discuss responses.</p>	<p>1. Summarize what has been learned about literary elements and characters.</p>	<p>1. Choose several students to share a simple Book Talk about the book they read by sharing the title of the book and the connection they made.</p>	<p>1. Ask: What part of the writing process did you enjoy the most? Why? Discuss responses.</p>

Bold black definitions: Standards for Ensuring Success from Kindergarten to College and Career, 2009 University of Texas System/Texas Education Agency

Making Inferences

What is in the Text		What I Already Know		Inference
	+		=	

What is in the Text		What I Already Know		Inference
	+		=	

What is in the Text		What I Already Know		Inference
	+		=	

Reading Big Words

DIRECTIONS: Write one grapheme in each box. Underline vowel pairs. Put a dot under each box with a vowel or vowel pair. Look at the consonants between the vowels and divide the syllables. Draw a curved line under each syllable. Read each syllable, then read the whole word.

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Story Map

Title:
Author:
Characters:
Setting:
Plot
Problem:
Events:
Solution:

Story Planning Organizer

Characters:

Setting:

Plot

Beginning:

Middle:

End:

Vowel Pair Bingo – ee / ea

ee	ea	ee
ea	ee	ea
ee	ea	ee

Vowel Pair Bingo

Word Wall Routines

New Words Routine

Introduce 4-5 new words. Complete the suggested steps for each new word one at a time:

1. Show the word card, explain what the word means, and point out any special features.
2. Say the word and have students echo.
3. Students chant the spelling of the word using a kinesthetic chant or cheer.
4. Students write the word.
5. Students check the spelling of the word as the teacher says the letters one at a time.
6. Place the word on the Word Wall under the correct beginning letter.
7. Choose a Word Wall Practice Activity to build, read, and/or write the new words.

Review Words Routine

Select any 3-5 words from the Word Wall that have been previously introduced. Complete the suggested steps for each word one at a time:

1. Point to the word card and read the word.
2. Students echo the word.
3. Students chant the spelling using a kinesthetic chant or cheer.
4. Students write the word.
5. Students check the spelling of the word as the teacher says the letters one at a time.
6. Choose a Word Wall Practice Activity to review words.