



## ELAR Grade 05 Unit 03 Exemplar Lesson 03: Procedural Text: It’s Crafty

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

<b>Lesson Synopsis</b>	Students examine text features and organization to gain information from procedural text in order to complete a task. Students continue to practice making inferences, summarizing, and providing textual evidence while making personal connections to procedural text. Students use the writing process to write formal and informal letters. Students explore academic vocabulary used in content area books, and demonstrate word knowledge using established word collection techniques.
<b>Performance Indicators</b>	<p><b>Grade 05 ELAR Unit 03 PI 04</b></p> <hr/> <p>Participate in small groups to complete at least two of the following procedural stations:</p> <ol style="list-style-type: none"> <li>1) Interpret instructions to set up a complex board game.</li> <li>2) Follow a manual to play a computer or board game.</li> <li>3) Follow directions to complete a science experiment using the scientific method.</li> <li>4) Follow a four-step recipe to make something to eat.</li> <li>5) Follow a four-step set of directions to complete an art project.</li> </ol> <p>Standard(s): <a href="#">5.13A</a> , <a href="#">5.27B</a> , <a href="#">5.Fig19C</a>  <b>ELPS</b> <a href="#">ELPS.c.1A</a> , <a href="#">ELPS.c.1D</a> , <a href="#">ELPS.c.1E</a> , <a href="#">ELPS.c.1F</a> , <a href="#">ELPS.c.2C</a> , <a href="#">ELPS.c.3C</a> , <a href="#">ELPS.c.3E</a> , <a href="#">ELPS.c.3F</a> , <a href="#">ELPS.c.4C</a> , <a href="#">ELPS.c.4F</a> , <a href="#">ELPS.c.4I</a></p>

**Grade 05 ELAR Unit 03 PI 05**

Using appropriate language and written conventions, write a formal letter to the principal and an informal letter to a friend to explain the same main idea.

Standard(s): 5.15A , 5.15B , 5.15C , 5.15D , 5.15E , 5.18B

**ELPS** ELPS.c.1G , ELPS.c.5C , ELPS.c.5D , ELPS.c.5E , ELPS.c.5F , ELPS.c.5G

**Grade 05 ELAR Unit 03 PI 06**

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

Standard(s): 5.9A , 5.18C , 5.Fig19A , 5.Fig19B , 5.Fig19C , 5.Fig19D , 5.Fig19E , 5.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 05 ELAR Unit 03 PI 07**

Record multiple entries in a Word Study Notebook demonstrating word knowledge.

Standard(s): 5.2A , 5.2B , 5.2C , 5.2D , 5.2E

**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 choose language and form for audience and purpose.
- Readers choose texts in order to learn how to do new things.
- Readers use strategies to support understanding of text.
- Readers use writing to communicate deeper understanding of texts.
- Readers create connections to make text personally relevant and useful.
- An extensive vocabulary enhances written and oral 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>.

**5.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading**

*and writing. Students are expected to:*

**5.2A** Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.

*Readiness Standard*

**5.2B** Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.

*Readiness Standard*

**5.2E** Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

*Readiness Standard*

**5.10** *Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:*

**5.10A** Draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.

*Supporting Standard*

**5.11** *Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:*

**5.11B** Determine the facts in text and verify them through established methods.

*Supporting Standard*

**5.11D** Use multiple text features and graphics to gain an overview of the contents of text and to locate information.

**Readiness Standard**

**5.13** *Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:*

**5.13A** Interpret details from procedural text to complete a task, solve a problem, or perform procedures.

**Supporting Standard**

**5.13B** Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

**Supporting Standard**

**5.14** *Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:*

**5.14C** Identify the point of view of media presentations.

**Supporting Standard**

**5.15** *Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:*

**5.15B** Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.

**5.15C** Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.

**5.15D** Edit drafts for grammar, mechanics, and spelling.

**5.18** *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:*

**5.18B** Write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing).

**5.18C** Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.

**5.20** *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:*

**5.20A** Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

5.20A.iii adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best).

5.20A.vi indefinite pronouns (e.g., all, both, nothing, anything).

5.20A.vii subordinating conjunctions (e.g., while, because, although, if)

5.20A.viii transitional words (e.g., also, therefore).

**5.20C** Use complete simple and compound sentences with correct subject-verb agreement.

**5.21** *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:*

**5.21A** Use capitalization for:

5.21A.iii organizations.

**5.21B** Recognize and use punctuation marks including:

5.21B.i commas in compound sentences

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

**5.22B** **Spell words with:**

5.22B.i Greek Roots (e.g., tele, photo, graph, meter).

5.22B.ii Latin Roots (e.g., spec, scrib, rupt, port, ject, dict).

5.22B.iii Greek suffixes (e.g., -ology, -phobia, -ism, -ist)

5.22B.iv Latin derived suffixes (e.g., -able, -ible; -ance, -ence).

**5.22D** **Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.**

**5.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:*

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

**5.Fig19B** Ask literal, interpretive, evaluative, and universal questions of text.

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

**5.Fig19D** Make inferences about text using textual evidence to support understanding.

**Readiness Standard** (Fiction, Expository)

**Supporting Standard** (Literary Nonfiction, Poetry, and Drama, Persuasive)

**5.Fig19E** Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.

**Readiness Standard** (Fiction, Expository)

**Supporting Standard** (Literary Nonfiction, Poetry, and Drama, Persuasive)

Ongoing TEKS

- 5.1** *Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:*
- 5.1A** Read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- 5.9** *Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:*
- 5.9A** Read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
- 5.15** *Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:*
- 5.15A** Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
- 5.15E** Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
- 5.20** *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:*
- 5.20A** Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
- 5.20A.i verbs (irregular verbs and active voice).
- 5.20A.ii collective nouns (e.g., class, public).
- 5.20A.iv adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot).
- 5.20A.v prepositions and prepositional phrases to convey location, time, direction, or to provide details.

**5.20B** Use the complete subject and the complete predicate in a sentence.

**5.21** *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:*

**5.21A** Use capitalization for:

5.21A.i abbreviations.

5.21A.ii initials and acronyms

**5.21B** Recognize and use punctuation marks including:

5.21B.ii proper punctuation and spacing for quotations

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

**5.22A** Spell words with more advanced orthographic patterns and rules:

5.22A.i consonant changes (e.g., /t/ to/sh/ in select, selection;/k/ to/sh/ in music, musician).

5.22A.ii vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal)

5.22A.iii silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation).

**5.22C** Differentiate between commonly confused terms (e.g., its, it's; affect, effect).

**5.22E** Know how to use the spell-check function in word processing while understanding its limitations.

**5.27** *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:*

**5.27A** Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective.



- 5.27B** Follow, restate, and give oral instructions that include multiple action steps.
- 5.27C** Determine both main and supporting ideas in the speaker's message.
- 5.29** *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:*
- 5.29A** Participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

**Materials**

- Word Study Notebook (1 per student)
- Reader's Notebook (1 per student)
- Teacher Reader's Notebook (1)
- Writer's Notebook (1 per student)
- Teacher Writer's Notebook (1)
- Dry erase board, marker, and eraser (1 per 2 students)
- Materials necessary to complete crafts (varies)
- Materials necessary to complete recipes (varies)
- Colored pen or pencil (1 per student)
- Dictionary (class set)
- Chart paper
- 2 grade-appropriate procedural texts explaining how to make a craft/art project (1 per student)
- 2 grade-appropriate online no-cook recipes from a website with comments
- Grade-appropriate instructions to set up a complex board game (1 per 4-5 students)
- Grade-appropriate complex board game (1)
- Grade-appropriate manual to play a computer game or a board game (1 per 4-5 students)
- Grade-appropriate text with possible unfamiliar words (1 per student)
- Grade-appropriate directions for a science experiment (1 per 4-5 students)
- Materials for grade-appropriate science experiment (1 set of materials per 4-5 students)
- Grade-appropriate recipe (1 per 4-5 students)
- Materials for grade-appropriate recipe (1 set of materials per 4-5 students)
- Grade-appropriate directions for an art project (1 per 4-5 students)
- Materials for grade-appropriate art project (1 set of materials per 4-5 students)

	<ul style="list-style-type: none"> <li>• Grade-appropriate text with possible unfamiliar words (1 per student)</li> <li>• Collection of grade-appropriate texts in a variety of genre including procedural texts for student selection</li> <li>• Collection of grade-appropriate texts for student selection</li> <li>• Collection of formal and informal letters for student selection (minimum of 1 per 2 students)</li> </ul>
<b>Attachments</b>	<p>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.</p>
<b>Resources and References</b>	<p>None identified</p>
<b>Possible/Optional Literature Selections</b>	<p>None identified</p>

## Procedural Text: It's Crafty!

### Lesson Preparation

Daily Lesson #: 21	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	5.2A,E 5.22Bi-iv		5.2B 5.Fig19B,C 5.13A,B		5.2A,E 5.Fig19B,C 5.18C	5.1A 5.9A	5.18B	5.15A
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>• An extensive vocabulary enhances written and oral communication.</li> <li>- Why is it important for readers and writers to improve their knowledge of words?</li> </ul>		<ul style="list-style-type: none"> <li>• Readers choose texts in order to learn how to do new things.</li> <li>- What is the purpose of procedural text?</li> </ul>		<ul style="list-style-type: none"> <li>• Readers use strategies to support understanding of text.</li> <li>- What strategies do readers use to help maintain understanding of text?</li> <li>• Readers use writing to communicate deeper understanding of texts.</li> <li>- How can readers demonstrate understanding through writing?</li> <li>• Readers create connections to make text personally relevant and useful.</li> <li>- How can making connections help with comprehension?</li> </ul>		<ul style="list-style-type: none"> <li>• Authors choose language and form for audience and purpose.</li> <li>- How do authors develop focused, engaging letters?</li> </ul>	
<b>Vocabulary of Instruction</b>	• Context							

Daily Lesson #: 21	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Word Study Notebook (1 per student)</li> <li>• Dry erase board, marker, and eraser (1 per 2 students)</li> <li>• Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Reader’s Notebook (1 per student)</li> <li>• 2 grade-appropriate procedural texts explaining how to make a craft/art project (1 per student)</li> <li>• Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Reader’s Notebook (1 per student)</li> <li>• Collection of grade-appropriate texts in a variety of genre including procedural texts for student selection</li> <li>• Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Writer’s Notebook (1 per student)</li> <li>• Teacher Writer’s Notebook (1)</li> <li>• Collection of formal and informal letters for student selection (minimum of 1 per 2 students)</li> <li>• Chart paper (if applicable)</li> </ul>
<b>Attachments and Resources</b>				
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Be sure students have access to the Greek and Latin Word Sorts from Unit 03, Lesson 01 and 02 Word Study.</li> <li>3. Select a word that has a Greek or Latin root and/or suffix.</li> <li>4. Create a “Hangman” chart and write a line for each letter in the selected word.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Select two short procedural texts that explain how to make a simple craft or art project.</li> <li>3. Locate 1-2 words that may be unfamiliar to a majority of students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Reader Response Questions from Lesson 02.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> </ol>
<b>Background Information</b>		<p>Procedural text - a <b>type of informational text that is written with the intent to explain the steps in the procedure, as in a recipe. Procedural text could</b></p>		

Daily Lesson #: 21	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		house data that requires reader interpretation.		
<b>Teacher Notes</b>		In this Daily Lesson, students examine the features of procedural texts. In Daily Lesson 22 Shared Reading, they will follow the directions and complete the tasks using the procedural text. Plan accordingly for materials students will need to complete the tasks.	Refer to Daily Lesson 1 Independent Reading	

### Instructional Routines

Daily Lesson # 21	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Duration and Objective</b>	Suggested Duration: 15 min. <u>Content Objective:</u> Students spell words with Greek and Latin roots and affixes.	Suggested Duration: 30 min. <u>Content Objective:</u> Students interpret details and monitor comprehension in procedural text, including figuring out the meaning of unfamiliar words.	Suggested Duration: 25 min. <u>Content Objective:</u> Students write responses to texts read independently and provide evidence from the text to demonstrate understanding.	Suggested Duration: 30 min. <u>Content Objective:</u> Students generate topics for formal and informal letters.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Display the “Hangman” chart. Tell students that it is a word with a Greek or Latin root and/or affix.</li> <li>2. Ask students to guess letters. If the letter guessed is in the word, place the letter on the correct line. If it is not in the word, place a body</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>What is procedural text? Why would an author write procedural text?</b> Lead students to understand that procedural texts tell readers how to do something.</li> <li>2. Ask: <b>What are some examples of procedural</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Reader Response Questions.</li> <li>2. Ask: <b>What types of questions do good readers use to monitor comprehension while reading?</b> Add these questions to the Anchor Chart: Reader Response</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell students they will be writing two letters: a formal letter and an informal letter.</li> <li>2. Display the selected example letters. Ask: <b>What type of text is this? How do you know?</b> Discuss responses.</li> </ol>

	<p>part on the “Hangman”.</p> <ol style="list-style-type: none"> <li>Continue this process until someone guesses the word.</li> <li>Ask: <b>What does the word mean?</b> Discuss responses and use the word in a sentence. Use a dictionary as a resource, if necessary.</li> </ol>	<p><b>text?</b> Discuss responses including <i>recipes, game directions, destination directions, manuals, how-to’s, etc.</i></p> <ol style="list-style-type: none"> <li>Ask: <b>What types of text features are found in procedural texts? How do these text features help readers?</b> Discuss responses.</li> <li>Ask students to look at graphic elements, the title, headings, and other text features. Brainstorm a list of pre-reading questions to use as the class reads the procedural text.</li> <li><b>Think Aloud</b> using before-during-after reading strategies while reading one of the selected procedural texts. Focus on modeling asking questions to monitor comprehension. Discuss and interpret any factual or quantitative information presented in graphs, timelines, tables, etc.</li> </ol>	<p>Questions.</p> <ol style="list-style-type: none"> <li>Explain that students will choose which question or questions pertaining to monitoring comprehension they would like to answer as a response to reading. Tell them their response must reflect understanding and have text evidence.</li> <li>If applicable, model writing a response to one of the questions using a selected text. (optional)</li> </ol>	<ol style="list-style-type: none"> <li>Working with student suggestions, label the parts of the letters, including: <i>heading, salutation, body, and closing.</i></li> <li>Distribute the collection of formal and informal letters to students.</li> <li>Instruct students to read the letter with a partner and determine whether their letter is formal and informal. Tell them to identify the purpose and topic of the letters.</li> <li>Ask: <b>What types of topics were addressed with the formal letters?</b> Discuss and record student responses on chart.</li> <li>Ask: <b>Are there other topics that would (or could) be addressed through a formal letter?</b> Discuss and record responses on the chart.</li> <li>Ask: <b>What types of</b></li> </ol>
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		<p>6. During reading, demonstrate how to use context clues to decipher the meaning of the 2-3 unfamiliar words.</p> <p>7. Ask: <b>What questions might readers ask themselves after reading the text?</b> Discuss responses.</p>		<p><b>topics were addressed with the informal letters?</b> Discuss and record student responses on chart.</p> <p>9. Ask: <b>Are there other topics that would (or could) be addressed through an informal letter?</b> Discuss and record responses on the chart.</p> <p>10. <b>Think Aloud</b> and demonstrate brainstorming a topic for a formal letter to the principal and informal letter to a friend. Both letters need to have the same topic or main idea. Record ideas in the Teacher Writer's Notebook.</p>
<p><b>Learning Applications</b></p>	<p>1. Divide the students into pairs and give each pair a dry erase board, marker, and eraser.</p> <p>2. Using their Word Study Notebooks and the Greek/Latin word sorts</p>	<p>1. Distribute the other selected procedural text to each student. Ask students to find a partner.</p> <p>2. In Reader's Notebooks, students divide a page into three sections and</p>	<p>1. Students select their text for Independent Reading.</p> <p>2. Students choose a question or questions pertaining to monitoring comprehension from the Anchor Chart: Reader</p>	<p>1. Working with a partner, students brainstorm a topic to use for a formal letter to the principal and informal letter to a friend.</p> <p>2. Students record their ideas in their Writer's</p>



	<p>from Unit 03, Lesson 01 and 02 Word Study, students select a word with Greek/Latin roots and/or affixes.</p> <ol style="list-style-type: none"> <li>3. One of the students draws the “Hangman” on the dry erase board. They draw a line for every letter in their selected word. The other student guesses letters until they can determine the word.</li> <li>4. Students discuss what the word means, using a dictionary, if necessary.</li> <li>5. Students switch roles and repeat the process.</li> </ol>	<p>label the sections “before”, “during”, and “after”.</p> <ol style="list-style-type: none"> <li>3. Explain that students will generate questions before, during, and after reading. Students use the appropriate section of the text to ask questions and seek answers.</li> <li>4. Working in pairs, students read procedural texts and generate and answer questions.</li> <li>5. Students also monitor their comprehension and use strategies to determine the meaning of unfamiliar words if necessary.</li> </ol>	<p>Response Questions.</p> <ol style="list-style-type: none"> <li>3. Students read and monitor comprehension using these questions, and adding new ones as necessary.</li> <li>4. Students write a response to reading using their chosen questions. Students provide text evidence in their response.</li> </ol>	<p>Notebooks.</p>
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>How does knowing Latin and Greek roots and affixes help us as readers and writers?</b> Discuss responses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Select students to share their questions and answers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share their responses with a partner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Each pair of students shares ideas with another pair of students.</li> </ol>

## Procedural Text: It's Crafty!

### Lesson Preparation

Daily Lesson #: 22	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	5.2A,E 5.22Bi-iv		5.Fig19D,E 5.13A 5.18C		5.Fig19E 5.18C	5.1A 5.9A	5.15B,C 5.18B 5.20Aiii,Avi-iii,C	5.20Ai,Aii,B 5.27A,B,C 5.29A
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>• An extensive vocabulary enhances written and oral communication.</li> <li>- Why is it important for readers and writers to improve their knowledge of words?</li> </ul>		<ul style="list-style-type: none"> <li>• Readers choose texts in order to learn how to do new things.</li> <li>- What is the purpose of procedural text?</li> </ul>		<ul style="list-style-type: none"> <li>• Readers use strategies to support understanding of text.</li> <li>- What strategies do readers use to help maintain understanding of text?</li> <li>• Readers use writing to communicate deeper understanding of texts.</li> <li>- How can readers demonstrate understanding through writing?</li> <li>• Readers create connections to make text personally relevant and useful.</li> <li>- How can making connections help with comprehension?</li> </ul>		<ul style="list-style-type: none"> <li>• Authors choose language and form for audience and purpose.</li> <li>- How do authors develop focused, engaging letters?</li> </ul>	
<b>Vocabulary of Instruction</b>			• Summary		• Summary			

Daily Lesson #: 22	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Word Study Notebook (1 per student)</li> <li>• Dry erase board, marker, and eraser (1 per 2 students)</li> <li>• Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Reader’s Notebook (1 per student)</li> <li>• Teacher Reader’s Notebook (1)</li> <li>• 2 grade-appropriate procedural texts from Daily Lesson 22 Shared Reading explaining how to make a craft/art project (1 per student)</li> <li>• Materials necessary to complete crafts (varies)</li> <li>• Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Reader’s Notebook (1 per student)</li> <li>• Collection of grade-appropriate texts in a variety of genre including procedural texts for student selection</li> <li>• Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Writer’s Notebook (1 per student)</li> <li>• Teacher Writer’s Notebook (1 per student)</li> <li>• Chart paper (if applicable)</li> </ul>
<b>Attachments and Resources</b>				
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Be sure students have access to the Greek and Latin Word Sorts from Unit 03, Lesson 01 and 02 Word Study.</li> <li>3. Select a word that has a Greek or Latin root and/or suffix.</li> <li>4. Create a “Hangman” chart and write a line for each letter in the selected word.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Gather materials necessary to create craft in the selected procedural text.</li> <li>3. In the Teacher Reader’s Notebook, create a sample summary organizer by folding a right sided page vertically towards the binding. Open and divide the page into fourths. Cut page half way across and fold to create flaps. Label the</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Reader Response Questions. Plan to emphasize any questions on summarization.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> </ol>

Daily Lesson #: 22	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		outside of these flaps: Main Idea, Detail 1, Detail 2, and Detail 3.		
<b>Background Information</b>				
<b>Teacher Notes</b>		Use the same procedural text from Daily Lesson 21 Shared Reading. Students will use the procedural text to complete the craft described in Daily Lesson 21 Shared Reading.		

### Instructional Routines

Daily Lesson # 22	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Duration and Objective</b>	Suggested Duration: 15 min. <u>Content Objective:</u> Students spell words with Greek and Latin roots and affixes.	Suggested Duration: 25-30 min. <u>Content Objective:</u> Students interpret details from a procedural text to complete a task and summarize the text.	Suggested Duration: 25 min. <u>Content Objective:</u> Students summarize and paraphrase texts maintaining meaning and logical order.	Suggested Duration: 30 min. <u>Content Objective:</u> Students write and revise a formal letter.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Display the “Hangman” chart. Tell students that it is a word with a Greek or Latin root and/or affix.</li> <li>2. Ask students to guess letters. If the letter guessed is in the word, place the letter on the</li> </ol>	<ol style="list-style-type: none"> <li>1. Review questions from Daily Lesson 21 Shared Reading. Add questions, if necessary.</li> <li>2. Using the same procedural text from Daily Lesson 21 Shared Reading, model</li> </ol>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Reader Response Questions. Review the questions on summary.</li> <li>2. Explain to students that they will be writing a summary of what they read in Independent</li> </ol>	<ol style="list-style-type: none"> <li>1. Display the Teacher Writer’s Notebook. Review the topic chosen for formal letter.</li> <li>2. Ask: <b>What do I want my audience to understand about the topic?</b> Discuss responses.</li> </ol>

	<p>correct line. If it is not in the word, place a body part on the “Hangman”.</p> <p>3. Continue this process until someone guesses the word.</p> <p>4. Ask: <b>What does the word mean?</b> Discuss responses and use the word in a sentence, use a dictionary as a resource, if necessary.</p>	<p>interpreting the details in order to complete the task described in the text. (Optional: students may complete the craft with teacher.)</p> <p>3. After completing the task, demonstrate how to create the summary graphic organizer using the Teacher Reader’s Notebook as an example.</p> <p>4. As a class, discuss the main idea/topic of the text and write this on the summary graphic organizer.</p> <p>5. Using student suggestions, provide supporting details for the main idea/topic. Record the information under the Detail 1, Detail 2, and Detail 3 flaps.</p>	<p>Reading. Tell them they may use the graphic organizer used in Shared Reading or they may just write a paragraph in their Reader’s Notebook.</p> <p>3. If applicable, model writing a summary using a selected text. (optional)</p>	<p>3. <b>Think Aloud</b> organizing thoughts for writing the letter.</p> <p>4. Demonstrate writing the letter including using letter writing conventions. <b>Think Aloud</b> about word choice based on the fact it is a formal letter.</p> <p>5. When finished, reread and ask: <b>Was my message clear to my audience?</b> Discuss and revise as necessary.</p>
<p><b>Learning Applications</b></p>	<p>1. Divide the students into pairs and give each pair a</p>	<p>1. Working in pairs, students interpret the details from</p>	<p>1. Students select their text for Independent Reading.</p>	<p>1. In their Writer’s Notebook, students write formal</p>

	<p>dry erase board, marker, and eraser.</p> <ol style="list-style-type: none"> <li>Using their Word Study Notebooks and the Greek/Latin word sorts from Unit 03, Lesson 01 and 02 Word Study, students select a word with Greek/Latin roots and/or affixes.</li> <li>One of the students draws the “Hangman” on the dry erase board. They draw a line for every letter in their selected word. The other student guesses letters until they can determine the word.</li> <li>Students discuss what the word means, using a dictionary, if necessary.</li> <li>Students switch roles and repeat the process.</li> </ol>	<p>the other procedural text used in Daily Lesson 21 Shared Reading to complete the craft.</p> <ol style="list-style-type: none"> <li>Students use the summary graphic organizer to write a summary of the procedural text in their Reader’s Notebooks.</li> </ol>	<ol style="list-style-type: none"> <li>Students read and monitor comprehension.</li> <li>Students summarize what they read using a graphic organizer or by writing a paragraph.</li> </ol>	<p>letters using the selected topic from Daily Lesson 21 Writing.</p> <ol style="list-style-type: none"> <li>As they finish the rough draft, divide students in pairs for peer revision focusing on appropriate conventions, content, and closure.</li> </ol>
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	<ol style="list-style-type: none"> <li>Ask: <b>How does knowing Latin and Greek roots and affixes help us as readers and writers?</b> Discuss responses.</li> </ol>	<ol style="list-style-type: none"> <li>Ask: <b>Where else do readers encounter procedural text?</b> Discuss responses.</li> </ol>	<ol style="list-style-type: none"> <li>Students share their summaries with a partner.</li> </ol>	<ol style="list-style-type: none"> <li>Ask for volunteers to read a well written sentence or two from their letter and tell why it is appropriate for a formal letter.</li> </ol>

## Procedural Text: It's Crafty!

### Lesson Preparation

Daily Lesson #: 23	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	5.2B		5.2B 5.Fig19B,C 5.11D 5.13A,B 5.14C		5.11B 5.18C		5.15D 5.18B 5.21Aiii,Bi 5.22Bi-iv,D	5.15E 5.21Ai,Aii,Bii, 5.22Ai-iii,C,E
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>• An extensive vocabulary enhances written and oral communication.</li> <li>- What do readers do when they come to a word they do not understand?</li> </ul>		<ul style="list-style-type: none"> <li>• Readers choose texts in order to learn how to do new things.</li> <li>- What is the purpose of procedural text?</li> </ul>		<ul style="list-style-type: none"> <li>• Readers use strategies to support understanding of text.</li> <li>- What strategies do readers use to help maintain understanding of text?</li> <li>• Readers use writing to communicate deeper understanding of texts.</li> <li>- How can readers demonstrate understanding through writing?</li> <li>• Readers create connections to make text personally relevant and useful.</li> <li>- How can making connections</li> </ul>		<ul style="list-style-type: none"> <li>• Authors choose language and form for audience and purpose.</li> <li>- How do authors develop focused, engaging letters?</li> </ul>	



Daily Lesson #: 23	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
			help with comprehension?	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Context clue</li> </ul>			
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Grade-appropriate text with possible unfamiliar words (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>2 grade-appropriate online no-cook recipes from a website with comments</li> <li>Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Collection of grade-appropriate texts in a variety of genre including procedural texts for student selection</li> <li>Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Writer's Notebook (1 per student)</li> <li>Teacher Writer's Notebook (1)</li> <li>Colored pen or pencil (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>
<b>Attachments and Resources</b>				
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Preview the text to determine the 4-5 words possible unfamiliar or multi-meaning words. Be sure there is some context that allows the reader to know what the words mean. Underline or highlight the selected words.</li> <li>Prepare to display the Anchor Chart: Using Context Clues from Unit 02B, Lesson 01, Daily</li> </ol>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Provide internet access and/or reserve the school's media center.</li> <li>Locate two online short, no-cook recipes that include user ratings and comments.</li> <li>Locate 1-2 words that may be unfamiliar to a majority of students.</li> </ol>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Prepare to display and duplicate the Teacher-Created Handout: Editing Checklist from Unit 03, Lesson 02, Daily Lesson 9 Writing.</li> <li>In the Teacher Writer's Notebook or using prepared sentences with errors, plan to model editing the formal letter. Plan to edit for the following where applicable:</li> </ol>

Daily Lesson #: 23	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	Lesson 1 Word Study.			<ul style="list-style-type: none"> <li>Capitalization: abbreviations, initials and acronyms, and organizations</li> <li>Punctuation: commas in compound sentences, and quotations</li> <li>Mechanics: italics and underlining.</li> </ul>
<b>Background Information</b>				
<b>Teacher Notes</b>		In this Daily Lesson, students examine the features and content of a procedural text. In Daily Lesson 24 Shared Reading, students follow the directions and complete the task. Plan to gather materials students will need to complete the task.		

## Instructional Routines

Daily Lesson # 23	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Duration and Objective</b>	Suggested Duration: 15 min. <u>Content Objective:</u> Students use context to determine or clarify the meaning of words.	Suggested Duration: 30 min. <u>Content Objective:</u> Students interpret details in procedural text while monitoring comprehension and identify the point of view of media presentations.	Suggested Duration: 25 min. <u>Content Objective:</u> Students distinguish fact from opinion in text and verify what is factual.	Suggested Duration: 30 min. <u>Content Objective:</u> Students edit drafts for capitalization, punctuation, spelling, and mechanics.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Review what was learned about context clues in Units 01 and 02.</li> <li>2. Display the Anchor Chart: Using Context Clues.</li> <li>3. Display and distribute the selected text with unfamiliar words.</li> <li>4. Read the text aloud until the first underlined or highlighted word is read.</li> <li>5. Using the text, demonstrate how to use relationships between surrounding words: in-sentence examples, definition in the sentence, and in-sentence restatement to help determine the meaning of the word. Show how to use</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>What is the difference between a fact and an opinion?</b> Discuss responses.</li> <li>2. Ask students to look at graphic elements, the title, headings, other text features, and comments about the recipe. Brainstorm a list of pre-reading questions to use as the class reads the procedural text.</li> <li>3. <b>Think Aloud</b> using before-during-after reading strategies while reading one of the procedural texts. Focus on modeling asking questions to monitor comprehension. Discuss and interpret any factual or quantitative</li> </ol>	<ol style="list-style-type: none"> <li>1. Review what was discussed about fact and opinion in Shared Reading.</li> <li>2. Tell students to examine the text they choose for Independent Reading to find 2-3 facts and 2-3 opinions.</li> <li>3. If applicable, model reading a selected text and looking for facts and opinions and explain how to verify what is fact. (optional)</li> </ol>	<ol style="list-style-type: none"> <li>1. Distribute and display the Teacher Created Handout: Editing Checklist.</li> <li>2. Review what students should be editing for in their drafts.</li> <li>3. Using the formal letter in the Teacher Writer's Notebook or prepared sentences with errors, model using the editing checklist to correct punctuation, capitalization, and mechanics errors using a colored pen or pencil.</li> </ol>

	<p>the surrounding words along with background knowledge to infer the meaning of the word.</p> <p>6. Record the word, the clues, and the inferred meaning on the Anchor Chart: Using Context Clues.</p>	<p>information presented in graphs, timelines, tables, etc.</p> <p>4. Model using appropriate word study strategies to decipher the meaning of the 2-3 unfamiliar words.</p> <p>5. Review the comments left by other cooks who have tried the recipe. Mark each one with an “F” for fact and an “O” for opinion.</p> <p>6. Ask: <b>What can you learn from the comments that are facts? What can you learn from the comments that are opinions? What point of view are the comments being made?</b> Discuss responses.</p>		
<p><b>Learning Applications</b></p>	<p>1. Students make a similar chart in their Word Study</p>	<p>1. Distribute the procedural texts to each student. Ask</p>	<p>1. Students select their text for Independent Reading.</p>	<p>1. In their Writer’s Notebooks, students use</p>

	<p>Notebook.</p> <ol style="list-style-type: none"> <li>2. Students continue to read the selected text with a partner. Students stop at highlighted or underlined words to discuss the word, the clues, and the inferred meaning.</li> <li>3. Students record the words, the clues, and the inferred definitions on the chart in their Word Study Notebook.</li> </ol>	<p>students to find a partner.</p> <ol style="list-style-type: none"> <li>2. In their Reader's Notebooks, students divide a page into three sections and label the sections "before", "during", and "after".</li> <li>3. Explain that students will generate questions before reading, during reading, and after reading. Students use the appropriate section of the page for each question and answer.</li> <li>4. Working in pairs, students read procedural texts, generate and answer questions, and mark the comments as facts or opinions.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students read and monitor comprehension.</li> <li>3. Students write 2-3 facts and 2-3 opinions they discovered while reading in their Reader's Notebook.</li> </ol>	<p>the Teacher-Created Handout: Editing Checklist to correct their formal letters for punctuation, capitalization, and mechanics errors using a colored pen or pencil.</p> <ol style="list-style-type: none"> <li>2. Monitor and provide assistance with editing.</li> <li>3. Students publish their formal letters.</li> </ol>
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. As a class, discuss each of the words, the clues, and the inferred definitions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review the comments as a class and discuss whether they are facts or opinions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share their facts and opinions with a partner. Students explain how to verify what is fact.</li> </ol>	<ol style="list-style-type: none"> <li>1. In small groups, students share their formal letters.</li> </ol>

## Procedural Text: It's Crafty!

### Lesson Preparation

Daily Lesson #: 24	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	5.2E		5.Fig19E 5.13A		5.2B 5.Fig19A-F 5.18C	5.1A 5.9A 5.27A,B,C 5.29A	5.15B,C 5.18B 5.20Aiii,Avi-iii,C	5.20Ai,Aii,Aiv,Av,B 5.27A,B,C 5.29A
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>An extensive vocabulary enhances written and oral communication.</li> <li>Why is it important that readers and writers build their knowledge of words?</li> </ul>		<ul style="list-style-type: none"> <li>Readers choose texts in order to learn how to do new things.</li> <li>What is the purpose of procedural text?</li> </ul>		<ul style="list-style-type: none"> <li>Readers use strategies to support understanding of text.</li> <li>What strategies do readers use to help maintain understanding of text?</li> <li>Readers use writing to communicate deeper understanding of texts.</li> <li>How can readers demonstrate understanding through writing?</li> <li>Readers create connections to make text personally relevant and useful.</li> <li>How can making connections help with comprehension?</li> </ul>		<ul style="list-style-type: none"> <li>Authors choose language and form for audience and purpose.</li> <li>How do authors develop focused, engaging letters?</li> </ul>	
<b>Vocabulary of Instruction</b>			<ul style="list-style-type: none"> <li>Summarize</li> </ul>					
<b>Materials</b>	<ul style="list-style-type: none"> <li>Word Study Notebook (1 per student)</li> <li>Dictionary (class set)</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>2 grade-appropriate recipes</li> </ul>		<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Collection of grade-appropriate</li> </ul>		<ul style="list-style-type: none"> <li>Writer's Notebook (1 per student)</li> <li>Teacher Writer's Notebook (1 per student)</li> </ul>	

Daily Lesson #: 24	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<ul style="list-style-type: none"> <li>• Grade-appropriate text with unfamiliar words from Daily Lesson 23 Word Study (1 per student)</li> <li>• Chart paper (if applicable)</li> </ul>	from Daily Lesson 23 Shared Reading (class set of each) <ul style="list-style-type: none"> <li>• Materials necessary to complete recipes (varies)</li> <li>• Chart paper (if applicable)</li> </ul>	texts in a variety of genre including procedural texts for student selection <ul style="list-style-type: none"> <li>• Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Chart paper (if applicable)</li> </ul>
<b>Attachments and Resources</b>				
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Using Context Clues from Daily Lesson 23 Word Study.</li> <li>3. Prepare to display the Anchor Chart: Dictionary Information from Unit 02B, Lesson 01, Daily Lesson 2 Word Study.</li> <li>4. Prepare to display a dictionary entry with all the information listed in the Anchor Chart: Dictionary Information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Gather materials necessary to create the recipe in the procedural text.</li> <li>3. In the Teacher Reader's Notebook, create a sample summary organizer by folding a right sided page vertically towards the binding. Open and divide to page into fourths. Cut page half way across and fold to create flaps. Label the outside of these flaps: Main Idea, Detail1, Detail 2, and Detail 3.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Prepare to display the Anchor Chart: Reader Response Questions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> </ol>
<b>Background Information</b>				
<b>Teacher Notes</b>	In this Daily Lesson, students use	Use the same procedural text		

Daily Lesson #: 24	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	dictionaries to look up the words on their context clues chart to confirm their definition and determine other information about their words. Students may need to refer to the texts in which the words were found just in case they are multiple meaning words.	(recipe) from Daily Lesson 23 Shared Reading. Students use the procedural text to complete the recipe described in Daily Lesson 23 Shared Reading.		



## Instructional Routines

Daily Lesson # 24	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Duration and Objective</b>	Suggested Duration: 15 min. <u>Content Objective:</u> Students use a dictionary to determine word meanings, syllabication, pronunciations, alternative word choices, and parts of speech.	Suggested Duration: 30 min. <u>Content Objective:</u> Students interpret details from a procedural text to complete a task and summarize the text.	Suggested Duration: 20-25 min. <u>Content Objective:</u> Students write responses to texts read independently and provide evidence from the text to demonstrate understanding.	Suggested Duration: 30 min. <u>Content Objective:</u> Students write and revise an informal letter.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Using Context Clues from Daily Lesson 23 Word Study.</li> <li>2. Review how and why readers use context clues.</li> <li>3. Display the Anchor Chart: Dictionary Information.</li> <li>4. Display the selected dictionary entry. Review where to find all the dictionary information listed on the chart (definition, syllabication, pronunciation, alternative word choices, and parts of speech). Record the information on the Anchor Chart: Dictionary Information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review questions from Daily Lesson 23 Shared Reading. Add questions, if necessary.</li> <li>2. Using the same recipe from Daily Lesson 23 Shared Reading, model interpreting the details in order to complete the task described in the text. (Optional: students may complete the recipe with teacher.)</li> <li>3. After completing the task, review how to create the summary graphic organizer from Daily Lesson 22 Shared Reading using the Teacher Reader's Notebook as an example.</li> </ol>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Reader Response Questions.</li> <li>2. Explain that students will choose which question or questions they would like to answer as a response to reading. Tell them their response must reflect understanding and have text evidence.</li> <li>3. If applicable, model writing a response to one of the questions using a selected text. (optional)</li> </ol>	<ol style="list-style-type: none"> <li>1. Display the Teacher Writer's Notebook. Review topic chosen for the informal letter.</li> <li>2. Ask: <b>What do I want my audience to understand about the topic?</b> Discuss responses.</li> <li>3. <b>Think Aloud</b> organizing thoughts for writing the informal letter.</li> <li>4. Demonstrate writing the letter including using letter writing conventions. <b>Think Aloud</b> about word choice based on the fact it is an informal letter.</li> <li>5. When finished reread and ask: <b>Was my message clear to my audience?</b></li> </ol>

	<ol style="list-style-type: none"> <li>5. Select one of the words recorded on the Anchor Chart: Using Context Clues. Review the context clues and inferred definition on the chart. If necessary, use the text from Daily Lesson 23 Word Study and reread the word in context.</li> <li>6. Model using the dictionary to confirm the meaning of the selected word and to find other information about the word. Record the information on the Anchor Chart: Dictionary Information.</li> </ol>	<ol style="list-style-type: none"> <li>4. As a class, discuss the main idea/topic of the text and write this on the summary graphic organizer.</li> <li>5. Using student suggestions provide supporting details for the main idea/topic. Record the information under the Detail 1, Detail 2, and Detail 3 flaps.</li> </ol>		<p>Discuss and revise as necessary.</p>
<p><b>Learning Applications</b></p>	<ol style="list-style-type: none"> <li>1. Students review the chart in their Word Study Notebooks used to collect words, context clues, and inferred definitions from Daily Lesson 23 Word Study.</li> <li>2. Students use the chart in their Word Study Notebooks similar to the Anchor Chart: Dictionary Information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Working in pairs, students interpret the details from the other recipe used in Daily Lesson 23 Shared Reading to make the recipe.</li> <li>2. Students use the summary graphic organizer to write a summary of the procedural text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select a text for Independent Reading.</li> <li>2. Students choose a question or questions from the Anchor Chart: Reader Response Questions.</li> <li>3. Students read and monitor comprehension.</li> <li>4. Students write a response to reading using their chosen question. Students</li> </ol>	<ol style="list-style-type: none"> <li>1. In their Writer's Notebook, students write informal letters using the selected topic from Daily Lesson 21 Writing.</li> <li>2. As they finish the rough draft, divide students in pairs for peer revision focusing on appropriate conventions, content, and closure.</li> </ol>

	3. Students use the dictionary to confirm the definitions of the words collected in Daily Lesson 23 Word Study. Students also find other dictionary information about the words. Students record the information on their new chart.		provide text evidence in their response.	
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	1. Students share the dictionary information of 2-3 words in their Word Study Notebooks with a partner.	1. Students use their Reader's Notebooks to evaluate the recipe. 2. Students trade Reader's Notebooks, and mark one another's recipe evaluation as fact or opinion.	1. Students share their responses with a partner.	1. Ask: <b>Why is word choice important when writing for a particular audience?</b>

## Procedural Text: It's Crafty!

### Lesson Preparation

Daily Lesson #: 25	WORD STUDY		SHARED READING		INDEPENDENT READING		WRITING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	5.2B,E		5.Fig19C,D 5.13A	5.1A 5.27A,B,C 5.29A	5.Fig19A,D 5.10A 5.13A	5.1A 5.9A	5.15D 5.18B 5.21Aiii,Bi 5.22Bi-iv,D	5.15E 5.21Ai,Aii,Bii 5.22Ai-iii,C,E
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>• An extensive vocabulary enhances written and oral communication.</li> <li>- What do readers do when they come to a word they do not understand?</li> </ul>		<ul style="list-style-type: none"> <li>• Readers choose texts in order to learn how to do new things.</li> <li>- What is the purpose of procedural text?</li> </ul>		<ul style="list-style-type: none"> <li>• Readers use strategies to support understanding of text.</li> <li>- What strategies do readers use to help maintain understanding of text?</li> <li>• Readers use writing to communicate deeper understanding of texts.</li> <li>- How can readers demonstrate understanding through writing?</li> <li>• Readers create connections to make text personally relevant and useful.</li> <li>- How can making connections help with comprehension?</li> </ul>		<ul style="list-style-type: none"> <li>• Authors choose language and form for audience and purpose.</li> <li>- How do authors develop focused, engaging letters?</li> </ul>	
<b>Vocabulary of Instruction</b>	• Context clue							

Daily Lesson #: 25	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<ul style="list-style-type: none"> <li>• Syllable</li> </ul>			
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Word Study Notebook (1 per student)</li> <li>• Dictionary (class set)</li> <li>• Collection of grade-appropriate texts for student selection</li> <li>• Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Grade-appropriate instructions to set up a complex board game (1 per 4-5 students)</li> <li>• Grade-appropriate complex board game (1)</li> <li>• Grade-appropriate manual to play a computer game or a board game (1 per 4-5 students)</li> <li>• Grade-appropriate directions for a science experiment (1 per 4-5 students)</li> <li>• Materials for grade-appropriate science experiment (1 set of materials per 4-5 students)</li> <li>• Grade-appropriate recipe (1 per 4-5 students)</li> <li>• Materials for grade-appropriate recipe (1 set of materials per 4-5 students)</li> <li>• Grade-appropriate directions for an art project (1 per 4-5 students)</li> <li>• Materials for grade-appropriate art project (1 set of materials per 4-5 students)</li> <li>• Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Reader's Notebook (1 per student)</li> <li>• Collection of grade-appropriate texts in a variety of genre including procedural texts for student selection</li> <li>• Chart paper (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Writer's Notebook (1 per student)</li> <li>• Teacher Writer's Notebook (1)</li> <li>• Colored pen or pencil (1 per student)</li> <li>• Chart paper (if applicable)</li> </ul>
<b>Attachments and Resources</b>				
<b>Advance Preparation</b>	1. Prepare to display visuals	1. Prepare to display visuals	1. Prepare to display visuals	1. Prepare to display visuals

Daily Lesson #: 25	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
	<p>as appropriate.</p> <p>2. Choose 2-3 unfamiliar words to preview from a Shared Reading text.</p>	<p>as appropriate.</p> <p>2. Set up stations for students to complete Performance Indicator 04.</p> <p>3. Prepare to explain the procedure for students to choose and rotate to the various stations.</p>	<p>as appropriate.</p> <p>2. Prepare to display the Anchor Chart: Reader Response Questions. Plan to focus on the questions related to author's purpose.</p>	<p>as appropriate.</p> <p>2. Prepare to display and duplicate the Teacher-Created Handout: Editing Checklist from Daily Lesson 23 Writing.</p> <p>3. Using the informal letter in the Teacher Writer's Notebook or prepared sentences with errors, plan to model editing. Plan to edit for the following where applicable:</p> <ul style="list-style-type: none"> <li>• Capitalization: abbreviations, initials and acronyms, and organizations</li> <li>• Punctuation: commas in compound sentences, and quotations</li> <li>• Mechanic: italics and underlining</li> </ul>
<b>Background Information</b>	This Instructional Routine partially assesses Performance Indicator 07.	This Instructional Routine partially assesses Performance Indicator 04.	This Instructional Routine partially assesses Performance Indicator 06.	This Instructional Routine assesses Performance Indicator 05.
<b>Teacher Notes</b>		If necessary, the Performance		

Daily Lesson #: 25	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
		Indicator can be continued into Independent Reading.		

### Instructional Routines

Daily Lesson # 25	WORD STUDY	SHARED READING	INDEPENDENT READING	WRITING
<b>Duration and Objective</b>	Suggested Duration: 15 min. <u>Content Objective:</u> Students use context clues to determine the meaning of unknown words and check the meaning using a dictionary, if needed.	Suggested Duration: 35 min. <u>Content Objective:</u> Students interpret details from procedural text to complete a task, solve a problem, or perform procedures	Suggested Duration: 20 min. <u>Content Objective:</u> Students write responses to texts read independently and provide evidence from the text to demonstrate understanding.	Suggested Duration: 30 min. <u>Content Objective:</u> Students edit drafts for capitalization, punctuation, spelling, and mechanics.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Display an unfamiliar word from a Shared Reading text.</li> <li>2. Divide the word into syllables and pronounce each part of the word. (Say the parts of the word together, blending them to pronounce the word correctly.)</li> <li>3. As a class, <b>Choral Read</b> the word. Write the word on a note card or sticky note.</li> <li>4. Ask: <b>What do readers do when they come to a word they do not understand?</b> Discuss responses.</li> <li>5. Using the text, model using relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the expectations and procedures for each station.</li> <li>2. Instruct students to choose (or go to assigned) station to read, follow, and complete the task. Tell them to use a signal when the task is complete.</li> </ol>	<ol style="list-style-type: none"> <li>1. Display the Anchor Chart: Reader Response Questions.</li> <li>2. Ask: <b>What questions can be added to the chart to examine author's purpose?</b> Discuss responses.</li> <li>3. Explain that students will choose which question or questions pertaining to author's purpose they would like to answer as a response to reading. Tell them their response must reflect understanding and have text evidence.</li> <li>4. If applicable, model writing a response to one of the questions using a selected text. (optional)</li> </ol>	<ol style="list-style-type: none"> <li>1. Distribute and display the Teacher Created Handout: Editing Checklist.</li> <li>2. Review what students should be editing for in their drafts.</li> <li>3. In the Teacher Writer's Notebook or using prepared sentences with errors, model using the editing checklist to correct punctuation, capitalization, and mechanics errors using a colored pen or pencil.</li> </ol>



	<p>between surrounding words: in-sentence examples, definition in the sentence, and in-sentence restatement to help determine the meaning of the word. Show how to use the surrounding words along with background knowledge to infer the meaning of the word.</p> <ol style="list-style-type: none"> <li>6. Write a simplified definition of the word on a chart.</li> <li>7. Model using a dictionary to check the meaning of the word.</li> <li>8. Instruct students to write the word and meaning in their Word Study Notebook.</li> <li>9. Place the word on the Word Wall (optional).</li> <li>10. Continue this procedure with the remaining 2-3 words.</li> </ol>			
<p><b>Learning Applications</b></p>	<ol style="list-style-type: none"> <li>1. Instruct students to collect one or more words from</li> </ol>	<ol style="list-style-type: none"> <li>1. Students go to their chosen (or assigned)</li> </ol>	<ol style="list-style-type: none"> <li>1. Students select their text for Independent Reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. In their Writer's Notebooks, students use</li> </ol>

	<p>their Independent Reading text and use context clues to determine the meaning of the word and write a simple definition in their Word Study Notebook. Students use dictionaries to check the word meaning as needed.</p>	<p>station.</p> <ol style="list-style-type: none"> <li>2. Students read, follow, and complete the task at hand.</li> <li>3. Students signal when the task is complete.</li> <li>4. Collect the product or note how students completed the task.</li> <li>5. Students choose (or are assigned) a second station and repeat steps #2-4.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students choose a question or questions pertaining to author's purpose from the Anchor Chart: Reader Response Questions.</li> <li>3. Students read and monitor comprehension.</li> <li>4. Students write a response to reading using their chosen question. Students provide text evidence in their response.</li> </ol>	<p>the Teacher-Created Handout: Editing Checklist to correct their informal letters for punctuation, capitalization, and mechanics errors using a colored pen or pencil.</p> <ol style="list-style-type: none"> <li>2. Monitor and provide assistance with editing.</li> <li>3. Students publish their informal letter.</li> </ol>
<b>Engage in Guided Reading and Guided Writing Instruction as appropriate.</b>				
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Students share their words and definitions. Emphasize that by knowing how to pronounce a word, students read fluently and concentrate on the meaning of texts.</li> <li>2. Remind students that this is the routine used to collect words encountered during Shared and Independent Reading.</li> <li>3. Collect Word Study Notebooks to assess students' entries.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask: <b>What is the purpose of procedural text?</b> Discuss responses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students share their responses with a partner.</li> <li>2. Collect Reader's Notebooks to assess students' entries.</li> </ol>	<ol style="list-style-type: none"> <li>1. In small groups, students share their informal letters.</li> </ol>

**Bold black definitions: Standards for Ensuring Success from Kindergarten to College and Career, 2009 University of Texas System/Texas Education Agency**