



### Daily and Supporting Learning Targets

- Opening A: I can review the vowel spelling patterns from Cycles 6–8 (RF.2.3): r-controlled (“ar,” “er,” “ir,” and “ur”), “oi,” “oy,” “ou,” and “ow” (as /ow/), “ild,” “old,” “ind,” and “ost.”
  - I can explain that single vowel letters in one-syllable words usually have short vowel sounds.
  - I can explain that vowel team spellings in one-syllable words usually have long vowel sounds.
  - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
- Extended differentiated small group instruction: I can apply what I’ve learned to read and write words in isolation and in text. (RF.2.3, RF.2.4, L.2.2)
  - I can decode one- and two-syllable words with long vowels.
  - I can decode words with common suffixes.
  - I can read second-grade words that “don’t play fair” in isolation.
  - I can read second-grade words that “don’t play fair” in text.
  - I can read at an appropriate rate based on the text type.
  - I can read with appropriate phrasing while paying attention to punctuation.
  - I can read with expression and meaning.
  - I can read accurately (with few or no decoding mistakes).
  - I can adjust my reading rate as needed to increase accuracy with decoding and comprehension.
  - I can form contractions with “not” and “is” correctly.
  - I can identify spelling patterns based on syllable type.

### Ongoing Assessment

- Mid-Module 2 Assessment

#### Agenda

1. **Opening (5–7 minutes)**
  - A. Review and Setting Purpose for the Assessment
2. **Work Time (50 minutes)**
  - A. Extended Differentiated Small Group Instruction: Assessment and Goal Setting
3. **Closing and Assessment (3 minutes)**
  - A. Reflecting on Learning

## Teaching Notes

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### In advance:

- Prepare /ar/, /or/, /er/, /ow/, /oy/ and /īld/, /ōld/, /īnd/, /ōst/ Word Cards (write the following words on index cards: “car,” “corn,” “bird,” “her,” “burn,” “cow,” “shout,” “coin,” “toy,” “wild,” “cold,” “kind,” “most”).
- Prepare the Mid-Module 2 Assessment.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- decode, feedback, goal, syllable type (L)

### Materials

- Bossy “r” Word Cards
- /ar/, /or/, /er/, /ow/, /oy/ and /īld/, /ōld/, /īnd/, /ōst/ Word Cards (see Teaching Notes, “In Advance” above)
- Mid-Module 2 Assessment (one per student)

## Opening

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### A. Review and Setting Purpose for the Assessment

- Suggested transition song, sung to the tune of “The Muffin Man”:
 

*“Do you know why we learn to read, we learn to read, we learn to read? Do you know why we learn to read? It’s a great question indeed. Do you know why we learn to spell, we learn to spell, we learn to spell? Do you know why we learn to spell, let’s come together and tell!”*
- Begin the Review and Setting Purpose for the Assessment instructional practice:
  1. Teacher says: “/ar/, /or/, /er/, /ow/, /īld/, /ōld/, /īnd/, /ōst/. We hear these sounds in words like ‘car,’ ‘corn,’ ‘her,’ ‘house,’ ‘wild,’ ‘cold,’ ‘find,’ and ‘most.’ Over the past several weeks we’ve been looking closely at how these sounds are spelled. Let’s review some words with these sounds and name how those sounds are spelled.”
  2. Teacher displays the **Bossy “r” Words Cards** and reads the words aloud: “car,” “corn,” “bird,” “her,” “burn.”
  3. Teacher points to each word in turn as he or she invites students to read them.
  4. Teacher underlines the “ar” in “car” and asks:
 

*“Why does the ‘a’ make the sound /ar/ in this word?” (The “r” is bossing or controlling it.)*
  5. Teacher says: “This is the bossy ‘r’ syllable type (spelling pattern). The ‘r’ controls or bosses the ‘a’ and changes its sound.”

6. Teacher points to and reads the word “corn,” underlining the letters “or” and asks:  
*“What sound do we hear in all of these words?” (/or/)*
7. Teacher says: “The bossy ‘r’ is controlling the vowel ‘o.’”
8. Teacher points to and reads the words “bird,” “her,” and “burn,” underlining the letters “ir,” “er,” and “ur,” and asks:  
*“What sound do we hear in all of these words?” (/er/)*
9. Teacher says: “The bossy ‘r’ is controlling the vowels ‘i,’ ‘e,’ and ‘u.’ When we see ‘ir,’ ‘er,’ and ‘ur’ in a word, we know we will say /er/. There’s no perfect way to know which of those patterns to use when we want to write a word with the /er/ sound. We just need to pay close attention to those words when we see them and start to get their spellings in our memories. During our assessment today, we will mostly be reading, not spelling words with the bossy ‘r’ making the /er/ sound.”
10. Teacher displays the **/ow/ Word Cards** and reads the words aloud: “shout” and “cow.”
11. Teacher underlines the “ou” and “ow” and reminds students of (or invites students to articulate) the generalization: /ow/ is spelled “ou” between consonants in a syllable and “ow” at the end of a syllable.
12. Teacher displays the **/oy/ Word Cards** and reads the words aloud: “coin” and “toy.”
13. Teacher underlines the “oi” and “oy” and reminds students of (or invites students to articulate) the generalization: /oy/ is spelled “oi” between consonants in a syllable and “oy” at the end of a syllable.
14. Teacher displays the **/ild/, /old/, /ind/, /ost/ Word Cards** and reads the words aloud: “wild,” “cold,” “kind,” “most.”
15. Teacher reminds students (or invites students to articulate) that these are closed syllable words yet they contain the long “o” and long “i” sounds. These spelling patterns used to have a magic “e” at the end.
16. Teacher invites students to turn to an elbow partner and respond to the following prompt:  
*“How does knowing these sound/spelling patterns help us become proficient readers and writers?”*
17. Teacher invites one or two students to share their thoughts with the group. (Responses will vary. Examples: When we see those spelling patterns, we will instantly know what sound to make when we’re decoding; when we go to spell a word, we can think about where we hear the long sound in the syllable and that will help us know what syllable type it is.)
18. Teacher explains to students that today they will meet with him or her in small groups to take an assessment and that at some point today or in the next few days they will meet with him or her to look at the assessment and set goals.
19. Teacher asks:  
*“How does getting feedback from an assessment help us set goals?”*  
*“How does setting goals help us become more proficient readers and writers?”*  
*“What responsibility does each of us (teacher and student) have in this process?”*

### Meeting Students' Needs

- Consider putting a dot under the vowels and underline the "r" in the words "car," "corn," "bird," "her," and "burn" to reinforce students' knowledge that the vowel is controlled or "bossed" by the "r."
- If students are unfamiliar with the term "feedback," consider providing a metaphor, such as an athlete looking at video of his or her performance with a coach in an effort to improve future performance.

## Work Time

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### A. Extended Differentiated Small Group Instruction: Assessment and Goal Setting

- Assessment and Goal Setting transition song, sung to the tune of "The More We Get Together":
 

*"It's time to spell and decode to show what we're learning. It's time to spell and decode to show what we've learned."*
- Teacher helps students transition to their differentiated small groups, telling them they will complete the **Mid-Module 2 Assessment** during their rotation.

## Closing and Assessment

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### A. Reflecting on Learning

- Teacher says: "Now that you've taken the assessment on the knowledge and skills we've been working on, you may have already given yourself some feedback. In other words, as you were working, you may have realized what is automatic or clear for you and what might need some practice or might still be confusing."
- Teacher explains that this is an important way for students to take responsibility for their own learning. Teacher invites students to consider for a moment any feedback they may have realized as they were taking the assessment and then invites a student(s) to share.
- If time allows, consider asking the same questions from Opening A:
 

*"How does getting feedback from an assessment help us set goals?"*

*"How does setting goals help us become more proficient readers and writers?"*

*"What responsibility does each of us (teacher and student) have in this process?"*

### Meeting Students' Needs

- For students who need additional support organizing their ideas: Providing sentence frames. Example:
  - "When I was working on the \_\_\_\_ part of the assessment, I realized \_\_\_\_."

## Differentiated Small Groups: Work with Teacher

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*An extended differentiated small group instruction time today will allow the teacher to meet with each group. Administer the cycle assessment to each group. Score the assessment right away and guide students to create goals based on assessment results (see Assessment Overview for more details).*

### **Partial Alphabetic:**

- If using a cycle from the Grade 1 curriculum, use the assessment from that cycle.
- Assessment:
  - If choosing to use the Mid-Module 2 Assessment in the supporting materials in this lesson, follow the suggestions for which parts to use for the Partial Alphabetic group.

### **Full Alphabetic:**

- Assessment:
  - Administer Mid-Module 2 Assessment

### **Consolidated Alphabetic:**

- Assessment:
  - Administer Mid-Module 2 Assessment