

## Using Strategies with Biographies and Autobiographies

### Lesson Organizer

<b>Lesson Synopsis</b>	Students apply comprehension strategies in literary nonfiction texts and study the influence of design techniques in media messages. Students also explain the differences in points of view between a biography and an autobiography. Using the writing process, students compose personal narratives. In Word Study, students learn spelling rules and patterns when adding endings to words. Students also read and spell contractions with apostrophes.	
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• After reading an excerpt of a biography and an autobiography, determine which excerpt is the biography and which is the autobiography. In a paragraph, explain the difference in point of view. (3.Fig19C; 3.9A; 3.20C) <b>ELPS</b> 1E; 4D, 4E, 4F, 4G, 4I, 4J; 5F, 5G</li> <li>• Using the writing process and effective written conventions, write a personal narrative about an experience in your life. (3.17A; 3.17B; 3.17D; 3.17E; 3.19A) <b>ELPS</b> 5C, 5D, 5E, 5F, 5G</li> <li>• Write multiple entries including thoughts, connections, and/or strategies that deepen understanding of fictional texts, poetry, literary nonfiction, drama, and media. Provide evidence from the text to support ideas. (3.Fig19A; 3.Fig19B; 3.Fig19C; 3.Fig19D; 3.Fig19E; 3.2A, 3.2B, 3.2C; 3.11A; 3.20C) <b>ELPS</b> 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G</li> <li>• Record multiple entries in a Word Study Notebook to demonstrate knowledge of new words, their meanings, and relationships. (3.4A, 3.4B, 3.4C, 3.4E) <b>ELPS</b> 1A, 1C, 1E, 1F, 1H; 4A, 5B, 5E, 5G</li> </ul>	
<b>Key Understandings</b>	<ul style="list-style-type: none"> <li>• Different points of view can be seen in various types of text.</li> <li>• Authors establish a purpose, and plan for the development of a story.</li> <li>• Authors use literary techniques to communicate a story.</li> <li>• Authors use conventions of written language to communicate clearly and effectively.</li> <li>• Readers use strategies to support understanding of text.</li> <li>• Readers create connections to make text personally relevant and useful.</li> <li>• An extensive vocabulary supports the development of oral and written communication.</li> <li>• Readers use strategies to identify the intended meaning of words and phrases in text.</li> </ul>	
<b>TEKS</b>	3.1	<b>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:</b>
	3.1A	Decode multisyllabic words in context and independent of context by applying common spelling patterns, including:
	3.1Ai	dropping the final “e” and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable)
	3.1Aii	doubling final consonants when adding an ending (e.g., hop to hopping)
	3.1Aiii	changing the final “y” to “i” (e.g., baby to babies)
	3.1D	Identify and read contractions (e.g., I’d, won’t).
	3.2	<b>Reading/Beginning Reading /Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b>
	3.2A	Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions.
	3.2B	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text. <b>Supporting Standard</b>

3.2C	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
<b>3.Fig19</b>	<b><i>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:</i></b>
3.Fig19A	Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.
3.Fig19B	Ask literal, interpretive, and evaluative questions of text.
3.Fig19C	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
3.Fig19D	Make inferences about text and use textual evidence to support understanding. <b>Readiness Standard</b> (Fiction, Expository) <b>Supporting Standard</b> (Literary Nonfiction, Poetry)
3.Fig19E	Summarize information in text, maintaining meaning and logical order. <b>Readiness Standard</b> (Fiction, Expository) <b>Supporting Standard</b> (Literary Nonfiction, Poetry)
<b>3.9</b>	<b><i>Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:</i></b> <b>Supporting Standard</b>
3.9A	Explain the difference in point of view between a biography and autobiography.
<b>3.16</b>	<b><i>Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i></b> <b>Supporting Standard</b>
3.16B	Explain how various design techniques used in media influence the message (e.g., shape, color, sound).
<b>3.17</b>	<b><i>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i></b>
3.17A	Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).
3.17B	Develop drafts by categorizing ideas and organizing them into paragraphs.
<b>3.19</b>	<b><i>Writing/Writing. Students write about their own experiences. Students are expected to:</i></b>
3.19A	Write about important personal experiences.
<b>3.20</b>	<b><i>Writing/Expository and Procedural Text. Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</i></b>
3.20C	Write responses to literary or expository texts that demonstrate an understanding of the text.
<b>3.22</b>	<b><i>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:</i></b>
3.22A	Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
3.22Av	prepositions and prepositional phrases
<b>3.23</b>	<b><i>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:</i></b>
3.23A	Write legibly in cursive script with spacing between words in a sentence.

	3.24	<b>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>
	3.24B	Spell words with more advanced orthographic patterns and rules:
	3.24Bi	consonant doubling when adding an ending
	3.24Bii	dropping final "e" when endings are added (e.g., -ing, -ed)
	3.24Biii	changing y to i before adding an ending
	3.24F	Spell complex contractions (e.g., should've, won't).
<b>Ongoing TEKS</b>	3.11	<b>Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:</b>
	3.11A	Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Word Study Notebook (1 per student)</li> <li>• Reader's Notebook (1 per student)</li> <li>• Writer's Notebook (1 per student)</li> <li>• Teacher Writer's Notebook (1)</li> <li>• Sticky note (4 per student)</li> <li>• Paper for handwriting practice (5 per student)</li> <li>• Note card (50 plus 1 per 2 students)</li> <li>• Dry erase board (1 per student)</li> <li>• Dry erase marker (1 per student)</li> <li>• Eraser (1 per student)</li> <li>• Pocket Chart (1)</li> <li>• Chart paper (if applicable)</li> <li>• Grade-appropriate biography (1)</li> <li>• Grade-appropriate biographical video or documentary (1)</li> <li>• 2 Grade-appropriate excerpts from biographies (1 copy of each)</li> <li>• 2 Grade-appropriate excerpts from autobiographies (1 copy of each)</li> <li>• Grade-appropriate autobiographical blog (1, optional)</li> <li>• Grade-appropriate excerpt from a biography (1 copy per student)</li> <li>• Grade-appropriate excerpt from an autobiography (1 copy per student)</li> <li>• Collection of grade-appropriate biographies and autobiographies for student selection</li> </ul>	
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Handout: <b>What's the Rule?</b> (1 per student)</li> </ul>	
<b>Resources and References</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.biography.com/bio4kids/index.jsp">http://www.biography.com/bio4kids/index.jsp</a></li> <li>• <a href="http://georgewbush-whitehouse.archives.gov/kids/presidents/">http://georgewbush-whitehouse.archives.gov/kids/presidents/</a></li> <li>• <a href="http://kidslearntoblog.com/">http://kidslearntoblog.com/</a></li> <li>• <a href="http://donnayoung.org/penmanship/big-cursive.htm">http://donnayoung.org/penmanship/big-cursive.htm</a></li> <li>• <a href="http://www.handwritingforkids.com/handwrite/cursive/animation/lowercase.htm">http://www.handwritingforkids.com/handwrite/cursive/animation/lowercase.htm</a></li> </ul>	

<b>Possible/Optional Literature Selections</b>	<b>Grade-appropriate biographies and autobiographies</b> <ul style="list-style-type: none"><li>• <i>Freedom River</i> by Doreen Rappaport</li><li>• <i>Susanna of the Alamo: A True Story</i> by John Jakes</li><li>• <i>The Champ: The Story of Muhammad Ali</i> by Tonya Bolden</li><li>• <i>Susan B. Anthony: A Life of Fairness</i> by Jennifer Boothroyd</li><li>• <i>Cycling: Lance Armstrong's Impossible Ride</i> by Michael Sandler</li><li>• <i>Game Day</i> by Tiki Barber</li><li>• <i>What Charlie Heard</i> by Mordicai Gerstein</li><li>• <i>Albert Einstein</i> by Milton Meltzer</li><li>• <i>Walt Disney</i> by June Preszler</li><li>• <i>Clara Barton</i> by Kathleen W. Deady</li><li>• District-adopted resources</li></ul>
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### Lesson Preparation

Daily Lesson 1	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.1Aii 3.24Bi		3.2A,B,C 3.Fig19A,B,C 3.16B		3.2A,B,C 3.Fig19A,B,C 3.20C	3.11A	3.22B 3.20Aii 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>• Authors use conventions of written language to communicate clearly and effectively.</li> <li>— How can studying word parts and patterns help us as readers and writers?</li> </ul>		<ul style="list-style-type: none"> <li>• Readers use strategies to support understanding of text.</li> <li>— What strategies do readers use to help in the comprehension of text?</li> <li>— How do the strategies change or stay the same based on genre?</li> </ul>		<ul style="list-style-type: none"> <li>• Readers use strategies to support understanding of text.</li> <li>— What strategies do readers use to help in the comprehension of text?</li> <li>— How do the strategies change or stay the same based on genre?</li> </ul>		<p>This daily lesson introduces the routines for teaching &amp; practicing cursive. Do not take more than 5 minutes daily. Teachers may choose to introduce the letters in order or by their stroke.</p>	
<b>Vocabulary of Instruction</b>			<ul style="list-style-type: none"> <li>• Literary nonfiction</li> <li>• Purpose</li> <li>• Prediction</li> <li>• Design technique</li> </ul>		<ul style="list-style-type: none"> <li>• Literary nonfiction</li> <li>• Purpose</li> <li>• Prediction</li> </ul>			
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Word Study Notebook (1 per student)</li> <li>• Note card (20)</li> <li>• Dry erase board (1 per student)</li> <li>• Dry erase marker (1 per student)</li> <li>• Eraser (1 per student)</li> <li>• Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>• Sticky note (1 per student)</li> <li>• Grade-appropriate biography (1)</li> <li>• Grade-appropriate biographical video or documentary (1)</li> <li>• Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>• Reader's Notebook (1 per student)</li> <li>• Collection of grade-appropriate biographies and autobiographies for student selection</li> <li>• Chart paper (if applicable)</li> </ul>		<p>READ p. 96-97 <u>Empowering Writers: The Comprehensive Expository Writing Guide</u>  <b>Cut and Paste Activities</b>  <b>READ Dogs p 98</b>  <b>Dogs p 102-104 (one per partner/cooperative groups)</b></p>	
<b>Attachments and Resources</b>								
<b>Advance Preparation</b>	1. Prepare to display visuals as appropriate.		1. Prepare to display visuals as appropriate.		1. Prepare to display visuals as appropriate.		.GRAMMAR-Texas Write Source complete sentence vs fragment	

Daily Lesson 1	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>2. On the note cards, write 10 CVC and/or CCVC single and multisyllable words and 10 CVCC and/or CVVC single and multi-syllable words. Be sure to leave room to add endings.</p> <p>3. Create an Anchor Chart: Doubling the Consonant Spelling Rule. When adding an ending that starts with a vowel (<i>-ed, -ing</i>) to a word CVC or CCVC pattern word, double the final consonant. Below the rule, make a two-column chart. Label one side "Double". Label on side "No Double".</p> <p>4. Prepare another list of 5-8 one-syllable words for students to practice spelling.</p>	<p>2. Create an Anchor Chart: Literary Nonfiction. Write the words: <i>Literary Nonfiction</i> at the top.</p> <p>3. See the Lesson Organizer for possible biographical videos.</p>		<p><b>GRAMMAR lessons cited may be extended or placed throughout this unit as needed.</b></p>
<p><b>Background Information</b></p>	<p>Spelling Principle: When a base word ends with one vowel and one consonant, the consonant is usually doubled before <i>-ed</i> or <i>-ing</i> is added.</p>			
<p><b>Teacher Notes</b></p>				

## Instructional Routines

Daily Lesson 1	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 15-20 min.</p> <p><u>Content Objective:</u> Students read and spell words with endings (<i>-ing, -ed</i>) and double the final consonant when appropriate.</p>	<p>Suggested Duration: 20-25 min.</p> <p><u>Content Objective:</u> Students determine purpose, generate questions, and monitor comprehension.</p>	<p>Suggested Duration: 20-25 min.</p> <p><u>Content Objective:</u> Students determine purpose, generate questions, and monitor comprehension.</p>	<p>Suggested Duration: 20-25 min.</p> <p><u>Content Objective:</u> Students, as a class, and then individually, will organize information in a logical fashion, based on the Expository Pillar Framework.</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Doubling the Consonant Spelling Rule. Read aloud and discuss the patterns that fit the rule.</li> <li>2. Tell students they are going to play the game “Double or No Double”. Explain that they will be shown a word and they will decide if the final consonant would be doubled or not when adding an <i>-ing</i> or <i>-ed</i>.</li> <li>3. Using one of the note cards, complete an example together and decide if the final consonant would be doubled. Add the note card to the chart in the correct column. Choose a student to add the ending <i>-ing</i> or <i>-ed</i>. <b>Choral Read</b> the word.</li> <li>4. Following the steps above to play the game “Double or No Double”.</li> </ol>	<ol style="list-style-type: none"> <li>1. Show the biographical video. Ask: <b>In what ways did the video grab your attention? How did the creators of the video influence their message?</b> Discuss responses. Draw attention to the design techniques used.</li> <li>2. Ask: <b>How were sound, movement, and visuals used, and how did they help to deliver the message?</b> Discuss responses.</li> <li>3. Display the Anchor Chart: Literary Nonfiction. Display the selected biography. Ask: <b>Do you know what type of book this is? How do you know?</b> Discuss responses.</li> <li>4. On the Anchor Chart: Literary Nonfiction, define the term <i>nonfiction</i> as being true, not made up. Then, define the term <i>literary</i> as being a story or a writing that has some narrative qualities like beginning, middle, and end. Tell students that biographies are literary nonfiction. They are stories of real (true)</li> </ol>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Literary Nonfiction from Shared Reading. Review the strategies that were practiced (determining purpose and generating questions).</li> <li>2. Tell students that they are going to select a biography to read independently. Before they read, they are to predict what they will learn about the person and generate 3 questions they think will be answered in the story. Then as they read, they need to try to answer the questions and come up with 2 more questions while they read.</li> <li>3. Remind students that they can use the following to assist them in making their predictions: <ul style="list-style-type: none"> <li>• Illustrations</li> <li>• Titles</li> <li>• Topic sentences</li> <li>• Key words</li> <li>• Foreshadowing clues</li> </ul> </li> <li>4. Discuss each of the above, in turn, as needed.</li> </ol>	<p>Introduce the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p>READ p. 96-97 <u>Empowering Writers: The Comprehensive Expository Writing Guide</u> <b>Cut and Paste Activities</b> <b>READ Dogs p 97</b> <b>Dogs p 102-104 (one per partner/cooperative groups)</b></p> <p><b>GRAMMAR* complete sentences pg.443 &amp; fragments pg.449</b></p>

Daily Lesson 1	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		<p>people.</p> <p>5. Ask: <b>What would be the purpose of reading/watching (or writing) a biography?</b> Discuss responses and record on the Anchor Chart: Literary Nonfiction.</p> <p>6. Ask: <b>What do you expect to find (or learn) in a biography?</b> Discuss responses.</p> <p>7. Display the biography book. Ask: <b>What do you know about this person? What do you predict you will learn about this person?</b> Discuss responses.</p> <p>8. Explain that they will be using their strategies to be sure they understand what they are reading. First, they determined the purpose for reading (review the purpose). Then, they made predictions. Now they are going to generate questions that will help them think as they read.</p> <p>9. Model generating a question about the biography.</p>		
<p><b>Learning Applications</b></p>	<ol style="list-style-type: none"> <li>1. Distribute dry erase boards, markers, and erasers to each student.</li> <li>2. Explain that they will be shown a word without an ending. They need to decide</li> </ol>	<ol style="list-style-type: none"> <li>1. Distribute a sticky note to each student. Students write one question they are wondering about the person in the biography.</li> <li>2. Read the biography as</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select a biography for Independent Reading.</li> <li>2. In their Reader's Notebook, students predict and generate three questions prior to reading.</li> </ol>	



Daily Lesson 1	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>when adding an ending if they need to double the final consonant.</p> <p>3. Display a single syllable word. Tell students to add either the ending <i>-ing</i> or <i>-ed</i>, doubling the consonant if necessary. Repeat with 5-8 words.</p> <p>4. Monitor and assist students having difficulty.</p> <p>5. In their Word Study Notebooks, students write the rule for doubling consonants and write 2-3 examples.</p>	<p>students listen for the answer to their questions. Pause several times for students to share. Also, remind them that they may write another question as the biography is being read.</p>	<p>3. Student read, answer questions, and generate two more questions.</p> <p>4. Monitor and provide assistance as necessary.</p>	
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	<p>1. Review the rule for doubling the consonant.</p> <p>2. Ask: <b>How does knowing spelling rules help us as readers and writers?</b> Discuss responses.</p>	<p>1. Ask: <b>What strategies help you make sure you understand what you are reading, no matter what type of book you are reading? Why?</b> Discuss responses.</p>	<p>1. With a partner, students share their questions and answers and discuss how the questions helped them understand the story better.</p>	



## Using Strategies with Biographies and Autobiographies

### Lesson Preparation

Daily Lesson 2	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.1Ai 3.24Bii		3.Fig19C,E		3.Fig19C,E 3.20C	3.11A	3.20Aii 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors use conventions of written language to communicate clearly and effectively.</li> <li>— How can studying word parts and patterns help as readers and writers?</li> </ul>		<ul style="list-style-type: none"> <li>Readers use strategies to support understanding of text.</li> <li>— What strategies do readers use to help in the comprehension of text?</li> <li>— How do the strategies change or stay the same based on genre?</li> </ul>		<ul style="list-style-type: none"> <li>Readers use strategies to support understanding of text.</li> <li>— What strategies do readers use to help in the comprehension of text?</li> <li>— How do the strategies change or stay the same based on genre?</li> </ul>			
<b>Vocabulary of Instruction</b>			<ul style="list-style-type: none"> <li>Summary</li> </ul>					
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Dry erase board (1 per student)</li> <li>Dry erase marker (1 per student)</li> <li>Eraser (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Grade-appropriate biography (class set)</li> <li>Note card (1 per 2 students)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Collection of grade-appropriate biographies and autobiographies for student selection</li> <li>Chart paper (if applicable)</li> </ul>		READ p. 96-97 <a href="#">Empowering Writers: The Comprehensive Expository Writing Guide</a> <ul style="list-style-type: none"> <li>Cut and Paste Activities-READ Abraham Lincoln p 100</li> <li>Abraham Lincoln p 112-114 (one per student)</li> </ul>	
<b>Attachments and Resources</b>								
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Create a four-column chart.</li> <li>On the first line of the chart,</li> </ol>		<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Preview the selected biography. Determine beginning, middle, and end.</li> </ol>		<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> </ol>		<b>*This activity serves as a performance indicator.</b>	

Daily Lesson 2	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>leave the first column blank. Write the suffix <i>-ed</i> in the second column, the suffix <i>-ing</i> in the third column and the suffix <i>-ly</i> in the fourth column.</p> <p>4. Brainstorm a list of single syllable and multi-syllable words that end in silent <i>-e</i> and write them in the first column of the chart. The base words could include: <i>late, like, time, polite, note, please, etc.</i> Choose words that can have the suffixes <i>-ing, -ed,</i> and <i>-ly</i> added to them. Please note that the words don't have to fit every suffix, just be prepared for discussion about adding a suffix and the word not being an actual word (e.g., <i>polite</i> to <i>politing</i>, is not a real word)</p>	<p>Plan to write 1-2 sentences in front of students that summarize each part. If more scaffolding is needed, plan to use a graphic organizer that shows beginning, middle, and end.</p>		
<p><b>Background Information</b></p>	<p>Spelling Principle: When a base word ends with <i>-e</i>, drop the <i>-e</i> before adding a suffix that begins with a vowel (e.g., <i>-ing, -ed</i>)</p>	<p>Summarize - <b>to reduce large sections of text to their essential points and main idea.</b> <b>Note: It is still important to attribute summarized ideas to the original source.</b></p>		
<p><b>Teacher Notes</b></p>			<p>Teachers should not expect mastery of summary at this point. This is a very hard concept for students at the beginning of third grade. Do not be surprised if students write every detail about what they read. Support students who do this in small group with more modeling. If students need more scaffolding and support, consider giving them a graphic organizer that represents</p>	

Daily Lesson 2	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
			beginning, middle, and end.	

## Instructional Routines

Daily Lesson 2	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min. <u>Content Objective:</u> Students read and spell words with endings and drop the final –e when appropriate.</p>	<p>Suggested Duration: 20-25 min. <u>Content Objective:</u> Students summarize information in text.</p>	<p>Suggested Duration: 20-25 min. <u>Content Objective:</u> Students summarize information in text.</p>	<p>Suggested Duration: 20-25 min. <u>Content Objective:</u> Students, as a class, and then individually, will organize information in a logical fashion, based on the Expository Pillar Framework.</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display the four-column chart. Students read the display words in the first column.</li> <li>2. Ask: <b>What do you notice about all these words?</b> Discuss responses including they all end in silent –e.</li> <li>3. With the students, read each word and add the suffixes –ed, –ing and –ly. Record the new word in the appropriate column when applicable (not every word will fit with every suffix).</li> <li>4. Ask: <b>What do you notice about the silent –e in these words?</b> Discuss responses.</li> <li>5. Explain the following spelling principle and record it on the chart: <i>When a base word ends with –e, drop the –e before adding a suffix that begins with a vowel (e.g., –ing, –ed)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Display Anchor Chart: Literary Nonfiction. Review what was learned in Daily Lesson 1 Shared Reading.</li> <li>2. Tell students that another strategy that readers use while reading is to summarize what they are reading.</li> <li>3. Explain that summarize means to take a lot of information and tell the important parts. Give an example of where they may see summaries (on the TV’s guide that gives summaries of TV shows, a movie review, the back of a book, etc.)</li> <li>4. Display the biography. Tell students that they are going to help write a summary of the biography. Explain that readers summarize as they read in order to help them remember what they read.</li> <li>5. Read the beginning of the biography aloud.</li> <li>6. <b>Think Aloud</b> and model writing 1-2 sentences that summarize the beginning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review what was learned about summarizing in Shared Reading.</li> <li>2. Tell students that they are going to choose a biography to read independently. Instruct them to stop after reading the beginning and write 1-2 sentences that summarize the beginning. Remind them not to give every detail. Then they will read the middle and end and do the same.</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p>READ p. 96-97 <u>Empowering Writers: The Comprehensive Expository Writing Guide</u> <b>Cut and Paste Activities-READ Abraham Lincoln p 100</b></p> <p><b>Abraham Lincoln p 112-114 (one per student)</b></p> <p><i><b>This activity serves as a performance indicator.</b></i></p>

Daily Lesson 2	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		<ol style="list-style-type: none"> <li>7. Read the middle of the biography aloud.</li> <li>8. With student input, write 1-2 sentences that summarize the middle.</li> <li>9. Read the end of the biography aloud.</li> </ol>		
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Distribute dry erase boards, markers, and erasers.</li> <li>2. Display different words for students to practice adding endings. Using their dry erase boards, students apply the correct spelling principle.</li> <li>3. Students write the spelling principle and two examples in their Word Study Notebook.</li> </ol>	<ol style="list-style-type: none"> <li>1. Distribute a note card to pairs of students.</li> <li>2. Students write 1-2 sentences that summarize the end of the biography.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select a biography for Independent Reading.</li> <li>2. Students read the beginning and write 1-2 summary statements in their Reader's Notebook. Then, they read the middle and write 1-2 summary statements. Then, they read the end and write 1-2 summary statements. If necessary, students may record their statements in a graphic organizer.</li> <li>3. Monitor and provide assistance as necessary.</li> </ol>	
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>What spelling principle did we learn today?</b> Discuss responses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reread the beginning and middle summary sentences and choose students to read their ending summary sentences. Students discuss whether the whole summary tells the important points of the biography.</li> <li>2. Ask: <b>What is a summary and why do readers summarize?</b> Discuss responses.</li> </ol>	<ol style="list-style-type: none"> <li>1. With a partner, students share their summaries.</li> </ol>	





## Using Strategies with Biographies and Autobiographies

### Lesson Preparation

Daily Lesson 3	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.1Aiii 3.24Biii		3.Fig19D 3.9A		3.Fig19D 3.9A	3.11A	3.22B 3.20A 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors use conventions of written language to communicate clearly and effectively.</li> </ul> <p>— How can studying word parts and patterns help us as readers and writers?</p>		<ul style="list-style-type: none"> <li>Different points of view can be seen in various types of text.</li> </ul> <p>— How does a reader determine point of view?</p>		<ul style="list-style-type: none"> <li>Different points of view can be seen in various types of text.</li> </ul> <p>— How does a reader determine point of view?</p>			
<b>Vocabulary of Instruction</b>			<ul style="list-style-type: none"> <li>Point of view</li> <li>Biography</li> <li>Autobiography</li> </ul>		<ul style="list-style-type: none"> <li>Point of view</li> <li>Biography</li> <li>Autobiography</li> </ul>		<ul style="list-style-type: none"> <li>Complete subject</li> <li>Complete predicate</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Dry erase board (1 per student)</li> <li>Dry erase marker (1 per student)</li> <li>Eraser (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>2 Grade-appropriate excerpts from biographies (1 copy of each)</li> <li>2 Grade-appropriate excerpts from autobiographies (1 copy of each)</li> <li>Sticky note (2 per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Collection of grade-appropriate biographies and autobiographies for student selection</li> <li>Chart paper (if applicable)</li> </ul>			
<b>Attachments and Resources</b>								

Daily Lesson 3	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Advance Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Create a four-column chart. Save this chart for future reference. It will be used again during Daily Lesson 10 Word Study.</li> <li>3. On the first line of the chart, leave the first column blank. Write the suffix <i>-es/-s</i> in the second column, the suffix <i>-ed</i> in the third column, and the suffix <i>-ing</i> in the fourth column.</li> <li>4. Brainstorm a list of base words that end in final <i>-y</i> and write them in the first column of the chart. The base words could include: <i>cry, carry, spray, dry, hurry, fly, try, identify, worry, play, and buy</i>. Choose words that can have suffixes added to them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> </ol>	
<p><b>Background Information</b></p>	<p>Spelling Principles:</p> <p>When a base word ends with a <i>consonant</i> and <i>-y</i>, change the <i>-y</i> to <i>i</i> before adding a suffix that begins with a vowel (e.g., <i>-es, -ed</i>).</p> <p>When a base word ends with a <i>vowel</i> and <i>-y</i>, keep the <i>-y</i> when adding a suffix.</p> <p>When a base word ends with a <i>-y</i>, keep the <i>-y</i> when adding a suffix that begins with <i>i</i> (e.g.,</p>	<p>Autobiography - <b>the life story of a person as told by himself or herself</b> (usually written in first person point of view)</p> <p>Biography - an account or interpretation of a series of events making up a person's life (usually written in third person point of view)</p> <p>Point of view - <b>the perspective from which the events in the story are told</b>; the vantage point or stance</p>		<p>Administer the expository prompt:</p> <p><b>Write about one person who has been important to you. Explain what makes that person special.</b></p> <p><b>This will be extended to Daily Lesson 4.</b></p> <p><i>You will score this paper with the rubric provided. This paper will serve as a baseline and used to drive instruction. You should save this paper in a portfolio.</i></p>

Daily Lesson 3	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<i>-ing)</i>			
Teacher Notes				GRAMMAR-Texas Write Source complete subjects & complete predicates

## Instructional Routines

Daily Lesson 3	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min.</p> <p><u>Content Objective:</u> Students read and spell words with endings and change a final <i>-y</i> to <i>-i</i> when appropriate.</p>	<p>Suggested Duration: 20-25 min.</p> <p><u>Content Objective:</u> Students explain the difference in point of view between a biography and an autobiography.</p>	<p>Suggested Duration: 20-25 min.</p> <p><u>Content Objective:</u> Students explain the difference in point of view between a biography and an autobiography.</p>	<p>Suggested Duration: 20-25 min.</p> <p><u>Content Objective:</u> Students will write an <b>expository</b> composition</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display the four-column chart. Students read all the words.</li> <li>2. Ask: <b>What do you notice about all these words?</b> Discuss responses including they all end with <i>-y</i>.</li> <li>3. With the students, read each word and add the suffixes <i>-es</i>, <i>-ed</i>, and <i>-ing</i>. Write the new word in the appropriate column.</li> <li>4. Ask: <b>What do you notice about the final -y in these words?</b> Discuss responses. Be sure to point out that you do not change the <i>-y</i> to <i>-i</i> when the <i>-y</i> is preceded by a vowel (e.g., <i>play</i>) or when <i>-ing</i> is added because two <i>i</i>'s would be side by side.</li> <li>5. Explain the following spelling principles and record them on the chart: <ul style="list-style-type: none"> <li>• <i>When a base word ends with a consonant and -y, change the -y to i before adding a suffix that begins with a vowel (e.g., -es, -ed).</i></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>What is point of view?</b> Discuss responses. If necessary, review what was learned about first and third person in Unit 01.</li> <li>2. Read an excerpt from one of the autobiographies. Choose a part that clearly demonstrates the first person point of view.</li> <li>3. Ask: <b>Who is telling the story? How do you know?</b> Discuss responses.</li> <li>4. Explain that autobiographies are written by the person who the piece is about. They are written in first person. Explain that "auto" means self. The author is writing about himself or herself. Go through the clues in the story that tell the reader that it is an autobiography including the author on the cover is the subject of the book, the story includes the words "I" and "me", and the story includes details and thoughts that only the person who it happened to would know.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review what was learned about point of view in Shared Reading.</li> <li>2. Tell students that they are going to choose a biography or autobiography to read independently. Instruct them to pay attention to the point of view.</li> <li>3. Tell students to write in their Reader's Notebook if it is a biography or autobiography and the clues they found to support their answer. Use the response stem: <b>My piece is a(n) _____ . The clues I used to identify this piece are _____ .</b></li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><b>This will be extended to Daily Lesson 4.</b></p> <p>Administer the following prompt:</p> <p><b>Write about one person who has been important to you. Explain what makes that person special.</b></p> <p>Students should write their expository composition on notebook paper.</p> <p>Collect the expository papers and score them with the rubric provided.</p> <p>This paper should be kept in a portfolio and used as a baseline.</p> <p><b>GRAMMAR*complete subjects pg.444 &amp; complete predicates pg.445</b></p>

Daily Lesson 3	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<ul style="list-style-type: none"> <li>• When a base word ends with a vowel and –y, keep the –y when adding a suffix.</li> <li>• When a base word ends with a –y, keep the –y when adding a suffix that begins with i (e.g., –ing)</li> </ul>	<ol style="list-style-type: none"> <li>5. Read the excerpt from the biography. Choose a part that clearly demonstrates third person point of view.</li> <li>6. Ask: <b>Who is telling the story? How do you know?</b> Discuss responses.</li> <li>7. Explain that a biography is a story about a person written by another person. It is written in third person. Go through the clues that tell the reader that it is a biography including the author on the cover is not the subject of the book, and the story includes “he”, “she”, and “they”.</li> </ol>		
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Distribute dry erase boards, markers, and erasers.</li> <li>2. Display different words for students to practice adding endings. Using their dry erase boards, students apply the correct spelling principle.</li> <li>3. Students write the spelling principles and two examples of each in their Word Study Notebook.</li> </ol>	<ol style="list-style-type: none"> <li>1. Distribute sticky notes to each student. Students write “Autobiography” on one sticky note and “Biography” on the other.</li> <li>2. Read one of the other excerpts. Students hold up the correct sticky note that represents the text. Discuss the clues.</li> <li>3. Read the other excerpt and repeat.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select a biography or an autobiography to review during Independent Reading.</li> <li>2. In their Reader’s Notebook, students record whether they think the book was a biography or an autobiography and the clues they found to support their answer.</li> <li>3. Monitor and provide assistance as necessary.</li> </ol>	
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>What spelling principle did we learn today?</b> Discuss responses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>How does a reader determine point of view?</b> Discuss responses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share their text and tell whether it was a biography or an autobiography, and the clues they found.</li> </ol>	



## Using Strategies with Biographies and Autobiographies

### Daily Lesson

Daily Lesson 4	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.1Ai,ii,iii 3.24Bi,ii,iii		3.Fig19D 3.9A		3.Fig19D 3.9A 3.20C	3.11A	3.20A 3.23A	
<b>Key Understanding s and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors use conventions of written language to communicate clearly and effectively.</li> </ul> <p>— How can studying word parts and patterns help as readers and writers?</p>		<ul style="list-style-type: none"> <li>Different points of view can be seen in various types of text.</li> </ul> <p>— How does a reader determine point of view?</p>		<ul style="list-style-type: none"> <li>Different points of view can be seen in various types of text.</li> </ul> <p>— How does a reader determine point of view?</p>			
<b>Vocabulary of Instruction</b>			<ul style="list-style-type: none"> <li>Point of view</li> <li>Biography</li> <li>Autobiography</li> </ul>		<ul style="list-style-type: none"> <li>Point of view</li> <li>Biography</li> <li>Autobiography</li> </ul>			
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Sticky note (5 per 3-4 students)</li> <li>Collection of grade-appropriate biographies and autobiographies</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Collection of grade-appropriate biographies and autobiographies for student selection</li> <li>Chart paper (if applicable)</li> </ul>			
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Handout: <b>What's the Rule?</b> (1 per student)</li> </ul>							
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Duplicate the Handout: <b>What's the Rule?</b> (1 per student).</li> </ol>		<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Divide students into groups of 4-5 students.</li> </ol>		<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> </ol>			

Daily Lesson 4	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		3. Prepare a collection of biographies and autobiographies. Each small group needs five texts. Be sure each group has an example of both biographies and autobiographies.		
<b>Background Information</b>	This Instructional Routine partially assesses Performance Indicator: <i>“Record multiple entries in a Word Study Notebook to demonstrate knowledge of new words, their meanings, and relationships.”</i>	Refer to Daily Lesson 3 Shared Reading		Administer the expository prompt: <b>Write about one person who has been important to you. Explain what makes that person special.</b> <b>This is extended from Daily</b>
<b>Teacher Notes</b>	This Daily Lesson reviews the spelling principles learned in Daily Lessons 1-3 Word Study. Refer to Background Information in those Daily Lessons for more information.			<b>Lesson 3.</b> <i>You will score this paper with the rubric provided. This paper will serve as a baseline and used to drive instruction. You should save this paper in a portfolio.</i>



## Instructional Routines

Daily Lesson 4	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Duration and Objective</b>	Suggested Duration: 10-15 min.  <u>Content Objective:</u> Students read and spell words with endings and use the appropriate rule for adding suffixes.	Suggested Duration: 15-20 min.  <u>Content Objective:</u> Students explain the difference in point of view between a biography and an autobiography.	Suggested Duration: 25-30 min.  <u>Content Objective:</u> Students explain the difference in point of view between a biography and an autobiography.	Suggested Duration: 20-25 min.  <u>Content Objective:</u> Students will write an <b>expository</b> composition
<b>Mini Lesson</b>	1. Ask: <b>What spelling principles have we been learning?</b> Discuss responses. Either provide examples or ask students to provide examples. Students can use their Word Study Notebooks to help them.	1. Ask: <b>How does a reader determine point of view?</b> Discuss and review what was learned in Daily Lesson 3 Shared Reading about the point of view in biographies and autobiographies.  2. Divide students into groups of 4-5 students.	1. Review what was learned about point of view in Shared Reading.  2. Tell students that they are going to choose a biography or autobiography to read independently. Instruct them to pay attention to the point of view. Tell students to write in their Reader's Notebook if it is a biography or autobiography and the clues they found to support their answer.	Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.  <b>This is extended from Daily Lesson 3.</b>  Administer the following prompt:  <b>Write about one person who has been important to you. Explain what makes that person special.</b>  Students should write their expository composition on notebook paper.
<b>Learning Applications</b>	1. Distribute the Handout: <b>What's the Rule?</b>  2. Students determine the spelling principle for a given set of words.	1. Distribute a mixed set of five biographies/autobiographies to each group along with five sticky notes.  2. Students determine if each text is a biography or an autobiography and the clues that tell them.  3. Students use the sticky notes to record their answer and the clues. Students place the completed sticky note on the cover of each text.	1. Students select a biography or an autobiography for Independent Reading.  2. In their Reader's Notebook, students record whether they think the book was a biography or an autobiography and the clues they found to support their answer.  3. Monitor and provide assistance as necessary.	
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				

Daily Lesson 4	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Closure	1. Collect the Handout: <b>What's the Rule</b> to assess students' knowledge of spelling principles.	1. Each group of students chooses one biography and one autobiography to share with the group. Students explain the point of view in each book and provide evidence.	1. With a partner, students share their book, whether it was a biography or an autobiography, and the clues they found.	

## Using Strategies with Biographies and Autobiographies

### Lesson Preparation

Daily Lesson 5	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.1D 3.23Ci 3.24F		3.Fig19D 3.9A 3.20C		3.2A,B,C 3.Fig19A,B,C,D,E 3.9A 3.20C	3.11A	3.22C 3.17B 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors use conventions of written language to communicate clearly and effectively.</li> </ul> <p>— How can studying word parts and patterns help as readers and writers?</p>	<ul style="list-style-type: none"> <li>Different points of view can be seen in various types of text.</li> </ul> <p>— How does a reader determine point of view?</p>	<ul style="list-style-type: none"> <li>Readers create connections to make text personally relevant and useful.</li> <li>Readers use strategies to support understanding of text.</li> </ul> <p>— What strategies do readers use to help in the comprehension of text?</p> <p>— How do the strategies change or stay the same based on genre?</p>					
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Contraction</li> <li>Apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>Point of view</li> <li>Biography</li> <li>Autobiography</li> </ul>				<ul style="list-style-type: none"> <li>Subject-verb agreement</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Note card (30)</li> <li>Pocket chart (1)</li> <li>Dry erase board (1 per student)</li> <li>Dry erase marker (1 per student)</li> <li>Eraser (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Grade-appropriate excerpt from a biography (1 copy per student)</li> <li>Grade-appropriate excerpt from an autobiography (1 copy per student)</li> <li>Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Collection of grade-appropriate biographies and autobiographies for student selection</li> <li>Chart paper (if applicable)</li> </ul>	READ p. 86-87 <u>Empowering Writers: The Comprehensive Narrative Writing Guide</u> <u>Story Critical Characters, Settings, Objects p. 86-87</u>				
<b>Attachments and Resources</b>								

Daily Lesson 5	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Advance Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Brainstorm a list of contractions using <i>not</i>, <i>have</i>, and <i>will</i> and their word pairs for teacher reference during the lesson. Possible words could include: <i>can't</i>, <i>I'll</i>, <i>we'll</i>, <i>don't</i>, <i>should've</i>, <i>I've</i>, etc.</li> <li>3. Write the words <i>not</i>, <i>have</i>, and <i>will</i> on note cards. The other note cards will remain blank for use during the lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Look at students' Reader's Notebooks and locate 2-3 good examples of responses from reading that demonstrate an understanding of the text.</li> </ol>	
<p><b>Background Information</b></p>		<p>This Instructional Routine assess Performance Indicator: <i>"After reading an excerpt of a biography and an autobiography, determine which excerpt is the biography and which is the autobiography. In a paragraph, explain the difference in point of view."</i></p>	<p>This Instructional Routine partially assess Performance Indicator: <i>"Write multiple entries including thoughts, connections, and/or strategies that deepen understanding of fictional texts, poetry, literary nonfiction, drama, and media. Provide text from the evidence to support ideas."</i></p>	<p><b>GRAMMAR lessons cited may be extended or placed throughout this unit as needed.</b></p>

Daily Lesson 5	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
			Purpose - <b>the intended goal of a piece of writing; the reason a person writes</b>	
<b>Teacher Notes</b>	Use the note cards that are completed in the lesson containing the contraction and the corresponding word pairs as a matching activity for students still struggling with contractions.	Teachers need to consider the level of readers in the class when choosing the resources for the Performance Indicator. Teachers can differentiate the resource or read the excerpt aloud to students who are below level in reading.	Purpose is also associated with the intended goal of reading a particular piece of writing.	<b>.GRAMMAR-Texas Write Source complete subject &amp; complete predicate with subject verb agreement</b>

## Instructional Routines

Daily Lesson 5	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min. <u>Content Objective:</u> Students identify, read, and spell contractions including using an apostrophe.</p>	<p>Suggested Duration: 20-25 min. <u>Content Objective:</u> Students explain the difference in point of view between a biography and an autobiography.</p>	<p>Suggested Duration: 20-25 min. <u>Content Objective:</u> Students write responses to literary texts that demonstrate an understanding of the text.</p>	<p>Suggested Duration: 25-30 min. <u>Content Objective:</u> Students see the difference between showing and telling and understand the power of specific vs. general detail. Also, students can identify and distinguish between story critical characters, settings, and objects.</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Ask: <b>What is a contraction?</b> Discuss responses including <i>a contraction is a shortened form of two words.</i></li> <li>2. Place the note cards with <i>not</i>, <i>have</i>, and <i>will</i> on the top row of a pocket chart.</li> <li>3. Display a contraction containing <i>not</i>, <i>have</i>, or <i>will</i> and write the contraction on a note card. Ask another student to name the two words that create the contraction. Write them on another note card.</li> <li>4. Place the contraction and the corresponding word pair in the pocket chart under the appropriate header. Notice how the apostrophe replaces the letter(s) left out.</li> <li>5. Continue displaying different contractions and writing the word pairs on note cards.</li> <li>6. Point out the rule breakers – <i>won't</i> and <i>don't</i>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>How does a reader determine point of view?</b> Discuss responses.</li> <li>2. Explain that they are going to be given two pieces of text to read. Tell them they are not the whole text but parts of text.</li> <li>3. Instruct students to read each excerpt and decide which one is the biography and which one is the autobiography.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review what has been learned from Daily Lessons 1-4 Shared and Independent Reading.</li> <li>2. Tell students they will choose a biography or autobiography. Explain that they will also be able to choose how they want to respond to their reading as long as it shows that they understood what they have read.</li> <li>3. Ask: <b>What is our purpose for reading an autobiography or autobiography?</b> Possible responses might include: <i>to be informed or to understand.</i></li> <li>4. Read 2-3 student examples of responses that demonstrate understanding of text.</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers: The Comprehensive Narrative Writing Guide</u> :”Story Critical Characters, Settings, Objects” p. 86-87</p> <p><b>GRAMMAR*complete subject/complete predicate with correct subject verb agreement pg. 434 &amp; pg. 452</b></p>

Daily Lesson 5	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>7. Display the following: <i>it's, its, your, you're, there, their, they're</i>. Explain the differences between each of the words and use them in context.</p>			
<p><b>Learning Applications</b></p>	<ol style="list-style-type: none"> <li>1. Distribute dry erase boards, markers, and erasers.</li> <li>2. Display a word pair that can be made into a contraction. On their dry erase boards, students write the contraction with an apostrophe.</li> <li>3. Display a contraction. On their dry erase boards, students write the word pair that makes the contraction.</li> <li>4. In their Word Study Notebook, students write sentences using one contraction from each word family.</li> </ol>	<ol style="list-style-type: none"> <li>1. Distribute the two excerpts to students.</li> <li>2. Students read the excerpts and determine which one is the biography and which one is the autobiography. Students label them appropriately.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select a biography or an autobiography for Independent Reading.</li> <li>2. In their Reader's Notebooks, students write a response to what they have read that demonstrates an understanding of the text.</li> </ol>	
<p><b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b></p>				
<p><b>Closure</b></p>	<ol style="list-style-type: none"> <li>1. Ask: <b>What does the apostrophe represent in a contraction?</b> Discuss responses including <i>an apostrophe shows where one or more letters have been left out</i>.</li> <li>2. Explain that there are other contractions used as slang or in certain dialects. Examples include <i>ain't</i> and <i>y'all</i>.</li> </ol>	<ol style="list-style-type: none"> <li>1. In the Reader's Notebook, ask students to explain the differences in point of view in two excerpts.</li> <li>2. Collect the excerpts and the Reader's Notebook to assess students' ability to determine and explain a text's point of view.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share their response with a partner.</li> <li>2. Collect Reader's Notebooks and assess students' responses for understanding of literary texts.</li> </ol>	

## Literary Elements in Drama

### Lesson Organizer

<b>Lesson Synopsis</b>	Students identify the literary elements of character, setting, and plot in drama as experienced through printed text and various media and explain how dialogue is used to develop the literary elements. In writing, students continue to develop their personal narratives as they work through the writing process. Students continue to study word parts and patterns in order to increase skills in decoding and spelling.	
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>In a small group, read a self selected play with appropriate fluency. Using a graphic organizer, identify and explain how plot, characters, and setting are portrayed through dialogue. (3.1E; 3.3A; 3.Fig19C; 3.Fig19D; 3.7A) <b>ELPS</b> 1E; 2D, 2G; 3C, 3D, 3E, 3G, 3H; 4E, 4F, 4G, 4I, 4J; 5G</li> <li>Using the writing process and effective written conventions, write a personal narrative about an experience in your life. (3.17A, 3.17B, 3.17C, 3.17D, 3.17E; 3.19A; <b>ELPS</b> 5C, 5D, 5E, 5F, 5G</li> <li>Write multiple entries including thoughts, connections, and/or strategies that deepen understanding of fictional texts, poetry, literary nonfiction, drama, and media. Provide evidence from the text to support ideas. (3.Fig19A, 3.Fig19B, 3.Fig19C, 3.Fig19D, 3.Fig19E; 3.2A, 3.2B, 3.2C; 3.11A; 3.20C) <b>ELPS</b> 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G</li> <li>Record multiple entries in a Word Study Notebook to demonstrate knowledge of new words, their meanings, and relationships. (3.4A, 3.4B, 3.4C, 3.4E) <b>ELPS</b> 1A, 1C, 1E, 1F, 1H; 4A; 5B, 5F, 5G</li> </ul>	
<b>Key Understandings</b>	<ul style="list-style-type: none"> <li>Understanding literary elements facilitates the reader's ability to make meaning of the text.</li> <li>The ability to decode patterns supports the development of word reading, fluency, and comprehension. Authors establish a purpose, and plan for the development of a story.</li> <li>Authors establish a purpose, and plan for the development of a story.</li> <li>Authors use literary techniques to communicate a story.</li> <li>Authors use conventions of written language to communicate clearly and effectively.</li> <li>Readers use strategies to support understanding of text.</li> <li>Readers create connections to make text personally relevant and useful.</li> <li>An extensive vocabulary supports the development of oral and written communication.</li> <li>Readers use strategies to identify the intended meaning of words and phrases in text.</li> </ul>	
<b>TEKS</b>	3.1	<b>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:</b>
	3.1C	Decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought).
	3.1E	Monitor accuracy in decoding.
	3.2	<b>Reading/Beginning Reading /Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b>
	3.2A	Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions.
	3.2B	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text. <b>Supporting Standard</b>
3.2C	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	



	<b>3.4</b>	<b>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>
	3.4B	Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs. <b>Readiness Standard</b>
	<b>3.Fig19</b>	<b>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:</b>
	3.Fig19A	Establish purposes for reading selected texts based upon own and others' desired outcome to enhance comprehension.
	3.Fig19B	Ask literal, interpretive, and evaluative questions of text.
	3.Fig19C	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
	3.Fig19D	Make inferences about text and use textual evidence to support understanding. <b>Readiness Standard</b> (Fiction, Expository) <b>Supporting Standard</b> (Literary Nonfiction, Poetry)
	3.Fig19E	Summarize information in text, maintaining meaning and logical order. <b>Readiness Standard</b> (Fiction, Expository) <b>Supporting Standard</b> (Literary Nonfiction, Poetry)
	3.Fig19F	Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.
	<b>3.7</b>	<b>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:</b>
	3.7A	Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
	<b>3.8</b>	<b>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:</b>
	3.8A	Sequence and summarize the plot's main events and explain their influence on future events. <b>Readiness Standard</b>
	3.8B	Describe the interaction of characters including their relationships and the changes they undergo. <b>Readiness Standard</b>
	<b>3.17</b>	<b>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>
	3.17B	Develop drafts by categorizing ideas and organizing them into paragraphs.
	3.17C	Revise drafts for coherence, organization, use of simple and compound sentences, and audience.
	3.17D	Edit drafts for grammar, mechanics, and spelling using a teacher developed rubric.
	3.17E	Publish written work for a specific audience.
	<b>3.19</b>	<b>Writing/Writing. Students write about their own experiences. Students are expected to:</b>
	3.19A	Write about important personal experiences.
	<b>3.20</b>	<b>Writing/Expository and Procedural Text. Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>
	3.20C	Write responses to literary or expository texts that demonstrate an understanding of the text.
	<b>3.22</b>	<b>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:</b>
	3.22A	Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

	3.22Avii	coordinating conjunctions (e.g., and, or, but)
	3.22Aviii	time-order transition words and transitions that indicate a conclusion
	3.22B	Use the complete subject and the complete predicate in a sentence.
	3.22C	Use complete simple and compound sentences with correct subject-verb agreement.
	<b>3.23</b>	<b><i>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:</i></b>
	3.23A	Write legibly in cursive script with spacing between words in a sentence.
	3.23B	Use capitalization for:
	3.23Biii	Official titles of people
	3.23C	Recognize and use punctuation marks including:
	3.23Ci	apostrophes in contractions and possessives
	3.23Cii	commas in series and dates
	3.23D	Use correct mechanics including paragraph indentations.
	<b>3.24</b>	<b><i>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></b>
	3.24A	Use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell.
	3.24B	Spell words with more advanced orthographic patterns and rules:
	3.24Bi	consonant doubling when adding an ending
	3.24Bii	dropping final “e” when endings are added (e.g., -ing, -ed)
	3.24Biii	changing y to i before adding an ending
	3.24C	Spell high-frequency and compound words from a commonly used list.
	3.24D	Spell words with common syllable constructions (e.g., closed, open, final stable syllable).
	3.24G	Use print and electronic resources to find and check correct spellings.
<b>Ongoing TEKS</b>	<b>3.1</b>	<b><i>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:</i></b>
	3.1B	Use common syllabication patterns to decode words including:
	3.1Bi	closed syllables (CVC) (e.g., mag-net, splen-did)
	3.1Bii	open syllable (CV) (e.g., ve-to)
	3.1Biii	final stable syllable (e.g., puz-zle, con-trac-tion)
	3.1Biv	r controlled vowels (e.g., fer-ment, car-pool)
	3.1Bv	vowel digraphs and diphthongs (e.g., ei-ther)
	<b>3.3</b>	<b><i>Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:</i></b>

	3.3A	Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
	<b>3.11</b>	<b><i>Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:</i></b>
	3.11A	Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
	<b>3.29</b>	<b><i>Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</i></b>
	3.29A	Listen attentively to speakers, ask relevant questions, and make pertinent comments.
	3.29B	Follow, restate, and give oral instructions that involve a series of related sequences of action.
	<b>3.30</b>	<b><i>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to:</i></b>
	3.30A	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
	<b>3.31</b>	<b><i>Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:</i></b>
	3.31A	Participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Word Study Notebook (1 per student)</li> <li>• Reader's Notebook (1 per student)</li> <li>• Writer's Notebook (1 per student)</li> <li>• Teacher Writer's Notebook (1)</li> <li>• Paper for handwriting practice (1 per student)</li> <li>• Highlighter (1 per student)</li> <li>• Dry erase board (1 per 2 students)</li> <li>• Dry erase marker (1 per 2 students)</li> <li>• Eraser (1 per 2 students)</li> <li>• Set of alphabet letters (1 per student)</li> <li>• Colored pen or pencil (1 per student)</li> <li>• Dictionary (class set)</li> <li>• Publishing paper (1-5 per student)</li> <li>• Note card (25-50)</li> <li>• Chart paper</li> <li>• 3 grade-appropriate dramas (1 copy of each)</li> <li>• 2 grade-appropriate texts for modeling (1 copy of each)</li> <li>• 2 grade-appropriate written dramas or plays (1 copy of each per student)</li> <li>• Grade-appropriate text with 4-5 unfamiliar words (1 per student)</li> <li>• Grade-appropriate previously read text (1)</li> <li>• Grade-appropriate text or excerpt from text for modeling (1)</li> <li>• Collection of grade-appropriate literary texts for student selection</li> </ul>	

	<ul style="list-style-type: none"> <li>• Collection of grade-appropriate texts for student selection</li> <li>• Collection of grade-appropriate written dramas/plays for student selection</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Handout: <b>Graphic Organizer for Drama</b></li> </ul>
<b>Resources and References</b>	<p><b>Online resources for plays</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.aaronshp.com/rt/RTE.html">http://www.aaronshp.com/rt/RTE.html</a></li> <li>• <a href="http://www.teachingheart.net/readerstheater.htm">http://www.teachingheart.net/readerstheater.htm</a></li> <li>• <a href="http://pbskids.org/zoom/activities/playhouse/">http://pbskids.org/zoom/activities/playhouse/</a></li> </ul>
<b>Possible/Optional Literature Selections</b>	<p><b>Grade-appropriate written drama/plays</b></p> <ul style="list-style-type: none"> <li>• <i>Macbeth for Kids</i> by Lois Burdett</li> <li>• <i>Roald Dahl's James and the Giant Peach: A Play</i> by Richard R. George</li> <li>• <i>Roald Dahl's The BFG: A Set of Plays</i> by David Wood</li> <li>• <i>A Birthday for General Washington: A Play</i> by Johanna Johnston</li> <li>• District-adopted resources</li> </ul> <p><b>Grade-appropriate literary texts</b></p> <ul style="list-style-type: none"> <li>• <i>My Father's Dragon</i> by Ruth Stiles Gannett</li> <li>• <i>The Fire Cat</i> by Esther, Averill</li> <li>• <i>Amos &amp; Boris</i> by William Steig</li> <li>• <i>Cowgirl Kate and Cocoa</i> by Erica Silverman</li> <li>• <i>Ira Sleeps Over</i> by Bernard Waber</li> <li>• District-adopted resources</li> </ul>

## Literary Elements in Drama

### Lesson Preparation

Daily Lesson 6	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.24A,C		3.Fig19C,D 3.7A	3.3A 3.29A,B 3.30A 3.31A	3.Fig19F 3.20C	3.11A	3.17B 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors use conventions of written language to communicate clearly and effectively.</li> <li>An extensive vocabulary supports the development of oral and written communication.</li> </ul> <p>— How can studying word parts and patterns help as readers and writers?</p>		<ul style="list-style-type: none"> <li>Understanding literary elements facilitates the reader's ability to make meaning of the text.</li> </ul> <p>— How are literary elements presented through dialogue in drama?</p>		<ul style="list-style-type: none"> <li>Readers use strategies to support understanding of text.</li> </ul> <p>— What strategies do readers use to help in the comprehension of text?</p> <ul style="list-style-type: none"> <li>Readers create connections to make text personally relevant and useful.</li> </ul> <p>— How do readers make connections that help enhance understanding of texts?</p>			
<b>Vocabulary of Instruction</b>			<ul style="list-style-type: none"> <li>Drama</li> <li>Dialogue</li> </ul>					
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Highlighter (1 per student)</li> <li>Dry erase board (1 per 2 students)</li> <li>Dry erase marker (1 per 2 students)</li> <li>Eraser (1 per 2 students)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Grade-appropriate drama (1)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Grade-appropriate previously read text (1)</li> <li>Collection of grade-appropriate literary texts for student selection</li> <li>Chart paper (if applicable)</li> </ul>		<p><i>You will need to save the students' written elaborative segment. They will be using it again in daily lesson 9.</i></p> <p>READ p. 94-96 <a href="#">Empowering Writers: The Comprehensive Narrative Writing Guide</a></p> <p><a href="#">Creating Elaborative Segments to Describe Story Critical Characters, Settings, Objects p. 96 STEP 6 Winter Landscape</a> pgs. 106-107</p>	
<b>Attachments and Resources</b>								
<b>Advance Preparation</b>	1. Prepare to display visuals as appropriate.		1. Prepare to display visuals as appropriate.		1. Prepare to display visuals as appropriate.		<a href="#">Sample Modeled Segment- Winter Landscape Description</a> p 108	

Daily Lesson 6	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>2. Using the previous high frequency word list from Unit 01, Lesson 01, Daily Lesson 1 Word Study, add grade-appropriate compound words that students use on a regular basis, such as <i>everything, everyone, inside, outside, sometimes, something, and nothing.</i></p>	<p>2. Prepare to use an example of drama that has strong characters. Drama can include scripts that are read, viewed, written, or performed. Consider using grade-appropriate dramas from various media, such as sitcoms, cartoons, graphic novels, audiobooks, comics, historical re-enactments. Be sure that all examples show character and plot development through the use of dialogue.</p> <p>2. For this Daily Lesson, prepare to display an example of dialogue from the drama that reveals something about the character.</p>		
<p><b>Background Information</b></p>		<p>Dialogue - <b>the lines spoken between characters in fiction or a play. Dialogue in a play is the main way in which plot, character, and other elements are established.</b> What counts in dialogue is not only what is said, but also how it is said.</p>		
<p><b>Teacher Notes</b></p>		<p>Daily Lessons 6-11 Shared Reading focus on the elements of character and plot development in drama. Drama can include plays (either written or performed), movies, or examples from various other forms of media.</p>		<p><i>This instructional routine can be used as a performance indicator to assess student's use of elaborative detail when describing a setting.</i></p>

## Instructional Routines

Daily Lesson 6	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 15-20 min. <u>Content Objective:</u> Students spell high-frequency words and compound words.</p>	<p>Suggested Duration: 25-30 min. <u>Content Objective:</u> Students explain the element of character as presented through dialogue in drama.</p>	<p>Suggested Duration: 20-25 min. <u>Content Objective:</u> Students make connections to text in order to help with comprehension.</p>	<p>Suggested Duration: 25-30 min. <u>Content Objective:</u> Students apply detail generating questions to create segments of elaborative detail describing a story setting. Students will apply and internalize specific detail generating questions, and use a variety of specific sensory details within the context of strong sentence variety</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display the list of high frequency words. Ask: <b>What are high frequency words? Why are they important for us as readers and writers?</b> Discuss responses including they are words that should be known in reading and writing without much thinking or sounding out.</li> <li>2. Distribute the list of high-frequency words. Tell students there are new words on the list.</li> <li>3. Point out the compound words on the list.</li> <li>4. Explain that to spell a compound word, think about how to spell the shorter words that make up the compound word.</li> <li>5. Model spelling the compound word <i>everything</i> by breaking it up into two smaller words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>What is drama?</b> Discuss responses including <i>plays, movies, TV shows.</i></li> <li>2. Ask: <b>What does drama have in common with fictional books?</b> Discuss responses including <i>they have characters and plot.</i></li> <li>3. Ask: <b>How is drama different than books?</b> Discuss responses including that <i>the plot and characters are developed through dialogue.</i></li> <li>4. Tell students that they are going to look at an example of drama and look at how the character is developed through the use of dialogue.</li> <li>5. Display the title of the drama. Ask: <b>What do you think it will be about?</b> Discuss responses.</li> <li>6. Either watch or read a portion of the drama. Display or replay an example of dialogue (either written or performed) from the drama.</li> <li>7. <b>Think Aloud</b> about how the</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain that one important strategy that readers use to help them understand what they are reading is making connections to the text.</li> <li>2. Using the previously read text, model making personal connections. <b>Think Aloud</b> about how those connections helped with understanding the story better.</li> <li>3. Model writing a response that shows personal connections to the text and demonstrates understanding.</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><b>You will need to save the students' written elaborative segment. They will be using it again in daily lesson 9.</b></p> <p>READ p. 94-96 <u>Empowering Writers: The Comprehensive Narrative Writing Guide</u></p> <p><u>Creating Elaborative Segments to Describe Story Critical Characters. Settings, Objects p. 96 STEP 6</u></p> <p><u>Winter Landscape</u> pgs. 106-107</p> <p><u>Sample Modeled Segment-Winter Landscape Description</u> p 108</p> <p>If needed, use these links to build background information for students:</p> <p><a href="http://www.lightstalking.com/30-unforgettable-winter-landscapes">http://www.lightstalking.com/30-unforgettable-winter-landscapes</a></p> <p><a href="http://www.smashingmagazine.com/2008/11/23/45-winter-wonderland-photos/">http://www.smashingmagazine.com/2008/11/23/45-winter-wonderland-photos/</a></p> <p><a href="http://freebigpictures.com/winter-pictures/winter-landscape/">http://freebigpictures.com/winter-pictures/winter-landscape/</a></p>

Daily Lesson 6	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		dialogue reveals the something about the character.		
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students read the list and ask for help with words that they do not know.</li> <li>2. Students use a highlighter and read the list again. Highlight the “tricky” parts of words they do not know how to spell, like the <i>au</i> in <i>because</i>. If they already feel confident that they know how to spell the word, then they highlight nothing.</li> <li>3. Students play “Hangman” with a partner. Students choose a word from the high frequency word list. On the dry erase board, students make a line for each letter in the word. The other student guesses letters until they know the word.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue watching or reading the drama.</li> <li>2. Ask: <b>How does the dialogue tell us about the character(s)?</b> Students discuss with a partner and then share as a class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select a text to read independently.</li> <li>2. Students record personal connections in their Reader’s Notebooks as they read their selected text.</li> <li>3. Students write a response to the text that shows personal connections to the text and demonstrates understanding.</li> </ol>	
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Students compare this list to the list attached in their Word Study Notebook.</li> <li>2. Students attach the list to their Word Study Notebooks by either gluing or stapling.</li> <li>3. Tell students that they will use the list during writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>How are characters developed in drama?</b> Discuss responses including that <i>characters are developed through dialogue</i>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share their response with a partner.</li> </ol>	



## Literary Elements in Drama

### Lesson Preparation

Daily Lesson 7	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.1C		3.Fig19C,D 3.7A	3.3A 3.29A,B 3.30A 3.31A	3.Fig19F 3.20C		3.17C 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>An extensive vocabulary supports the development of oral and written communication.</li> </ul> <p>— How can studying word parts and patterns help as readers and writers?</p>		<ul style="list-style-type: none"> <li>Understanding literary elements facilitates the reader's ability to make meaning of the text.</li> </ul> <p>— How are literary elements presented through dialogue in drama?</p>		<ul style="list-style-type: none"> <li>Readers use strategies to support understanding of text.</li> </ul> <p>— What strategies do readers use to help in the comprehension of text?</p> <ul style="list-style-type: none"> <li>Readers create connections to make text personally relevant and useful.</li> </ul> <p>— How do readers make connections that help enhance understanding of texts?</p>			
<b>Vocabulary of Instruction</b>					<ul style="list-style-type: none"> <li>Connection</li> </ul>			
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Set of alphabet letters (1 per student)</li> <li>Note card (5-10)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Grade-appropriate drama (1)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Grade-appropriate text for modeling (1)</li> <li>Collection of grade-appropriate literary texts for student selection</li> <li>Chart paper (if applicable)</li> </ul>		<u>Empowering Writers: The Comprehensive Narrative Writing Guide</u> <b>"Flip the Sentence Subject"</b> <b>pgs. 194-196</b>	
<b>Attachments and Resources</b>								
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Create a set of alphabet letters or prepare to use a set</li> </ol>		<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Select a drama or excerpt that demonstrates character traits</li> </ol>		<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Choose a text (new or previously read) that either</li> </ol>			

Daily Lesson 7	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING																
	<p>of plastic alphabet letters for each student. Each set needs to contain more than one of each vowel and popular consonant (e.g., <i>s, t, h, g, l, n</i>, etc.).</p> <p>3. On each of the note cards, write one common spelling pattern. Patterns could include <i>-igh, -ought, -ield, -oint, -ould, -urse, -ute, -aught, -ound</i>, etc.</p>	<p>and character change. This Daily Lesson will focus on character traits, the changes that characters undergo, as revealed through dialogue will be addressed in Daily Lesson 8, using the same drama.</p> <p>3. Create an Anchor Chart: Characters Revealed Through Dialogue. Make the following columns on the Anchor Chart. Leave space to the right of this chart, as two more columns will be added to it during Daily Lesson 8.</p> <table border="1" data-bbox="766 738 1144 1008"> <thead> <tr> <th data-bbox="766 738 945 820">Dialogue</th> <th data-bbox="945 738 1144 820">What it reveals about the character</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Dialogue	What it reveals about the character															<p>has similar ideas or is written by the same author as the text used in Daily Lesson 6 Independent Reading.</p>	
Dialogue	What it reveals about the character																			
<p><b>Background Information</b></p>																				

Daily Lesson 7	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Teacher Notes</b>	This Daily Lesson is for practice in decoding using spelling patterns, not actual spelling.	This Daily Lesson will be repeated in Daily Lesson 8 Shared Reading for more modeling and practice.		

## Instructional Routines

Daily Lesson 7	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min.</p> <p><u>Content Objective</u> Students decode words using common spelling patterns.</p>	<p>Suggested Duration: 20-25 min.</p> <p><u>Content Objective</u>: Students explain the element of character as presented through dialogue in drama.</p>	<p>Suggested Duration: 25 min.</p> <p><u>Content Objective</u>: Students make connections to text in order to help with comprehension.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective</u>: Students recognize redundant sentence variety (the “broken record”) and learn how to “flip the sentence subject”</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Explain to students that good readers use patterns to help them read words faster. Explain that patterns help readers chunk word parts rather than sounding them out letter by letter.</li> <li>2. Display one of the spelling patterns on a note card. Model pronouncing the word chunk (e.g., <i>-eigh</i> would be /ā/).</li> <li>3. Using the set of alphabet letters, model adding single consonants to the beginning of the word part and reading each new word to see if it is a “real” word (e.g., <i>veigh</i> vs. <i>weigh</i>). Note: Some words may sound like a “real” word, but be spelled differently (<i>beigh/bay</i>).</li> <li>4. Continue to make new words using blends and consonant digraphs (e.g., <i>sleigh</i>). Then, try adding consonants to the end of the word pattern, if appropriate (e.g., <i>eight</i>).</li> </ol>	<ol style="list-style-type: none"> <li>1. Review what was learned about dramas and characters in Daily Lesson 6 Shared Reading.</li> <li>2. Display the Anchor Chart: Characters Revealed Through Dialogue. Explain that they are going to learn about characters through analyzing the dialogue in a drama.</li> <li>3. Read, view, or perform the selected drama.</li> <li>4. Write a direct quotation of dialogue from the drama on the Anchor Chart: Characters Revealed Through Dialogue. <b>Think Aloud</b> about what the dialogue reveals about the character.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>How do making connections to text help us as readers?</b> Discuss responses.</li> <li>2. Display the text for modeling and the text that was used in Daily Lesson 6 Independent Reading.</li> <li>3. Explain that readers can also make connections between texts that have similar ideas.</li> <li>4. Read either all or part of the text aloud. <b>Think Aloud</b> about how the ideas are similar to those in the text read in Daily Lesson 6 Independent Reading.</li> <li>5. Model writing a response that shows connections between the two texts and demonstrates understanding.</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers: The Comprehensive Narrative Writing Guide</u> <b>“Flip the Sentence Subject”</b> <b>pgs. 194-196</b> <b>Model and guide the students in flipping the sentence subject p 196.</b></p>

Daily Lesson 7	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Distribute the sets of alphabet letters to each student.</li> <li>2. Display another word pattern.</li> <li>3. Students use their alphabet letters to decode words and discover the “real” words using the pattern.</li> <li>4. Students share aloud and/or record the “real” words in their Word Study Notebook.</li> <li>5. Continue with other word patterns as time allows.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write another direct quotation of dialogue from the drama on the Anchor Chart: Characters Revealed Through Drama.</li> <li>2. Students write the quotation in their Reader’s Notebook.</li> <li>3. With a partner, students discuss what the quotation reveals about the character.</li> <li>4. Students write what the quotation reveals about the character in their Reader’s Notebook.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select a text to read independently.</li> <li>2. Students record personal and/or text connections in their Reader’s Notebooks as they read their selected text.</li> <li>3. Students write a response that shows personal and/or text connections. Their response should demonstrate understanding.</li> </ol>	
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>How do word patterns help us as readers?</b> Discuss responses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Refer to the displayed quotation at the end of the Mini Lesson. Ask: <b>What does this dialogue reveal about the character?</b> Discuss responses as a class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share their response with a partner.</li> </ol>	



## Literary Elements in Drama

### Lesson Preparation

Daily Lesson 8	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.4B		3.Fig19C,D 3.7A 3.8B 3.20C	3.3A 3.29A,B 3.30A 3.31A	3.Fig19F 3.20C		3.17C 3.23B	
<b>Key Understanding s and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Readers use strategies to identify the intended meaning of words and phrases in text.</li> </ul> <p>— What can a reader do when they come to a word they do not know?</p>		<ul style="list-style-type: none"> <li>Understanding literary elements facilitates the reader's ability to make meaning of the text.</li> </ul> <p>— How are literary elements presented through dialogue in drama?</p>		<ul style="list-style-type: none"> <li>Readers use strategies to support understanding of text.</li> </ul> <p>— What strategies do readers use to help in the comprehension of text?</p> <ul style="list-style-type: none"> <li>Readers create connections to make text personally relevant and useful.</li> </ul> <p>— How do readers make connections that help enhance understanding of texts?</p>			
<b>Vocabulary of Instruction</b>								
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Grade-appropriate text with 4-5 unfamiliar words (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Grade-appropriate drama (1)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Grade-appropriate text for modeling (1)</li> <li>Collection of grade-appropriate literary texts for student selection</li> <li>Chart paper (if applicable)</li> </ul>		<p><u>Empowering Writers: The Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Instructions</b></p> <p>"Flip the Sentence Subject" pgs. 194-195</p> <p>"Flip the Sentence Subject" pg. 197" in small groups or with partners</p>	
<b>Attachments and Resources</b>								
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Preview the text to determine</li> </ol>		<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Prepare to display Anchor</li> </ol>		<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Choose a text (either new or</li> </ol>			

Daily Lesson 8	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING																																
	<p>words that students may not know. Be sure that there are enough context clues to help determine word meaning. Underline or highlight the selected words.</p> <p>3. Prepare to display the Anchor Chart: Context Clues from Unit 01, Lesson 01, Daily Lesson 5 Word Study. Students will also need to use the chart they created in that same Daily Lesson in their Word Study Notebook.</p>	<p>Chart: <b>Characters Revealed Through Dialogue</b> from Daily Lesson 7 Shared Reading.</p> <p>3. Add to Anchor Chart: Characters Revealed Through Dialogue from Daily Lesson 7. Add the following column headings: Dialogue and What it reveals about changes in the character</p> <table border="1" data-bbox="743 618 1146 932"> <thead> <tr> <th data-bbox="743 618 842 740">Dialogue</th> <th data-bbox="842 618 947 740">What it reveals about the character</th> <th data-bbox="947 618 1045 740">Dialogue</th> <th data-bbox="1045 618 1146 740">What it reveals about changes in the character</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Dialogue	What it reveals about the character	Dialogue	What it reveals about changes in the character																													<p>previously read) that has similar ideas or is written by the same author as the text used in Daily Lesson 6 and/or Daily Lesson 7 Independent Reading.</p>	
Dialogue	What it reveals about the character	Dialogue	What it reveals about changes in the character																																	
<p><b>Background Information</b></p>		<p>Possible examples of character changes:</p> <ul style="list-style-type: none"> <li>• Intellectual, emotional, and physical change</li> <li>• From beginning to end</li> <li>• Changes in relationships</li> <li>• Before an event and after an event in the plot</li> </ul>																																		
<p><b>Teacher Notes</b></p>																																				



Daily Lesson 8	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING

Daily Lesson 8	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min.</p> <p><u>Content Objective:</u> Students identify and use context clues to help them determine the meaning of unfamiliar words.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students explain the element of character as presented through dialogue in drama, including their relationships and changes they undergo.</p>	<p>Suggested Duration: 20-25 min.</p> <p><u>Content Objective:</u> Students make connections to text in order to help with comprehension.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students recognize redundant sentence variety (the “broken record”) and learn how to “flip the sentence subject”</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Context Clues from Unit 01, Lesson 01, Daily Lesson 5 Word Study.</li> <li>2. Ask: <b>What can a reader do when they come to a word they do not know?</b> Discuss responses.</li> <li>3. Distribute the selected text with underlined or highlighted words.</li> <li>4. Begin to read the selected text aloud. Stop at the first unfamiliar word. <b>Think Aloud</b> about how a reader would reread and look for clues to determine what the word could mean.</li> <li>5. On the Anchor Chart: Context Clues, list the unknown word, the clues, and its inferred meaning.</li> <li>6. If necessary, repeat with one more word in the text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review what was learned about dramas and characters in Daily Lesson 7 Shared Reading.</li> <li>2. Display the Anchor Chart: Characters Revealed Through Dialogue. Explain that they are going to continue to learn about characters through analyzing the dialogue in a drama. Emphasize that just as character traits can be revealed through the things they say, so can their relationships with other characters, as well as any changes that they may undergo as the drama unfolds.</li> <li>3. Students add the two new columns and column headings into their Reader's Notebooks.</li> <li>4. Read, view, or perform the selected drama.</li> <li>5. Write a direct quotation of dialogue from the drama on the Anchor chart: Characters Revealed Through Dialogue. <b>Think Aloud</b> about what the</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>How do making connections to text help us as readers?</b> Discuss responses.</li> <li>2. Display the text to read aloud and the text that was used in Daily Lesson 6 and/or Daily Lesson 7 Independent Reading.</li> <li>3. Remind students that readers can also make connections between texts that have similar ideas.</li> <li>4. Read all or part of the selected text aloud. <b>Think Aloud</b> about how the ideas are similar to those in the text read in Daily Lesson 6 and 7 Independent Reading.</li> <li>5. Model writing a response that shows connections between the two texts and demonstrates understanding.</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers: The Comprehensive Narrative Writing Guide</u> <b>“Flip the Sentence Subject” pgs. 197” in small groups or with partners</b></p>

Daily Lesson 8	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		<p>dialogue reveals about the character.</p> <p>6. As the drama progresses, locate an example of dialogue in which the character reveals his or her feelings about another character, or in which a change is made apparent. Record the quote and the evidence onto the two new columns in the Anchor Chart: Characters Revealed Through Dialogue.</p>		
<p><b>Learning Applications</b></p>	<ol style="list-style-type: none"> <li>Students turn to the chart they started in Unit 01, Lesson 01, Daily Lesson 5 in their Word Study Notebooks.</li> <li>With a partner, students continue to read the text started in the Mini Lesson. Students stop at the underlined or highlighted words and record the word, context clues, and inferred meaning in their Word Study Notebooks.</li> <li>Students can also record other unknown or unfamiliar words on their charts.</li> </ol>	<ol style="list-style-type: none"> <li>Write another direct quotation of dialogue from the drama on the Anchor Chart: Characters Revealed Through Drama. Be sure that this quote reveals something about the character's relationship(s) or any changes he/she may have undergone. Place in the correct column of the Anchor Chart.</li> <li>Students write the quotation in their Reader's Notebook.</li> <li>With a partner, students discuss what the quotation reveals about the character.</li> <li>Students write what the quotation reveals about the character's relationships or changes in their Reader's Notebook.</li> </ol>	<ol style="list-style-type: none"> <li>Students select a text to read independently.</li> <li>Students record personal and/or text connections in their Reader's Notebooks as they read their selected text.</li> <li>Students write a response that shows personal and/or text connections. Their response should demonstrate understanding.</li> </ol>	
<p><b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b></p>				

Daily Lesson 8	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Closure	1. As a class, discuss the unfamiliar words, clues, and inferred meanings on their charts.	1. Refer to the displayed quotation at the end of the Mini Lesson. Ask: <b>What does this dialogue reveal about the character's relationship(s) or changes?</b> Discuss responses as a class.	1. Students share their response with a partner.	

## Literary Elements in Drama

### Lesson Preparation

Daily Lesson 9	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING		
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	
	3.4B		3.1E 3.Fig19C,D 3.7A 3.8A 3.20C	3.3A 3.29A,B 3.30A 3.31A	3.2A,B,C 3.Fig19A,B,C,D,E, F 3.20C	3.3A 3.11A 3.29A 3.30A 3.31A	3.17C 3.23B		
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Readers use strategies to identify the intended meaning of words and phrases in text.</li> <li>— What can a reader do when they come to a word they do not know?</li> </ul>		<ul style="list-style-type: none"> <li>Understanding literary elements facilitates the reader’s ability to make meaning of the text.</li> <li>— How are literary elements presented through dialogue in drama?</li> <li>The ability to decode patterns supports the development of word reading, fluency, and comprehension.</li> <li>— How can recognizing word patterns help with fluency and comprehension?</li> </ul>		<ul style="list-style-type: none"> <li>Readers use strategies to support understanding of text.</li> <li>— What strategies do readers use to help in the comprehension of text?</li> <li>Readers create connections to make text personally relevant and useful.</li> <li>— How do readers make connections that help enhance understanding of texts?</li> <li>The ability to decode patterns supports the development of word reading, fluency, and comprehension.</li> <li>— How can recognizing word patterns help with fluency and comprehension?</li> </ul>				
<b>Vocabulary of Instruction</b>			<ul style="list-style-type: none"> <li>Plot</li> <li>Setting</li> </ul>						
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Grade-appropriate text or excerpt from text for modeling (1)</li> </ul>		<ul style="list-style-type: none"> <li>Grade-appropriate written drama or play (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader’s Notebook (1 per student)</li> <li>Collection of grade-appropriate written dramas/plays for student</li> </ul>		<b>Students will use their “Winter Landscape” writing from Day 6</b>		

Daily Lesson 9	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<ul style="list-style-type: none"> <li>Collection of grade-appropriate texts for student selection</li> <li>Chart paper (if applicable)</li> </ul>		selection <ul style="list-style-type: none"> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>		<ul style="list-style-type: none"> <li>Handout: <b>Graphic Organizer for Drama (1)</b></li> </ul>		
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Prepare to display the Anchor Chart: Context Clues from Daily Lesson 8 Word Study.</li> <li>Select a text for modeling using context clues.</li> </ol>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Select a grade-appropriate written drama or play. Divide students into groups and assign roles in each group.</li> <li>Prepare to display the Handout: <b>Graphic Organizer for Drama.</b></li> </ol>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> </ol>	<p><b>Students will use their “Winter Landscape” writing from Day 6 to find places that they need to “Flip the Sentence Subject” to add sentence variety.</b></p>
<b>Background Information</b>		<p><b>Plot - the basic sequence of events in a story. In conventional stories, plot has three main parts: rising action, climax, and falling action.</b> The plot includes the problem and solution.</p>		<p><i>This instructional routine can be used to assess how well students can revise their writing to add sentence variety by flipping the subject</i></p>
<b>Teacher Notes</b>		<p>Students learned about the elements of plot in Unit 01, Lesson 01, Daily Lessons 7-10.</p>	<p>Continue to help students to monitor their comprehension; making corrections and</p>	

Daily Lesson 9	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		Teachers may want to reference any visuals made during those lessons as review.	adjustments when understanding breaks down. Strategies for doing so might include: <ul style="list-style-type: none"><li>• Identifying clues</li><li>• Using background knowledge</li><li>• Generating questions</li><li>• Re-reading a portion aloud</li></ul>	

Daily Lesson 9	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min.</p> <p><u>Content Objective:</u> Students identify and use context clues to help them determine the meaning of unfamiliar words.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students identify and explain the elements of character, plot, and setting as presented through dialogue in drama, and sequence and summarize the plot's main events and explain their influence on future events.</p>	<p>Suggested Duration: 25-27 min.</p> <p><u>Content Objective:</u> Students write responses to literary texts that demonstrate an understanding of the text.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students recognize redundant sentence variety (the "broken record") and learn how to "flip the sentence subject"</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Context Clues from Daily Lesson 8 Word Study.</li> <li>2. Ask: <b>What can a reader do when they come to a word they do not know?</b> Discuss responses.</li> <li>3. Using the selected text for modeling, read aloud until an unfamiliar word is read. Pretend to be confused as a reader.</li> <li>4. <b>Think Aloud</b> about how a reader would reread and look for clues to determine what the word could mean.</li> <li>5. On the Anchor Chart: Context Clues, list the unknown word, the clues, and its inferred meaning.</li> <li>6. If necessary, repeat with one more word in the text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>What is plot?</b> Discuss responses. Emphasize that one event in a story often causes or influences future events. This allows the reader to predict future outcomes and actions that will take place in the story.</li> <li>2. Generate examples from recently shared stories or personal experiences.</li> <li>3. Ask: <b>Does drama have plot? How does drama develop the plot?</b> Discuss responses including <i>plot develops plot through dialogue.</i></li> <li>4. Ask: <b>What is setting?</b> Discuss responses.</li> <li>5. Ask: <b>Does drama have a setting? How is setting revealed in a drama?</b> Discuss responses.</li> <li>6. Display the Handout: <b>Graphic Organizer for Drama.</b> Explain how each of the elements is</li> </ol>	<ol style="list-style-type: none"> <li>1. Review the reading comprehension strategies learned in Daily Lessons 1-8 Independent Reading. They include: predicting/confirming, generating questions, summarizing, inferring, and making connections.</li> <li>2. Ask: <b>What might be the purpose for reading or watching a drama or play?</b> Responses might include: <i>to interpret, to be entertained, or for enjoyment.</i></li> <li>3. Using the written drama/play from Shared Reading, model writing a response that demonstrates understanding of the drama/play.</li> <li>4. Tell students they are going to read a drama/play. Explain that they can choose how they want to respond to the drama/play as long as it shows they have understood what has been read. Their goal will be to read their role with the</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><b>Students will use their "Winter Landscape" writing from Day 6 to find places that they need to "Flip the Sentence Subject" to add sentence variety.</b></p>



Daily Lesson 9	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		<p>developed through the dialogue of the characters.</p> <p>7. Display the written drama/play. Tell students that they are going to read the play in small groups. Ask: <b>What do you do if you are reading and something does not sound right?</b> Discuss responses including <i>stop and figure out the part that does not sound right by sounding out the word, rereading, asking for help, etc.</i></p> <p>8. When finished reading, groups need to discuss the elements of the drama and tell how they know.</p>	<p>appropriate fluency and understanding.</p> <p>5. Instruct students to choose a drama/play and form a small group. In the small group, assign roles to each member. Explain that each student will read their part independently first while monitoring themselves for accuracy in decoding. The group will come together to read the drama/play. Then everyone will write a response to the drama/play in his or her Reader's Notebook.</p>	
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>Students select a text to read for unknown words. Students can read in partners or individually.</li> <li>Students read and record unfamiliar words on the chart in their Word Study Notebooks from Daily Lesson 8 Word Study.</li> </ol>	<ol style="list-style-type: none"> <li>Distribute the written drama/play and assign roles.</li> <li>Students read the drama/play in their assigned roles. Students monitor themselves for accuracy in decoding.</li> <li>Students discuss the elements of setting, characters, and plot, as well as how earlier events influence future events in the story. Students provide text evidence including dialogue.</li> </ol>	<ol style="list-style-type: none"> <li>Students select a drama/play and form small groups. Each group assigns roles.</li> <li>Students read their part independently. Students monitor themselves for accuracy in decoding and for fluency.</li> <li>Students read the drama/play aloud using appropriate fluency.</li> <li>Students write a response that demonstrates understanding of the drama/play.</li> </ol>	
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	<ol style="list-style-type: none"> <li>Choose 2-3 students to share a word on their chart including the clues and the inferred meaning.</li> </ol>	<ol style="list-style-type: none"> <li>Ask: <b>What are the elements of the drama? How were they revealed?</b> Record answers on the displayed</li> </ol>	<ol style="list-style-type: none"> <li>Students share their responses with the small group.</li> </ol>	

Daily Lesson 9	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		Handout: <b>Graphic Organizer for Drama.</b> Be sure to include specific dialogue as text evidence when applicable and record how events #1, #2, and #3 were influenced by one another.		

## Literary Elements in Drama

### Lesson Preparation

Daily Lesson 10	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING		
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	
	3.24A,D	3.1Bi,ii,iii,iv,v	3.1E 3.Fig19C,D 3.7A 3.8A,B 3.20C	3.3A 3.29A,B 3.30A 3.31A	3.1E 3.2A,B,C 3.Fig19A,B,C,D,E, F 3.20C	3.3A 3.11A 3.29A 3.30A 3.31A	3.23Ci 3.17B 3.23A	3.23C	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors use conventions of written language to communicate clearly and effectively.</li> <li>How can studying word parts and patterns help as readers and writers?</li> </ul>		<ul style="list-style-type: none"> <li>Understanding literary elements facilitates the reader's ability to make meaning of the text.</li> <li>How are literary elements presented through dialogue in drama?</li> <li>The ability to decode patterns supports the development of word reading, fluency, and comprehension.</li> <li>How can recognizing word patterns help with fluency and comprehension?</li> </ul>		<ul style="list-style-type: none"> <li>Readers use strategies to support understanding of text.</li> <li>What strategies do readers use to help in the comprehension of text?</li> <li>Readers create connections to make text personally relevant and useful.</li> <li>How do readers make connections that help enhance understanding of texts?</li> <li>The ability to decode patterns supports the development of word reading, fluency, and comprehension.</li> <li>How can recognizing word patterns help with fluency and comprehension?</li> </ul>				
<b>Vocabulary of Instruction</b>							<ul style="list-style-type: none"> <li>apostrophe &amp; contraction</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Note card (10-20)</li> <li>Dry erase board (1 per student)</li> <li>Dry erase marker (1 per student)</li> </ul>		<ul style="list-style-type: none"> <li>Grade-appropriate written drama or play (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Collection of grade-appropriate written dramas/plays for student selection</li> </ul>		Comprehensive Narrative Writing Guide <b>Teacher Background: "What Feelings Look Like" pg. 200 Students Pg.201 steps 1-7 &amp; pg 202</b>		

Daily Lesson 10	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	student) <ul style="list-style-type: none"> <li>Eraser (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>		<ul style="list-style-type: none"> <li>Handout: <b>Graphic Organizer for Drama</b> (1 per 2 students)</li> </ul>		
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Create an Anchor Chart: Six Syllable Types. List all six-syllable types with examples. Refer to Background Information.</li> <li>Write a 2-3 syllable word on each note card. Be sure all of the syllable types are represented.</li> </ol>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Select a grade-appropriate written drama or play. Divide students into groups and assign roles in each group.</li> </ol>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> </ol>	<u>Comprehensive Narrative Writing Guide</u> <b>Teacher Background: “What Feelings Look Like” pg. 200</b>  <b>“What Feelings Look Like and Showing or Telling?” pg. 201 Steps 1-7 pg. 202</b>
<b>Background Information</b>	Six syllable types: <ul style="list-style-type: none"> <li>Closed-CVC (<i>mag-net</i>)</li> <li>Open-CV (<i>ta-ble</i>)</li> <li>Vowel-consonant-silent e-VCe (<i>lo-cate</i>)</li> <li>R-controlled vowel (<i>ser-ver</i>)</li> <li>Vowel pairs- including vowel digraphs and diphthongs ( <i>oat-meal, loy-al</i>)</li> <li>Final stable <i>-le</i> (<i>ap-ple</i>)</li> </ul>			<b>GRAMMAR lessons cited may be extended or placed throughout this unit as needed.</b>
<b>Teacher Notes</b>	This Daily Lesson focuses on using the syllable types to help students spell multi-syllable words. This Daily Lesson will be repeated in Daily Lesson 11 for additional practice.			<b>GRAMMAR- Texas Write Source apostrophes in contractions</b>

## Instructional Routines

Daily Lesson 10	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min.</p> <p><u>Content Objective:</u> Students spell words with common syllable construction.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students identify and explain the elements of character, relationships, character change, plot, and setting as presented through dialogue in drama.</p>	<p>Suggested Duration: 25-28 min.</p> <p><u>Content Objective:</u> Students write responses to literary texts that demonstrate an understanding of the text.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students learn to recognize that body language and facial expressions are indications of how a person is feeling. They also learn that authors use language to SHOW rather than simply TELL about how a story character is feeling.</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Ask: <b>What is a syllable?</b> Discuss responses. Practice saying names of objects around the classroom and clapping the syllables.</li> <li>2. Display the Anchor Chart: Six Syllable Types. Review each syllable type along with the examples.</li> <li>3. Ask: <b>How does knowing syllables help us spell words?</b> Discuss responses.</li> <li>4. <b>Think Aloud</b> about wanting to spell a selected multi-syllable word. Demonstrate how to break it up into syllables orally. Model using the knowledge of the syllable types to help spell the word.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>What is plot? How is it revealed in drama?</b> Discuss responses.</li> <li>2. Discuss how certain events in the plot can cause or influence future events. Discuss examples from past reading.</li> <li>3. Ask: <b>What is setting? How is it revealed in drama?</b> Discuss responses.</li> <li>4. Ask: What is character change? <b>How can a character's changes be made obvious through dialogue? How can a character's relationships be demonstrated through dialogue?</b> Discuss responses.</li> <li>5. Display the Handout: <b>Graphic Organizer for Drama</b> and the written drama/play to be read by the students.</li> <li>6. Tell students that they will be reading the drama/play in small groups and completing the Handout: <b>Graphic</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Review the following reading comprehension strategies: predicting/confirming, generating questions, summarizing, inferring, and making connections.</li> <li>2. Using the written drama/play from Shared Reading, model writing a response that demonstrates understanding of the drama/play using one of the comprehension strategies.</li> <li>3. Tell students they are going to read a drama/play. Explain that they can choose how they want to respond to the drama/play as long as it shows they have understood what has been read.</li> <li>4. Instruct students to choose a drama/play and form a small group. In the small group, assign roles to each member. Explain that each student will read their part independently first while monitoring themselves for accuracy in decoding. Then the group will come together to read the</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers: The Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Background: "What Feelings Look Like" pg. 200</b></p> <p><b>"What Feelings Look Like and Showing or Telling?" pg. 201 Steps 1-7 pg. 202</b></p> <p><b>GRAMMAR* apostrophes in contractions pg.516-517</b></p>

Daily Lesson 10	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		<p><b>Organizer for Drama.</b> Remind them to use dialogue as their text evidence.</p>	<p>drama/play together. Then everyone will write a response to the drama/play in his or her Reader's Notebook.</p>	
<p><b>Learning Applications</b></p>	<ol style="list-style-type: none"> <li>1. Distribute dry erase boards, markers, and erasers.</li> <li>2. Read aloud one of the words on the note cards. Students orally break the word into syllables.</li> <li>3. Students use their knowledge of the six syllable types to spell the word on their dry erase board. Students use the Anchor Chart: Six Syllable Types as a resource as necessary.</li> <li>4. Hold up the note card for students to check the spelling of the word.</li> <li>5. Repeat with other words as time allows.</li> </ol>	<ol style="list-style-type: none"> <li>1. Distribute the written drama/play and assign roles.</li> <li>2. Students read the drama/play in their assigned roles while monitoring for accuracy in decoding.</li> <li>3. Students discuss and record on the Handout: <b>Graphic Organizer for Drama</b> the elements of setting, characters, and plot. Students provide text evidence including dialogue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select a drama/play and form small groups. Each group assigns roles.</li> <li>2. Students read their part independently while monitoring for accuracy in decoding.</li> <li>3. Students read the drama/play aloud.</li> <li>4. Students write a response that demonstrates understanding of the drama/play.</li> </ol>	
<p><b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b></p>				
<p><b>Closure</b></p>	<ol style="list-style-type: none"> <li>1. Students record the six syllable types in their Word Study Notebook along with an example of each.</li> </ol>	<ol style="list-style-type: none"> <li>1. As a class, discuss the elements of setting, characters, and plot. Students provide text evidence including dialogue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share their responses with the small group.</li> </ol>	

## Literary Elements in Drama

### Lesson Preparation

Daily Lesson 11	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.24A,D	3.1Bi,ii,iii,iv,v	3.1E 3.Fig19C,D 3.7A 3.20C	3.3A 3.29A,B 3.30A 3.31A	3.1E 3.2A,B,C 3.Fig19A,B,C,D,E, F 3.20C	3.3A 3.11A 3.29A 3.30A 3.31A	3.17B 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors use conventions of written language to communicate clearly and effectively.</li> <li>How does studying word parts and patterns help as readers and writers?</li> </ul>		<ul style="list-style-type: none"> <li>Understanding literary elements facilitates the reader's ability to make meaning of the text.</li> <li>How are literary elements presented through dialogue in drama?</li> <li>The ability to decode patterns supports the development of word reading, fluency, and comprehension.</li> <li>How can recognizing word patterns help with fluency and comprehension?</li> </ul>		<ul style="list-style-type: none"> <li>Readers use strategies to support understanding of text.</li> <li>What strategies do readers use to help in the comprehension of text?</li> <li>Readers create connections to make text personally relevant and useful.</li> <li>How do readers make connections that help enhance understanding of texts?</li> <li>The ability to decode patterns supports the development of word reading, fluency, and comprehension.</li> <li>How can recognizing word patterns help with fluency and comprehension?</li> </ul>			
<b>Vocabulary of Instruction</b>								
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Note card (10-20)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Collection of grade-appropriate written dramas/plays for student selection</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Collection of grade-appropriate written dramas/plays for student selection</li> </ul>		<u>Comprehensive Narrative Writing Guide</u>	

Daily Lesson 11	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
			<ul style="list-style-type: none"> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>		<ul style="list-style-type: none"> <li>Handout: <b>Graphic Organizer for Drama</b> (1 per student)</li> </ul>		
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Prepare to display the Anchor Chart: Six Syllable Types from Daily Lesson 10 Word Study.</li> <li>Prepare to use the unused note cards from Daily Lesson 10 or prepare some new note cards with different multi-syllable words.</li> </ol>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Duplicate Handout: <b>Graphic Organizer for Drama</b> (1 per student).</li> </ol>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> </ol>	<u>Comprehensive Narrative Writing Guide</u> <b>Teacher Background: “What Feelings Look Like” pg. 200</b>  <b>“What Feelings Look Like and Showing or Telling?” pg. 201 Steps 8 pg. 203</b>
<b>Background Information</b>	<p>This Instructional Routine partially assesses Performance Indicator: <i>“Record multiple entries in a Word Study Notebook to demonstrate knowledge of new words, their meaning, and relationships.”</i></p>	<p>This Instructional Routine assesses Performance Indicator: <i>“In a small group, read a self selected play with appropriate fluency. Using a graphic organizer, identify and explain how plot, characters, and setting are portrayed through dialogue.”</i></p>	<p>This Instructional Routine partially assesses Performance Indicator: <i>“Write multiple entries including thoughts, connections, and/or strategies that deepen understanding of fictional texts, poetry, literary nonfiction, drama, and media. Provide evidence from the text to support ideas.”</i></p>	
<b>Teacher Notes</b>	<p>This Daily Lesson is a repeat of Daily Lesson 10 except that students will be spelling the words in their Word Study Notebook in order to be assessed.</p>	<p>To save time, students can choose a drama/play that they have read in Independent Reading instead of having them read a new one.</p>		



## Instructional Routines

Daily Lesson 11	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min.</p> <p><u>Content Objective:</u> Students spell words with common syllable construction.</p>	<p>Suggested Duration: 20-23 min.</p> <p><u>Content Objective:</u> Students identify and explain the elements of character, plot, and setting as presented through dialogue in drama.</p>	<p>Suggested Duration: 20-23 min.</p> <p><u>Content Objective:</u> Students write responses to literary texts that demonstrate an understanding of the text.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students learn to recognize that body language and facial expressions are indications of how a person is feeling. They also learn that authors use language to SHOW rather than simply TELL about how a story character is feeling</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Six Syllable Types. Review each syllable type along with the examples.</li> <li>2. Ask: <b>How does knowing syllables help us spell words?</b> Discuss responses.</li> <li>3. <b>Think Aloud</b> about wanting to spell a selected multi-syllable word. Demonstrate how to break it up into syllables orally. Model using the knowledge of the syllable types to help spell the word.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review what has been learned about the elements of character, plot, and setting in drama in Daily Lessons 6-10 Shared Reading.</li> <li>2. Display the collection of written dramas/plays.</li> <li>3. Tell students that they will choose which drama/play they will read and form a small group.</li> <li>4. Remind students to read their role in the play with appropriate fluency—at a reasonable speed, with proper inflection, and with few pauses or gaps in speech.</li> <li>5. Distribute the Handout: <b>Graphic Organizer for Drama.</b></li> <li>6. Instruct students to complete the graphic organizer individually after reading the drama or play.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review the following reading comprehension strategies: predicting/confirming, generating questions, summarizing, inferring, and making connections.</li> <li>2. Using the written drama/play from Shared Reading, model writing a response that demonstrates understanding of the drama/play using one of the comprehension strategies.</li> <li>3. Tell students they are going to read a drama/play. Explain that they can choose how they want to respond to the drama/play as long as it shows they have understood what has been read.</li> <li>4. Instruct students to choose a drama/play and form a small group. In the small group, assign roles to each member. Explain that each student will read their part independently first. Then the group will come together to read the drama/play together. Then everyone will write a response to the drama/play in his or her</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers:</u> <u>Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Background: “What Feelings Look Like” pg. 200</b></p> <p><b>“What Feelings Look Like and Showing or Telling?” pg. 201 Steps 8 pg. 203</b></p>



Daily Lesson 11	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Read aloud one of the words on the note cards. Students orally break the word into syllables.</li> <li>2. Students use their knowledge of the six syllable types to spell the word in their Word Study Notebook. Students use the Anchor Chart: Six Syllable Types as a resource as necessary.</li> <li>3. Repeat with other words as time allows.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select the drama/play to read and form groups.</li> <li>2. Students assign roles and read the drama/play while monitoring for accuracy in decoding and for fluency.</li> <li>3. Individually, students complete the Handout: <b>Graphic Organizer for Drama</b>.</li> </ol>	<p>Reader's Notebook.</p> <ol style="list-style-type: none"> <li>1. Students select a drama/play and form small groups. Each group assigns roles.</li> <li>2. Students read their part independently while monitoring for accuracy in decoding.</li> <li>3. Students read the drama/play aloud.</li> <li>4. Students write a response that demonstrates understanding of the drama/play.</li> </ol>	
	<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>			
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>How did you use the syllable types to help you spell the multi-syllable words?</b> Discuss responses.</li> <li>2. Collect the Word Study Notebooks to assess students' entries.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>How are literary elements presented through dialogue in drama?</b> Discuss responses.</li> <li>2. Collect the Handout: <b>Graphic Organizer for Drama</b> for assessment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share their responses with the small group.</li> <li>2. Collect Reader's Notebooks to assess students' entries.</li> </ol>	

## Characteristics of Poetry

### Lesson Organizer

<b>Lesson Synopsis</b>	In this lesson, students identify the characteristics of different forms of poetry. Students explore author’s use of sensory language in poems and use it to visualize the poems. Students write responses to poetry that include the characteristics of different forms of poetry and how they create imagery. Students write poems with sensory details and use appropriate poetry conventions including rhyme, meter, and patterns of verse. In Word Study, students are growing their vocabulary by studying multiple-meaning words and words with prefixes and suffixes.	
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Produce a poetry notebook that contains 3-5 different forms of published and original poems that include different sound patterns, repetitive language, and language conventions. For each poem, explain in writing the characteristics of the poem (e.g., rhyme, verse, repetition, etc.) and how it creates imagery. (3.4D; 3.6A; 3.10A; 3.18B; 3.20C) <b>ELPS</b> 1H; 4A, 4G, 4K; 5F, 5G</li> <li>• Write multiple entries including thoughts, connections, and/or strategies that deepen understanding of fictional texts, poetry, literary nonfiction, drama, and media. Provide evidence from the text to support ideas. (3.Fig19A, 3.Fig19B, 3.Fig19C, 3.Fig19D, 3.Fig19E, 3.Fig19F; 3.2A, 3.2B, 3.2C; 3.11A; 3.20C) <b>ELPS</b> 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G</li> <li>• Record multiple entries in a Word Study Notebook to demonstrate knowledge of new words, their meanings, and relationships. (3.4A, 3.4B, 3.4C, 3.4E) <b>ELPS</b> 1A, 1C, 1E, 1F, 1H; 4A; 5B, 5F, 5G</li> </ul>	
<b>Key Understandings</b>	<ul style="list-style-type: none"> <li>• Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> <li>• Authors use form and structure to communicate meaning.</li> <li>• Readers use strategies to support understanding of text.</li> <li>• Readers create connections to make text personally relevant and useful.</li> <li>• An extensive vocabulary supports the development of oral and written communication.</li> <li>• Readers use strategies to identify the intended meaning of words and phrases in text.</li> </ul>	
<b>TEKS</b>	<b>3.1</b>	<b>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:</b>
	3.1A	Decode multisyllabic words in context and independent of context by applying common spelling patterns including:
	3.1Aiv	using knowledge of common prefixes and suffixes (e.g., dis-, -ly)
	3.1Av	using knowledge of derivational affixes (e.g., -de, -ful, -able)
	3.1E	Monitor accuracy in decoding.
	<b>3.2</b>	<b>Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b>
	3.2A	Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions.
	3.2B	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text. <b>Supporting Standard</b>
	3.2C	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
	<b>3.4</b>	<b>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>

3.4A	Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots. <b>Readiness Standard</b>
3.4B	Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs. <b>Readiness Standard</b>
3.4C	Identify and use antonyms, synonyms, homographs, and homophones. <b>Supporting Standard</b>
3.4E	Alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.
<b>3.Fig19</b>	<b>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:</b>
3.Fig19A	Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.
3.Fig19B	Ask literal, interpretive, and evaluative questions of text.
3.Fig19C	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions).
3.Fig19D	Make inferences about text and use textual evidence to support understanding. <b>Readiness Standard</b> (Fiction, Expository) <b>Supporting Standard</b> (Literary Nonfiction, Poetry)
3.Fig19E	Summarize information in text, maintaining meaning and logical order. <b>Readiness Standard</b> (Fiction, Expository) <b>Supporting Standard</b> (Literary Nonfiction, Poetry)
3.Fig19F	Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.
<b>3.6</b>	<b>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:</b>
3.6A	Describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse). <b>Supporting Standard</b>
<b>3.10</b>	<b>Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:</b>
3.10A	Identify language that creates a graphic visual experience and appeals to the senses. <b>Supporting Standard</b>
<b>3.17</b>	<b>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>
3.17A	Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).
3.17B	Develop drafts by categorizing ideas and organizing them into paragraphs.
3.17C	Revise drafts for coherence, organization, use of simple and compound sentences, and audience.
3.17D	Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.
3.17E	Publish written work for a specific audience.
<b>3.18</b>	<b>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:</b>
3.18B	Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).
<b>3.20</b>	<b>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:</b>

	3.20C	Write responses to literary or expository texts that demonstrate an understanding of the text.
	<b>3.22</b>	<b><i>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</i></b>
	3.22A	Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
	3.22Aiii	adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the)
	3.22Aiv	adverbs (e.g., time: before, next; manner: carefully, beautifully)
	<b>3.23</b>	<b><i>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:</i></b>
	3.23A	Write legibly in cursive script with spacing between words in a sentence.
	<b>3.24</b>	<b><i>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></b>
	3.24B	Spell words with more advanced orthographic patterns and rules:
	3.24Bi	consonant doubling when adding an ending
	3.24Bii	cropping final "e" when endings are added (e.g., -ing, -ed)
	3.24C	Spell high-frequency and compound words from a commonly used list.
	3.24G	Use print and electronic resources to find and check correct spellings.
<b>Ongoing TEKS</b>	<b>3.3</b>	<b><i>Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:</i></b>
	3.3A	Read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
	<b>3.11</b>	<b><i>Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:</i></b>
	3.11A	Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
	<b>3.22</b>	<b><i>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</i></b>
	3.22A	Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
	3.22Ai	verbs (past, present, and future)
	3.22Aii	nouns (singular/plural, common/proper)
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Word Study Notebook (1 per student)</li> <li>• Poetry Notebook (1 per student)</li> <li>• Teacher Poetry Notebook (1)</li> <li>• Reader's Notebook (1 per student)</li> <li>• Writer's Notebook (1 per student)</li> <li>• Teacher Writer's Notebook (1)</li> <li>• Note card (3 per student)</li> <li>• Highlighter (class set)</li> <li>• Colored pen or pencil (1 per student)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Dictionary (class set)</li> <li>• Thesaurus (class set)</li> <li>• Large alphabet for display (1)</li> <li>• Chart paper</li> <li>• 3 grade-appropriate excerpts from literary text with strong sensory language (1 copy of each)-III</li> <li>• 2 grade-appropriate poems with strong sensory language for modeling (1 copy of each)</li> <li>• 2 grade-appropriate poems with strong sensory language (1 copy of each per student)</li> <li>• Grade-appropriate acrostic poem (1)</li> <li>• 2 or more grade-appropriate acrostic poems (1 copy per student)</li> <li>• Grade-appropriate narrative poem for modeling (1)</li> <li>• 2 grade-appropriate narrative poems (1 copy of each per student)</li> <li>• Grade-appropriate lyrical poem for modeling (1)</li> <li>• 2 grade-appropriate lyrical poems (1 copy of each per student)</li> <li>• Grade-appropriate humorous poem for modeling (1)</li> <li>• 2 grade-appropriate humorous poems (1 copy of each per student)</li> <li>• Grade-appropriate limerick for modeling (1)</li> <li>• 2 grade-appropriate limericks (1 copy of each per student)</li> <li>• Grade-appropriate free verse poem for modeling (1)</li> <li>• 2 grade-appropriate free verse poems (1 copy of each per student)</li> <li>• Grade-appropriate shape poem for modeling (1)</li> <li>• 2 grade-appropriate shape poems (1 copy of each per student)</li> <li>• Grade-appropriate cinquain poem for modeling (1)</li> <li>• 2 grade-appropriate cinquain poems (1 copy of each per student)</li> <li>• Collection of grade-appropriate literary texts including poetry for student selection</li> <li>• Collection of grade-appropriate poetry in a variety of forms for student selection</li> </ul>
<b>Attachments</b>	
<b>Resources and References</b>	<ul style="list-style-type: none"> <li>• Franco, B. (2005). <i>Conversations with a poet: Inviting poetry into k-12 classrooms</i>. Katonah, NY: Richard C. Owen Publishers.</li> <li>• Oliver, Mary (1994). <i>A poetry handbook</i>. Orlando, FL: Harcourt Publishing.</li> <li>• Strand, Mark (2000). <i>The making of a poem</i>. New York, NY. W.W. Norton &amp; Company</li> </ul>
<b>Possible/Optional Literature Selections</b>	<p><b>Grade-appropriate poetry</b></p> <ul style="list-style-type: none"> <li>• <i>River Friendly, River Wild</i> by Jane Kurtz</li> <li>• <i>Love Letters</i> by Arnold Adoff</li> <li>• <i>Autumn</i> by Emily Dickinson</li> <li>• <i>Who Has Seen the Wind?</i> by Christina Rossetti</li> <li>• <i>Eating While Reading</i> by Gary Soto</li> <li>• <i>Fireflies</i> by Paul Fleischman</li> <li>• <i>Sing a Song of Popcorn: Every Child's Book of Poems</i> selected by Beatrice Schenk de Regniers et al.</li> <li>• <i>There's No Place Like School</i>, by Jack Prelutsky</li> <li>• <i>What A Day It Was At School!</i> by Jack Prelutsky</li> </ul>

**Grade-appropriate books with riddles**

- *Eight Ate* by Marvin Terban
- District-adopted resources



## Characteristics of Poetry

### Lesson Preparation

Daily Lesson 12	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.4E		3.1E 3.4B 3.Fig19C,D 3.6A 3.10A	3.3A	3.4B 3.Fig19C,D 3.10A 3.20C	3.3A 3.11A	3.17B 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>An extensive vocabulary supports the development of oral and written communication.</li> <li>— Why is being able to alphabetize important?</li> </ul>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> <li>— How do authors use words to create images in the reader’s mind?</li> <li>— How does the author’s use of language affect the reader?</li> </ul>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> <li>— How do authors use words to create images in the reader’s mind?</li> <li>— How does the author’s use of language affect the reader?</li> <li>Readers use strategies to identify the intended meaning of words and phrases in text.</li> <li>— How do readers determine the meaning of unknown words?</li> </ul>			
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Alphabetical</li> </ul>		<ul style="list-style-type: none"> <li>Visualize</li> <li>Sensory language</li> </ul>		<ul style="list-style-type: none"> <li>Visualize</li> <li>Sensory language</li> </ul>			
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Note card (1 per student)</li> <li>Large alphabet for display (1)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Poetry Notebook (1 per student)</li> <li>Highlighter (class set)</li> <li>Grade-appropriate poem with strong sensory language for modeling (1)</li> <li>Grade-appropriate poem with strong sensory language (1)</li> </ul>		<ul style="list-style-type: none"> <li>Reader’s Notebook or Poetry Notebook (1 per student)</li> <li>Highlighter (optional, class set)</li> <li>Grade-appropriate excerpt from literary text with strong sensory language (1)</li> <li>Collection of grade-</li> </ul>		<p><u>Empowering Writers: Comprehensive Narrative Writing Guide</u></p> <p><b>“Showing Rather than Telling How Characters Feel”</b>  <b>pgs. 204-205</b></p>	

Daily Lesson 12	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		copy per student) • Chart paper (if applicable)	appropriate literary texts including poetry for student selection • Chart paper (if applicable)	
<b>Attachments and Resources</b>				
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Write student names (either first or last depending on what was used in Unit 01, Lesson 01, Daily Lesson 9 Word Study) on note cards.</li> <li>3. Prepare to use the craft sticks from Unit 01, Lesson 01, Daily Lessons 9 and 10 Word Study. If students have already alphabetized all the groups of craft sticks with words. Create new sets to be used in this lesson.</li> <li>4. If there is not a large alphabet already displayed at the front of the room, write each letter on paper and tape to the wall at the front of the room.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare a Poetry Notebook for each student. This could be in a spiral where students glue or staple the poems in, a 3 ring binder, or a folder with brads. If supplies are limited, the Poetry Notebook could be a section in the Reader's Notebook. Students will be adding poetry to the notebook on a daily basis. In addition, students will use the Poetry Notebook to attempt writing their own original poems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> </ol>	
<b>Background Information</b>				
<b>Teacher Notes</b>	If students struggle with alphabetizing, they may need to have the alphabet in front of them as they organize their words.		In Daily Lessons 12-14 Independent Reading, students will continue to look at the use of sensory language in literary text. Teachers need to decide if the students will continue to use poetry or if students will look for sensory language in other literary texts. Teacher may also want to	





Daily Lesson 12	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
			give students a choice.	

Daily Lesson 12	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min. <u>Content Objective:</u> Students alphabetize words to the third letter in order to be able to use a dictionary efficiently.</p>	<p>Suggested Duration: 20-25 min. <u>Content Objective:</u> Students identify language that creates a graphic visual experience and appeals to the senses.</p>	<p>Suggested Duration: 20-25 min. <u>Content Objective:</u> Students identify language that creates a graphic visual experience and appeals to the senses.</p>	<p>Suggested Duration: 25-30 min. <u>Content Objective:</u> Students recognize the difference between showing and telling the feelings of story characters through the use of facial expressions, body language, and internal sensations. They see why showing feelings makes for powerful writing.</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>Review what was learned about alphabetizing in Unit 01, Lesson 01, Daily Lesson 9.</li> <li>Distribute note cards with students' names to the student it belongs to.</li> <li>Students move to the alphabet at the front of the class and stand under the letter that is the first letter in their name.</li> <li>If there is more than one student under a letter (hopefully there are), discuss with students to then look at the second letter to help determine who goes first. If there are students with the same second letter, then explain to look at the third letter to determine order.</li> <li>Once all the students are in order, record the order of names on a chart.</li> <li>Tell students they are going to continue to practice alphabetizing.</li> </ol>	<ol style="list-style-type: none"> <li>Instruct students to close their eyes. Tell them to think about the words as a poem is read to them. Ask them to create images of the poem in their head.</li> <li>Read the poem aloud with appropriate fluency.</li> <li>Ask: <b>What did you see in your mind as the poem was being read? Did you hear anything? Did you smell anything? Did you feel anything? Did you taste anything?</b> Discuss responses.</li> <li>Display the poem just read aloud.</li> <li>Ask: <b>Are there any unfamiliar words in the poem?</b> Discuss responses and if applicable, model using context clues to infer the meaning.</li> <li><b>Think Aloud</b> about what words in the poem helped create the sensory images. Highlight those words.</li> </ol>	<ol style="list-style-type: none"> <li>Read the selected excerpt aloud. Ask: <b>What did you visualize? What words or phrases help you visualize?</b> Discuss responses.</li> <li>Ask: <b>Are there any unfamiliar words in the excerpt? What do readers do when they come to a word they don't know?</b> Discuss responses and model using context clues to infer the meaning of the unfamiliar word(s).</li> <li>Tell students they are going to continue looking at sensory language in literary text including poetry. Instruct them to look for words or phrase that help them visualize what it happening.</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers:</u> <u>Comprehensive Narrative Writing Guide</u></p> <p><b>“Showing Rather than Telling How Characters Feel”</b> pgs. 204-205</p>

Daily Lesson 12	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Distribute a set of craft sticks to each student. Be sure students get a set that they have not alphabetized before.</li> <li>2. Students organize their sticks in alphabetical order and write the words in order in their Word Study Notebook.</li> <li>3. When students have recorded the list in their Word Study Notebook, they try to guess the category of the words and add it to their list of words.</li> <li>4. If students finish early, students repeat the process with another set of sticks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Divide students into pairs. Distribute the other poem and highlighters.</li> <li>2. Read the poem together as a class.</li> <li>3. Students reread the poem with their partner using appropriate fluency.</li> <li>4. With a partner, students highlight the words that create images in their mind. Students discuss what they see, hear, feel, smell, and taste.</li> <li>5. Distribute the Poetry Notebooks to students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select literary text(s) to read independently.</li> <li>2. Students highlight (if the text is duplicated) or record words or phrases in their Reader's or Poetry Notebook that help them visualize.</li> <li>3. Students record any unfamiliar words in their Reader's or Poetry Notebook and use context clues to infer the meaning. Students also record the inferred meaning.</li> </ol>	

Daily Lesson 12	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		Explain that they will be collecting poems and adding them to the notebook.  6. Students add the poem to their Poetry Notebook.		
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	1. Tell students that in the next lesson they will have the opportunity to use this skill in a dictionary.	1. Ask: <b>How did you feel while reading the poem?</b> Discuss responses.	1. Ask: <b>What examples of sensory language did you find?</b> Discuss responses.	



## Characteristics of Poetry

### Lesson Preparation

Daily Lesson 13	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.4E		3.1E 3.4B 3.Fig19C,D 3.6A 3.10A 3.20C	3.3A	3.4B 3.Fig19C,D 3.10A 3.20C	3.3A 3.11A	3.17B 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>An extensive vocabulary supports the development of oral and written communication.</li> <li>— Why do readers and writers use a dictionary?</li> </ul>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> <li>— How do authors use words to create images in the reader’s mind?</li> <li>— How does the author’s use of language affect the reader?</li> </ul>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> <li>— How do authors use words to create images in the reader’s mind?</li> <li>— How does the author’s use of language affect the reader?</li> <li>Readers use strategies to identify the intended meaning of words and phrases in text.</li> <li>— How do readers determine the meaning of unknown words?</li> </ul>			
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Dictionary</li> <li>Guide word</li> </ul>		<ul style="list-style-type: none"> <li>Visualize</li> <li>Sensory language</li> </ul>		<ul style="list-style-type: none"> <li>Visualize</li> <li>Sensory language</li> </ul>			
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Dictionary (class set)</li> <li>Note card (minimum of 1 per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Poetry Notebook (1 per student)</li> <li>Grade-appropriate poem with strong sensory language for modeling (1)</li> <li>Grade-appropriate poem with strong sensory language (1 copy per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader’s Notebook or Poetry Notebook (1 per student)</li> <li>Highlighter (optional, class set)</li> <li>Grade-appropriate excerpt from literary text with strong sensory language (1)</li> <li>Collection of grade-appropriate literary texts including poetry for student selection</li> </ul>		<p><u>Empowering Writers: Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Directions:</b>  <b>“Elaborative Detail”</b>  <b>pg. 206</b></p> <p><b>“Elaborative Detail-1”pg. 207</b></p>	

Daily Lesson 13	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
			<ul style="list-style-type: none"> <li>• Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>				
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Write a variety of unfamiliar grade-appropriate words on note cards for students to look up in the dictionary. Choose words with only one definition.</li> <li>3. Prepare to display a dictionary page (with guidewords).</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> </ol>	
<b>Background Information</b>				
<b>Teacher Notes</b>	<p>Dictionary skills were introduced in Unit 01, Lesson 01, Daily Lessons 11 and 12 Word Study. Students found words using the guidewords and only recorded the page number. In this Daily Lesson, students will record the definition of their words.</p>		<p>Refer to Daily Lesson 12 Independent Reading</p>	

## Instructional Routines

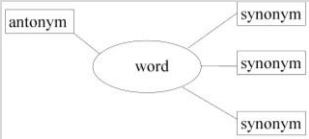
Daily Lesson 13	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 15 min.</p> <p><b>Content Objective:</b> Students use a dictionary to find meanings of unknown words.</p>	<p>Suggested Duration: 25-30 min.</p> <p><b>Content Objective:</b> Students identify language that creates a graphic visual experience and appeals to the senses.</p>	<p>Suggested Duration: 20-25 min.</p> <p><b>Content Objective:</b> Students identify language that creates a graphic visual experience and appeals to the senses.</p>	<p>Suggested Duration: 25-30 min.</p> <p><b>Content Objective:</b> Students read samples of powerful elaborative detail from young adult fiction and use these as models for creating an elaborative segment of their own.</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display a dictionary. Ask: <b>Why do readers and writers use a dictionary?</b> Discuss responses.</li> <li>2. Review the organization of a dictionary to students.</li> <li>3. Display a page of the dictionary. Draw students' attention to the guidewords.</li> <li>4. Show students how to use the guidewords to find a word.</li> <li>5. Explain to students where to find the definition of a word. Record the word and its definition on chart paper. Use the word in a sentence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instruct students to close their eyes. Tell them to think about the words as a poem is read. Ask them to create images in their head.</li> <li>2. Read the poem aloud with appropriate fluency.</li> <li>3. Ask: <b>What did you see in your mind as the poem was being read? What did you hear? What did you smell? What did you feel? What did you taste?</b> Discuss responses.</li> <li>4. Display the poem for modeling.</li> <li>5. Ask: <b>Are there any unfamiliar words in the poem?</b> Discuss responses and if applicable, model using context clues to infer the meaning.</li> <li>6. <b>Think Aloud</b> about what words in the poem helped create sensory images. Highlight the words.</li> <li>7. Model writing a response that includes feelings about the</li> </ol>	<ol style="list-style-type: none"> <li>1. Read the selected excerpt aloud. Ask: <b>What did you visualize? What words or phrases help you visualize?</b> Discuss responses.</li> <li>2. Ask: <b>Are there any unfamiliar words in the excerpt? What do readers do when they come to a word they do not know?</b> Discuss responses and model using context clues to infer the meaning of the unfamiliar word(s).</li> <li>3. Tell students they are going to continue looking at sensory language in literary text including poetry. Instruct them to look for words or phrases that help them visualize what is happening.</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers:</u> <u>Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Directions:</b> <b>"Elaborative Detail"</b> <b>pg. 206</b></p> <p><b>"Elaborative Detail-1"</b>pg. 207</p>

Daily Lesson 13	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		poem and provide specific text evidence to support the response.		
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Distribute words that have been written on note cards. Be sure that students.</li> <li>2. Students work either in pairs or triads (depending upon number of dictionaries) to find the words on their note cards.</li> <li>3. Monitor and assist students having difficulty.</li> <li>4. Students record the word, page number, and definition in their Word Study Notebook. Students orally try to use their word in a sentence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Divide students into pairs. Distribute the other poem and highlighters.</li> <li>2. Read the poem together as a class. Discuss any unfamiliar words using context clues to determine the meaning.</li> <li>3. Students reread the poem with their partner using appropriate fluency.</li> <li>4. With a partner, students highlight the words that create images in their mind. Students discuss what they see, hear, feel, smell, and taste.</li> <li>5. Distribute the Poetry Notebooks. Explain that they will be collecting poems and adding them to the notebook.</li> <li>6. Students add the poem to their Poetry Notebook and write responses about how they feel about the poem and provide text evidence to support their response.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select literary text(s) to read independently.</li> <li>2. Students highlight (if the text is duplicated) or record words or phrases in their Reader's or Poetry Notebook that help them visualize.</li> <li>3. Students record any unfamiliar words in their Reader's or Poetry Notebook and use context clues to infer the meaning. Students also record the inferred meaning.</li> </ol>	
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Students share their words and definitions with the class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share their responses with a partner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share the sensory language they found with a partner.</li> </ol>	

## Characteristics of Poetry

### Lesson Preparation

Daily Lesson 14	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.4C 3.4E 3.22Aiii 3.24G		3.Fig19C,D 3.6A 3.10A 3.20C	3.3A	3.4B 3.Fig19C,D 3.10A 3.20C	3.3A 3.11A	3.17B 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>An extensive vocabulary supports the development of oral and written communication.</li> </ul> <p>— How does studying words help me as a reader and writer?</p> <ul style="list-style-type: none"> <li>Readers use strategies to identify the intended meaning of words and phrases in text.</li> </ul> <p>— What strategies will help me determine the meaning of unknown or multiple meaning words?</p>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> </ul> <p>— How do authors use words to create images in the reader’s mind?</p> <p>— How does the author’s use of language affect the reader?</p> <ul style="list-style-type: none"> <li>Authors use form and structure to communicate meaning.</li> </ul> <p>— How does the form of poetry communicate meaning?</p>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> </ul> <p>— How do authors use words to create images in the reader’s mind?</p> <p>— How does the author’s use of language affect the reader?</p> <ul style="list-style-type: none"> <li>Readers use strategies to identify the intended meaning of words and phrases in text.</li> </ul> <p>— How do readers determine the meaning of unknown words?</p>			
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Antonym</li> <li>Synonym</li> </ul>		<ul style="list-style-type: none"> <li>Narrative poetry</li> <li>Rhyme</li> <li>Repetition</li> <li>Patterns of verse</li> <li>Meter</li> </ul>		<ul style="list-style-type: none"> <li>Visualize</li> <li>Sensory language</li> </ul>			
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Thesaurus (class set)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Poetry Notebook (1 per student)</li> <li>Grade-appropriate narrative poem for modeling (1)</li> <li>2 grade-appropriate narrative poems (1 copy of each per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader’s Notebook or Poetry Notebook (1 per student)</li> <li>Highlighter (optional, class set)</li> <li>Grade-appropriate excerpt from literary text with strong sensory language (1)</li> <li>Collection of grade-appropriate literary texts including poetry for student</li> </ul>		<p><u>Empowering Writers: Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Directions:</b></p> <p>“Elaborative Detail” pg. 206</p> <p>“Elaborative Detail-2”pg. 208</p>	

Daily Lesson 14	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
			selection • Chart paper (if applicable)	
<b>Attachments and Resources</b>				
<b>Advance Preparation</b>	1. Prepare to display visuals as appropriate.  2. Brainstorm a list of 10-15 basic adjectives, such as <i>nice, happy, fast, full, good, sleepy, bright, hard, small, shiny, heavy, deep, sour, hot, dirty, smooth, loud, easy, crunchy, calm, long, boring, new</i> , etc.  3. Create a word web for display. See sample below:  	1. Prepare to display visuals as appropriate.  2. Create an Anchor Chart: Forms of Poetry. Add narrative poetry to the chart and give a definition.  3. Create another Anchor Chart: Conventions of Poetry. Write the following on the chart along with definitions: <i>rhyme, meter, patterns of verse, repetition</i> . The definitions can be found in Background Information and on the IFD specificity.	1. Prepare to display visuals as appropriate.	
<b>Background Information</b>		Possible characteristics of poetry: <ul style="list-style-type: none"> <li>• Rhyme - identical or very similar recurring final sounds in words; in poetry, rhyming words may occur at the end of lines or within lines</li> <li>• Meter - the basic rhythmic structure in verse, composed of stressed and unstressed syllables. The movement of words in a poem</li> <li>• Patterns of verse - the regular or predictable arrangement of sections or lines of poetry</li> <li>• Repetition - a repeating cadence/meter that enriches or emphasizes words, phrases, lines, and even</li> </ul>		

Daily Lesson 14	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		<p>whole verses of poems. Alliteration is a type of repetition.</p>		
<p><b>Teacher Notes</b></p>		<p>Rhyme, meter, and pattern of verse are not mentioned in the Reading TEKS 3.6A, but they are mentioned in the Writing TEKS 3.18B. In order to support students in writing, those poetic conventions will be studied in reading also.</p> <p>If time is short, have the students just look at one poem during Learning Applications.</p>	<p>Refer to Daily Lesson 12</p>	

Daily Lesson 14	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 15 min.</p> <p><u>Content Objective:</u> Students identify and use antonyms and synonyms while using a thesaurus.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students describe the characteristics of narrative poetry and explain how it creates imagery.</p>	<p>Suggested Duration: 20-25 min.</p> <p><u>Content Objective:</u> Students identify language that creates a graphic visual experience and appeals to the senses.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students read samples of powerful elaborative detail from young adult fiction and use these as models for creating an elaborative segment of their own.</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display a selected adjective. Ask: <b>What kind of word is this?</b> Discuss that an adjective is a word that describes a noun.</li> <li>2. Ask: <b>What is an antonym?</b> Discuss that an antonym is a word that means the opposite or nearly the opposite of another word.</li> <li>3. Ask: <b>What is an antonym for this word?</b> Discuss responses. Begin a word web and record 1-3 antonyms for the selected adjective.</li> <li>4. Ask: <b>What is a synonym? Can anyone think of a synonym for this word?</b> Discuss responses and record 2-4 synonyms on the word web.</li> <li>5. Tell students that they will be brainstorming antonyms and synonyms for different adjectives.</li> <li>6. Display a thesaurus. Explain that a thesaurus is similar to dictionary. Explain the differences between a</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>What makes a poem “a poem”?</b> <b>What are some characteristics of poetry?</b> Discuss responses and record on a chart.</li> <li>2. Display the Anchor Chart: Conventions of Poetry. Discuss the terms not mentioned in the previous discussion.</li> <li>3. Explain that there are many different types of poetry and they each have their own characteristics. Tell students they will be studying different forms of poetry, looking at their characteristics.</li> <li>4. Display the Anchor Chart: Forms of Poetry. Tell students they will be looking at narrative poetry. Discuss the definition for narrative poetry.</li> <li>5. Display and read the narrative poem for modeling.</li> <li>6. <b>Think Aloud</b> about the characteristics of the narrative poem. Ask the following questions: <b>Does it rhyme? How does the poem sound?</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Read the selected excerpt aloud. Ask: <b>What did you visualize? What words or phrases help you visualize?</b> Discuss responses.</li> <li>2. Ask: <b>Are there any unfamiliar words in the excerpt? What do readers do when they come to a word they do not know?</b> Discuss responses and model using context clues to infer the meaning of the unfamiliar word(s).</li> <li>3. Tell students they are going to continue looking at sensory language in literary text including poetry. Instruct them to look for words or phrase that help them visualize what it happening.</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers:</u> <u>Comprehensive Narrative Writing Guide</u></p> <p><u>Teacher Directions:</u> “Elaborative Detail” pg. 206 “Elaborative Detail-2”pg. 208</p>



Daily Lesson 14	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>thesaurus and a dictionary.</p> <p>7. Direct students' attention to the guidewords at the top of each page of the thesaurus. Model finding the word displayed in the word web using the guidewords.</p> <p>8. Record 1-2 additional synonyms and/or antonym on the word web. Tell students that they may use a thesaurus to help them find antonyms and synonyms.</p>	<p><b>How is it arranged? What others things do you notice about the poem?</b> Discuss responses and record the characteristics on the Anchor Chart: Forms of Poetry.</p> <p>7. <b>Think Aloud</b> about how the poem creates images and how it elicits an emotional response.</p> <p>8. Model writing a response that includes the characteristics of the poem and how it creates imagery.</p>		
<b>Learning Applications</b>	<p>1. Instruct students to create a word web in their Word Study Notebooks.</p> <p>2. Divide students into partners. Assign an adjective to each pair of students, or allow them to select a word for themselves.</p> <p>3. Students brainstorm antonyms and synonyms for their adjective. Students may use a thesaurus as a resource.</p> <p>4. Students record the new words into the word web in their Word Study Notebooks.</p> <p>5. Monitor and assist as needed.</p>	<p>1. Divide students into pairs. Distribute the other narrative poems.</p> <p>2. Students read the poems and describe the characteristics of each using the following questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem?</b></p> <p>3. Students add the poems to their Poetry Notebook.</p> <p>4. Students choose one of the poems to write a response that includes the characteristics of the poem and how it creates imagery.</p>	<p>1. Students select literary text(s) to read independently.</p> <p>2. Students highlight (if the text is duplicated) or record words or phrases in their Reader's or Poetry Notebook that help them visualize.</p> <p>3. Students record any unfamiliar words in their Reader's or Poetry Notebook and use context clues to infer the meaning. Students also record the inferred meaning.</p>	
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	<p>1. Students share their adjective, antonyms, and synonyms with</p>	<p>1. Students share the characteristics they found in</p>	<p>1. Students share the sensory language they found with a</p>	

Daily Lesson 14	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	another pair of students.	the poems. Add anything new to the Anchor Chart: Forms of Poetry.	partner.	

## Characteristics of Poetry

### Lesson Preparation

Daily Lesson 15	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.4B,E 3.24G		3.Fig19C,D 3.6A 3.10A 3.20C		3.2A,B,C 3.Fig19A,B,C,D,E, F 3.20C	3.3A 3.11A	3.22Aiii 3.17B 3.23A	3.22A
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>An extensive vocabulary supports the development of oral and written communication.</li> <li>How does studying words help me as a reader and writer?</li> <li>Readers use strategies to identify the intended meaning of words and phrases in text.</li> <li>What strategies will help me determine the meaning of unknown or multiple meaning words?</li> </ul>	<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> <li>How do authors use words to create images in the reader’s mind?</li> <li>How does the author’s use of language affect the reader?</li> <li>Authors use form and structure to communicate meaning.</li> <li>How does the form of poetry communicate meaning?</li> </ul>	<ul style="list-style-type: none"> <li>Readers use strategies to support understanding of text.</li> <li>What strategies do readers use to help in the comprehension of text?</li> <li>Readers create connections to make text personally relevant and useful.</li> <li>How do readers make connections that help enhance understanding of texts?</li> </ul>					
<b>Vocabulary of Instruction</b>		<ul style="list-style-type: none"> <li>Lyrical poetry</li> <li>Rhyme</li> <li>Repetition</li> <li>Patterns of verse</li> <li>Meter</li> </ul>		<ul style="list-style-type: none"> <li>adjective</li> </ul>				
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Note card (1 per 2 students)</li> <li>Dictionary (class set)</li> <li>Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Poetry Notebook (1 per student)</li> <li>Grade-appropriate lyrical poem for modeling (1)</li> <li>2 grade-appropriate lyrical poems (1 copy of each per student)</li> <li>Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Reader’s Notebook (1 per student)</li> <li>Collection of grade-appropriate literary texts including poetry for student selection</li> <li>Chart paper (if applicable)</li> </ul>	<p><u>Empowering Writers: Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Directions:</b>  “Elaborative Detail” pg. 206  “Elaborative Detail-3”pg. 209</p>				
<b>Attachments and Resources</b>								

Daily Lesson 15	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Copy a simple dictionary entry with multiple meanings on chart paper. For instance, the word <i>bat</i>.</li> <li>3. On sentence strips or chart paper, write a sentence using the entry word in context for each definition given. Be sure to write the sentences in random order.</li> <li>4. Record grade-appropriate multiple meaning words on the note cards. Select words with no more than four definitions. Possible words could include: <i>match, fish, map, bowl, ring, cut, fire, snap, cover</i>, etc. Check the dictionaries being used to be sure there are not too many definitions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Forms of Poetry. Add lyrical poetry to the chart and give a definition.</li> <li>3. Prepare to display the Anchor Chart: Conventions of Poetry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> </ol>	
<b>Background Information</b>		<p>Lyrical poetry: a short poem of personal feelings and emotions, which may or may not be set to music and often involves the use of regular meter. Refer to Daily Lesson 14 Shared Reading for information on the conventions of poetry</p>		<p><b>GRAMMAR lessons cited may be extended or placed throughout this unit as needed</b></p>

Daily Lesson 15	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Teacher Notes</b>	Dictionary skills were first introduced in Unit 01 Lesson 01 Daily Lessons 11 and 12 Word Study.	Refer to Daily Lesson 14 Shared Reading	In Daily Lessons 15, 17, and 19 Independent Reading, students are choosing how to respond to literary text. If the class is struggling with a particular comprehension skill or strategy (e.g., summarizing), the teacher may want to model that particular skill or strategy and require students to respond in their Reader's Notebooks focusing on that particular comprehension skill or strategy.	<b>GRAMMAR – Texas Write Source adjectives</b>

## Instructional Routines

Daily Lesson 15	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 15 min.</p> <p><u>Content Objective:</u> Students use dictionaries to determine the meaning of multiple meaning words.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students describe the characteristics of lyrical poetry and explain how it creates imagery.</p>	<p>Suggested Duration: 20-25 min.</p> <p><u>Content Objective:</u> Students write responses to literary texts that demonstrate an understanding of the text.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students read samples of powerful elaborative detail from young adult fiction and use these as models for creating an elaborative segment of their own.</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display a dictionary. Ask: <b>Why do readers and writers use a dictionary?</b> Discuss responses.</li> <li>2. Review the organization of a dictionary with students (alphabetical order, entry words, guidewords, definitions, etc.). Discuss that dictionaries can assist with pronunciation, for the words are broken down into syllables. Show students how the pronunciation of words is written in a dictionary entry.</li> <li>3. Display the dictionary entry created in the Advance Preparation.</li> <li>4. Explain that if a word has more than one meaning, the dictionary entry will number them. Point out the numbers to the students.</li> <li>5. Explain that we use context clues to help us figure out the meanings of multiple meaning words.</li> <li>6. Read the sentences created in the Advance Preparation</li> </ol>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Conventions of Poetry. Review the conventions.</li> <li>2. Display the Anchor Chart: Forms of Poetry. Review the characteristics of narrative poetry.</li> <li>3. Tell students they will be looking at lyrical poetry. Discuss the definition for lyrical poetry.</li> <li>4. Display and read the lyrical poem for modeling.</li> <li>5. <b>Think Aloud</b> about the characteristics of the lyrical poem. Ask the following questions: Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with the narrative form of poetry? Discuss responses and record the characteristics on the Anchor Chart: Forms of Poetry.</li> <li>6. <b>Think Aloud</b> about how the poem creates images and how it elicits an emotional</li> </ol>	<ol style="list-style-type: none"> <li>1. Review the following reading comprehension strategies: predicting/confirming, generating questions, summarizing, inferring, and making connections.</li> <li>2. Tell students they are going choose a literary text to read. Explain that they can choose how they want to respond to the text as long as it shows they have understood what has been read.</li> <li>3. If applicable, use a previously read text or a text from the collection to model writing a response that demonstrates understanding. (optional)</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers:</u> <u>Comprehensive Narrative Writing Guide</u></p> <p><u>Teacher Directions:</u> “Elaborative Detail” pg. 206</p> <p>“Elaborative Detail-3”pg. 209</p> <p><b>GRAMMAR * adjectives pg.435-436, &amp; pg.580-583</b></p>

Daily Lesson 15	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>using the sample entry word. Ask students to identify the correct definition for each use. Label the sentences with the corresponding definition number.</p>	<p>response.</p> <p>7. Model writing a response that includes the characteristics of the poem and how it creates imagery.</p>		
<p><b>Learning Applications</b></p>	<ol style="list-style-type: none"> <li>1. Divide the students into pairs. Distribute the note cards with multiple meaning words.</li> <li>2. Students find their words in the dictionary and copy the dictionary entry for the given word in their Word Study Notebook.</li> <li>3. Each student in the pair selects a definition and writes a sentence using the entry word in context.</li> </ol>	<ol style="list-style-type: none"> <li>1. Divide students into pairs. Distribute the other lyrical poems.</li> <li>2. Students read the poems and describe the characteristics of each using the following questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with narrative poetry?</b></li> <li>3. Students add the poems to their Poetry Notebook.</li> <li>4. Students choose one of the poems to write a response that includes the characteristics of the poem and how it creates imagery.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select a literary text to read independently.</li> <li>2. Student read the text independently monitoring their comprehension.</li> <li>3. Students write a response to what they read that demonstrates understanding of the text.</li> </ol>	
<p><b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b></p>				
<p><b>Closure</b></p>	<ol style="list-style-type: none"> <li>1. With their partner, students check each other's sentences and definitions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share the characteristics they found in the poems. Add anything new to the Anchor Chart: Forms of Poetry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share their response with a partner.</li> </ol>	





## Characteristics of Poetry

### Lesson Preparation

Daily Lesson 16	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.1Aiv 3.4A		3.Fig19C,D 3.6A 3.10A 3.20C		3.Fig19C,D 3.6A 3.10A 3.20C	3.3A 3.11A	3.22Aiv 3.17B 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>An extensive vocabulary supports the development of oral and written communication.</li> </ul> <p>— How does studying words help me as a reader and writer?</p> <ul style="list-style-type: none"> <li>Readers use strategies to identify the intended meaning of words and phrases in text.</li> </ul> <p>— What strategies will help me determine the meaning of unknown or multiple meaning words?</p>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> </ul> <p>— How do authors use words to create images in the reader’s mind?</p> <p>— How does the author’s use of language affect the reader?</p> <ul style="list-style-type: none"> <li>Authors use form and structure to communicate meaning.</li> </ul> <p>— How does the form of poetry communicate meaning?</p>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> </ul> <p>— How do authors use words to create images in the reader’s mind?</p> <p>— How does the author’s use of language affect the reader?</p> <ul style="list-style-type: none"> <li>Authors use form and structure to communicate meaning.</li> </ul> <p>— How does the form of poetry communicate meaning?</p>			
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Prefix</li> <li>Base word</li> </ul>		<ul style="list-style-type: none"> <li>Humorous poetry</li> <li>Rhyme</li> <li>Repetition</li> <li>Patterns of verse</li> <li>Meter</li> </ul>		<ul style="list-style-type: none"> <li>Rhyme</li> <li>Repetition</li> <li>Patterns of verse</li> <li>Meter</li> <li>Sensory language</li> </ul>		<ul style="list-style-type: none"> <li>adverbs</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Note card (1)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Poetry Notebook (1 per student)</li> <li>Grade-appropriate humorous poem for modeling (1)</li> <li>2 grade-appropriate humorous poems (1 copy of each per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Poetry Notebook (1 per student)</li> <li>Collection of grade-appropriate poetry in a variety of forms for student selection</li> <li>Chart paper (if applicable)</li> </ul>		<p><u>Empowering Writers: Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Background Knowledge:</b></p> <p>“Introduction to Beginnings” pgs. 47-49</p> <p><b>Teacher Directions:</b></p> <p>“Starting Off on the Right Foot” pg. 50-51</p> <p>“Analyze the Beginning” pg. 52-53</p>	
<b>Attachments and Resources</b>								

Daily Lesson 16	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Advance Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Brainstorm a list of base words and write them on an Anchor Chart: Base Words. The base words could include: <i>agree, happy, honest, continue, like, miss, infect, obey, qualify, play, help</i>. Choose words that can have many different prefixes and suffixes added to them.</li> <li>3. Create an Anchor Chart: Prefixes. This will be used throughout the year to record prefixes and their meaning.</li> <li>4. Write the prefix <i>dis-</i> on a note card.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Forms of Poetry. Add humorous poetry to the chart and give a definition.</li> <li>3. Prepare to display the Anchor Chart: Conventions of Poetry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Forms of Poetry from Shared Reading.</li> <li>3. Prepare to display the Anchor Chart: Conventions of Poetry from Shared Reading.</li> <li>4. Duplicate different poems in a variety of forms for student to add to their Poetry Notebooks. (optional-see Teacher Notes)</li> </ol>	
<p><b>Background Information</b></p>		<p>Humorous poetry - poetry that deals with amusing happenings</p> <p>Refer to Daily Lesson 14 Shared Reading for information on the conventions of poetry</p>		<p><b>GRAMMAR lessons cited may be extended or placed throughout this unit as needed</b></p>
<p><b>Teacher Notes</b></p>	<p>The words <i>display</i> and <i>dismiss</i> are non-examples because <i>dis-</i> does not mean “<i>the opposite of</i>” in these words.</p> <p>Clarify the difference between the letters <i>d-i-s</i> and the prefix <i>dis-</i>.</p> <p>This activity could also be done using a pocket chart by writing the base words on note cards instead of chart paper.</p>	<p>Refer to Daily Lesson 14 Shared Reading</p>	<p>In Daily Lessons 16, 18, and 20 Independent Reading, students will be practicing what is being learned in Shared Reading. Students will identify the characteristics of different forms of poetry and explain how the poem creates imagery. Students will be writing responses about how the poem makes them feel. Students will be adding the poems to their Poetry Notebooks by gluing or stapling copies of poems or by rewriting the poems</p>	<p><b>GRAMMAR-Texas Write Source adverbs</b></p>

Daily Lesson 16	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
			in their Poetry Notebooks (but this will take time).	

## Instructional Routines

Daily Lesson 16	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min. <u>Content Objective:</u> Students identify and decode words with common prefixes and determine how they change the meaning of words.</p>	<p>Suggested Duration: 25-30 min. <u>Content Objective:</u> Students describe the characteristics of humorous poetry and explain how it creates imagery.</p>	<p>Suggested Duration: 25 min. <u>Content Objective:</u> Students describe the characteristics of poetry and explain how it creates imagery.</p>	<p>Suggested Duration: 25-30 min. <u>Content Objective:</u> Students read story beginnings and determine which techniques authors used to create effective, entertaining story beginnings.</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Base Words. Students read all the words.</li> <li>2. Explain that sometimes a word part can be added to the beginning of a word to change its meaning.</li> <li>3. Choose one word that will work with the prefix <i>dis-</i>. Discuss the meaning of the word without the prefix <i>dis-</i>.</li> <li>4. Then using the note card, add the prefix <i>dis-</i>. Use the new word in a sentence or ask a student to put the new word in a sentence. Discuss the new meaning.</li> <li>5. Ask: <b>What is a prefix? What do readers and writers need to know about prefixes?</b> Discuss responses.</li> <li>6. Continue adding <i>dis-</i> to each word on the chart. Choose students to help decode each word with the prefix and see if adding <i>dis-</i> to the beginning makes a new word. (Some will not make sense or will be</li> </ol>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Conventions of Poetry. Review the conventions.</li> <li>2. Display the Anchor Chart: Forms of Poetry. Review the characteristics of narrative and lyrical poetry.</li> <li>3. Tell students they will be looking at humorous poetry. Discuss the definition for humorous poetry.</li> <li>4. Display and read the humorous poem for modeling.</li> <li>5. <b>Think Aloud</b> about the characteristics of the humorous poem. Ask the following questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with narrative and lyrical poetry?</b> Discuss responses and record the characteristics on the Anchor Chart: Forms of Poetry.</li> <li>6. <b>Think Aloud</b> about how the</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>What are we learning about poetry in Shared Reading?</b> Discuss responses and refer to the Anchor Charts: Conventions of Poetry and Forms of Poetry as necessary.</li> <li>2. Tell students that they are going to choose poetry to read independently. Instruct them to look for the characteristics of the poem using these questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with the other forms of poetry?</b> Tell students to make note of the characteristics either on the poem itself or in their Poetry Notebook.</li> <li>3. Explain that at the end of Independent Reading they will write a response that includes the characteristics of the poem and how it creates imagery. Instruct students to provide text evidence in their response.</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers: Comprehensive Narrative Writing Guide</u></p> <p><u>Teacher Background Knowledge:</u> “Introduction to Beginnings” pgs. 47-49</p> <p><u>Teacher Directions:</u> “Starting Off on the Right Foot” pg. 50-51</p> <p>“Analyze the Beginning 1” pg. 52-53</p> <p><b>GRAMMAR*</b>adverbs pg.437-438 &amp; pg.584-585</p>

Daily Lesson 16	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>non- examples. Refer to Teacher Notes.)</p> <p>7. Ask: <b>What does the prefix <i>dis-</i> mean?</b> Discuss responses. The prefix <i>dis-</i> means <i>not</i> or <i>the opposite of</i>. Add the prefix, its meaning, and examples of words with the prefix to the Anchor Chart: Prefixes.</p>	<p>poem creates images and how it elicits an emotional response.</p> <p>7. Model writing a response that includes the characteristics of the poem and how it creates imagery.</p>	<p>4. Display the response written in Shared Reading as a model.</p>	
<p><b>Learning Applications</b></p>	<ol style="list-style-type: none"> <li>Students copy the prefix and its meaning in their Word Study Notebook.</li> <li>Students select a word from the chart that can be added to <i>dis-</i>.</li> <li>Students write sentences using the word with and without the prefix to show their different meanings.</li> </ol>	<ol style="list-style-type: none"> <li>Divide students into pairs. Distribute the other humorous poems.</li> <li>Students read the poems and describe the characteristics of each using the following questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with narrative and lyrical poetry?</b></li> <li>Students add the poems to their Poetry Notebook.</li> <li>Students choose one of the poems to write a response that includes the characteristics of the poem and how it creates imagery.</li> </ol>	<ol style="list-style-type: none"> <li>Students choose poetry to read independently.</li> <li>Students identify the characteristics of the poems using the question in the Mini Lesson. Students record the characteristics either on the poem or in their Poetry Notebook.</li> <li>Students write a response that includes the characteristics of the poem and how it creates imagery.</li> </ol>	
<p><b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b></p>				
<p><b>Closure</b></p>	<p>1. Ask: <b>How does adding <i>dis-</i> to a word change its meaning?</b> Discuss responses.</p>	<p>1. Students share the characteristics they found in the poems. Add anything new to the Anchor Chart: Forms of Poetry.</p>	<p>1. Students share their poem and response to a partner.</p>	



## Characteristics of Poetry

### Lesson Preparation

Daily Lesson 17	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.1Aiv 3.4A		3.Fig19C,D 3.6A 3.10A 3.20C		3.2A,B,C 3.Fig19A,B,C,D,E, F 3.20C	3.3A 3.11A	3.17B 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>An extensive vocabulary supports the development of oral and written communication.</li> </ul> <p>— How does studying words help me as a reader and writer?</p> <ul style="list-style-type: none"> <li>Readers use strategies to identify the intended meaning of words and phrases in text.</li> </ul> <p>— What strategies will help me determine the meaning of unknown or multiple meaning words?</p>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> </ul> <p>— How do authors use words to create images in the reader’s mind?</p> <p>— How does the author’s use of language affect the reader?</p> <ul style="list-style-type: none"> <li>Authors use form and structure to communicate meaning.</li> </ul> <p>— How does the form of poetry communicate meaning?</p>		<ul style="list-style-type: none"> <li>Readers use strategies to support understanding of text.</li> </ul> <p>— What strategies do readers use to help in the comprehension of text?</p> <ul style="list-style-type: none"> <li>Readers create connections to make text personally relevant and useful.</li> </ul> <p>— How do readers make connections that help enhance understanding of texts?</p>			
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Prefix</li> <li>Base word</li> </ul>		<ul style="list-style-type: none"> <li>Free verse poetry</li> <li>Rhyme</li> <li>Repetition</li> <li>Patterns of Verse</li> <li>Meter</li> </ul>					
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Note card (1)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Poetry Notebook (1 per student)</li> <li>Grade-appropriate free verse poem for modeling (1)</li> <li>2 grade-appropriate free verse poems (1 copy of each per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader’s Notebook (1 per student)</li> <li>Collection of grade-appropriate literary texts including poetry for student selection</li> <li>Chart paper (if applicable)</li> </ul>		<p><u>Empowering Writers: Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Directions: pg. 52</b></p> <p><b>“Analyze this Beginning 2 &amp; 3” pgs. 54-55</b></p>	
<b>Attachments and Resources</b>								

Daily Lesson 17	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Advance Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Base Words from Daily Lesson 16. Add the following base words to the chart (if they aren't already on there): <i>agree, fiction, fat, example, happy, honest living, poisonous, profit, sense, smoking.</i></li> <li>3. Prepare to display the Anchor Chart: Prefixes from Daily Lesson 16.</li> <li>4. Write the prefix <i>non-</i> on a note card.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Forms of Poetry. Add free verse poetry to the chart and give a definition.</li> <li>3. Prepare to display the Anchor Chart: Conventions of Poetry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> </ol>	
<p><b>Background Information</b></p>	<p>The prefix <i>non-</i> means <i>not, no, or without.</i></p>	<p>Free verse poetry - poetry composed of rhymed or unrhymed lines that have no set patterns. Free verse has a casual irregular rhythm similar to that of everyday speech.</p> <p>Refer to Daily Lesson 14 Shared Reading for information on the conventions of poetry</p>		
<p><b>Teacher Notes</b></p>	<p>There is no hard and fast rule for using the prefix <i>non-</i>. Even though <i>non-</i> means not, it is not always the best prefix to use. When we do not agree, we disagree, not nonagree. When someone is not happy, they are unhappy, rather than nonhappy. When someone is not honest, they are dishonest, instead of nonhonest. Explain that even though the meaning is the same,</p>	<p>Refer to Daily Lesson 14 Shared Reading</p>	<p>Refer to Daily Lesson 15 Independent Reading</p>	



Daily Lesson 17	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>these words are “non”-examples.</p> <p>This activity could also be done using a pocket chart by writing the base words on note cards instead of chart paper.</p>			

Daily Lesson 17	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min.</p> <p><u>Content Objective:</u> Students identify and decode words with common prefixes and determine how they change the meaning of words.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students describe the characteristics of free verse poetry and explain how it creates imagery</p>	<p>Suggested Duration: 25 min.</p> <p><u>Content Objective:</u> Students write responses to literary texts that demonstrate an understanding of the text.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students read story beginnings and determine which techniques authors used to create effective, entertaining story beginnings.</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Base Words. Students read all the words.</li> <li>2. Ask: <b>What is a prefix? What is a base word? What do readers and writers need to know about prefixes and base words?</b> Discuss responses.</li> <li>3. Choose one word that will work with the prefix <i>non-</i>. Discuss the meaning of the word without the prefix <i>non-</i>.</li> <li>4. Then using the note card, add the prefix <i>non-</i>. Use the new word in a sentence or ask a student to put the new word in a sentence. Discuss the new meaning. Students should determine that the prefix <i>non-</i> means <i>not, no, or without</i>.</li> <li>5. Continue adding <i>non-</i> to each word on the chart. Choose students to help decode each word with the prefix and see if adding <i>non-</i> to the beginning makes a new word. (Some will not make sense or will be non-examples. Refer to</li> </ol>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Conventions of Poetry. Review the conventions.</li> <li>2. Display the Anchor Chart: Forms of Poetry. Review the characteristics of narrative, lyrical, and humorous poetry.</li> <li>3. Tell students they will be looking at free verse poetry. Discuss the definition for free verse poetry.</li> <li>4. Display and read the free verse poem for modeling.</li> <li>5. <b>Think Aloud</b> about the characteristics of the free verse poem. Ask the following questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with narrative, humorous, and lyrical poetry?</b> Discuss responses and record the characteristics on the Anchor Chart: Forms of Poetry.</li> <li>6. <b>Think Aloud</b> about how the</li> </ol>	<ol style="list-style-type: none"> <li>1. Review the following reading comprehension strategies: predicting/confirming, generating questions, summarizing, inferring, and making connections.</li> <li>2. Tell students they are going choose a literary text to read. Explain that they can choose how they want to respond to the text as long as it shows they have understood what has been read.</li> <li>3. If applicable, use a previously read text or a text from the collection to model writing a response that demonstrates understanding. (optional)</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers:</u> <u>Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Directions: pg. 52</b></p> <p><b>“Analyze this Beginning 2 &amp; 3” pg. 52, 54-55</b></p>

Daily Lesson 17	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>Teacher Notes.)</p> <p>6. Ask: <b>What does the prefix <i>non-</i> mean?</b> Discuss responses. The prefix <i>non-</i> means <i>not</i>, <i>no</i>, or <i>without</i>. Add the prefix, its meaning, and examples of words with the prefix to the Anchor Chart: Prefixes.</p>	<p>poem creates images and how it elicits an emotional response.</p> <p>7. Model writing a response that includes the characteristics of the poem and how it creates imagery.</p>		
<p><b>Learning Applications</b></p>	<ol style="list-style-type: none"> <li>1. Students copy the prefix and its meaning in their Word Study Notebook.</li> <li>2. Students select a word from the chart that can be added to <i>non-</i>.</li> <li>3. Students write sentences using the word with and without the prefix to show their different meanings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Divide students into pairs. Distribute the other free verse poems.</li> <li>2. Students read the poems and describe the characteristics of each using the following questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with narrative, lyrical, and humorous poetry?</b></li> <li>3. Students add the poems to their Poetry Notebook.</li> <li>4. Students choose one of the poems to write a response that includes the characteristics of the poem and how it creates imagery.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select a literary text to read independently.</li> <li>2. Student read the text independently monitoring their comprehension.</li> <li>3. Students write a response to what they read that demonstrates understanding of the text.</li> </ol>	
<p><b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b></p>				
<p><b>Closure</b></p>	<ol style="list-style-type: none"> <li>1. Ask: <b>How does adding <i>non-</i> to a word change its meaning?</b> Discuss responses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share the characteristics they found in the poems. Add anything new to the Anchor Chart: Forms of Poetry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share their response with a partner.</li> </ol>	

Daily Lesson 17	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING

## Characteristics of Poetry

### Lesson Preparation

Daily Lesson 18	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.1Aiv 3.4A		3.Fig19C,D 3.6A 3.10A 3.20C		3.Fig19C,D 3.6A 3.10A 3.20C	3.3A 3.11A	3.17B 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>An extensive vocabulary supports the development of oral and written communication.</li> <li>— How does studying words help me as a reader and writer?</li> <li>Readers use strategies to identify the intended meaning of words and phrases in text.</li> <li>— What strategies will help me determine the meaning of unknown or multiple meaning words?</li> </ul>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> <li>— How do authors use words to create images in the reader’s mind?</li> <li>— How does the author’s use of language affect the reader?</li> <li>Authors use form and structure to communicate meaning.</li> <li>— How does the form of poetry communicate meaning?</li> </ul>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> <li>— How do authors use words to create images in the reader’s mind?</li> <li>— How does the author’s use of language affect the reader?</li> <li>Authors use form and structure to communicate meaning.</li> <li>— How does the form of poetry communicate meaning?</li> </ul>			
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Prefix</li> <li>Base word</li> </ul>		<ul style="list-style-type: none"> <li>Limerick</li> <li>Rhyme</li> <li>Repetition</li> <li>Patterns of verse</li> <li>Meter</li> </ul>		<ul style="list-style-type: none"> <li>Rhyme</li> <li>Repetition</li> <li>Patterns of verse</li> <li>Meter</li> <li>Sensory language</li> </ul>			
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Note card (1)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Poetry Notebook (1 per student)</li> <li>Grade-appropriate limerick for modeling (1)</li> <li>2 grade-appropriate limericks (1 copy of each per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Poetry Notebook (1 per student)</li> <li>Collection of grade-appropriate poetry in a variety of forms for student selection</li> <li>Chart paper (if applicable)</li> </ul>		<p><u>Empowering Writers: Comprehensive Narrative Writing Guide</u>  <b>Teacher Directions: pg. 52</b></p> <p><b>“Analyze this Beginning 4 &amp; 5” pg. 52, 56-57</b></p>	
<b>Attachments and Resources</b>								

Daily Lesson 18	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Base Words from Daily Lesson 17. Add the following base words to the chart (if there are not there already): <i>day, help, land, miss, night, open, play, section, stream, summer, way, winter</i></li> <li>3. Prepare to display the Anchor Chart: Prefixes from Daily Lesson 17.</li> <li>4. Write the prefix <i>mid-</i> on a note card.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Forms of Poetry from Daily Lesson 17 Shared Reading. Add limerick to the chart and give a definition.</li> <li>3. Prepare to display the Anchor Chart: Conventions of Poetry from Daily Lesson 17 Shared Reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Forms of Poetry from Shared Reading.</li> <li>3. Prepare to display the Anchor Chart: Conventions of Poetry from Shared Reading.</li> <li>4. Duplicate different poems in a variety of forms for student to add to their Poetry Notebooks. (optional-see Teacher Notes)</li> </ol>	
<b>Background Information</b>		<p>Limerick - a short, humorous poem consisting of five lines. Lines 1, 2, and 5 have seven to ten syllables, rhyme, and have the same rhythm. Lines 3 and 4 have five to seven syllables, rhyme and have the same rhythm</p> <p>Refer to Daily Lesson 14 Shared Reading for information on the conventions of poetry</p>		
<b>Teacher Notes</b>	<p>Clarify the difference between the letters <i>m-i-d</i> and the prefix <i>mid-</i>.</p> <p>This activity could also be done using a pocket chart by writing the base words on note cards instead of chart paper.</p>	<p>All the poetry forms suggested in the TEKS 3.6A have been taught in Daily Lessons 14-17 Shared Reading. Even though Daily Lessons 18-20 are focused around other specific forms of poetry, teachers can choose any</p>		

Daily Lesson 18	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		form of poetry to study in these lessons.		

## Instruction Routines

Daily Lesson 18	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min.</p> <p><u>Content Objective:</u> Students identify common prefixes and determine how they change the meaning of words.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students describe the characteristics of a limerick and explain how it creates imagery.</p>	<p>Suggested Duration: 25 min.</p> <p><u>Content Objective:</u> Students describe the characteristics of poetry and explain how it creates imagery.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students read story beginnings and determine which techniques authors used to create effective, entertaining story beginnings.</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Base Words. Students read through all the words.</li> <li>2. Ask: <b>What is a prefix? What is a base word? What do readers and writers need to know about prefixes and base words?</b> Discuss responses.</li> <li>3. Choose one word that will work with the prefix <i>mid-</i>. Discuss the meaning of the word without the prefix <i>mid-</i>.</li> <li>4. Then using the note card, add the prefix <i>mid-</i>. Use the new word in a sentence or ask a student to put the new word in a sentence. Discuss the new meaning.</li> <li>5. Explain that <i>mid-</i> is a prefix and that prefixes go before a base word and change the meaning of the word.</li> <li>6. Continue adding <i>mid-</i> to each word on the chart to see if adding <i>mid-</i> to the beginning makes a new word. (Some will not make sense.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Conventions of Poetry. Review the conventions.</li> <li>2. Display the Anchor Chart: Forms of Poetry. Review the characteristics of narrative, lyrical, humorous, and free verse poetry.</li> <li>3. Tell students they will be looking at limericks. Discuss the definition for limericks.</li> <li>4. Display and read the limerick for modeling.</li> <li>5. <b>Think Aloud</b> about the characteristics of the limerick. Ask the following questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with the other forms of poetry?</b> Discuss responses and record the characteristics on the Anchor Chart: Forms of Poetry.</li> <li>6. <b>Think Aloud</b> about how the poem creates images and how it elicits an emotional</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>What are we learning about poetry in Shared Reading?</b> Discuss responses and refer to the Anchor Charts: Conventions of Poetry and Forms of Poetry as necessary.</li> <li>2. Tell students that they are going to choose poetry to read independently. Instruct them to look for the characteristics of the poem using these questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with the other forms of poetry?</b> Tell students to make note of the characteristics either on the poem itself or in their Poetry Notebook.</li> <li>3. Explain that at the end of Independent Reading they will write a response that includes the characteristics of the poem and how it creates imagery. Instruct students to provide text evidence in their</li> <li>4. Display the response written</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers:</u> <u>Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Directions: pg. 52</b></p> <p><b>“Analyze this Beginning 4 &amp; 5” pg. 52, 56-57</b></p>



Daily Lesson 18	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>7. Ask: <b>What does the prefix <i>mid-</i> mean?</b> Discuss responses. The prefix <i>mid-</i> means <i>middle</i>. Add the prefix, its meaning, and examples of words with the prefix to the Anchor Chart: Prefixes.</p>	<p>response.</p> <p>7. Model writing a response that includes the characteristics of the poem and how it creates imagery.</p>	<p>in Shared Reading as a model.</p>	
<p><b>Learning Applications</b></p>	<ol style="list-style-type: none"> <li>1. Students copy the prefix and its meaning in their Word Study Notebook.</li> <li>2. Students select a word from the chart that can be added to <i>mid-</i>.</li> <li>3. Students write sentences using the word with and without the prefix to show their different meanings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Divide students into pairs. Distribute the other limericks.</li> <li>2. Students read the poems and describe the characteristics of each using the following questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with the other forms of poetry?</b></li> <li>3. Students add the poems to their Poetry Notebook.</li> <li>4. Students choose one of the poems to write a response that includes the characteristics of the poem and how it creates imagery.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students choose poetry to read independently.</li> <li>2. Students identify the characteristics of the poems using the question in the Mini Lesson. Students record the characteristics either on the poem or in their Poetry Notebook.</li> <li>3. Students write a response that includes the characteristics of the poem and how it creates imagery.</li> </ol>	
<p><b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b></p>				
<p><b>Closure</b></p>	<p>1. Ask: <b>How does adding <i>mid-</i> to a word change its meaning?</b> Discuss responses.</p>	<p>1. Students share the characteristics they found in the poems. Add anything new to the Anchor Chart: Forms of Poetry.</p>	<p>1. Students share their poem and response to a partner.</p>	



## Characteristics of Poetry

### Lesson Preparation

Daily Lesson 19	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.1Aiv 3.1Av 3.4A		3.Fig19C,D 3.6A 3.10A 3.20C		3.2A,B,C 3.Fig19A,B,C,D,E, F 3.20C	3.3A 3.11A	3.17B 3.17C 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>An extensive vocabulary supports the development of oral and written communication.</li> </ul> <p>— How does studying words help me as a reader and writer?</p> <ul style="list-style-type: none"> <li>Readers use strategies to identify the intended meaning of words and phrases in text.</li> </ul> <p>— What strategies will help me determine the meaning of unknown or multiple meaning words?</p>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> </ul> <p>— How do authors use words to create images in the reader’s mind?</p> <p>— How does the author’s use of language affect the reader?</p> <ul style="list-style-type: none"> <li>Authors use form and structure to communicate meaning.</li> </ul> <p>— How does the form of poetry communicate meaning?</p>		<ul style="list-style-type: none"> <li>Readers use strategies to support understanding of text.</li> </ul> <p>— What strategies do readers use to help in the comprehension of text?</p> <ul style="list-style-type: none"> <li>Readers create connections to make text personally relevant and useful.</li> </ul> <p>— How do readers make connections that help enhance understanding of texts?</p>			
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Suffix</li> <li>Base word</li> </ul>		<ul style="list-style-type: none"> <li>Shape poetry</li> <li>Rhyme</li> <li>Repetition</li> <li>Patterns of verse</li> <li>Meter</li> </ul>					
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Note card (1)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Poetry Notebook (1 per student)</li> <li>Grade-appropriate shape poem for modeling (1)</li> <li>2 grade-appropriate shape poems (1 copy of each per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Reader’s Notebook (1 per student)</li> <li>Collection of grade-appropriate literary texts including poetry for student selection</li> <li>Chart paper (if applicable)</li> </ul>		<p><u>Empowering Writers: Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Directions: “Revising Story Beginnings” pgs. 58-59</b></p> <p><b>“Haunted House Beginning” pg. 60</b></p>	
<b>Attachments and Resources</b>								

Daily Lesson 19	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Advance Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Create another Anchor Chart: Base Word or continue to add the Anchor Chart used in Daily Lessons 16-18. Write the following verbs on the chart: <i>agree, believe, break, comfort, cure, enjoy, happy, help, like, move, read, teach, wash, wear, etc.</i></li> <li>3. Create an Anchor Chart: Suffixes.</li> <li>4. Write the suffix <i>-able</i> on a note card.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Forms of Poetry from Daily Lesson 18 Shared Reading. Add shape poetry to the chart and give a definition.</li> <li>3. Prepare to display the Anchor Chart: Conventions of Poetry from Daily Lesson 18 Shared Reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> </ol>	<p><u>Empowering Writers:</u> <u>Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Directions:</b> <b>“Revising Story Beginnings”</b> <b>pgs. 58-59</b></p> <p><b>“Haunted House Beginning”</b> <b>pg. 60</b></p>
<p><b>Background Information</b></p>	<p>The suffix <i>-able</i> means <i>able to</i>.</p> <p>The suffix <i>-able</i> changes words into adjectives.</p> <p>Believe = verb Believable = adjective</p>	<p>Shape poetry - poetry written in the shape or form of an object</p> <p>Refer to Daily Lesson 14 Shared Reading for information on the conventions of poetry</p>	<p>This Instructional Routine assesses Performance Indicator: <i>“Write multiple entries including thoughts, connections, and/or strategies that deepen understanding of fictional texts, poetry, literary nonfiction, drama, and media. Provide evidence from the text to support ideas.”</i></p>	
<p><b>Teacher Notes</b></p>	<p>Keep the Anchor Chart of Suffixes to use in future Word Study lessons.</p> <p>This activity could also be done using a pocket chart by writing the base words on note cards instead of chart paper.</p>	<p>Refer to Daily Lesson 18 Shared Reading</p>	<p>Refer to Daily Lesson 15 Independent Reading</p>	

## Instructional Routines

Daily Lesson 19	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min.</p> <p><u>Content Objective:</u> Students identify suffixes and determine how they change the meaning and parts of speech of words.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students describe the characteristics of shape poetry and explain how it creates imagery</p>	<p>Suggested Duration: 25 min.</p> <p><u>Content Objective:</u> Students write responses to literary texts that demonstrate an understanding of the text.</p>	<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students read and recognize boring story beginnings and revise them using action, dialogue, thoughts/questions, and/or sounds. Students learn to use the productive questioning techniques to generate entertaining beginnings.</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Base Words and instruct students to read the words.</li> <li>2. Ask students what they have learned about suffixes.</li> <li>3. Choose one word that will work with the suffix <i>-able</i>. Discuss the meaning of the word without the suffix <i>-able</i>.</li> <li>4. Then using the note card, add the suffix <i>-able</i>. Use the new word in a sentence or ask a student to put the new word in a sentence. Discuss the new meaning.</li> <li>5. Ask: <b>What is a suffix? What do readers and writers need to know about suffixes?</b> Discuss responses including that suffixes go after a base word and change the meaning of the word and/or changes the part of speech.</li> <li>6. Continue adding <i>-able</i> to each word on the chart. Choose students to help decode each word with the suffix and see if adding <i>-able</i> to the end makes a new word.</li> </ol>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Conventions of Poetry. Review the conventions.</li> <li>2. Display the Anchor Chart: Forms of Poetry. Review the characteristics of the other forms of poetry studied so far.</li> <li>3. Tell students they will be looking at shape poems. Discuss the definition for shape poems.</li> <li>4. Display and read the shape poem for modeling.</li> <li>5. <b>Think Aloud</b> about the characteristics of the shape poem. Ask the following questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with the other forms of poetry?</b> Discuss responses and record the characteristics on the Anchor Chart: Forms of Poetry.</li> <li>6. <b>Think Aloud</b> about how the poem creates images and how it elicits an emotional</li> </ol>	<ol style="list-style-type: none"> <li>1. Review the following reading comprehension strategies: predicting/confirming, generating questions, summarizing, inferring, and making connections.</li> <li>2. Tell students they are going choose a literary text to read. Explain that they can choose how they want to respond to the text as long as it shows they have understood what has been read.</li> <li>3. If applicable, use a previously read text or a text from the collection to model writing a response that demonstrates understanding. (optional)</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers:</u> <u>Comprehensive Narrative Writing Guide</u></p> <p><u>Teacher Directions:</u> <b>“Revising Story Beginnings”</b> pgs. 58-59</p> <p><b>“Haunted House Beginning”</b> pg. 60</p>

Daily Lesson 19	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>Some will not make sense.</p> <p>7. Ask: <b>What does the suffix –able mean?</b> Discuss responses. The suffix –able means <i>able to</i>. Add the suffix, its meaning, and examples of words with suffix to the Suffixes Anchor Chart.</p>	<p>response.</p> <p>7. Model writing a response that includes the characteristics of the poem and how it creates imagery.</p>		
<p><b>Learning Applications</b></p>	<ol style="list-style-type: none"> <li>Students copy the suffix and its meaning in their Word Study Notebook.</li> <li>Students select a word from the chart that can be added to –able.</li> <li>Students write sentences using the word with and without the suffix to show their different meanings.</li> </ol>	<ol style="list-style-type: none"> <li>Divide students into pairs. Distribute the other shape poems.</li> <li>Students read the poems and describe the characteristics of each using the following questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with the other forms of poetry?</b></li> <li>Students add the poems to their Poetry Notebook.</li> <li>Students choose one of the poems to write a response that includes the characteristics of the poem and how it creates imagery.</li> </ol>	<ol style="list-style-type: none"> <li>Students select a literary text to read independently.</li> <li>Student read the text independently monitoring their comprehension.</li> <li>Students write a response to what they read that demonstrates understanding of the text.</li> </ol>	
<p><b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b></p>				
<p><b>Closure</b></p>	<ol style="list-style-type: none"> <li>Ask: <b>How does adding -able to a word change its meaning and/or change its part of speech?</b> Discuss responses.</li> </ol>	<ol style="list-style-type: none"> <li>Students share the characteristics they found in the poems. Add anything new to the Anchor Chart: Forms of Poetry.</li> </ol>	<ol style="list-style-type: none"> <li>Students share their response with a partner.</li> <li>Collect Reader’s Notebooks to assess their entries for understanding.</li> </ol>	

## Characteristics of Poetry

### Lesson Preparation

Daily Lesson 20	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	3.1Aiv 3.1Av 3.4A 3.24Bi, Bii		3.Fig19C,D 3.6A 3.10A 3.20C		3.Fig19C,D 3.6A 3.10A 3.20C	3.3A 3.11A	3.22Av 3.17B 3.17C 3.23A	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>An extensive vocabulary supports the development of oral and written communication.</li> </ul> <p>— How does studying words help me as a reader and writer?</p> <ul style="list-style-type: none"> <li>Readers use strategies to identify the intended meaning of words and phrases in text.</li> </ul> <p>— What strategies will help me determine the meaning of unknown or multiple meaning words?</p>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> </ul> <p>— How do authors use words to create images in the reader’s mind?</p> <p>— How does the author’s use of language affect the reader?</p> <ul style="list-style-type: none"> <li>Authors use form and structure to communicate meaning.</li> </ul> <p>— How does the form of poetry communicate meaning?</p>		<ul style="list-style-type: none"> <li>Authors use writer’s craft to engage and sustain the reader’s interest and to make connections with the reader.</li> </ul> <p>— How do authors use words to create images in the reader’s mind?</p> <p>— How does the author’s use of language affect the reader?</p> <ul style="list-style-type: none"> <li>Authors use form and structure to communicate meaning.</li> </ul> <p>— How does the form of poetry communicate meaning?</p>			
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Suffix</li> <li>Base word</li> </ul>		<ul style="list-style-type: none"> <li>Cinquain poetry</li> <li>Rhyme</li> <li>Repetition</li> <li>Patterns of verse</li> <li>Meter</li> </ul>		<ul style="list-style-type: none"> <li>Rhyme</li> <li>Repetition</li> <li>Patterns of verse</li> <li>Meter</li> <li>Sensory language</li> </ul>		<ul style="list-style-type: none"> <li>preposition</li> <li>prepositional phrase</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Note card (1)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Poetry Notebook (1 per student)</li> <li>Grade-appropriate cinquain poem for modeling (1)</li> <li>2 grade-appropriate cinquain poems (1 copy of each per student)</li> <li>Chart paper (if applicable)</li> </ul>		<ul style="list-style-type: none"> <li>Poetry Notebook (1 per student)</li> <li>Collection of grade-appropriate poetry in a variety of forms for student selection</li> <li>Chart paper (if applicable)</li> </ul>		<p><b>Teacher Directions:</b> “Revising Story Beginnings” pgs. 58-59</p> <p><b>Teacher Directions:</b> “Camping” pg. 61</p>	
<b>Attachments and Resources</b>								

Daily Lesson 20	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Advance Preparation</b></p>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare a different Anchor Chart: Verb Base Words. Add the following base words to the chart: <i>bake, teach, paint, run, jump, think, travel, train, help, farm, sing, swim, play, dance</i>. Add only verbs to the chart.</li> <li>3. Prepare to display the Anchor Chart: Suffixes from Daily Lesson 19 Word Study.</li> <li>4. Write the suffix <i>-er</i> on a note card.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Forms of Poetry from Daily Lesson 19 Shared Reading. Add cinquain poetry to the chart and give a definition.</li> <li>3. Prepare to display the Anchor Chart: Conventions of Poetry from Daily Lesson 19 Shared Reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Forms of Poetry from Shared Reading.</li> <li>3. Prepare to display the Anchor Chart: Conventions of Poetry from Shared Reading.</li> <li>4. Duplicate different poems in a variety of forms for student to add to their Poetry Notebooks. (optional-see Teacher Notes)</li> </ol>	<p><b>Teacher Directions:</b> “Revising Story Beginnings” pgs. 58-59</p> <p><b>Teacher Directions:</b> “Camping” pg. 61</p> <p><b>In small groups, assign each group one technique (or let each group choose one technique) for creating interesting beginnings (Action, Dialogue, Thought/Question, or Sound) for “Camping” pg. 62</b></p>
<p><b>Background Information</b></p>	<p>The suffix <i>-er</i> means <i>someone who</i>.</p> <p>The suffix <i>-er</i> changes verbs into nouns.</p> <p>Bake = verb Baker = noun</p> <p>This Instructional Routine assesses Performance Indicator: Record multiple entries in a “<i>Word Study Notebook to demonstrate knowledge of new words, their meanings, and relationships.</i>”</p>	<p>Cinquain poetry - poetry that has five lines. The first line is one word (the title). The second line has two words that describe the title. The third line has three words that tell the action. The fourth line has four words that express the feeling. The fifth line has one word, which recalls the title.</p> <p>Refer to Daily Lesson 14 Shared Reading for information on the conventions of poetry</p> <p>This Instructional Routine assesses Performance Indicator: “<i>Produce a poetry notebook that</i></p>	<p>This Instructional Routine assesses Performance Indicator: “<i>Produce a poetry notebook that contains 3-5 different forms of published and original poems that include different sound patterns, repetitive language, and language conventions. For each poem, explain in writing the characteristics of the poem (e.g., rhyme, verse, repetition, etc.) and how it creates imagery.</i>”</p>	<p><b>GRAMMAR lessons cited may be extended or placed throughout this unit as needed.</b></p>



Daily Lesson 20	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		<p><i>contains 3-5 different forms of published and original poems that include different sound patterns, repetitive language, and language conventions. For each poem, explain in writing the characteristics of the poem (e.g., rhyme, verse, repetition, etc.) and how it creates imagery."</i></p>		
<p><b>Teacher Notes</b></p>	<p>The suffix <i>-er</i> can also be added to adjectives to create a superlative form. This Daily Lesson focuses on adding it to verbs to create nouns.</p> <p>This activity could also be done using a pocket chart by writing the base words on note cards instead of chart paper.</p>	<p>Refer to Daily Lesson 18 Shared Reading</p>		<p><b>*GRAMMAR*</b>  <b>Texas Write Source</b>  <b>Prepositions &amp; prepositional phrases</b></p>

Daily Lesson 20	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<p><b>Duration and Objective</b></p>	<p>Suggested Duration: 10-15 min. <u>Content Objective:</u> Students identify suffixes and determine how they change the meaning and parts of speech of words.</p>	<p>Suggested Duration: 20-25 min. <u>Content Objective:</u> Students describe the characteristics of cinquain poetry and explain how it creates imagery.</p>	<p>Suggested Duration: 20-25 min. <u>Content Objective:</u> Students describe the characteristics of poetry and explain how it creates imagery.</p>	<p>Suggested Duration: 25-30 min. <u>Content Objective:</u> Students read and recognize boring story beginnings and revise them using action, dialogue, thoughts/questions, and/or sounds. Students learn to use the productive questioning techniques to generate entertaining beginnings.</p>
<p><b>Mini Lesson</b></p>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Base Words and have the students read all the words.</li> <li>2. Ask students what they have learned about suffixes.</li> <li>3. Choose one word that will work with the suffix <i>-er</i>. Discuss the meaning of the word without the suffix <i>-er</i>.</li> <li>4. Then using the note card, add the suffix <i>-er</i>. Use the new word in a sentence or ask a student to put the new word in a sentence. Discuss the new meaning.</li> <li>5. Ask: <b>What is a suffix? What do readers and writers need to know about suffixes?</b> Discuss responses including that suffixes go after a base word and change the meaning of the word and/or changes the part of speech.</li> <li>6. Continue adding <i>-er</i> to each word on the chart. Choose students to help decode each word with the suffix and explain how adding <i>-er</i> to the end makes a new word.</li> </ol>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Conventions of Poetry. Review the conventions.</li> <li>2. Display the Anchor Chart: Forms of Poetry. Review the characteristics of the other forms of poetry studied so far.</li> <li>3. Tell students they will be looking at cinquain poems. Discuss the definition for cinquain poems.</li> <li>4. Display and read the cinquain poem for modeling.</li> <li>5. <b>Think Aloud</b> about the characteristics of the cinquain poem. Ask the following questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with the other forms of poetry?</b> Discuss responses and record the characteristics on the Anchor Chart: Forms of Poetry.</li> <li>6. <b>Think Aloud</b> about how the poem creates images and how it elicits an emotional</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>What are we learning about poetry in Shared Reading?</b> Discuss responses and refer to the Anchor Charts: Conventions of Poetry and Forms of Poetry as necessary.</li> <li>2. Tell students that they are going to choose poetry to read independently. Instruct them to look for the characteristics of the poem using these questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with the other forms of poetry?</b> Tell students to make note of the characteristics either on the poem itself or in their Poetry Notebook.</li> <li>3. Explain that at the end of Independent Reading they will write a response that includes the characteristics of the poem and how it creates imagery. Instruct students to provide text evidence in their response.</li> </ol>	<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><u>Empowering Writers: Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Directions: "Revising Story Beginnings" pgs. 58-59</b></p> <p><b>Teacher Directions: "Camping" pg. 61</b></p> <p>In small groups, assign each group one technique (or let each group choose one technique) for creating interesting beginnings (Action, Dialogue, Thought/Question, or Sound) for "Camping" pg. 62</p> <p><b>GRAMMAR *Prepositions &amp; prepositional phrases pg.151, pg. 439, pg.586-587</b></p>

Daily Lesson 20	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>Review the rules for doubling the consonant and dropping the –e as applicable.</p> <p>7. Ask: <b>What does the suffix –er mean?</b> Discuss responses. The suffix –er means <i>someone who</i>. Add the suffix, its meaning, and examples of words with suffix to the Suffixes Anchor Chart.</p>	<p>response.</p> <p>7. Model writing a response that includes the characteristics of the poem and how it creates imagery.</p>	<p>4. Display the response written in Shared Reading as a model.</p>	
<p><b>Learning Applications</b></p>	<ol style="list-style-type: none"> <li>Students copy the suffix and its meaning in their Word Study Notebook.</li> <li>Students brainstorm other verbs that can have –er as a suffix.</li> <li>Students select a word and write sentences using the word with and without the suffix to show their different meanings.</li> </ol>	<ol style="list-style-type: none"> <li>Divide students into pairs. Distribute the other cinquain poems.</li> <li>Students read the poems and describe the characteristics of each using the following questions: <b>Does it rhyme? How does the poem sound? How is it arranged? What others things do you notice about the poem? How does it compare with the other forms of poetry?</b></li> <li>Students add the poems to their Poetry Notebook.</li> <li>Students choose one of the poems to write a response that includes the characteristics of the poem and how it creates imagery.</li> </ol>	<ol style="list-style-type: none"> <li>Students choose poetry to read independently.</li> <li>Students identify the characteristics of the poems using the question in the Mini Lesson. Students record the characteristics either on the poem or in their Poetry Notebook.</li> <li>Students write a response that includes the characteristics of the poem and how it creates imagery</li> </ol>	
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<p><b>Closure</b></p>	<ol style="list-style-type: none"> <li>Ask: <b>How does adding –er to a word change its meaning and/or change its part of speech?</b> Discuss responses.</li> </ol>	<ol style="list-style-type: none"> <li>Students share the characteristics they found in the poems. Add anything new to the Anchor Chart: Forms of Poetry.</li> </ol>	<ol style="list-style-type: none"> <li>Students share their poem and response to a partner.</li> <li>Collect Poetry Notebooks for assessment in Writing, Shared</li> </ol>	

Daily Lesson 20	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	2. Collect Word Study Notebooks to assess students' entries.	2. Collect Poetry Notebooks for assessment in Writing, Shared Reading, or Independent Reading.	Reading, or Independent Reading.	

Daily Lesson 21	WORD STUDY		WHOLE GROUP READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
							3.17B 3.17C 3.23A	
Key Understandings and Guiding Questions	<h1>FLEX DAYS</h1>						<ul style="list-style-type: none"> <li><input type="checkbox"/> Authors use writer's craft to engage and sustain the reader's interest.</li> <li><input type="checkbox"/> Authors establish a purpose and plan for the development of a story.</li> </ul> <p>  How does an author develop an engaging story?</p>	
Vocabulary of Instruction								
Materials							<p><b><i>This instructional routine can be used as a performance indicator to assess students ability to create entertaining beginnings.</i></b></p> <p><u>Empowering Writers:</u> <u>Comprehensive Narrative Writing Guide</u></p> <p><b><u>Teacher Directions:</u></b> <b>"Revising Story Beginnings"</b> <b>pgs. 58-59</b></p> <p><b><u>Teacher Directions:</u></b> "Locked Out" pg. 69</p> <p><b>Students will choose one technique for creating interesting beginnings (Action, Dialogue, Thought/Question, or Sound) for "Locked Out" pg. 70</b></p>	

Attachments and Resources				
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Daily Lesson 21	WORD STUDY	WHOLE GROUP READING	INDEPENDENT READING	WRITING
Advance Preparation	<div data-bbox="396 342 1436 511" style="border: 1px solid black; padding: 20px; display: inline-block;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div>			
Background Information				
Teacher Notes				

Daily Lesson 21	WORD STUDY	WHOLE GROUP READING	INDEPENDENT READING	WRITING
Duration and Objective				<p>Suggested Duration: 25-30 min.</p> <p><u>Content Objective:</u> Students read and recognize boring story beginnings and revise them using action, dialogue, thoughts/questions, and/or sounds. Students learn to use the productive questioning techniques to generate entertaining beginnings.</p>
Mini Lesson	<div data-bbox="403 688 1442 855" style="border: 1px solid black; padding: 20px; display: inline-block;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div>			<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><i>This instructional routine can be used as a performance indicator to assess students ability to create entertaining beginnings.</i></p> <p><u>Empowering Writers: Comprehensive Narrative Writing Guide</u></p> <p><b>Teacher Directions:</b> “Revising Story Beginnings” pgs. 58-59</p> <p><b>Teacher Directions:</b> “Locked Out” pg. 69</p> <p>Students will choose one technique for creating interesting beginnings (Action, Dialogue, Thought/Question, or Sound) for “Locked Out” pg. 70</p>
Learning Applications				



Daily Lesson 21	WORD STUDY	WHOLE GROUP READING	INDEPENDENT READING	WRITING
	<div data-bbox="428 318 1470 487" style="border: 1px solid black; padding: 20px; margin: 0 auto;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div>			
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure				

Daily Lesson 22	WORD STUDY		WHOLE GROUP READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
							3.17A 3.17B 3.23A	
Key Understandings and Guiding Questions	<div style="border: 1px solid black; padding: 20px; display: inline-block;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div>						<ul style="list-style-type: none"> <li><input type="checkbox"/> Authors use writer's craft to engage and sustain the reader's interest.</li> <li><input type="checkbox"/> Authors establish a purpose and plan for the development of a story.</li> </ul> <p>  How does an author develop an engaging story?</p>	
Vocabulary of Instruction								
Materials							<b>Handout:</b> <b>Prompts for Personal Narrative</b> <b>Narrative Brainstorming</b> <b>Magnifying</b>	
Attachments and Resources								

Daily Lesson 22	WORD STUDY	WHOLE GROUP READING	INDEPENDENT READING	WRITING
Advance Preparation	<div data-bbox="396 386 1436 557" style="border: 1px solid black; padding: 20px; display: inline-block;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div>			
Background Information				
Teacher Notes				

Daily Lesson 22	WORD STUDY	WHOLE GROUP READING	INDEPENDENT READING	WRITING
Duration and Objective				<p>Suggested Duration: 20-25 min.</p> <p><u>ContentObjective</u>: Students will compose a personal narrative composition about a time when they had to wait for something.</p>
Mini Lesson	<div style="border: 1px solid black; padding: 20px; display: inline-block;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div>			<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><b><i>Narrative Prompt: Write about a time when you had to wait.</i></b></p> <p>Distribute Copies of the Prompt for Personal Narrative Page.</p> <p>Have students brainstorm ideas about a time they had to wait using the <b><u>Handout: Narrative Brainstorming</u></b></p> <p>Once students have completed brainstorming, then have them narrow their topic by using the <b><u>Handout: Magnifying</u></b></p> <p><b>You may want to model using both of these handouts with your students before they use them independently.</b></p> <p><b>Students may begin drafting when they finish magnifying, if time allows.</b></p>
Learning Applications				

Daily Lesson 22	WORD STUDY	WHOLE GROUP READING	INDEPENDENT READING	WRITING
	<div data-bbox="430 313 1470 483" style="border: 1px solid black; padding: 20px; margin: 0 auto; width: 80%;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div> <p data-bbox="695 565 1619 597" style="text-align: center;">Engage in Guided Reading and Guided Writing Instruction as appropriate.</p>			
Closure				

Daily Lesson 23	WORD STUDY		WHOLE GROUP READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
							3.17B 3.17C 3.23A	
Key Understandings and Guiding Questions	<div style="border: 1px solid black; padding: 20px; display: inline-block;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div>						<input type="checkbox"/> Authors use writer's craft to engage and sustain the reader's interest. <input type="checkbox"/> Authors establish a purpose and plan for the development of a story. How does an author develop an engaging story?	
Vocabulary of Instruction								
Materials								
Attachments and Resources								

Daily Lesson 23	WORD STUDY	WHOLE GROUP READING	INDEPENDENT READING	WRITING
Advance Preparation	<div data-bbox="396 386 1436 555" style="border: 1px solid black; padding: 20px; display: inline-block;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div>			
Background Information				
Teacher Notes				

Daily Lesson 23	WORD STUDY	WHOLE GROUP READING	INDEPENDENT READING	WRITING
Duration and Objective				<p>Suggested Duration: 20-25 min.</p> <p><b>Content Objective:</b> Students will compose a personal narrative composition about a time when they had to wait for something.</p>
Mini Lesson	<div style="border: 1px solid black; padding: 20px; display: inline-block;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div>			<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><b>Narrative Prompt:</b> <i>Write about a time when you had to wait for something.</i></p> <p><b>Students may continue drafting their narrative composition about a time when they had to wait for something.</b></p> <p><b>If time permits, they may begin revising and editing their composition. (See Daily Lesson 24)</b></p>
Learning Applications				



Daily Lesson 23

WORD STUDY

WHOLE GROUP READING

INDEPENDENT READING

WRITING

# FLEX DAYS

Engage in Guided Reading and Guided Writing Instruction as appropriate.

Closure

Daily Lesson 24	WORD STUDY		WHOLE GROUP READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
							3.17C 3.17D 3.17E 3.23A	
Key Understandings and Guiding Questions	<div style="border: 1px solid black; padding: 20px; display: inline-block;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div>						<ul style="list-style-type: none"> <li><input type="checkbox"/> Authors use writer's craft to engage and sustain the reader's interest.</li> <li><input type="checkbox"/> Authors establish a purpose and plan for the development of a story.</li> </ul> <p>How does an author develop an engaging story?</p>	
Vocabulary of Instruction								
Materials								
Attachments and Resources								

Daily Lesson 24	WORD STUDY	WHOLE GROUP READING	INDEPENDENT READING	WRITING
Advance Preparation	<div data-bbox="396 386 1436 555" style="border: 1px solid black; padding: 20px; display: inline-block;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div>			
Background Information				
Teacher Notes				

Daily Lesson 24	WORD STUDY	WHOLE GROUP READING	INDEPENDENT READING	WRITING
Duration and Objective				<p>Suggested Duration: 20-25 min.</p> <p><u>Content Objective:</u> Students will compose a personal narrative composition about a time when they had to wait for something.</p>
Mini Lesson	<div style="border: 1px solid black; padding: 20px; display: inline-block;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div>			<p>Continue the routine for practicing handwriting. Model correct formation and slant of the letter of the day. Students practice the letter using correct letter formation and slant.</p> <p><i>Students need to revise their compositions to include:</i></p> <ul style="list-style-type: none"> <li>• <i>sentence variety (flip the subject)</i></li> <li>• <i>elaborative detail</i></li> <li>• <i>interesting beginning (choose one of the four techniques: Action, Dialogue, Thought/Question, or Sound)</i></li> </ul> <p>Students will need to edit their compositions for the following concepts that you have taught during Unit 1 and Unit 2.</p> <p><b>Editing Checklist:</b></p> <ul style="list-style-type: none"> <li>• <b>Capitalization</b></li> <li>• <b>Spelling</b></li> <li>• <b>Complete Sentences</b></li> <li>• <b>Quotation Marks (if applicable)</b></li> </ul> <p><i>Score narrative compositions with the rubric provided on the ELAR website. Place the composition in the student's writing portfolio. Complete the writing report for your class and submit it to your principal.</i></p>
Learning Applications				

Daily Lesson 24	WORD STUDY	WHOLE GROUP READING	INDEPENDENT READING	WRITING
	<div data-bbox="430 313 1470 483" style="border: 1px solid black; padding: 20px; margin: 0 auto; width: 80%;"> <h1 style="margin: 0;">FLEX DAYS</h1> </div> <p data-bbox="695 565 1619 597" style="text-align: center;">Engage in Guided Reading and Guided Writing Instruction as appropriate.</p>			
Closure				

## Unit 2 Personal Narrative

Look at the picture



Everyone has waited on something they want. These children are waiting in line for ice cream.

Write about a time when you waited on something.

Be sure to –

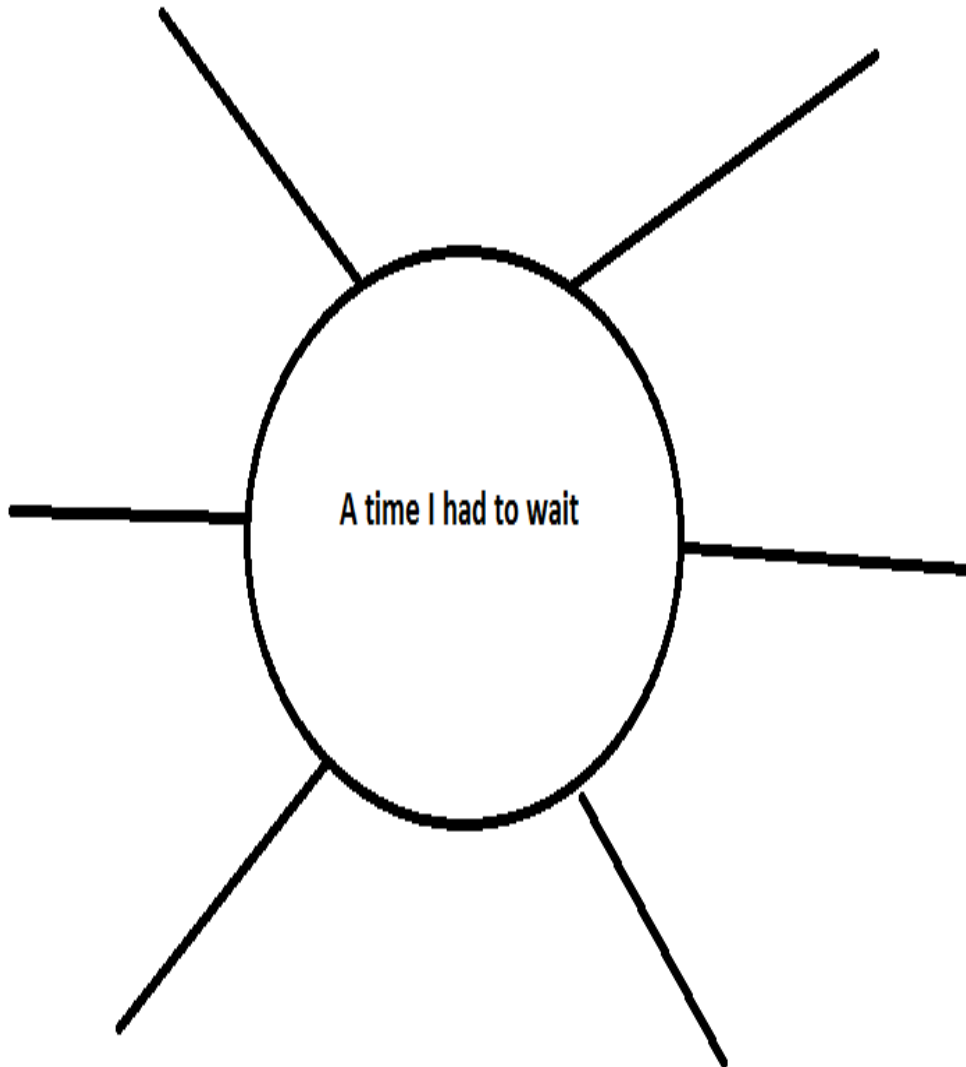
- Write about a personal experience
- Organize your writing
- Develop your ideas in detail
- Choose your words carefully
- Use correct spelling, capitalization, punctuation, grammar, and sentences

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Narrative Brainstorming

Brainstorm a list of ideas about the prompt. You will need at least 3, if you need more simply draw more lines.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Magnifying**

Choose 3 ideas from your brainstorming sheet.

**TOPIC:** A time I had to wait

**1.**

**2.**

**3.**

Circle the idea you'd like to write about and draw a line through the other 2. Now write 3 things about the circled idea of which you can elaborate.

**1.**

**2.**

**3.**

Finally, circle the elaborated moment that will be used in your narrative.



## Graphic Organizer for Drama

	Identify the element	Provide text evidence (include dialogue)	Event's Influence on Future Events
<b>Setting</b> <i>Time, Place,            Environment</i>			
<b>Character(s)</b> <i>Name, traits,            relationships</i>			
<b>Problem</b>			
<b>Event #1</b> <i>(Write a one-sentence            summary)</i>			
<b>Event #2</b> <i>(Write a one-sentence            summary)</i>			
<b>Event #3</b> <i>(Write a one-sentence            summary)</i>			
©2011, TESCCC <b>Solution</b>		07/01/12	

## What's the Rule?

The spelling of some base words change when a suffix is added. Write the new word in each blank.

Base Word	-es/-s	-ed	-ing
1. cry			
2. dance			
3. fray			
4. wrap			
5. marry			
6. grab			
7. like			
8. wag			
9. joke			
10. buy			

