

# System 44 Daily Lesson Plan

<b>Instructor:</b> Shannon Bjorneby	<b>Date:</b> 11/5/21 and 11/8/21	<b>Period:</b> 3rd
<b>Upper Elementary:</b> Module 2: S44 Text Day 1 (pp.36-37)		

## Standards

### Common Core State Standards

**Grade K:** RF.K.2a, RF.K.2e, RF.K.3b  
**Grade 1:** RF.1.2a, RF.1.4  
**Grade 2:** RF.2.3a, RF.2.4  
**Grade 3:** RI.3.2, RF.3.4, SL.3.1b, SL.3.6, L.3.1e, L.3.1i  
**Grade 4:** RI.4.2, RF.4.4, SL.4.1b, SL.4.6, L.4.3c  
**Grade 5:** RF.5.4, SL.5.1b, SL.5.6, L.5.1c  
**Grade 6:** RI.6.2, SL.6.1b, SL.6.6

### Objectives

<b>Content Goals:</b> <ul style="list-style-type: none"><li>• Read a news article two times to develop fluency and support comprehension.</li><li>• Cite evidence to support written analysis.</li><li>• Determine the central idea and details and provide an objective summary.</li></ul>	<b>Language Goals:</b> <ul style="list-style-type: none"><li>• Discuss a text using past-tense verbs in simple sentences and formal English.</li><li>• Identify and contrast words with short and long vowel sounds.</li></ul>
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### Notes

### Whole-Group Instruction (20 minutes)

During Whole-Group Introduction, have students list words that rhyme with the long a sound:  
• You can change the first sound in the word make to form the word take. Make a list of other words that rhyme with make. Share responses with **RED Routine 5: Idea Wave**.

### Notes

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Small-Group Instruction (25 minutes)	
Group 1	Group 2
<p><b>Text-Based Questioning</b></p> <ul style="list-style-type: none"> <li>• Read “A True Team Player” on <b>pages 36–37</b> using <b>Modeled Fluent Reading</b>.</li> <li>• Guide students to read closely, interpret evidence, and communicate and collaborate as they respond to the Comprehension question.</li> </ul> <p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>• Have students identify S.M.A.R.T. words with short and long vowel sounds.</li> <li>• Reread the article using <b>Oral Cloze</b>.</li> </ul> <p><b>Academic Discussion</b></p> <ul style="list-style-type: none"> <li>• Have students discuss and write the key idea and important details.</li> </ul> <p><b>Summarize</b></p> <ul style="list-style-type: none"> <li>• Guide students to use frames and the <b>Summarize Routine</b> to orally summarize the article.</li> </ul> <p><b>Stretch Text</b></p> <ul style="list-style-type: none"> <li>• Read and discuss “Good Sports: Baseball Heroes” on <b>page 189</b>.</li> </ul>	
<p><b>Notes</b></p>	
Small Group Rotations (25 Minutes)	
Instructional Software	
<p>Monitor students as they work independently on leveled software.</p>	
<p><b>Notes</b></p>	

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Standard Details - Common Core State Standards	
S44NG aligns to provide a necessary bridge toward Common Core standards.	
<b>Grade K</b>	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a	Recognize and produce rhyming words.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
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.
<b>Grade 3</b>	
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.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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.
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Grade 2</b>	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2	Foundational Skills
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
<b>Grade 1</b>	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1	Foundational Skills
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

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<b>Grade 6</b>	
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.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>Grade 5</b>	
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.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.
<b>Grade 4</b>	
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
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).
<b>Grade 3</b>	
L.3.1i	Produce simple, compound, and complex sentences.