



### Daily and Supporting Learning Targets

- Opening A: I can review the sound-spelling patterns from Cycles 13–16 (RF.2.3): words with C-le syllable type ending, words with “-k,” “-ck,” and “-ic” endings, words with “-dge” and “-ge” endings, and the magic “e” rule when adding vowel suffixes.
  - I can decode words with C-le syllable patterns.
  - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
  - I can decode words with other vowel patterns.
  - I can identify spelling patterns based on vowel sounds.
- 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 words with the C-le syllable patterns.
  - I can decode words with common prefixes.
  - I can decode words with common suffixes.
  - I can identify common spelling patterns for adding affixes to words.
  - I can decode words with differently spelled word endings.
  - 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 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 reread when something doesn’t make sense or sound right.
  - I can identify spelling patterns based on syllable type.
  - I can identify spelling patterns based on vowel sounds.

### Ongoing Assessment

- Mid-Module Assessment

#### Agenda

1. **Opening (5–7 minutes)**
  - A. Review (optional)
  - B. 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:

- Enlarge:
  - Suggested spelling words with consonant-le rules (optional)
  - Suggested magic “e” rules (optional)
  - Suggested “-k,” “-ck,” and “-ic” rules (optional)
  - Suggested “-dge,” and “-ge” rules (optional)
- Prepare the Mid-Module 3 Assessment.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- decode, feedback, goal, suffix (L)

### Materials

- Enlarged suggested spelling words with consonant-le rules (optional)
- Enlarged suggested magic “e” rules (optional)
- Enlarged suggested “-k,” “-ck,” and “-ic” rules (optional)
- Enlarged suggested “-dge,” and “-ge” rules (optional)
- Mid-Module 3 Assessment (one per student)

## Opening

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### A. Review

- (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 instructional practice:
  1. Teacher says: “‘Bubble,’ ‘uncle,’ ‘puddle,’ ‘sniffle,’ ‘giggle,’ ‘simple,’ ‘little,’ ‘puzzle.’ These are some examples of words with the C-le syllable type we’ve been working on. ‘Make’ is an example of a word that spells the /k/ sound with just ‘k,’ and ‘stick’ is an example of a word that spells that sound with ‘ck.’ And ‘edge’ and ‘page’ are examples of words that spell the /j/ sound at the end of a word with ‘-dge’ and ‘-ge.’ We’ve also worked on the magic ‘e’ spelling rule when adding suffixes the start with a vowel to long vowel words with a magic ‘e.’ Over the past several weeks, we’ve been looking closely at those different sounds and those spelling patterns.”

2. Teacher displays the **enlarged suggested spelling words with consonant-le rules** and reminds students of the rules for combining open and closed syllables with the C-le syllable ending.
3. Teacher displays the **enlarged suggested magic “e” rules** and reviews them with students.
4. Teacher displays the **enlarged suggested “-k,” “-ck,” and “-ic” rules** and reviews them with students.
5. Teacher displays the **enlarged suggested “-dge” and “-ge” rules** and reviews them with students.
6. Teacher writes: “Keith and Sheila the sleuths like weird books by Dr. Seuss.”
7. Teacher points to “ei” in “Keith,” “Sheila,” and “weird” and says: /ē/.
8. Teacher points to “eu” in “sleuth” and “Seuss” and says: /ōō/.

### Meeting Students' Needs

- If students are unfamiliar with the term “feedback,” consider providing a metaphor, such as an athlete looking at video of her or his performance with a coach in an effort to improve future performance.
- Consider reviewing any of the suggested rules as needed. If this is not needed, consider skipping steps 2 through 6.

## Opening

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### B. Setting Purpose for the Assessment

1. 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.
2. 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?”*

## 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 3 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 to take responsibility for our 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 one or more students to share.
- If time allows, consider asking the same questions from the end of 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: Provide 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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*Suggested Plan: An extended differentiated small group instruction time today will allow the teacher to meet with each group. Begin by administering the cycle assessment to each group. If time allows, score the assessment right away and guide students to create goals based on assessment results. If time is a concern, teacher may only meet with one or two groups per cycle for goal setting. (Refer to Assessment Overview for more information.) Suggestions are provided for additional work with the Pre-Alphabetic group if time allows.*

### 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 3 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 3 Assessment.

### Consolidated Alphabetic:

- Assessment:
  - Administer Mid-Module 3 Assessment.