



ELAR Grade 04 Unit 02 Exemplar Lesson 02: A Close Look at Dramatic Literature

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

Lesson Organizer

Lesson Synopsis	Students will be focusing on dramatic literature by studying the elements of plays and comparing those elements to fiction. Students have the opportunity to practice and perform a drama/play. Students will use the writing process and effective written conventions to write a personal narrative. Word Study will continue as students take a deeper look at homophones and adjectives and adverbs.
Performance Indicators	<p>Grade 04 ELAR Unit 02 PI 01</p> <hr/> <p>Interview a classmate using effective communication skills. Use the writing process and appropriate written conventions to write a short biography about that person. Standard(s): 4.15A , 4.15B , 4.15C , 4.15D , 4.15E , 4.27A , 4.29A ELPS ELPS.c.1B , ELPS.c.1D , ELPS.c.1E , ELPS.c.1F , ELPS.c.1G , ELPS.c.2C , ELPS.c.2D , ELPS.c.2E , ELPS.c.2G , ELPS.c.2H , ELPS.c.2I , ELPS.c.3B , ELPS.c.3C , ELPS.c.3F , ELPS.c.3G , ELPS.c.3H , ELPS.c.3I , ELPS.c.5B , ELPS.c.5C , ELPS.c.5D , ELPS.c.5E , ELPS.c.5F , ELPS.c.5G</p> <p>Grade 04 ELAR Unit 02 PI 02</p> <hr/> <p>Using the writing process and effective written conventions, write a one-page personal narrative about a time when something surprising happened or about a time when you learned something new. Standard(s): 4.15A , 4.15B , 4.15C , 4.15D , 4.15E , 4.17A ELPS ELPS.c.5C , ELPS.c.5D , ELPS.c.5E , ELPS.c.5F , ELPS.c.5G</p>

Grade 04 ELAR Unit 02 PI 03

After reading a play or script, complete a graphic organizer that describes the structural elements of dramatic literature and provide text evidence including dialogue.

Standard(s): 4.5A , 4.Fig19D

ELPS ELPS.c.4D , ELPS.c.4F , ELPS.c.4G , ELPS.c.4I , ELPS.c.4J , ELPS.c.5G

Grade 04 ELAR Unit 02 PI 05

Write multiple entries including thoughts, connections, and/or strategies that deepen understanding of fictional texts, literary nonfiction, and drama. Provide evidence from the text to support ideas.

Standard(s): 4.1A , 4.9A , 4.18C , 4.Fig19A , 4.Fig19B , 4.Fig19C , 4.Fig19D , 4.Fig19E , 4.Fig19F

ELPS ELPS.c.1E , ELPS.c.4D , ELPS.c.4F , ELPS.c.4G , ELPS.c.4I , ELPS.c.4J , ELPS.c.4K , ELPS.c.5F , ELPS.c.5G

Grade 04 ELAR Unit 02 PI 06

Record multiple entries in a Word Study Notebook demonstrating word knowledge. Use the notebook to support writing.

Standard(s): 4.2A , 4.2B , 4.2E

ELPS ELPS.c.1A , ELPS.c.1C , ELPS.c.1E , ELPS.c.1F , ELPS.c.1H , ELPS.c.4A , ELPS.c.5B , ELPS.c.5F , ELPS.c.5G

Key Understandings

- Authors use conventions of written language to communicate clearly and effectively.
- Authors use writer’s craft to engage and sustain the reader’s interest.
- Understanding literary elements facilitates the reader’s ability to make meaning of the text.
- Readers use strategies to support understanding of text.
- An extensive vocabulary enhances oral and written communication.

TEKS

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

4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

4.2E Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

Readiness Standard

4.5 **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:

4.5A Describe the structural elements particular to dramatic literature.

Supporting Standard

4.6 **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:

4.6A Sequence and summarize the plot's main events and explain their influence on future events.

Readiness Standard

4.6B Describe the interaction of characters including their relationships and the changes they undergo.

Readiness Standard

4.6C Identify whether the narrator or speaker of a story is first or third person.

Supporting Standard

4.8 **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:

4.8A Identify the author's use of similes and metaphors to produce imagery.

Supporting Standard

- 4.15** *Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:*
- 4.15A** 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).
- 4.15B** Develop drafts by categorizing ideas and organizing them into paragraphs.
- Readiness Standard*
- 4.15C** Revise drafts for coherence, organization, use of simple and compound sentences, and audience.
- Readiness Standard*
- 4.15D** Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric.
- Readiness Standard*
- 4.15E** Revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.
- 4.17** *Writing/Personal. Students write about their own experiences. Students are expected to:*
- 4.17A** Write about important personal experiences.
- Readiness Standard*
- 4.18** *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:*
- 4.18C** Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
- 4.20** *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:*

4.20A Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

Readiness Standard

4.20A.iii adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest).

Supporting Standard

4.20A.iv adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot).

Supporting Standard

4.20A.v prepositions and prepositional phrases to convey location, time, direction, or to provide details.

Supporting Standard

4.20C Use complete simple and compound sentences with correct subject-verb agreement.

Supporting Standard

4.21 ***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:***

4.21B Use capitalization for:

Readiness Standard

4.21B.i historical events and documents.

Supporting Standard

4.21B.ii titles of books, stories, and essays

Supporting Standard

4.21B.iii languages, races, and nationalities

Supporting Standard

4.21C Recognize and use punctuation marks including:

Readiness Standard

4.21C.i commas in compound sentences

Supporting Standard

4.21C.ii quotation marks.

Supporting Standard

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

4.22A Spell words with more advanced orthographic patterns and rules:

Readiness Standard

4.22A.i plural rules (e.g., words ending in f as in leaf, leaves; adding -es).

Supporting Standard

4.22A.ii irregular plurals (e.g., man/men, foot/feet, child/children).

Supporting Standard

4.22A.iii double consonants in middle of words.

Supporting Standard

4.22A.iv other ways to spell sh (e.g., -sion, -tion, -cian)

Supporting Standard

4.22B Spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-).

Supporting Standard

4.22C Spell commonly used homophones (e.g., there, they're, their; two, too, to).

Supporting Standard

4.22D Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.

Supporting Standard

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

4.Fig19A Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.

4.Fig19B Ask literal, interpretive, and evaluative questions of text.

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

4.Fig19D Make inferences about text using textual evidence to support understanding. (Literary Nonfiction, Poetry, Drama)

Readiness Standard (Fiction)

Supporting Standard (Literary Nonfiction, Poetry, and Drama)

4.Fig19E Summarize information in text, maintaining meaning and logical order. (Literary Nonfiction, Poetry, Drama)

Readiness Standard (Fiction)

Supporting Standard (Literary Nonfiction, Poetry, and Drama)

4.Fig19F Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

Readiness Standard

Ongoing TEKS

- 4.1** *Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:*
- 4.1A** Read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- 4.9** *Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:*
- 4.9A** 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).
- 4.21** *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:*
- 4.21A** Write legibly by selecting cursive script or manuscript printing as appropriate.
- 4.27** *Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:*
- 4.27A** Listen attentively to speakers, ask relevant questions, and make pertinent comments.
- 4.28** *Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:*
- 4.28A** Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.
- 4.29** *Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:*

4.29A 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.

Materials

- Word Study Notebook (1 per student)
- Reader’s Notebook (1 per student)
- Writer’s Notebook (1 per student)
- Teacher Writer’s Notebook (1)
- Teacher Reader’s Notebook (1)
- Colored pen or pencil (1 per student)
- Dry erase board (1 per student)
- Dry erase marker (1 per student)
- Eraser (1 per student)
- Publishing paper (2-5 per student)
- Sentence strips (10)
- Dictionary (class set)
- Note card (2 per student)
- Chart paper (if applicable)
- 2 grade-appropriate fictional short stories (class set of each)
- 4 grade-appropriate texts for modeling(1 copy of each)
- Grade-appropriate previously read literary text with examples of similes and/ or metaphors (1)
- 8 grade-appropriate written dramas/plays (class set of each)
- Grade-appropriate fictional text (1)
- Grade-appropriate dramas/plays for student practice (1 per group of students)
- Grade-appropriate text(s) with names of historical events/ documents, names of languages, race, and nationalities (1)
- Collection of grade-appropriate texts in a variety of genre for student selection
- Collection of grade-appropriate texts in a variety of genre for student selection
- Collection of grade-appropriate literary texts in a for student selection

Attachments

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

	<ul style="list-style-type: none"> Handout: Structure and Elements of Fiction Handout: Shhh! Handout: Looking at the Elements of Drama
Resources and References	None identified
Possible/Optional Literature Selections	None identified

A Close Look at Dramatic Literature

Lesson Preparation

Daily Lesson #: 08	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	4.22Aii		4.Fig19C 4.6A,B,C	4.1A	4.Fig19C,D 4.18C	4.1A 4.9A	4.15B,C 4.20C 4.21Ci	
Key Understandings and Guiding Questions	<input type="checkbox"/> An extensive vocabulary enhances oral and written communication. - How can studying words help us as readers and writers?		<input type="checkbox"/> Readers use strategies to support understanding of text. - How do readers use story structure and elements to understand fiction?		<input type="checkbox"/> Readers use strategies to support understanding of text. - How do readers show understanding of text by writing?		<input type="checkbox"/> Authors use conventions of written language to communicate clearly and effectively. - How and why do authors revise their writing?	
Vocabulary of Instruction	<input type="checkbox"/> Singular <input type="checkbox"/> Plural <input type="checkbox"/> Noun		<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Plot <input type="checkbox"/> Conflict <input type="checkbox"/> Rising action <input type="checkbox"/> Climax <input type="checkbox"/> Falling action <input type="checkbox"/> Resolution		<input type="checkbox"/> Inference <input type="checkbox"/> Inferring		<input type="checkbox"/> Simple sentence <input type="checkbox"/> Compound sentence <input type="checkbox"/> Conjunction	
Materials	<input type="checkbox"/> Word Study Notebook (1 per student) <input type="checkbox"/> Collection of grade-appropriate texts in a variety of genre for student selection <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Grade-appropriate fictional short story (class set) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Teacher Reader's Notebook (1) <input type="checkbox"/> Grade-appropriate text for modeling(1) <input type="checkbox"/> Collection of grade-appropriate texts in a variety of genre for		<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher Writer's Notebook (1) <input type="checkbox"/> Chart paper (if applicable)	

Daily Lesson #: 08	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
			student selection <input type="checkbox"/> Chart paper (if applicable)	
Attachments and Resources		<input type="checkbox"/> Handout: Structure and Elements of Fiction (1)		
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare display visuals as appropriate. 2. Prepare to display the Anchor Chart: Plural Rules from Daily Lesson 7. Add to the chart: <i>Irregular plural nouns do not fit the rules and patterns of regular nouns.</i> 3. Recall the list of irregular plural nouns from Unit 01, Lesson 02, Daily Lesson 11. Choose five different irregular nouns to display and add to the Anchor Chart: Plural Rules. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select a grade-appropriate fictional short story. This text will also be used in Daily Lesson 9. 3. Prepare to Think Aloud about the structural elements of fiction and how they help a reader understand the story. Preview the text and determine where to stop for discussion. 4. Create an Anchor Chart: Structural Elements of Fiction. Use the Handout: Structure and Elements of Fiction to create the Anchor Chart. 	<ol style="list-style-type: none"> 1. Prepare display visuals as appropriate. 2. Prepare to act out an activity without speaking (like charades). For example, <i>brushing your teeth, fishing, watching a football game</i>, etc. 3. Add a question(s) and/or prompt(s) about making inferences to the Anchor Chart: Reader Response Questions. For example: <i>What predictions are you able to make? What clues are causing you to make that prediction? What ideas did you think about that weren't directly in the text? What clues led you to that idea?</i> 	<ol style="list-style-type: none"> 1. Prepare display visuals as appropriate. 2. Prepare to display the Anchor Chart: Compound Sentences from Daily Lesson 6 Writing. 3. In the Teacher Writer's Notebook, finish writing the first draft of the biography. Prepare to make revisions by combining two simple sentences to make a compound sentence.
Background Information	Examples of irregular plurals:		Inference - a logical guess made	

Daily Lesson #: 08	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<ul style="list-style-type: none"> • Nouns that change vowel sounds: <i>man-men, goose-geese, mouse-mice</i> • Nouns that don't change at all: <i>sheep, fish, deer</i> • Nouns that are from Old English: <i>child-children, ox-oxen</i> • Others: <i>person-people</i> 		<p>by connecting bits of information. Readers make inferences by drawing conclusions, making generalizations, and making predictions.</p> <p>Drawing conclusions - a form of inference in which the reader gathers information, considers the general thoughts or ideas that emerge from the information, and comes to a decision. The conclusion is generally based on more than one piece of information.</p>	
<p>Teacher Notes</p>		<p>In Daily Lessons 8-12 Shared Reading, students continue to develop their understandings of structural elements in fiction.</p> <p>In Daily Lessons 13-20, students will apply their understandings of structural elements of fiction to dramatic literature.</p>		

Instructional Routines

Daily Lesson # 08	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 15 min. <u>Content Objective:</u> Students spell words that are irregular when plural.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students understand the structural elements of fictional text.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students make inferences and use text evidence to support their understanding. Students write responses to texts read independently and provide evidence from the text to demonstrate understanding.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students develop drafts and revise drafts by organizing them into paragraphs that include both simple and compound sentences.
Mini Lesson	<ol style="list-style-type: none"> 1. Ask: How are irregular plural nouns different from regular plural nouns? Discuss responses. 2. Display the Anchor Chart: Plural Rules. Review examples of irregular plural nouns. 	<ol style="list-style-type: none"> 1. Display the Anchor Chart: Structural Elements of Fiction. Review the structure and elements of fiction. 2. Explain that they will be analyzing the structural elements of fiction (<i>setting, character, plot, and theme</i>) to help them understand the story. 3. Distribute the selected fictional short story. Begin to read the fictional short story aloud. Stop at predetermined points to Think Aloud about the structural elements and how they help a reader 	<ol style="list-style-type: none"> 1. Display the Anchor Chart: Reader Response Questions. Explain that questions will continue to be added to the chart and that they will use these questions to write responses in their Reader's Notebooks. 2. Tell students to watch you act out an activity and raise their hand when they think they know what you are doing. 3. Act out the chosen activity. Stop when the majority of students think they know what you are doing. 	<ol style="list-style-type: none"> 1. Display Anchor Chart: Compound Sentences from Daily Lesson 6 Writing to review how writers combine sentences to make their writing more interesting to read. 2. In the Teacher Writer's Notebook, reread the biography and find places to combine simple sentences into a compound sentence or run-on sentences that need proper punctuation or coordinating conjunctions.

		<p>understand the text.</p> <ol style="list-style-type: none"> 4. Using the Anchor Chart: Structural Elements of Fiction, record notes about the characters, setting, plot, and theme. Record notes on the chart. 5. Reread parts of the text to locate text evidence to support responses. 6. Make predictions about what will happen next. 	<ol style="list-style-type: none"> 4. Ask: What was I doing? How do you know? What were the clues? Discuss responses. 5. Explain that when the brain sees clues and connects those clues to prior knowledge and experience to make a guess, it is called inferring or making an inference. 6. Tell students that authors cannot put every tiny thing in their stories or else every book would be too long. Authors give readers clues to help them make inferences. 7. Explain two types of inferences: predicting and drawing conclusions. 8. Read the questions for making inferences on the Anchor Chart: Reader Response Questions. 9. With the selected text, model writing a prediction based on clues from the title, cover, and
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			illustrations. 10. Read the selected text or part of the selected text and monitor comprehension including making inferences. Record new inferences along with text evidence.	
Learning Applications	<ol style="list-style-type: none"> 1. Students select a text that they have been reading during Independent Reading and find examples of irregular plurals. 2. Students record the irregular plurals in their Word Study Notebooks. 3. Students write the singular form of the plurals they found. 	<ol style="list-style-type: none"> 1. Continue to read aloud more of the story. 2. At a predetermined stopping point, students Think, Turn, Talk to a partner about what they now understand about the characters, setting, plot, and theme and make predictions. 3. During a whole group discussion record responses on the Anchor Chart. Explain that the structural elements help readers summarize the story events and make predictions about what will happen next. 	<ol style="list-style-type: none"> 1. Students select their text for Independent Reading. 2. Using the questions or prompts on the Anchor Chart: Reader Response Questions, students write a prediction with text evidence in their Reader's Notebooks. 3. Students read and monitor comprehension including making inferences. Students record inferences along with text evidence. 	<ol style="list-style-type: none"> 1. Students finish writing the first draft of their biographies and begin revising by combining two simple sentences into a compound sentence or a run-on sentence that needs a coordinating conjunction and comma.
	Engage in Guided Reading and Guided Writing Instruction as appropriate.			
Closure	1. Add the student examples	1. Using the Anchor Chart:	1. Students share their	1. Students share with a

	to the Anchor Chart: Plural Rules.	Structural Elements of Fiction begin to discuss and draw a plot line to begin to summarize the events in the story.	inferences and text evidence with a partner.	partner where they revised by combining two simple sentences into a compound sentence.
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A Close Look at Dramatic Literature

Lesson Preparation

Daily Lesson #: 09	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	4.22Aiii		4.Fig19C 4.6A,B,C	4.1A	4.Fig19C,E 4.18C	4.1A 4.9A	4.15D 4.21Bi-iii,Ci,ii 4.22Ai-iii,B,D	4.27A 4.28A 4.29A
Key Understandings and Guiding Questions	<input type="checkbox"/> An extensive vocabulary enhances oral and written communication. - How can studying words help us as readers and writers?		<input type="checkbox"/> Readers use strategies to support understanding of text. - How do readers use story structure and elements to understand fiction?		<input type="checkbox"/> Readers use strategies to support understanding of text. - How do readers show understanding of text by writing?		<input type="checkbox"/> Authors use conventions of written language to communicate clearly and effectively. - How and why do authors edit their writing?	
Vocabulary of Instruction	<input type="checkbox"/> Consonant		<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Plot <input type="checkbox"/> Conflict <input type="checkbox"/> Rising action <input type="checkbox"/> Climax <input type="checkbox"/> Falling action <input type="checkbox"/> Resolution		<input type="checkbox"/> Summary <input type="checkbox"/> Summarize		<input type="checkbox"/> Edit	
Materials	<input type="checkbox"/> Word Study Notebook (1 per student) <input type="checkbox"/> Dry erase board (1 per student) <input type="checkbox"/> Dry erase marker (1 per student) <input type="checkbox"/> Eraser (1 per student) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Grade-appropriate fictional short story from Daily Lesson 8 (class set) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Teacher Reader's Notebook (1) <input type="checkbox"/> Grade-appropriate text previously read for modeling (1) <input type="checkbox"/> Collection of grade-appropriate texts in a variety of genre for		<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher Writer's Notebook (1) <input type="checkbox"/> Colored pen or pencil (1 per student) <input type="checkbox"/> Chart paper (if applicable)	

Daily Lesson #: 09	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
			student selection <input type="checkbox"/> Chart paper (if applicable)	
Attachments and Resources				
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Prepare to display the Anchor Chart: Double Consonants from Unit 01, Lesson 02, Daily Lesson 9. Add to the chart the following additional ways that words could be spelled with double consonants in the middle: <ul style="list-style-type: none"> • Compound word (e.g., <i>earring</i>) • Words with prefixes (e.g., <i>misspell</i>) • Words with suffixes/ inflectional ending (e.g., <i>running</i>) 3. Prepare a list of words that demonstrate the double consonant rules listed above. Possible words could include: <i>cattail</i>, 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Continue to use the fictional text started in Daily Lesson 8. 3. Prepare to Think Aloud about structural elements of fiction and how they help a reader understand the story. Preview the text and determine where to stop for discussion in the remaining part of the story. 4. Prepare to display and add to the Anchor Chart: Structural Elements of Fiction from Daily Lesson 8. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Add a question(s) and/or prompt(s) about summarizing to the Anchor Chart: Reader's Response Questions. For example: <i>What was the text mostly about? What is a good summary for the text?</i> 3. Preview the selected text. Determine the beginning, middle, and end. Plan to write 1-2 sentences in front of students that will summarize each part. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Use the editing checklist created in Unit 01, Lesson 03, Daily Lesson 19 (either an Anchor Chart or a Teacher-created Handout). Be sure that all the punctuation, capitalization, spelling, and grammar expectations for the fourth grade are listed on the checklist. 3. In the Teacher Writer's Notebook, prepare to edit for punctuation, capitalization, spelling, and grammar using the editing checklist or use student samples with permission.

Daily Lesson #: 09	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<i>illegal, dissatisfy, unnatural, bigger, slimmer, etc.</i>			
Background Information			Summarize - to reduce large sections of text to their essential point and main idea	
Teacher Notes				

Instructional Routines

Daily Lesson # 09	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 15 min. <u>Content Objective:</u> Students spell words with double consonants in the middle of words.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students understand the structural elements of fictional text.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students summarize text maintaining meaning and logical order. Students write responses to texts read independently and provide evidence from the text to demonstrate understanding.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students edit for punctuation, capitalization, spelling, and grammar using a teacher-created editing checklist.
Mini Lesson	<ol style="list-style-type: none"> 1. Display the Anchor Chart: Double Consonants from Unit 01, Lesson 02, Daily Lesson 9. Review what was learned about how syllables can create words with double consonants in the middle (e.g., <i>little, fiddle, lesson, ladder</i>). 2. Explain that there are other reasons why words may have double letters in the middle. Present the three new concepts added to the Anchor Chart: Double Consonants. Provide examples and explain why they have double consonants. 	<ol style="list-style-type: none"> 1. Display the Anchor Chart: Structural Elements of Fiction. Review the structural elements of fiction. 2. Explain that they will continue to analyze the structural elements of fiction to help them understand the story. 3. Distribute the selected fictional text. Continue to read aloud the fictional short story that was read in Daily Lesson 8. Stop at predetermined points to Think Aloud about the structural elements that help a reader understand 	<ol style="list-style-type: none"> 1. Display the Anchor Chart: Reader's Response Questions. Explain that questions will continue to be added to the chart and that they will use these questions to write responses in their Reader's Notebooks. 2. Ask: What does it mean to summarize or write a summary? Discuss responses to gain background knowledge. 3. Read the question added to the Anchor Chart: Reader's Response Questions that addresses summary. 	<ol style="list-style-type: none"> 1. Display the teacher-created editing checklist. 2. Review the punctuation, capitalization, spelling, and grammar rules that students are expected to know. 3. Using the biography in the Teacher Writer's Notebook or student samples (with permission), model using the checklist and edit for punctuation, capitalization, spelling, and grammar using a colored pen or pencil.

	<p>3. Read one of the words from the prepared list aloud. Model breaking it into syllables and spelling each syllable to show how there are two consonants in the middle.</p>	<p>the text.</p> <p>4. Using the Anchor Chart: Structural Elements of Fiction, record notes about the characters, setting, plot, and theme.</p> <p>5. Reread parts of the text to locate text evidence to support responses.</p>	<p>4. Ask: What makes a good summary? Discuss and record responses including <i>brief sentences that tell the main idea from the beginning, middle, and end.</i></p> <p>5. Using the previously read text, model writing a summary that includes the main idea(s) from the beginning, middle, and end.</p>	
<p>Learning Applications</p>	<p>1. Distribute dry erase boards, markers, and erasers.</p> <p>2. Call out the words on the prepared list. Students break the word into syllables and spell each syllable on their dry erase board. Model and assist as necessary.</p>	<p>1. Continue to read aloud more of the story.</p> <p>2. At a predetermined stopping point, students Think, Turn, Talk to a partner. Discuss the elements of fiction using the questions on the Anchor Chart: Structural Elements of Fiction. Make predictions about what will happen next.</p> <p>3. During the whole group discussion record responses on the Anchor Chart.</p>	<p>1. Students select their text for Independent Reading.</p> <p>2. Students read and monitor comprehension.</p> <p>3. Using the question(s) on the Anchor Chart: Reader's Response Questions, students write a summary in their Reader's Notebooks.</p>	<p>1. Students use the teacher-created editing checklist to edit for punctuation, capitalization, spelling, and grammar using a colored pen or pencil.</p>

Engage in Guided Reading and Guided Writing Instruction as appropriate.

Closure	1. Students use the teacher-created editing checklist to edit for punctuation, capitalization, spelling, and grammar using a colored pen or pencil.	1. Using the Anchor Chart: Structural Elements of Fiction discuss and complete the plot line from what has been read. 2. Use the plot line to summarize the story orally.	1. Students share their summaries with a partner.	1. Students show a partner where they were able to correct their writing for punctuation, capitalization, spelling, and grammar.
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A Close Look at Dramatic Literature

Lesson Preparation

Daily Lesson #: 10	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	4.22Aiv		4.Fig19C 4.6A,B,C	4.1A	4.Fig19C,F 4.18C	4.1A 4.9A	4.15E	4.21A
Key Understandings and Guiding Questions	<input type="checkbox"/> An extensive vocabulary enhances oral and written communication. - How does studying words help us as readers and writers?		<input type="checkbox"/> Readers use strategies to support understanding of text. - How do readers use story structure and elements to understand fiction?		<input type="checkbox"/> Readers use strategies to support understanding of text. - How do readers show understanding of text by writing?		<input type="checkbox"/> Authors use conventions of written language to communicate clearly and effectively. - Why do writers publish their work?	
Vocabulary of Instruction			<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Plot <input type="checkbox"/> Conflict <input type="checkbox"/> Rising action <input type="checkbox"/> Climax <input type="checkbox"/> Falling action <input type="checkbox"/> Resolution				<input type="checkbox"/> Publishing	
Materials	<input type="checkbox"/> Word Study Notebook (1 per student) <input type="checkbox"/> Highlighter (1 per student) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Grade-appropriate fictional short story (class set) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Teacher Reader's Notebook (1) <input type="checkbox"/> Grade-appropriate text for modeling (1) <input type="checkbox"/> Collection of grade-appropriate texts in a variety of genre for student selection		<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher Writer's Notebook (1) <input type="checkbox"/> Publishing paper (2-5 per student) <input type="checkbox"/> Chart paper (if applicable)	

Daily Lesson #: 10	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
			<input type="checkbox"/> Chart paper (if applicable)	
Attachments and Resources	<input type="checkbox"/> Handout: Shhh! (1 per 2 students)	<input type="checkbox"/> Handout: Structure and Elements of Fiction (1 per student, optional)		
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Duplicate one Handout: Shhh! one for every two students. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select a grade-appropriate fictional short story. This text will also be used in Daily Lesson 11. 3. Prepare to Think Aloud about the structural elements of fiction and how they help a reader understand the story. Preview the text and determine where to stop for discussion. 4. Prepare to display Anchor Chart: Structure and Elements of Fiction from Daily Lessons 8 and 9. Students can replicate the chart in their Reader's Notebooks or duplicate the Handout: Structure and Elements of Fiction for students to glue or 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Add a question(s) and/or prompts about making connections while reading to the Anchor Chart: Reader Response Questions. For example: <i>What does this text remind you of? What personal connection did you make with the text? Did the text remind you of something else you've read? Did the text remind you of something happening in the world or community?</i> 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Edit student biographies for punctuation, capitalization, grammar, and spelling.

Daily Lesson #: 10	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		staple into their Reader's Notebooks.		
Background Information	This Instructional Routine partially assesses Performance Indicator 06.		This Instructional Routine partially assesses Performance Indicator 05.	This Instructional Routine assesses Performance Indicator 01.
Teacher Notes		Daily Lessons 10 and 11 replicate the experiences in Daily Lessons 8 and 9 to provide further practice with structural elements of fiction. Students will be expected to take more responsibility for application of their previous learning.		

Instructional Routines

Daily Lesson # 10	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 15 min. <u>Content Objective:</u> Students spell words with other ways to spell /sh/.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students understand the structural elements of fictional text.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students make connections while reading. Students write responses to texts read independently and provide evidence from the text to demonstrate understanding.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students publish their biographies using appropriate handwriting.
Mini Lesson	<ol style="list-style-type: none"> 1. Tell students to listen carefully as the following words are being read (emphasize the /sh/ sound while reading): <i>fraction, magician, expansion</i>. 2. Ask: What do you hear that is the same in each of the words? Repeat the words if necessary. Discuss that each of the words have the /sh/ sound. 3. Ask: What two letters usually make the /sh/ sound? <i>S and h</i>. 	<ol style="list-style-type: none"> 1. Display the Anchor Chart: Structural Elements of Fiction. Review the structural elements of fiction. 2. Explain that they will apply what they know about structural elements of fiction to understand the character development and summarize the plot. 3. Begin to read the selected fictional text aloud. Stop at a predetermined point to Think, Turn, Talk about the elements of the story. 	<ol style="list-style-type: none"> 1. Display the Anchor Chart: Reader Response Questions. Explain that questions and prompts will continue to be added to the chart and that they will use these questions/prompts to write responses in their Reader's Notebooks. 2. Read the question(s) and/or prompt (s) added for making connections to text. 3. Explain that there are different connections that 	<ol style="list-style-type: none"> 1. Using the biography in the Teacher Writer's Notebook, demonstrate publishing part of the biography using appropriate handwriting.

	<p>4. Write the three words on the chart. Ask: Do these words have the letters sh? No.</p> <p>5. Divide the words into syllables, isolate the sound /sh/, and highlight the letters (<i>ti, ci, si</i>) that make the /sh/ sound. Explain that sometimes the /sh/ sound is spelled using these letters.</p>	<p>4. Using the Anchor Chart: Structural Elements of Fiction, students create a chart in their Reader's Notebooks and record their responses.</p>	<p>can be made with text. Give an example of a personal connection (e.g., <i>It reminds me of the time I went to the beach and found a seashell</i>). Give an example of a connection between texts (e.g., <i>same author or same theme</i>). Give an example of a connection between the texts and something happening in the world or community (e.g., <i>It reminds of the problem the park is having with people leaving their trash on the ground</i>).</p> <p>4. Using the selected text, model reading and recording connections in the Teacher Reader's Notebook.</p> <p>5. After reading, discuss how the connections help with understanding the text better.</p>	
<p>Learning Applications</p>	<p>1. Divide students into pairs.</p>	<p>1. Read more of the selected</p>	<p>1. Students select their text</p>	<p>1. Distribute Writer's</p>

	<ol style="list-style-type: none"> 2. Distribute the Handout: Shhh! and a highlighter to each pair of students. Read all of the words with the students. 3. Students divide the words into syllables and highlight the letters that make the /sh/ sound. 4. Students cut out the words and sort them by the letters highlighted. 5. In their Word Study Notebooks, students record the different ways to spell the /sh/ sound along with two examples. 	<p>text aloud and stop at a predetermined point for discussion using the Anchor Chart: Structural Elements of Fiction.</p> <ol style="list-style-type: none"> 2. Students work with a partner to record responses to the chart Structural Elements of Fiction in their Reader's Notebooks. 3. Students begin to create a plotline. 	<p>for Independent Reading.</p> <ol style="list-style-type: none"> 2. Using the question(s) and/or prompt(s) on the Anchor Chart: Reader Response Questions, students write connections in their Reader's Notebooks. 3. Students read and monitor comprehension including making connections. Students record connections along with text evidence. 	<p>Notebooks with edited biographies.</p> <ol style="list-style-type: none"> 2. Students publish their biographies using appropriate handwriting on publishing paper.
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure	<ol style="list-style-type: none"> 1. Review the different ways to spell the /sh/ sound and give examples. 	<ol style="list-style-type: none"> 1. Students share responses recorded in their Reader's Notebooks with a new partner. 2. Ask: How has thinking about the story's structural elements helped you understand the story? Discuss responses. 	<ol style="list-style-type: none"> 1. Students share their connections with a partner and tell how the connections helped them understand the text better. 2. Collect Reader's Notebooks to determine if students need more modeling or direct practice of the comprehension skills practiced. 	<ol style="list-style-type: none"> 1. In small groups, students share their completed biography. 2. Collect student biographies for assessment.

A Close Look at Dramatic Literature

Lesson Preparation

Daily Lesson #: 11	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	4.22Ai		4.Fig19C 4.6A,B,C	4.1A	4.Fig19A,B,C,D,E,F 4.18C	4.1A 4.9A	4.15A 4.17A	
Key Understandings and Guiding Questions	<input type="checkbox"/> An extensive vocabulary enhances oral and written communication. - How can studying words help us as readers and writers?		<input type="checkbox"/> Readers use strategies to support understanding of text. - How do readers use story structure and elements to understand fiction?		<input type="checkbox"/> Readers use strategies to support understanding of text. - How do readers show understanding of text by writing?		<input type="checkbox"/> Authors establish a purpose and plan for the development of a story. - How do authors generate ideas for writing?	
Vocabulary of Instruction	<input type="checkbox"/> Singular <input type="checkbox"/> Plural <input type="checkbox"/> Noun		<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Plot <input type="checkbox"/> Conflict <input type="checkbox"/> Rising action <input type="checkbox"/> Climax <input type="checkbox"/> Falling action <input type="checkbox"/> Resolution				<input type="checkbox"/> Personal narrative	
Materials	<input type="checkbox"/> Word Study Notebook (1 per student) <input type="checkbox"/> Dry erase board (1 per student) <input type="checkbox"/> Dry erase marker (1 per student) <input type="checkbox"/> Eraser (1 per student) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Grade-appropriate fictional story from Daily Lesson 10 Shared Reading (class set) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Grade-appropriate text for modeling (1, optional) <input type="checkbox"/> Collection of grade-appropriate texts in a variety of genre for student selection <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher Writer's Notebook (1) <input type="checkbox"/> Chart paper (if applicable)	

Daily Lesson #: 11	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Attachments and Resources				
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Create a list of 10-15 singular nouns that end in <i>-f</i>, <i>-ff</i>, or <i>-fe</i>. For example, <i>knife, roof, hoof, life, scarf, wife, giraffe, cliff, surf, puff</i>, etc. 3. Prepare to display the Anchor Chart: Plural Rules from Daily Lesson 7 Word Study. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Continue to use the fictional text started in Daily Lesson 10. 3. Prepare to Think Aloud about structural elements of fiction and how they help a reader understand the story. Preview the text and determine where to stop for discussion in the remaining part of the story. 4. Prepare to display and add to the Anchor Chart: Structural Elements of Fiction from Daily Lesson 8 Shared Reading. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Prepare to display the Anchor Chart: Reader Response Question. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Begin to generate ideas in the Teacher Writer's Notebook.
Background Information	<p>Most nouns ending in <i>-f</i>, <i>-ff</i>, or <i>fe</i> form the plural by adding <i>-s</i>. Some nouns ending in <i>-f</i> or <i>-fe</i> form the plural by changing the <i>f</i> to a <i>v</i> and adding <i>-es</i>.</p>			<p>Considerations when writing about personal experiences:</p> <ul style="list-style-type: none"> • Focus on one particular experience that is realistic and believable

Daily Lesson #: 11	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
				<ul style="list-style-type: none"> • Use structure that is appropriate to purpose (e.g., sequential, cause/effect) • Provide details that are vivid and expressive and contribute to understanding the personal experience • Convey a sense of why the experience was important <p>Personal narrative - an expressive literary piece written in first person that centers on a particular event in the author’s life and may contain vivid description as well as personal commentary and observations</p>
Teacher Notes			<p>In Daily Lessons 11-13 Independent Reading, students will be choosing how they would like to respond to text in their Reader’s Notebooks using the questions and prompts generated on the Anchor Chart: Reader Response Questions. Teachers can use the Mini-Lesson to reteach any of the comprehension skills. It is written into the lesson as optional.</p>	<p>In Daily Lessons 11-20 Writing, students will use the writing process to develop a personal narrative.</p>

Daily Lesson #: 11	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
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Instructional Routines

Daily Lesson # 11	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 15 min. <u>Content Objective:</u> Students spell plural words ending in <i>-f</i> , <i>-fe</i> , and <i>-ff</i> correctly.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students explain how the structural elements of fiction support their understanding of fiction.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students write responses to texts read independently and provide evidence from the text to demonstrate understanding.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students generate ideas for writing through a range of strategies.
Mini Lesson	1. Display the Anchor Chart: Plural Rules. Review the	1. Display the Anchor Chart: Structural Elements of	1. Display the Anchor Chart: Reader Response	1. Review what writers do before they begin to write.

	<p>rules learned so far.</p> <ol style="list-style-type: none"> 2. Display the list of prepared words ending in <i>-f</i>, <i>-fe</i>, and <i>-ff</i>. 3. Ask: Are these singular or plural? How do you know? Discuss responses. 4. Model using the first word in a sentence using the singular form. Then model using the word in a sentence using the plural form. Ask: How did the word change? Discuss responses. 5. Write the plural form or the word next to the singular form. 6. Repeat steps five and six with at least one example of each of the different endings <i>-f</i>, <i>-fe</i>, and <i>-ff</i>. 7. Discuss the rules for making words ending in <i>-f</i>, <i>-fe</i>, and <i>-ff</i> plural (see Background Knowledge). Add the rules to the Anchor Chart: Plural 	<p>Fiction. Review the structural elements of fiction.</p> <ol style="list-style-type: none"> 2. Tell students that they will continue to apply what they know about structural elements of fiction to understand the character development and summarize the plot. 3. Continue reading the story. Stop at a predetermined point to Think, Turn, Talk about the elements of the story and use the elements to discuss character development and make predictions. 4. Using the Anchor Chart: Structural Elements of Fiction students record their responses in their Reader's Notebooks. 	<p>Questions. Review each of the questions and/or prompts. If necessary, show a model response to each question.</p> <ol style="list-style-type: none"> 2. Explain that students will choose which question(s) or prompt(s) they would like to answer as a response to reading. Tell them their response must reflect understanding and have text evidence. 3. If applicable, model writing a response to one of the questions using a selected text. (optional) 	<ol style="list-style-type: none"> 2. Explain that students will be generating ideas to write about a memorable time in their life. 3. Instruct students to look through their Writer's Notebooks. Ask: What strategies can writers use to generate ideas for writing? Discuss responses. 4. Instruct students to divide a page in their notebooks into two columns. Label the first column <i>A Time Something Surprising Happened</i>. Label the second column <i>A Time When You Learned Something</i>. 5. Show the headings in the Teacher Writer's Notebook and model thinking of special memories associated with each of the headings.
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	Rules.			
Learning Applications	<ol style="list-style-type: none"> 1. Distribute the dry erase boards, markers, and erasers. 2. Using the rest of the words on the displayed list, say the singular form of the word in a sentence. Call on a student to put the plural form of the word in a sentence. 3. Students write the plural form of each word on their dry erase board. 4. Students check with someone next to them to see if they have the same thing. If not, discuss how to make the word plural. 	<ol style="list-style-type: none"> 1. Read the rest of the story to the students. 2. Students work with a partner to record responses to the questions on the Anchor Chart: Structural Elements of Fiction in their Reader's Notebooks. 3. Students complete the plotline. 	<ol style="list-style-type: none"> 1. Students select their text for Independent Reading. 2. Students choose a question(s) or prompt(s) from the Anchor Chart: Reader Response Questions. 3. Students read and monitor comprehension. 4. Students write a response to reading using their chosen question or prompt. Students provide text evidence in their response. 	<ol style="list-style-type: none"> 1. Students begin to brainstorm the memories for the headings on their page. Students then select an idea to write about and begin a Quick Write. 2. Monitor and confer with students about their ideas.
	Engage in Guided Reading and Guided Writing Instruction as appropriate.			
Closure	<ol style="list-style-type: none"> 1. Students add the plural rule to their Word Study Notebooks along with examples. 	<ol style="list-style-type: none"> 1. Students share their plotlines and orally summarize the story. 	<ol style="list-style-type: none"> 1. Students share their responses with a partner. 	<ol style="list-style-type: none"> 1. Students share their ideas and memories with a partner.

A Close Look at Dramatic Literature

Lesson Preparation

Daily Lesson #: 12	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	4.22Aiv,B		4.Fig19C 4.5A 4.18C	4.27A 4.28A 4.29A	4.Fig19A,B,C,D,E,F 4.18C	4.1A 4.9A	4.15A,B 4.17A	4.21A
Key Understandings and Guiding Questions	<input type="checkbox"/> An extensive vocabulary enhances oral and written communication. - How can studying words help us as readers and writers?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading?		<input type="checkbox"/> Readers use strategies to support understanding of text. - How do readers show understanding of text through writing?		<input type="checkbox"/> Authors establish a purpose and plan for the development of a story. - How do writers generate ideas for writing?	
Vocabulary of Instruction	<input type="checkbox"/> Verb <input type="checkbox"/> Noun <input type="checkbox"/> Base word <input type="checkbox"/> Suffix		<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Plot <input type="checkbox"/> Theme <input type="checkbox"/> Drama					
Materials	<input type="checkbox"/> Word Study Notebook (1 per student) <input type="checkbox"/> Dry erase board (1 per student) <input type="checkbox"/> Dry erase marker (1 per student) <input type="checkbox"/> Eraser (1 per student) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Grade-appropriate written drama/play (class set) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Grade-appropriate text for modeling (1, optional) <input type="checkbox"/> Collection of grade-appropriate texts in a variety of genre for student selection <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher Writer's Notebook (1) <input type="checkbox"/> Chart paper (if applicable)	

Daily Lesson #: 12	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Attachments and Resources		<input type="checkbox"/> Handout: Looking at the Elements of Drama (1)		
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Create a list of base words that can have the suffix <i>-ion</i> or <i>-ian</i> added to them. For example: <i>permit, magic, locate, confess, act</i>, etc. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Create an Anchor Chart: Structure and Elements of Drama. Use the Handout: Looking at the Elements of Drama as a resource for the chart. Just list the major elements on the chart: <i>character, setting, plot, and theme</i>. 3. Find a grade-appropriate drama/play with the following features: <ul style="list-style-type: none"> • Title • Characters • Setting • Dialogue • Plot • Theme 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Prepare to display Anchor Chart: Reader Response Question. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate.
Background Information		A drama or written play tells a story through dialogue. The characters talk to tell the plot, theme, and often the setting.		

Daily Lesson #: 12	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Teacher Notes		Over the next few Daily Lessons, focus on characters, setting, plot, theme and audience as it is applied to written dramas. Students will draw from their experience with the elements of fiction and make connections to the structural elements of drama.	Refer to Daily Lesson 11 Independent Reading	

Instructional Routines

Daily Lesson # 12	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 15 min. <u>Content Objective:</u> Students spell base words and suffixes using other ways to spell /sh/.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students describe the structural elements of dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students write responses to texts read independently and provide evidence from the text to demonstrate understanding.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students generate ideas for writing and begin to develop drafts.
Mini Lesson	<ol style="list-style-type: none"> 1. Review the other ways to spell the /sh/ sound from Daily Lesson 10 Word Study. 2. Display the word: <i>act</i>. Tell students that this is a base word. Explain that a base word has meaning by itself and that the meaning can change when an affix is added. 3. Model adding the suffix <i>-ion</i> to make the word <i>action</i>. Discuss how it makes the verb <i>act</i> into a noun. Also, the sound /t/ becomes /sh/ when adding the suffix. 4. Model with another base word from the prepared list. 	<ol style="list-style-type: none"> 1. Explain that a drama is an example of literary text. It is a story created for performance. Structural elements used in fiction may also be used in drama. 2. Distribute copies of the selected drama. Ask students to scan the text. 3. Ask: What features do you see? Discussion should include cast of characters, stage directions, narrator, props, etc. 4. Discuss what they can predict based on what they see in the text features. 	<ol style="list-style-type: none"> 1. Display the Anchor Chart: Reader Response Questions. Review each of the questions and/or prompts. If necessary, model a response to each question. 2. Explain that students will choose which question(s) or prompt(s) they would like to answer as a response to reading. Tell them their response must reflect understanding and have textual evidence. 3. If applicable, model writing a response to one of the questions using a selected text. (optional) 	<ol style="list-style-type: none"> 1. Review strategies for generating ideas. 2. In the Teacher Writer's Notebook, model adding two or three more ideas to the two-column chart from Daily Lesson 11 Writing. 3. Demonstrate choosing one idea that is important and would make a good story. 4. Begin modeling a Quick Write. Do not write the entire story in front of the students.

<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Distribute dry erase boards, markers, and erasers. 2. Call out a base word from the prepared list. Students write the word on their dry erase boards. 3. Students add the suffix <i>-ion</i> or <i>-ian</i> to the word. Remind students that the ending consonant on the base word can change. 	<ol style="list-style-type: none"> 1. Assign parts of the drama to students. Read the drama aloud as a class. 2. Pause to discuss the elements they found in the drama. 3. Record student responses on the Anchor Chart: Structural Elements of Drama. 	<ol style="list-style-type: none"> 1. Students select their text for Independent Reading. 2. Students choose a question(s) or prompt(s) from the Anchor Chart: Reader Response Questions. 3. Students read and monitor comprehension. 4. Students write a response to reading using their chosen question or prompt. Students provide textual evidence in their response. 	<ol style="list-style-type: none"> 1. Students continue generating ideas for writing and selecting an idea that is ready for writing. Then, they can begin writing their Quick Write. 2. Monitor and provide help to students by asking clarifying questions and giving advice.
	<p>Engage in Guided Reading and Guided Writing Instruction as appropriate.</p>			
<p>Closure</p>	<ol style="list-style-type: none"> 1. Ask: How does knowing base words and affixes help us as readers and writers? Discuss responses. 	<ol style="list-style-type: none"> 1. Ask: What structural elements do you expect to find in drama? Discuss responses. 	<ol style="list-style-type: none"> 1. Students share their responses with a partner. 	<ol style="list-style-type: none"> 1. Choose 2-3 students to share either their ideas for writing or their actual writing (story).

A Close Look at Dramatic Literature

Lesson Preparation

Daily Lesson #: 13	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	4.2E		4.Fig19C 4.5A 4.18C	4.27A 4.28A 4.29A	4.Fig19A,B,C,D,E,F 4.8A	4.1A 4.9A	4.15A 4.17A	4.21A
Key Understandings and Guiding Questions	<input type="checkbox"/> An extensive vocabulary enhances oral and written communication. - Why do readers and writers use dictionaries?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading?		<input type="checkbox"/> Readers use strategies to support understanding of text. - How do readers show understanding of text through writing?		<input type="checkbox"/> Authors establish a purpose and plan for the development of a story. - How do authors generate ideas for writing?	
Vocabulary of Instruction	<input type="checkbox"/> Guideword <input type="checkbox"/> Definition <input type="checkbox"/> Pronunciation <input type="checkbox"/> Syllabication		<input type="checkbox"/> Character <input type="checkbox"/> Setting <input type="checkbox"/> Plot <input type="checkbox"/> Theme <input type="checkbox"/> Drama		<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor			
Materials	<input type="checkbox"/> Word Study Notebook (1 per student) <input type="checkbox"/> Note card (1 per 2 students) <input type="checkbox"/> Dictionary (class set) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Grade-appropriate written drama/play (class set) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Grade-appropriate previously read literary text with examples of similes and/ or metaphors (1) <input type="checkbox"/> Collection of grade-appropriate literary texts in a for student selection <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher Writer's Notebook (1) <input type="checkbox"/> Chart paper (if applicable)	

Daily Lesson #: 13	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Attachments and Resources				
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Prepare to display an entry out of the dictionary. 3. On the note cards, write grade-appropriate words from texts that will be seen in Shared and/or Independent Reading. Select words that students would have difficulty pronouncing. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Prepare to display the Anchor Chart: Structure and Elements of Drama from Daily Lesson 12 Shared Reading. 3. Select a grade appropriate drama/play with the following features: <ul style="list-style-type: none"> • Title • Characters • Setting • Dialogue • Plot • Theme 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Prepare to display the Anchor Chart: Reader Response Question. Add a question(s) and/or prompt(s) about sensory language including similes and metaphors. For example, <i>How did the author use sensory language like similes and metaphors to help you understand the text better?</i> 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Prepare to model planning the personal narrative on a plot line in the Teacher Writer's Notebook.
Background Information		A drama or written play tells a story through dialogue. The characters talk to tell the plot, theme, and often the setting.	This Instructional Routine partially assesses Performance Indicator 05.	Refer to Daily Lesson 11 Writing
Teacher Notes	Previously, students have been using a dictionary to find definitions of words and to edit for	Refer to Lesson 12 Shared Reading	Refer to Daily Lesson 11 Independent Reading	

Daily Lesson #: 13	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	spelling. This Daily Lesson focus on the pronunciation and syllabication of unknown words.			

Instructional Routines

Daily Lesson # 13	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 15 min. <u>Content Objective:</u> Students use a dictionary to find the pronunciation and syllabication of unknown words.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students describe the structural elements of dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students write responses to texts read independently and provide evidence from the text to demonstrate understanding.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students generate ideas and plan for a personal narrative.
Mini Lesson	<ol style="list-style-type: none"> Review the use of guidewords. Ask: What are guidewords? How are guidewords used? Explain that they will be using the dictionary entries to determine the pronunciation and syllabication of unknown words. Remind students that readers encounter unknown words while reading. Tell them the dictionary can help them know how to pronounce unknown words. Using the guidewords, model or ask a student to model how to find a selected word. Show students the entry. 	<ol style="list-style-type: none"> Display Anchor Chart: Structural Elements of Drama created from Daily Lesson 12 Shared Reading. Ask students how the elements of drama compare to the elements of fiction. Explain that readers use these elements to help them make inferences and draw conclusions just as they did when reading fiction. 	<ol style="list-style-type: none"> Display the Anchor Chart: Reader Response Questions. Review each of the questions. If necessary, show the teacher response to each question. Read the new question about sensory language. Model a response using a selected literary text previously read in Shared Reading. Explain that authors use similes and metaphors in many genres. Explain that students will choose which question or questions they would like to answer as a response to reading. Tell them their 	<ol style="list-style-type: none"> Explain that writers are sometimes asked to write on demand. Writers are given a prompt that specifies a central idea for a piece of writing. Using that central idea the writer selects a focus to develop their writing. Show the students the prompt from Performance Indicator 02. Think Aloud about how a writer uses the prompt's central idea to select a focus. Use the generated ideas and Quick Writes in the Teacher Writer's Notebook to model the process. Remind students that

	<p>Review where to find and how to determine the number of syllables. Ask students to explain to a partner how to use the pronunciation given in the dictionary. Ask one of the pairs to model how to use the pronunciation given in the dictionary with the selected word. ***Note: If students are not proficient at using the pronunciation guide, demonstrate 2-3 words before having them try.</p>		<p>responses must reflect understanding and have text evidence.</p>	<p>once a writer has a focus it is important to plan the organization and further develop ideas.</p> <p>5. Draw a plot line in the Teacher Writer's Notebook. Plan the events of the personal experience on the plot line.</p> <p>6. On the same page, describe the characters and setting.</p>
<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Distribute the note cards with selected words. 2. Students work in pairs or triads to look up each word. 	<ol style="list-style-type: none"> 1. Distribute copies of the drama. Ask students to scan the text and make predictions. 2. Assign parts of the drama 	<ol style="list-style-type: none"> 1. Students select their text for Independent Reading. 2. Students choose a question or questions from the Anchor Chart: Reader 	<ol style="list-style-type: none"> 1. Students read the ideas already generated in their Writer's Notebooks. 2. With a partner, students discuss their ideas and

	<ol style="list-style-type: none"> 3. Students record the word page number, guidewords, syllabication, and definition in their Word Study Notebooks. Students practice saying the word using the given pronunciation. 4. Monitor and provide assistance as needed. 	<p>to students. Read the drama aloud as a class.</p> <ol style="list-style-type: none"> 3. Pause to discuss elements they are noticing in the drama. 4. Review the Anchor Chart: Structural Elements of Drama and add any elements that were not included during Lesson 12 Shared Reading. 	<p>Response Questions.</p> <ol style="list-style-type: none"> 3. Students read and monitor comprehension. 4. Students write a response to reading using their chosen question. Students will provide text evidence in their response. 	<p>choose a focus for a personal narrative that will have a plot, characters, and a setting.</p> <ol style="list-style-type: none"> 3. Students draw a plot line in their Writer's Notebooks. Students plan the events of their personal experience on the plot line. 4. On the same page, students describe the characters and setting.
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure	<ol style="list-style-type: none"> 1. Each group of students will share one of their words, pronouncing it correctly, clapping the syllables, and giving the definition. 	<ol style="list-style-type: none"> 1. Students discuss with a partner what they have learned about drama and compare the structural elements to fiction. 	<ol style="list-style-type: none"> 1. Students share their responses with a partner. 	<ol style="list-style-type: none"> 1. Students share their plan with a partner.

A Close Look at Dramatic Literature

Lesson Preparation

Daily Lesson #: 14	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	4.2E 4.22D		4.Fig19C 4.5A 4.6B 4.18C	4.27A 4.28A 4.29A	4.Fig19C 4.5A 4.18C	4.1A 4.27A 4.28A 4.29A	4.15B 4.17A 4.20Av	
Key Understandings and Guiding Questions	<input type="checkbox"/> An extensive vocabulary enhances written and oral communication. - How do we use a dictionary effectively?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading? <input type="checkbox"/> Readers use strategies to support understanding of text. - How does writing about reading support understanding of text?		<input type="checkbox"/> Authors use writer's craft to engage and sustain the reader's interest. - How does an author develop an engaging story?	
Vocabulary of Instruction	<input type="checkbox"/> Definition <input type="checkbox"/> Guide word <input type="checkbox"/> Edit		<input type="checkbox"/> Character <input type="checkbox"/> Dialogue <input type="checkbox"/> Drama		<input type="checkbox"/> Fluency		<input type="checkbox"/> Preposition <input type="checkbox"/> Prepositional phrase	
Materials	<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher's Writer's Notebook (1) <input type="checkbox"/> Dictionary (class set) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Grade-appropriate written drama/play (class set) <input type="checkbox"/> Grade-appropriate fictional text (1) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Grade-appropriate dramas/plays for student practice (1 per group of students)		<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher Writer's Notebook (1) <input type="checkbox"/> Chart paper (if applicable)	

Daily Lesson #: 14	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
			<input type="checkbox"/> Chart paper (if applicable)	
Attachments and Resources		<input type="checkbox"/> Handout: Looking at the Elements of Drama (1)		
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select a piece of writing from the Teacher Writer's Notebook to model editing for misspelled words and using the dictionary to correct misspellings. Prepare a sentence in the selected piece that has a misspelled word. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Find a grade-appropriate drama/play with the following features: <ul style="list-style-type: none"> • Title • Characters • Setting • Dialogue • Plot • Theme 3. Preview the drama and choose a part of the drama that has dialogue that shows the reader something about the 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Choose grade-appropriate dramas/plays for students to read aloud and perform together. Each group should have a different drama/play. Decide if students will choose their play and group or whether it will be assigned. 3. Create an Anchor Chart: Performing Dramas. Include the following items to remind students how to read and perform clearly. 	<ol style="list-style-type: none"> 1. In the Teacher Writer's Notebook, continue writing the first draft of the personal narrative. Prepare to add detail using prepositional phrases while drafting or revising. 2. Prepare to display the Anchor Chart: Prepositions and Prepositional Phrases from Unit 01, Lesson 03, Daily Lesson 18 Writing. Add additional prepositions and prepositional phrases that direct and provide details.

Daily Lesson #: 14	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		character. 4. Prepare to display the Handout: Looking at the Elements of Drama. 5. Be sure each student will have a copy of the drama to read and follow along.	<ul style="list-style-type: none"> • Project your voice clearly • Speak only when it's your turn • Use expression when you speak • Read with fluency • Do not cover your face, so your audience can see your expressions and hear your voice • Be respectful • Be cooperative and responsible to work together as a team 	Possible examples could include: <i>above, across, behind, to, through, towards, over, etc.</i> Possible phrases could include: <i>above the trees, across the United States, through the parking lot, behind his house, to the east, over the bridge, etc.</i>
Background Information				Preposition - a word that relates its object to another word in the sentence (e.g., <i>at in at school or of in of your writing</i>) Prepositional phrase - a phrase that begins with a preposition and is followed by an object (e.g., <i>on the road and by now</i>)
Teacher Notes	This Daily Lesson focuses on using a dictionary to help with spelling and editing. Using the Teacher and the Student Writer's Notebooks in this lesson will help	Over the next few Daily Lessons, the teacher will be discussing characters, setting, plot, theme, and audience as it is applied to written dramas.		

Daily Lesson #: 14	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>the students use editing and dictionary skills in the context of writing.</p>	<p>Each day a new element of drama will be discussed. Teachers can choose to use a new drama each day or continue to use the same drama over a couple of days depending on time.</p> <p>During Daily Lessons 19 and 20, students will perform their reader's theater (from Independent Reading) for other students and will complete a graphic organizer describing the elements of their play.</p>		

Instructional Routines

Daily Lesson # 14	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 15 min. <u>Content Objective:</u> Students use dictionaries as a resource to spell and edit.	Suggested Duration: 20-30 min. <u>Content Objective:</u> Students describe the structural elements of dramatic literature. Students describe how dialogue develops the characters in dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students describe how dialogue develops the characters in dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students develop and revise drafts including adding prepositions and prepositional phrases when applicable.
Mini Lesson	<ol style="list-style-type: none"> Review what has been learned about dictionaries, guidewords, and definitions. Ask: What are some other reasons people use dictionaries? Discuss responses. Review the use of the dictionary to determine how to spell words. Using the selected piece from the Teacher Writer's Notebook, model how to look carefully at the words in a piece of writing to find misspelled words. Select a word in the piece that may be misspelled. 	<ol style="list-style-type: none"> Ask: How do movies and television programs tell a story to their audience? Discuss responses including <i>through characters and dialogue</i> Display a copy of the drama that will be read in this Daily Lesson. Display a fictional book. Ask: What is the same about these types of texts? What is different about these types of texts? Discuss responses including <i>both texts have story elements (setting, characters, plot, etc).</i> Discuss that dramatic 	<ol style="list-style-type: none"> Display the Anchor Chart: Performing Dramas. Discuss how to work in groups to perform dramas. Students add any other points to the chart. Model how to sit in a circle as a group and read dialogue. Explain that they choose a character and first read their parts to themselves; then the group will come together and read their parts aloud. Remind students what was learned in Shared Reading about how dialogue develops the characters. 	<ol style="list-style-type: none"> Display the Anchor Chart: Prepositions and Prepositional Phrases. Read the words on the chart. Tell students that these words are used in phrases to help tell direction and add details to sentences. Model how prepositional phrases add detail to sentences. Give students a simple sentence to visualize, such as <i>The man ran.</i> Add a prepositional phrase such as <i>The old man ran through the parking lot.</i> Ask how their

	<p>4. Review with students how to use the dictionary and the guidewords to find the word that is misspelled. Use the selected word to model how to locate the word and correct the spelling.</p>	<p>literature includes mostly dialogue that moves the story forward.</p> <p>3. Display the Handout: Looking at the Elements of Drama. Tell students that they will focus on how the dialogue in the drama helps develop the characters.</p> <p>4. Distribute a copy of the drama to each student. Students read the title and the list of characters.</p> <p>5. Read aloud a portion of the drama that shows character development with effective fluency.</p> <p>6. Ask: What did you learn about the character through the dialogue that was read? Discuss responses and record them on the Handout: Looking at the Elements of Drama in the box <i>Describe a character</i>. Be sure to record the dialogue as text evidence.</p>	<p>5. Tell them to think about the dialogue they are reading and reflect on how it tells the reader about the character.</p>	<p>picture changed.</p> <p>5. Add more detail such as <i>On a stormy night, the old man ran with his grandson to their house</i>. Ask how their picture changed.</p> <p>6. Discuss how adding prepositional phrases added to their mental picture.</p> <p>7. In the Teacher Writer's Notebook, continue drafting the personal narrative using the plot line. Find places to use prepositional phrases to add more detail.</p>
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<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Students select a piece of writing in their Writer's Notebooks to edit for spelling. 2. Students look carefully for words that they think are misspelled. 3. Students use the dictionary to find the correct spelling and correct the misspelled word. 	<ol style="list-style-type: none"> 1. Assign parts of the drama to students. Read the drama aloud as a class. 2. When applicable, pause to discuss the characters' dialogue, actions, and choices. Record thoughts and text evidence on the Handout: Looking at the Elements of Drama. 	<ol style="list-style-type: none"> 1. Students select or are assigned a group and a drama/play. 2. Students choose a part in the drama/play. Students read their assigned part independently. 3. Students sit with their drama groups and take turns reading their parts. 4. Monitor and assess students' fluency and cooperation with their group. 5. In their Reader's Notebooks, students describe the character they are portraying and provide dialogue evidence to support their answers. 	<ol style="list-style-type: none"> 1. Students review the plot line they developed in Daily Lesson 13 in their Writer's Notebooks. 2. Students begin to draft their personal narratives. In the beginning, students introduce the characters, describe the setting, and explain the problem. 3. Students find places to use prepositional phrases to add more detail.
	<p>Engage in Guided Reading and Guided Writing Instruction as appropriate.</p>			
<p>Closure</p>	<ol style="list-style-type: none"> 1. Students discuss how they used the dictionary to find the correct spelling for misspelled words. 	<ol style="list-style-type: none"> 1. Ask: What did the dialogue tell us about the characters? What are some examples? Discuss responses. 	<ol style="list-style-type: none"> 1. Students discuss their responses in their Reader's Notebooks with their drama/play group. Students discuss the different characters in the drama/play. 	<ol style="list-style-type: none"> 1. Students share their drafts with a partner.

A Close Look at Dramatic Literature

Lesson Preparation

Daily Lesson #: 15	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	4.20Aiii,Aiv		4.Fig19C 4.5A 4.18C	4.27A 4.28A 4.29A	4.Fig19C 4.5A 4.18C	4.1A 4.27A 4.28A 4.29A	4.15B 4.17A 4.21Cii	
Key Understandings and Guiding Questions	<input type="checkbox"/> An extensive vocabulary enhances oral and written communication. - How can studying words help us as readers and writers?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading? <input type="checkbox"/> Readers use strategies to support understanding of text. - How does writing about reading support understanding of text?		<input type="checkbox"/> Authors use writer's craft to engage and sustain the reader's interest. - How does an author develop an engaging story?	
Vocabulary of Instruction	<input type="checkbox"/> Adjective		<input type="checkbox"/> Setting		<input type="checkbox"/> Fluency		<input type="checkbox"/> Quotation	

Daily Lesson #: 15	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<input type="checkbox"/> Adverb			<input type="checkbox"/> Quotation mark
Materials	<input type="checkbox"/> Word Study Notebook (1 per student) <input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Chart paper (if applicable)	<input type="checkbox"/> Grade-appropriate written drama/play (class set) <input type="checkbox"/> Chart paper (if applicable)	<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Grade-appropriate dramas/plays for student practice from Daily Lesson 14 (1 per group of students) <input type="checkbox"/> Chart paper (if applicable)	<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher Writer's Notebook (1) <input type="checkbox"/> Chart paper (if applicable)
Attachments and Resources		<input type="checkbox"/> Handout: Looking at the Elements of Drama (1)		
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Create an Anchor Chart: Adjectives. Write the definition of adjectives and provide some examples of descriptive adjectives that include the purpose. Possible examples include: <i>frying pan, sleeping bag, swinging door, swimming pool, cooking oil, running shoes, walking stick, etc.</i> Also on the chart, create three columns to make adjectives into comparative and superlative forms. List regular adjectives in the first column. The chart could look like this: 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Find a grade-appropriate drama/play with the following features: <ul style="list-style-type: none"> • Title • Characters • Setting • Dialogue • Plot • Theme 3. Preview the drama and choose a part of the drama that shows the reader something about the setting, through dialogue, the narrator, 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select a story that has been used in Shared Reading to serve as a model of how authors include dialogue to develop characters and the plot. 3. Prepare to add quotations to the personal narrative in the Teacher Writer's Notebook.

Daily Lesson #: 15	WORD STUDY			SHARED READING	INDEPENDENT READING	WRITING
	Adjective	Comparative form -er	Superlative form -est	<p>and/or other text.</p> <p>4. Prepare to display the Handout: Looking at the Elements of Drama from Daily Lesson 14 Shared Reading.</p> <p>5. Be sure each student will have a copy of the drama to read and follow along.</p>		
	warm	warmer	warmest			
	nice					
	poor					
	easy					
	<p>3. Create another Anchor Chart: Adverbs. Write the definition of adverb and list several examples of adverbs that describe frequency (e.g., <i>usually, sometimes, daily, etc.</i>) and intensity (e.g., <i>almost, very, slightly, extremely, etc.</i>)</p> <p>4. Select text from previous Shared Reading lessons for students to locate examples of adjectives and adverbs.</p>					
Background Information	<p>Adjective - a word that describes a noun or a pronoun</p> <p>Purpose adjective - describes a noun's purpose (e.g., <u>sleeping</u> bag, <u>frying</u> pan)</p> <p>Comparative - the form of an adjective used to compare two or more things. Comparatives are formed using -er (e.g., taller, faster), -ier (e.g., happier),</p>					

Daily Lesson #: 15	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>or the word <i>more</i> (e.g., <i>more traditional</i>).</p> <p>Superlative - an adjective indicating the greatest (or least) degree of something. A superlative is usually formed using <i>-est</i> (e.g., <i>the best and the brightest</i>).</p> <p>Adverb - a word that describes a verb, an adjective, or another adverb</p> <p>Adverbs of frequency - tell how often an action takes place (e.g., The teacher <u>usually</u> gives us free time.)</p> <p>Adverbs of intensity/degree - tell how strong the action is (e.g., She was <u>very</u> tired.)</p>			
Teacher Notes	<p>The study of adjectives and adverbs is included in this Word Study lesson. Further practice and application of the concept will need to occur in reading and writing lessons.</p>	<p>Teachers may choose to continue with the same drama from Daily Lesson 14 Shared Reading or choose a new one.</p>	<p>Students will read the same drama/play as in Daily Lesson 14, but read a different part.</p>	

Instructional Routines

Daily Lesson # 15	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 15 min. <u>Content Objective:</u> Students use adjectives and adverbs to provide more detail in their writing.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students describe the structural elements of dramatic literature. Students describe how setting is presented in dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students describe how setting is presented in dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students develop a personal narrative that has plot, characters, and setting while using quotation marks correctly.
Mini Lesson	<ol style="list-style-type: none"> 1. Display Anchor Chart: Adjectives. 2. Ask: What are adjectives and what are they used for? Discuss responses and ask for examples. Explain how some adjectives describe purpose. Discuss the examples on the chart and point out that these type of adjectives usually end in <i>-ing</i>. 3. Discuss comparative and superlative adjectives and their purpose. Complete the three-column chart on the Anchor Chart: Adjectives. 4. Ask: What are adverbs and what are they used 	<ol style="list-style-type: none"> 1. Ask: What is setting? Discuss responses. 2. Ask: How do movies, plays, and TV shows portray setting to tell their story? Discuss responses including <i>through props, costumes, and character dialogue</i>. 3. Distribute a copy of the drama to each student. Students read the title and the list of characters (or review the title and characters if using the same drama as Daily Lesson 14 Shared Reading). 4. Read aloud a portion of the drama that demonstrates setting with 	<ol style="list-style-type: none"> 1. Review the Anchor Chart: Performing Dramas. 2. Remind students what was learned in Shared Reading about how the setting is presented in dramas/plays. 3. Tell them to think about the setting when they are reading. 4. Explain that they will be reading the same drama/play as Daily Lesson 14 Independent Reading, but they each will take different parts. 	<ol style="list-style-type: none"> 1. Show students an example of a story that has dialogue. Ask: Why did the author use dialogue? Discuss responses including how dialogue helps develop the characters and the plot. 2. Explain that punctuating dialogue is very important. Discuss and review the punctuation used in the example. Review how to capitalize in direct quotes. 3. Display the plot line developed in the Teacher Writer's Notebook in Daily Lesson 13 Writing. 4. Model drafting the personal narrative. Add in

	<p>for? Discuss responses and ask for examples. Explain that some adverbs describe frequency and intensity. Discuss the examples on the chart.</p> <p>5. Explain that adjectives and adverbs help writers provide more detail, and they help readers develop clear mental pictures.</p>	<p>effective fluency.</p> <p>5. Ask: What did you learn about the setting? Discuss responses and record on the Handout: Looking at the Elements of Drama in the box <i>Describe the setting</i>. Be sure to record the text evidence to support the answer.</p> <p>6. Explain that while reading the play, they will be looking for how the setting is being described.</p> <ul style="list-style-type: none"> • Where it takes place? • What time was it? • What was the environment like? 		<p>dialogue using correct conventions for punctuation and capitalization. The draft should continue to build the plot and develop the characters.</p>
<p>Learning Applications</p>	<p>1. Distribute text from previous Shared Reading lessons. Instruct students to look through the text for examples of adjectives and adverbs.</p> <p>2. Monitor and provide assistance as necessary.</p>	<p>1. Assign parts of the drama to students. Read the drama aloud as a class.</p> <p>2. When applicable, pause to discuss how the setting is presented in the drama. Record thoughts and text evidence on the Handout:</p>	<p>1. Students choose a different part in the drama/play from Daily Lesson 14 Independent Reading. Students read their assigned part independently.</p> <p>2. Students sit with their</p>	<p>1. Students use their plot line to continue drafting the personal narrative with plot, characters, and setting.</p> <p>2. Students use dialogue in their drafts with correct punctuation and</p>

	<ol style="list-style-type: none"> 3. Students add examples of adjectives and adverbs to their Word Study Notebooks. 4. Distribute Writer’s Notebooks. Tell students that writers can revise their writing by adding adjectives and adverbs. Students find a sentence in their Writer’s Notebooks to revise by adding an adjective or adverb. 	<p>Looking at the Elements of Drama.</p>	<p>drama groups and take turns reading their parts.</p> <ol style="list-style-type: none"> 3. Monitor and assess students’ fluency and cooperation with their group. 4. In their Reader’s Notebooks, students describe the setting and provide evidence to support their answers. 	<p>capitalization.</p>
<p>Engage in Guided Reading and Guided Writing Instruction as appropriate.</p>				
<p>Closure</p>	<ol style="list-style-type: none"> 1. Student’s share sentences they found and identify the adjective or adverb used in the sentence. 	<ol style="list-style-type: none"> 1. Ask: How did the drama/play tell us about the setting? What are some examples? Discuss responses. 	<ol style="list-style-type: none"> 1. Students discuss their responses in their Reader’s Notebooks with their drama/play group. Students discuss the setting in the drama/play. 	<ol style="list-style-type: none"> 1. Students share their drafts with a partner and explain how they used dialogue to develop the character.

A Close Look at Dramatic Literature

Lesson Preparation

Daily Lesson #: 16	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	4.22C		4.Fig19C 4.5A 4.6A 4.18C	4.27A 4.28A 4.29A	4.Fig19C 4.5A 4.6A 4.18C	4.1A 4.27A 4.28A 4.29A	4.15B 4.17A	
Key Understandings and Guiding Questions	<input type="checkbox"/> An extensive vocabulary enhances oral and written communication. - How can studying the meaning and spelling of words help us as readers and writers?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading? <input type="checkbox"/> Readers use strategies to support understanding of text. - How does writing about reading support understanding of text?		<input type="checkbox"/> Authors use writer's craft to engage and sustain the reader's interest. - How does an author develop an engaging story?	
Vocabulary of Instruction	<input type="checkbox"/> Homophone		<input type="checkbox"/> Plot		<input type="checkbox"/> Fluency			
Materials	<input type="checkbox"/> Word Study Notebook (1 per student) <input type="checkbox"/> Dry erase board (1 per student) <input type="checkbox"/> Dry erase marker (1 per student) <input type="checkbox"/> Eraser (1 per student) <input type="checkbox"/> Sentence strip (10) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Grade-appropriate written drama/play (class set) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Grade-appropriate dramas/plays for student practice from Daily Lesson 15 (1 per group of students) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher Writer's Notebook (1) <input type="checkbox"/> Chart paper (if applicable)	

Daily Lesson #: 16	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Attachments and Resources		<input type="checkbox"/> Handout: Looking at the Elements of Drama (1)		
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Create an Anchor Chart: Homophones. Write a simple definition for homophone: <i>sounds the same, looks different, have different meanings</i>. Add the following homophones to the chart: <i>there, their, they're</i>. Write the following three sentences on the chart leaving a blank where the homophone should go: <ul style="list-style-type: none"> <i>I thought I put my book over _____.</i> <i>My brother took care of _____ house while they were away.</i> <i>_____ having a birthday party on Sunday.</i> On the sentence strips, write 10 sentences that use either <i>there, their,</i> or 	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Find a grade-appropriate drama/play with the following features: <ul style="list-style-type: none"> Title Characters Setting Dialogue Plot Theme Preview the drama and choose a part of the drama that shows the reader about the plot, through dialogue, the narrator, and/or other text. Prepare to display the Handout: Looking at the Elements of Drama from Daily Lesson 15 Shared Reading. Be sure each student will have a copy of the drama 	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. 	<ol style="list-style-type: none"> Prepare to display visuals as appropriate.

Daily Lesson #: 16	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<i>they're</i> . Leave a blank where the homophone would go.	to read and follow along.		
Background Information	Homophone - a word that is pronounced the same, but not spelled the same as another word and that has a different meaning (e.g., <i>bear</i> and <i>bare</i>, <i>week</i> and <i>weak</i>)	Plot in drama is the selection and arrangement of events in the story, usually structured with acts and scenes		
Teacher Notes	The focus of Daily Lessons 16 - 18 will be on homophones. This Daily Lesson will focus on the correct use and spelling of <i>there</i> , <i>their</i> , and <i>they're</i> .	Teachers may choose to continue with the same drama from Daily Lesson 15 Shared Reading or choose a new one. Teachers may want to use the plot lines developed in Daily Lessons 8-11 to remind students of the elements of plot.	Students will read the same drama/play as in Daily Lesson 14 Independent Reading, but read a different part.	

Instructional Routines

Daily Lesson # 16	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 15 min. <u>Content Objective:</u> Students spell commonly used homophones.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students describe the structural elements of dramatic literature. Students describe how the plot is presented in dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students describe how the plot is presented in dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students develop a personal narrative that has plot, characters, and setting.
Mini Lesson	<ol style="list-style-type: none"> 1. Display the Anchor Chart: Homophones. Explain that <i>homo</i> means <i>same</i> and <i>phone</i> means <i>sound</i>. Therefore, homophones are words that have the same sound, but look different and mean different things. Review the definition written on the chart. 2. Give examples of common homophones: <i>ad/add</i>, <i>board/bored</i>, <i>blue/blew</i>, <i>close/clothes</i>. 3. Tell students that they are going to focus on one of the most commonly misused homophones: <i>there, their, they're</i>. 4. Display the homophones 	<ol style="list-style-type: none"> 1. Ask: What is plot? Discuss responses including <i>the conflict/problem and the events or obstacles leading to the final resolution of the conflict/problem</i>. 2. Distribute a copy of the drama to each student. Students read the title and the list of characters (or review the title and characters if using the same drama as Daily Lesson 15 Shared Reading). 3. Read aloud a portion of the drama that demonstrates a part of the plot with effective fluency. 	<ol style="list-style-type: none"> 1. Review the Anchor Chart: Performing Dramas. 2. Remind students what was learned in Shared Reading about how the plot is presented in dramas/plays. 3. Tell them to think about the plot when they are reading. 4. Explain that they will be reading the same drama/play as Daily Lesson 14 Independent Reading, but they will each take different parts. 	<ol style="list-style-type: none"> 1. Display the plot line developed in the Teacher Writer's Notebook in Daily Lesson 13 Writing. 2. Think Aloud and finish drafting the personal narrative in the Teacher Writer's Notebook. Demonstrate how adding details with adjectives, adverbs, and prepositional phrases helps the writer build the plot to a climax and ends with a resolution.

	<p><i>there, their, they're</i> and the sentences on the Anchor Chart.</p> <p>5. Explain that <i>t-h-e-r-e</i> is usually used to describe a place, <i>t-h-e-i-r</i> is used to show possession of something and always comes before a noun and <i>t-h-e-y-'r-e</i> is a contraction for <i>they are</i>.</p> <p>6. Read the sentences on the Anchor Chart: Homophones and Think Aloud about how to determine the correct usage of each word.</p>	<p>4. Ask: What did you learn about the plot? Discuss responses and record on the Handout: Looking at the Elements of Drama in the box <i>Describe the plot</i>. Be sure to record the textual evidence to support the answer.</p> <p>5. Explain that while reading the play, they will be looking for how the plot is being described.</p> <ul style="list-style-type: none"> • What is the problem? • What events affect the problem? • How was the problem solved? 		
<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Distribute dry erase boards, markers, and erasers to each student. 2. Display the sentences on the sentence strips one at a time. 3. Students determine the correct word (either <i>there, their, or they're</i>) for the blank and write it on their dry erase board. 	<ol style="list-style-type: none"> 1. Assign parts of the drama to students. Read the drama aloud as a class. 2. When applicable, pause to discuss the plot of the drama. Record thoughts and text evidence on the Handout: Looking at the Elements of Drama. 	<ol style="list-style-type: none"> 1. Students choose a different part in the drama/play from Daily Lesson 15 Independent Reading. Students read their assigned part independently. 2. Students sit with their drama groups and take turns reading their parts. 3. Monitor and assess 	<ol style="list-style-type: none"> 1. Students use their plot line to finish drafting the personal narrative with plot, characters, and setting. Students build the plot to a climax and end with a resolution. Students develop details through use of adjectives, adverbs, and prepositional phrases.

	<p>4. After students write the word, check to make sure they are using the homophones correctly. Clear up any confusion.</p>		<p>students' fluency and cooperation with their group.</p> <p>4. In their Reader's Notebooks, students describe the plot and provide textual evidence to support their answers.</p>	
<p>Engage in Guided Reading and Guided Writing Instruction as appropriate.</p>				
<p>Closure</p>	<p>1. Students add the homophones <i>there, their,</i> and <i>they're</i> to their Word Study Notebooks along with a sentence for each.</p> <p>2. Ask: What is a homophone? Why do we need to know about homophones as readers and writers? Discuss responses.</p>	<p>1. Ask: How did the drama/play tell us about the plot? What are some examples? Discuss responses.</p> <p>2. Draw a plot line of the drama/play. (optional)</p>	<p>1. Students discuss their responses in their Reader's Notebooks with their drama/play group. Students discuss the plot in the drama/play.</p>	<p>1. Students share their drafts with a partner.</p>

A Close Look at Dramatic Literature

Lesson Preparation

Daily Lesson #: 17	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	4.22C		4.Fig19C 4.5A 4.18C	4.27A 4.28A 4.29A	4.Fig19C 4.5A 4.18C	4.1A 4.27A 4.28A 4.29A	4.15C,E	
Key Understandings and Guiding Questions	<input type="checkbox"/> An extensive vocabulary enhances oral and written communication. - How can studying the meaning and spelling of words help us as readers and writers?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading? <input type="checkbox"/> Readers use strategies to support understanding of text. - How does writing about reading support understanding of text?		<input type="checkbox"/> Authors use conventions of written language to communicate clearly and effectively. - How and why do authors revise their writing?	
Vocabulary of Instruction	<input type="checkbox"/> Homophone		<input type="checkbox"/> Theme		<input type="checkbox"/> Fluency		<input type="checkbox"/> Revision <input type="checkbox"/> Peer Conference	
Materials	<input type="checkbox"/> Word Study Notebook (1 per student) <input type="checkbox"/> Note card (1 per student) <input type="checkbox"/> Dictionary (class set) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Grade-appropriate written drama/play (class set) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Grade-appropriate dramas/plays for student practice from Daily Lesson 16 (1 per group of students)		<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher Writer's Notebook (1) <input type="checkbox"/> Chart paper (if applicable)	

Daily Lesson #: 17	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
			<input type="checkbox"/> Chart paper (if applicable)	
Attachments and Resources		<input type="checkbox"/> Handout: Looking at the Elements of Drama (1)		
Advance Preparation	<ol style="list-style-type: none"> Write commonly used homophone pairs on the note cards. Be sure each student has one homophone. Some possible homophones could include: <i>hi/high, hear/here, dear/deer, break/brake, made/maid, meat/meet, some/sum, real/reel, our/hour, scene/seen, son/sun, tea/tee, steal/steel, weak/week, wood/would, waist/waste</i>, etc. Prepare to model writing sentences for a pair of homophones not recorded on note cards. 	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Find a grade-appropriate drama/play with the following features: <ul style="list-style-type: none"> Title Characters Setting Dialogue Plot Theme Preview the drama and choose a part of the drama that shows the reader about the theme, through dialogue, the narrator, and/or other text. Prepare to display the Handout: Looking at the Elements of Drama from Daily Lesson 16 Shared Reading. Be sure each student will 	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. 	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Create an Anchor Chart: Revision Checklist from Unit 01, Lesson 03, Daily Lesson 17 Writing. Be sure the following criteria is on the checklist: <ul style="list-style-type: none"> Improve coherence Review and adjust organization Use varied sentences, both simple and compound, that are purposeful and well controlled to enhance the effectiveness of the piece Include sensory details to enhance the message Incorporate precise words that create visual images

Daily Lesson #: 17	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		have a copy of the drama to read and follow along.		
Background Information	Refer to Daily Lesson 16 Word Study	Theme - the central or universal idea of a piece of fiction or the main idea of a nonfiction essay Audience - the intended target group for a message, regardless of the medium		Revise - changing, adding, or deleting words, phrases, or sentences to clarify and/or to enhance the message based on the intended audience Coherent - Logically ordered, with consistent relations of parts to the whole (e.g., a coherent essay) Word choice - the author's thoughtful use of precise vocabulary to fully convey meaning to the reader
Teacher Notes		Teachers may choose to continue with the same drama from Daily Lesson 16 Shared Reading or choose a new one.	Students will read the same drama/play as in Daily Lesson 14 Independent Reading, but read a different part.	Listen as students conduct conferences and support them in forming questions to help the writer.

Instructional Routines

Daily Lesson # 17	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 15 min. <u>Content Objective:</u> Students spell commonly used homophones.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students describe the structural elements of dramatic literature. Students describe the theme in dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students describe the theme in dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students revise drafts based on feedback from peers.
Mini Lesson	<ol style="list-style-type: none"> 1. Display the Anchor Chart: Homophones from Daily Lesson 16 Word Study. 2. Ask: What is a homophone? Discuss responses and review the homophones <i>there, their,</i> 	<ol style="list-style-type: none"> 1. Ask: What is theme? Discuss responses. 2. Distribute a copy of the drama to each student. Students read the title and the list of characters (or review the title and 	<ol style="list-style-type: none"> 1. Review the Anchor Chart: Performing Dramas. 2. Remind students what was learned in Shared Reading about how the theme is presented in dramas/plays. 	<ol style="list-style-type: none"> 1. Display the Anchor Chart: Revision Checklist. Review what areas for revision students should be focusing on. 2. Explain that one way to revise papers is to get

	<p>and <i>they're</i>.</p> <ol style="list-style-type: none"> 3. Ask: Why is it important to know homophones as a reader and writer? Discuss responses. 4. Display a pair of homophones not recorded on the note cards. Discuss the meaning of each. Write a sentence for each homophone using them correctly. Draw a quick illustration. 5. Explain that they will be getting a note card with a homophone. They need to find the corresponding homophone and that will be their partner. 	<p>characters if using the same drama as Daily Lesson 16 Shared Reading).</p> <ol style="list-style-type: none"> 3. Read aloud a portion of the drama that demonstrates the theme with effective fluency. 4. Ask: What did you learn about the theme? Discuss responses and record them on the Handout: Looking at the Elements of Drama in the box <i>Describe the theme</i>. Be sure to record the textual evidence to support the answer. 5. Explain that while reading the play, they will be looking for how the theme is being described. 	<ol style="list-style-type: none"> 3. Tell them to think about the theme when they are reading. 4. Explain that they will be reading the same drama/play as Daily Lesson 16 Independent Reading, but they each will take different parts. 	<p>feedback from others. Tell them that sometimes the writer cannot tell if something is missing or does not make sense unless someone else reads it.</p> <ol style="list-style-type: none"> 3. Tell students that they are going to Peer Conference with one another. This means someone else will listen to or read your paper, then ask questions and give comments to make it even better. 4. Read a section of the draft in the Teacher Writer's Notebook and ask students for feedback. Instruct students to use the Anchor Chart: Revision Checklist to help give suggestions. 5. Use student feedback to make necessary revisions to the personal narrative in the Teacher Writer's Notebook. Explain that they are the writers and they decide whether to
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				<p>take the feedback and make the changes or not.</p> <p>6. Review the expectations for a Peer Conference.</p> <ul style="list-style-type: none"> • Be a good listener • Give two compliments • Ask two questions • Make two suggestions about content, not grammar, spelling and mechanics
<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Distribute note cards with homophones. Students find their partner with the corresponding homophone. 2. With a partner, students write sentences in their Word Study Notebooks using their homophones correctly. Students use dictionaries if necessary. 3. On a separate piece of paper, students rewrite their sentence leaving a blank where the homophone is. Students illustrate the sentence. 	<ol style="list-style-type: none"> 1. Assign parts of the drama to students. Read the drama aloud as a class. 2. When applicable, pause to discuss the characters' dialogue, actions, and choices related to the theme. Record thoughts and text evidence on the Handout: Looking at the Elements of Drama. 	<ol style="list-style-type: none"> 1. Students choose a different part in the drama/play from Daily Lesson 16 Independent Reading. Students read their assigned part independently. 2. Students sit with their drama groups and take turns reading their parts. 3. Monitor and assess students' fluency and cooperation with their group. 4. In their Reader's Notebooks, students describe the theme and 	<p>Students give feedback to one another in a Peer Conference. Students follow the expectations for the Peer Conference. Students make the necessary revisions based on the feedback they receive to their personal narrative in their Writer's Notebooks.</p>

			provide textual evidence to support their answers.	
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure	<ol style="list-style-type: none"> 1. Collect sentences and illustrations for use in Daily Lesson 18 Word Study. 2. Review what students have learned about homophones. 	<ol style="list-style-type: none"> 1. Ask: How did the drama/play tell us about the theme? What are some examples? Discuss responses. 	<ol style="list-style-type: none"> 1. Students discuss their responses in their Reader's Notebooks with their drama/play group. Students discuss the theme in the drama/play. 2. Students choose permanent roles for performing the drama in Daily Lesson 20 Shared and Independent Reading. 	<ol style="list-style-type: none"> 1. With their Peer Conference partner, students read their revised personal narrative.

A Close Look at Dramatic Literature

Lesson Preparation

Daily Lesson #: 18	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	4.22C		4.Fig19C 4.5A 4.6B 4.18C	4.27A 4.28A 4.29A	4.Fig19C 4.5A	4.1A 4.27A 4.28A 4.29A	4.15D 4.21Ci,Cii	
Key Understandings and Guiding Questions	<input type="checkbox"/> An extensive vocabulary enhances oral and written communication. - How does studying the meaning and spelling of words help us as readers and writers?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading?		<input type="checkbox"/> Authors use conventions of written language to communicate clearly and effectively. - Why do authors edit and correct their writing?	
Vocabulary of Instruction	<input type="checkbox"/> Homophone		<input type="checkbox"/> Character <input type="checkbox"/> Dialogue <input type="checkbox"/> Setting		<input type="checkbox"/> Fluency		<input type="checkbox"/> Edit	
Materials	<input type="checkbox"/> Word Study Notebook (1 per student) <input type="checkbox"/> Dry erase board (1 per student) <input type="checkbox"/> Dry erase marker (1 per student) <input type="checkbox"/> Eraser (1 per student) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Grade-appropriate written drama/play (class set) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Grade-appropriate dramas/plays for student practice from Daily Lesson 17 (1 per group of students) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher Writer's Notebook (1) <input type="checkbox"/> Colored pen or pencil (1 per student) <input type="checkbox"/> Chart paper (if applicable)	
Attachments and Resources			<input type="checkbox"/> Handout: Looking at the Elements of Drama (1 per 2					

Daily Lesson #: 18	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Check students' homophone sentences and illustrations from Daily Lesson 17 to be sure they used the homophones correctly. 3. Prepare a pair of homophones for modeling that are not included on the note cards and write two sentences with illustrations. Leave the homophones blank in the sentences. 4. Prepare to display the Anchor Chart: Homophones from Daily Lesson 17 Word Study. 	<p>students)</p> <ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Find a grade-appropriate drama/play with the following features: <ul style="list-style-type: none"> • Title • Characters • Setting • Dialogue • Plot • Theme 3. Prepare the drama so each student will have a copy to read and follow along. 4. Duplicate the Handout: Looking at the Elements of Drama one for every two students. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Use the editing checklist from Daily Lesson 9 Writing (either an Anchor Chart or a Teacher-created Handout). The focus of this Daily Lesson is punctuation. Be sure all the necessary punctuation rules are on the checklist. 3. In the Teacher Writer's Notebook, prepare to edit for punctuation using the Teacher-created editing checklist or use student samples with permission. 4. Prepare to display and duplicate the Teacher-created editing checklist for each student.
Background Information	Refer to Daily Lesson 16 Word Study			
Teacher Notes				In this Daily Lesson, students are editing their personal narrative for proper punctuation using a Teacher-created editing checklist.

Daily Lesson #: 18	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
				The checklist can also be used to differentiate for students above and below grade level by adding personalized editing remarks.

Instructional Routines

Daily Lesson # 18	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 15 min. <u>Content Objective:</u> Students spell commonly used homophones.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students describe the structural elements of dramatic literature. Students describe how characters and setting are presented in dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students demonstrate understanding by acting out a drama/play.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students edit for punctuation using a Teacher-created editing checklist.
Mini Lesson	<ol style="list-style-type: none"> 1. Display the Anchor Chart: Homophones. Review what has been learned about homophones. 2. Display the prepared homophones for modeling. Tell students that they are going to see a sentence and illustration for each homophone and they need to decide which homophone fits in each sentence. 3. Display the first sentence and illustration. Ask: Which homophone fits in the sentence and why? Discuss responses. 4. Display the second sentence and illustration. 	<ol style="list-style-type: none"> 1. Review the elements of drama the students have been studying in Daily Lessons 14-17 Shared Reading: <ul style="list-style-type: none"> • Character • Dialogue • Setting 2. Review the Handout: Looking at the Elements of Drama that was modeled in Daily Lessons 14-17 Shared Reading. 3. Explain that they will read another drama and they will complete the <i>Character and Setting</i> boxes with a partner. 	<ol style="list-style-type: none"> 1. Review the Anchor Chart: Performing Dramas. 2. Explain that students need to practice acting out their dramas/plays, not just read them. Students need to add action to the dialogue. 3. Tell students that they may add or make simple props to help the audience know what is happening in the drama/play. 	<ol style="list-style-type: none"> 1. Display the teacher-created editing checklist with punctuation rules. 2. Review the punctuation rules that students are expected to know. Clear up any misconceptions and give examples as needed. 3. Using the personal narrative in the Teacher Writer's Notebook or student samples (with permission), model using the checklist and editing for punctuation using a colored pen or pencil.

	<p>Ask: Which homophone fits in the sentence and why? Discuss responses.</p> <p>5. Explain that students are going to present their sentences and illustrations while others choose the correct homophone for the sentence and illustration.</p>			
<p>Learning Applications</p>	<ol style="list-style-type: none"> 1. Distribute dry erase boards, markers, and erasers. 2. Students with common homophone pairs display their homophones for the other students to see. Students with dry erase boards write #1 and #2 on the dry erase board. 3. In sequence, students in the pair read their sentence and show their illustration. 4. Students with dry erase boards record the correct homophone on their board for sentence number one and number two. 5. Students reveal the 	<ol style="list-style-type: none"> 1. Distribute the Handout: Looking at the Elements of Drama to each pair of students. 2. Assign parts of the drama to students. Read the drama aloud as a class. 3. With a partner, students complete the first two sections (character and setting) of the Handout: Looking at the Elements of Drama. 	<ol style="list-style-type: none"> 1. Students practice acting out their drama/play. 2. Students make or add simple props to their drama/play. 	<ol style="list-style-type: none"> 1. Students use the Teacher-created editing checklist to edit for punctuation using a colored pen or pencil.

	<p>correct answer for each sentence.</p> <p>6. Repeat steps two through five with each pair of students.</p>			
Engage in Guided Reading and Guided Writing Instruction as appropriate.				
Closure	<p>1. Add the commonly used homophones to the Anchor Chart: Homophones and discuss with students.</p>	<p>1. Students share their answers and provide text evidence.</p>	<p>1. Ask: How does adding action and props add to the development of the drama/play? Discuss responses.</p>	<p>1. Students show a partner where they were able to correct their writing for punctuation.</p>

A Close Look at Dramatic Literature

Lesson Preparation

Daily Lesson #: 19	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	4.2E 4.22Ai,ii,iii,iv,B,C,D		4.Fig19C 4.5A 4.18C	4.6A,B,C 4.27A 4.28A 4.29A	4.Fig19A,B,C,D,E,F 4.5A 4.18C	4.1A 4.27A 4.28A 4.29A	4.15E 4.21Bi,Bii,Biii	
Key Understandings and Guiding Questions	<input type="checkbox"/> Authors use conventions of written language to communicate clearly and effectively. - How does the use of correct spelling help writers communicate clearly and effectively?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How can understanding literary elements help readers understand what they are reading? <input type="checkbox"/> Readers use strategies to support understanding of text. - How does writing about reading support understanding of text?		<input type="checkbox"/> Authors use conventions of written language to communicate clearly and effectively. - Why do authors edit and correct their writing?	
Vocabulary of Instruction	<input type="checkbox"/> Edit		<input type="checkbox"/> Dialogue <input type="checkbox"/> Plot <input type="checkbox"/> Theme <input type="checkbox"/> Audience		<input type="checkbox"/> Character <input type="checkbox"/> Dialogue <input type="checkbox"/> Setting <input type="checkbox"/> Plot <input type="checkbox"/> Theme <input type="checkbox"/> Audience		<input type="checkbox"/> Edit	
Materials	<input type="checkbox"/> Word Study Notebook (1 per student) <input type="checkbox"/> Writer's Notebook (1 per student)		<input type="checkbox"/> Grade-appropriate written drama/play (class set) <input type="checkbox"/> Chart paper (if applicable)		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Grade-appropriate dramas/plays		<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher Writer's Notebook (1)	

Daily Lesson #: 19	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<input type="checkbox"/> Teacher's Writer's Notebook (1) <input type="checkbox"/> Chart paper (if applicable)		for student practice from Daily Lesson 18 Independent Reading (1 per group of students) <input type="checkbox"/> Chart paper (if applicable)	<input type="checkbox"/> Grade-appropriate text(s) with names of historical events/ documents, names of languages, race, and nationalities (1) <input type="checkbox"/> Colored pen or pencil (1 per student) <input type="checkbox"/> Chart paper (if applicable)
Attachments and Resources		<input type="checkbox"/> Handout: Looking at the Elements of Drama (1 per 2 students)		
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Use the editing checklist from Daily Lesson 9 Writing (either an Anchor Chart or a Teacher-created Handout). The focus of this Daily Lesson is editing for spelling. Be sure all the necessary spelling rules are on the checklist. <ul style="list-style-type: none"> • Plural rules • Irregular plurals • Double consonants in the middle of words • Other ways to spell /sh/ • Homophones • Base words and roots 	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Find a grade-appropriate drama/play with the following features: <ul style="list-style-type: none"> • Title • Characters • Setting • Dialogue • Plot • Theme Prepare the drama so each student will have a copy to read and follow along. Prepare to use the 	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. 	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Use the editing checklist from Daily Lesson 9 Writing (either an Anchor Chart or a Teacher-created Handout). The focus of this Daily Lesson is editing for capitalization. Be sure all the necessary capitalization rules are on the checklist. <ul style="list-style-type: none"> • Historical events and documents (this will be directly taught in the lesson) • Languages, races,

Daily Lesson #: 19	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>with affixes (only list those that have been studied)</p> <ul style="list-style-type: none"> • (Add anything else that meets the needs of the classroom) <p>3. Prepare to display all the Anchor Charts created to teach spelling rules and patterns.</p> <p>4. In the Teacher Writer's Notebook, prepare to edit for spelling using the Teacher-created editing checklist or use student samples with permission.</p>	<p>Handout: Looking at the Elements of Drama from Daily Lesson 19 Shared Reading.</p>		<p>and nationalities (this will be directly taught in the lesson)</p> <ul style="list-style-type: none"> • Titles of books, stories, and essays (review from Unit 01) • (Add anything else that meets the needs of the classroom) <p>3. Find examples of texts with the names of historical events and documents, languages, races, and nationalities. A district-adopted Social Studies textbook may be a good resource for these capitalization rules.</p> <p>4. In the Teacher Writer's Notebook, prepare to edit for capitalization using the Teacher-created editing checklist or use student samples with permission.</p>
Background Information			This Instructional Routine partially assesses Performance Indicator 05.	
Teacher Notes	This Daily Lesson focuses on			This Daily Lesson focuses on

Daily Lesson #: 19	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	editing for spelling only.			editing for capitalization only.

Instructional Routines

Daily Lesson # 19	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 15 min. <u>Content Objective:</u> Students edit for spelling using a Teacher-created editing checklist, their Word Study Notebooks, and other print and electronic resources.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students describe the structural elements of dramatic literature. Students describe the plot and theme in dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students demonstrate understanding by acting out a drama/play. Students describe the structural elements of dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students edit for capitalization using a Teacher-created editing checklist.
Mini Lesson	<ol style="list-style-type: none"> 1. Display the teacher-created editing checklist and the Anchor Charts from Word Study with spelling rules. 2. Review the spelling rules and patterns that students are expected to know. Clear up any misconceptions and give examples as needed. 3. Remind students to use their Word Study Notebooks and other resources such as Word Walls, dictionaries, thesauruses, etc. to help them spell. 4. Using the personal narrative in the Teacher Writer's Notebook or 	<ol style="list-style-type: none"> 1. Review the elements of drama the students have been studying in Daily Lessons 14-17 Shared Reading. <ul style="list-style-type: none"> • Plot • Theme 2. Review the Handout: Looking at the Elements of Drama that was modeled in Daily Lessons 14-17 Shared Reading. 3. Explain that they will read another drama and they will complete the <i>Plot and Theme</i> boxes with a partner. 	<ol style="list-style-type: none"> 1. Review the Anchor Chart: Performing Dramas. 2. Explain that students need to practice acting out their dramas/plays, not just read them. Students need to add action to the dialogue. 	<ol style="list-style-type: none"> 1. Display the Teacher-created editing checklist with capitalization rules. 2. Using the selected text, show examples of how to use capitalization for historical events and documents and names of languages, races, and nationalities. 3. Using the Teacher-created editing checklist, review the capitalization rules that students are expected to know. Clear up any misconceptions and give examples as needed. 4. Using the personal narrative in the Teacher Writer's Notebook or

	student samples (with permission), model using the checklist and editing for spelling using a colored pen or pencil. Also model using print and electronic resources to help determine the correct spelling of a word or words.			student samples (with permission), model using the checklist and editing for capitalization using a colored pen or pencil.
Learning Applications	1. Students use the Teacher-created editing checklist, Word Study Notebook, and other print and electronic resources to edit for spelling using a colored pen or pencil.	1. Distribute the Handout: Looking at the Elements of Drama to each pair of students. 2. Assign parts of the drama to students. Read the drama aloud as a class. 3. With a partner, students complete the last two sections (plot and theme) of the Handout: Looking at the Elements of Drama .	1. Students practice acting out their drama/play with simple props.	1. Students use the Teacher-created editing checklist to edit for capitalization using a colored pen or pencil.
	Engage in Guided Reading and Guided Writing Instruction as appropriate.			
Closure	1. Students show a partner where they were able to correct their writing for spelling.	1. Students share their answers and provide text evidence.	1. In their Reader's Notebooks, students write an entry demonstrating understanding of the drama/play they have been practicing. If	1. Students show a partner where they were able to correct their writing for capitalization.

			<p>necessary, display the Anchor Chart: Reader's Response Questions.</p> <p>2. Collect the Reader's Notebooks to assess student entries that demonstrate understanding of text.</p>	
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A Close Look at Dramatic Literature

Lesson Preparation

Daily Lesson #: 20	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	4.22Ai,ii,iii,iv,B,C,D	4.2E	4.Fig19C 4.5A 4.18C	4.27A 4.28A 4.29A	4.Fig19C 4.5A 4.18C	4.1A 4.27A 4.28A 4.29A	4.15E	4.27A 4.28A 4.29A
Key Understandings and Guiding Questions	<input type="checkbox"/> An extensive vocabulary enhances oral and written communication. - How does studying spelling word patterns help us as readers and writers?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How does understanding literary elements help readers understand what they are reading?		<input type="checkbox"/> Understanding literary elements facilitates the reader's ability to make meaning of the text. - How does understanding literary elements help readers understand what they are reading?		<input type="checkbox"/> Authors use writer's craft to engage and sustain the reader's interest. - How does an author develop an engaging story?	
Vocabulary of Instruction			<input type="checkbox"/> Character <input type="checkbox"/> Dialogue <input type="checkbox"/> Setting <input type="checkbox"/> Plot <input type="checkbox"/> Theme <input type="checkbox"/> Audience		<input type="checkbox"/> Character <input type="checkbox"/> Dialogue <input type="checkbox"/> Setting <input type="checkbox"/> Plot <input type="checkbox"/> Theme <input type="checkbox"/> Audience			
Materials	<input type="checkbox"/> Word Study Notebook (1 per student) <input type="checkbox"/> Grade-appropriate books used during Shared and Independent Reading		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Grade-appropriate dramas/plays for student practice from Daily Lesson 19		<input type="checkbox"/> Reader's Notebook (1 per student) <input type="checkbox"/> Grade-appropriate dramas/plays for student practice from Daily Lesson 19		<input type="checkbox"/> Writer's Notebook (1 per student) <input type="checkbox"/> Teacher Writer's Notebook (1) <input type="checkbox"/> Chart paper (if applicable)	

Daily Lesson #: 20	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING														
	<input type="checkbox"/> Chart paper (if applicable)	Independent Reading <input type="checkbox"/> Chart paper (if applicable)	Independent Reading (1 per group of students) <input type="checkbox"/> Chart paper (if applicable)															
Attachments and Resources		<input type="checkbox"/> Handout: Looking at the Elements of Drama (1 per student)	<input type="checkbox"/> Handout: Looking at the Elements of Drama (1 per student)															
Advance Preparation	1. Prepare to display visuals as appropriate. 2. Prepare an Anchor Chart: Spelling Rules and Patterns. Make a table like the one below: <table border="1" style="margin-top: 10px; width: 100%;"> <thead> <tr> <th colspan="2">Spelling Rules and Patterns</th> </tr> <tr> <th>Pattern/Rule</th> <th>Words</th> </tr> </thead> <tbody> <tr> <td>Plurals</td> <td></td> </tr> <tr> <td>Double consonants</td> <td></td> </tr> <tr> <td>Spell /sh/</td> <td></td> </tr> <tr> <td>Base words affixes</td> <td></td> </tr> <tr> <td>Homophones</td> <td></td> </tr> </tbody> </table>	Spelling Rules and Patterns		Pattern/Rule	Words	Plurals		Double consonants		Spell /sh/		Base words affixes		Homophones		1. Prepare to display visuals as appropriate. 2. Duplicate the Handout: Looking at the Elements of Drama (1 per student).	1. Prepare to display visuals as appropriate. 2. Duplicate the Handout: Looking at the Elements of Drama (1 per student).	1. Prepare to display visuals as appropriate 2. Teacher-edit students' drafts for any remaining errors.
Spelling Rules and Patterns																		
Pattern/Rule	Words																	
Plurals																		
Double consonants																		
Spell /sh/																		
Base words affixes																		
Homophones																		

Daily Lesson #: 20	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	3. Select books used in Shared and Independent Reading to use for word hunt.			
Background Information	This Instructional Routine partially assesses Performance Indicator 06.	This Instructional Routine partially assesses Performance Indicator 06.	This Instructional Routine assesses Performance Indicator 03.	This Instructional Routine assesses Performance Indicator 02.
Teacher Notes		Students will present their drama/play to the class. Merge Shared and Independent Reading so students have time to perform and discuss the elements of a written drama.	Students will present their drama/play to the class. Merge Shared and Independent Reading so students have time to perform and discuss the elements of a written drama.	Publishing involves sharing the writing with an audience. In this Daily Lesson students will read their completed drafts to their peers. Teachers can have students complete a written published piece if time allows. Divide the class into triads or groups of four to share their personal narratives.

Instructional Routines

Daily Lesson # 20	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
Duration and Objective	Suggested Duration: 15 min. <u>Content Objective:</u> Students use patterns and rules to spell and decode words.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students describe the structural elements of dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students describe the structural elements of dramatic literature.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students share their personal narratives with an audience.
Mini Lesson	<ol style="list-style-type: none"> 1. Ask: What spelling patterns and rules have you learned? Students look through their Word Study Notebooks to review and discuss the patterns and rules learned in Unit 2. Discussion should include plural rules, double consonants in the middle of words, spell /sh/, homophones, and base words and affixes. 2. Display Anchor Chart: Spelling Rules and Patterns. Ask students to discuss the rules and patterns and how they use them to spell and decode words. 3. Explain that by paying attention to spelling patterns and rules when they read they can 	<ol style="list-style-type: none"> 1. Discuss the expectations for the performers and the audience. 2. Display the Handout: Looking at the Elements of Drama from Daily Lessons 14-17 Shared Reading. Review the elements of drama. Tell students to pay attention to the elements while watching the dramas/plays being presented. 	<ol style="list-style-type: none"> 1. Review the expectations for the performers and the audience. 2. Remind students to pay attention to the elements while watching the dramas/plays being presented. 	<ol style="list-style-type: none"> 1. Review the expectations for speaking and listening as students share their personal narratives. 2. Model sharing the personal narrative from the Teacher Writer's Notebook.

	<p>decode unknown words and better understand how to spell words.</p> <p>4. Students use the Anchor Chart Spelling Rules and Patterns to create a chart in their Word Study Notebooks. Students will record example words on the chart during a word hunt.</p>			
Learning Applications	<p>1. Distribute selected books to students.</p> <p>2. Explain that they will go on a word hunt in books to find words that have the patterns and rules they have studied. Tell students to record words they find that use the patterns and rules on the chart in their Word Study Notebooks.</p> <p>3. Monitor and discuss the words they are recording.</p>	<p>1. Each group performs their drama/play.</p> <p>2. After each presentation, students discuss the elements of the play/drama.</p> <p>3. Repeat these steps for the determined number of performances.</p>	<p>1. Each group performs their drama/play.</p> <p>2. After each presentation, students discuss the elements of the play/drama.</p> <p>3. Repeat these steps for the determined number of performances.</p>	<p>1. Students share their personal narratives in triads or groups of four.</p> <p>2. Audience gives compliments to each student after they share.</p>
	Engage in Guided Reading and Guided Writing Instruction as appropriate.			
Closure	<p>1. Ask: How does paying attention to the patterns in words as a</p>	<p>1. Continue performances in Independent Reading.</p>	<p>1. Distribute the Handout: Looking at the Elements of Drama to</p>	<p>1. Collect students' personal narratives to assess coherence, organization,</p>

	<p>reader help you learn to spell words?</p>		<p>each student.</p> <p>2. Students choose one of the performed dramas/plays to complete the Performance Indicator. Provide the written scripts as a resource.</p> <p>3. Students complete the Handout: Looking at the Elements of Drama for the chosen drama/play.</p> <p>4. Collect the Handout: Looking at the Elements of Drama from each student and assess them for student knowledge of structural elements of dramatic literature.</p>	<p>development of ideas, and conventions.</p>
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Bold black definitions: Standards for Ensuring Success from Kindergarten to College and Career, 2009 University of Texas System/Texas Education Agency

Structure and Elements of Fiction

Elements (Answer the questions in the middle column about the story you just read.)	Title of Story: _____	Text Evidence (Provide examples of text from the story to support your answer.)
Describe a character <ul style="list-style-type: none">• What is the main character like?• What are the relationships in the story?• How does the character change?• Is the narrator first person or third person?		
Describe the setting. <ul style="list-style-type: none">• Where did it take place?• What time was it?• What was the environment like?		
Describe the plot. <ul style="list-style-type: none">• What is the problem?• What events impacted the problem?• How was the problem solved? Option- Draw a plot line on the back.		
Describe the theme. <ul style="list-style-type: none">• What was the message or lesson learned?		

Shhh!

washer	patient	official
permission	mansion	musician
delicious	lotion	admission
profession	worship	animation
tension	social	partial
cautious	repetition	conscious
mushroom	motion	confession
special	mushy	action

Looking at the Elements of Drama

Elements (Answer the questions in the middle column about the play you just read.)	Title of Play: _____	Text Evidence (Provide examples of dialogue and other text from the drama to support your answer.)
Describe a character <ul style="list-style-type: none">• What is the character like?• What choices and actions did they make?		
Describe the setting. <ul style="list-style-type: none">• Where did it take place?• What time was it?• What was the environment like?		
Describe the plot. <ul style="list-style-type: none">• What is the problem?• What events impacted the problem?• How was the problem solved? Option- Draw a plot line on the back.		
Describe the theme. <ul style="list-style-type: none">• What was the message or lesson learned?		