

System 44 Daily Lesson Plan

Instructor: Shannon Bjorneby	Date: 11/145 and 16/21	Period: 3rd
Upper Elementary: Module 2: S44 Writing Day 1 (pp.40-41)		

Standards

Common Core State Standards

Grade K: RF.K.3b
Grade 3: W.3.2a, W.3.2b, W.3.4, W.3.5, SL.3.1b, L.3.1a, L.3.1e
Grade 4: W.4.2b, W.4.4, W.4.5, W.4.9b, SL.4.1b, SL.4.1c, L.4.2d
Grade 5: W.5.2a, W.5.2b, W.5.4, W.5.5, W.5.9b, SL.5.1b, SL.5.1c, L.5.1c, L.5.2e
Grade 6: W.6.2b, W.6.4, W.6.5, W.6.9b, SL.6.1b, SL.6.1c, L.6.2b

Objectives

Content Goals: <ul style="list-style-type: none">• Draw evidence from informational texts and paraphrase quotations.• Write an informative paragraph to examine and convey information clearly and accurately.	Language Goals: <ul style="list-style-type: none">• Write an informative paragraph using past-tense verbs in simple sentences.• Engage effectively in a discussion of ideas for writing and feedback.
--	---

Notes
I can put text evidence in my own words.
I can choose the proper past tense verbs to complete an informative paragraph.

Whole-Group Instruction (20 minutes)

During Whole-Group Introduction, have students identify words with short vowels:
• Be a word detective. Look for words in Text 1 (pages 36–37) that have short vowel sounds. Write a list of at least five. Share responses with **RED Routine 5: Idea Wave**.

Notes

System 44 Daily Lesson Plan

Small-Group Instruction (25 minutes)	
Group 1	Group 2
<p>Prewrite</p> <ul style="list-style-type: none">• Unpack the writing prompt on page 40.• Guide students to find evidence from Text 1 and paraphrase it. <p>Academic Discussion</p> <ul style="list-style-type: none">• Have students use questions and frames to discuss how Missy Franklin is a team player. <p>Write</p> <ul style="list-style-type: none">• Discuss examples of past-tense verbs and nouns.• Have students complete a first draft of an informative paragraph on page 41. <p>Revise</p> <ul style="list-style-type: none">• Guide students to check their spelling and parts of speech.• Have partners share feedback using sentence starters.	
Notes	
Small Group Rotations (25 Minutes)	
Instructional Software	
Monitor students as they work independently on leveled software.	
Notes	

System 44 Daily Lesson Plan

Standard Details - Common Core State Standards	
S44NG aligns to provide a necessary bridge toward Common Core standards.	
Grade K	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
Grade 4	
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4	Writing
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4	Writing
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9b	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
Grade 3	
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2b	Develop the topic with facts, definitions, and details.
W.3	Writing
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3	Writing
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

System 44 Daily Lesson Plan

Standard Details - Common Core State Standards	
S44NG aligns to provide a necessary bridge toward Common Core standards.	
Grade 6	
W.6.2 W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Grade 5	
W.5.2 W.5.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2 W.5.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5 W.5.4	Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5 W.5.5	Writing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.9 W.5.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
SL.5.1 SL.5.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1 SL.5.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
L.5.1 L.5.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions.
L.5.2 L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
Grade 4	
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1 SL.4.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
L.4.2 L.4.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

System 44 Daily Lesson Plan

Standard Details - Common Core State Standards	
S44NG aligns to provide a necessary bridge toward Common Core standards.	
Grade 6	
W.6	Writing
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6	Writing
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2b	Spell correctly.