

System 44 Daily Lesson Plan

Instructor: Shannon Bjorneby	Date: 11/17 and 18/21	Period: 3rd
Upper Elementary: Module 2: S44 Text Day 1 (pp.42-43)		

Standards

Common Core State Standards

Grade 1: RF.1.4
Grade 2: RF.2.4
Grade 3: RI.3.1, RI.3.2, RF.3.4, SL.3.1b, SL.3.2, SL.3.6, L.3.6
Grade 4: RI.4.2, RF.4.4, SL.4.1b, SL.4.6, L.4.3c, L.4.6
Grade 5: RI.5.2, RF.5.4, SL.5.1b, SL.5.6, L.5.6
Grade 6: RI.6.2, SL.6.1b, SL.6.2, SL.6.6, L.6.6

Objectives

Content Goals: <ul style="list-style-type: none">• Determine the central ideas of a primary source.• Cite specific evidence to support an analysis of a photograph and a statue.	Language Goals: <ul style="list-style-type: none">• Discuss a text using formal English in complete sentences.• Accurately use academic vocabulary to discuss a photograph and a statue.
--	--

Notes
I can state the main idea of a passage.
I can learn and use new academic vocabulary.

Whole-Group Instruction (20 minutes)

During Whole-Group Introduction, have students write answers to the following questions to establish a purpose for examining the primary source:
• What type of people are usually depicted as statues? ___ are usually depicted as statues.
Share responses with **RED Routine 5: Idea Wave**.

Notes

System 44 Daily Lesson Plan

Small-Group Instruction (25 minutes)	
Group 1	Group 2
<p>Read Primary Sources</p> <ul style="list-style-type: none">• Build visual literacy by discussing the photograph and statue on page 42.• Read the introductory text using Modeled Fluent Reading and examine the photograph and statue. <p>Build Word Knowledge</p> <ul style="list-style-type: none">• Introduce the Target Words on page 43 and have students rate their knowledge of each word.• Use the Teaching Vocabulary Routine to teach the Target Words.• Reread the introductory text using Oral Cloze and examine the photograph and statue again. <p>Analyze</p> <ul style="list-style-type: none">• Guide students to read closely, interpret evidence, and communicate and collaborate as they respond to questions about the primary source.	
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 4	
LA.4. RI.4	Informational Text
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RF.4	Foundational Skills
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
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.
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4	Speaking and Listening
Grade 3	
RI.3	Informational Text
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3	Informational Text
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RF.3	Foundational Skills
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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).
SL.3	Speaking and Listening
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3	Speaking and Listening
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.3	Language
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Grade 2	
RF.2	Foundational Skills
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
Grade 1	
RF.1	Foundational Skills
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

System 44 Daily Lesson Plan

Standard Details - Common Core State Standards	
S44NG aligns to provide a necessary bridge toward Common Core standards.	
Grade 6	
RI.6	Informational Text
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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	Speaking and Listening
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6	Speaking and Listening
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6	Language
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grade 5	
RI.5	Informational Text
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RF.5	Foundational Skills
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
SL.5.1	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.
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5	Speaking and Listening
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5	Language
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
Grade 4	
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.4	Language
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).