

Lesson 20

Assessment
Small Group

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Read the following Tricky Words *death, because* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught, with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Plan, draft, and edit a narrative retelling of a fiction text, creating a new ending for the story (W.2.3)

At a Glance	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 20.1	15
Small Group	Remediation and Assessment	Worksheets 20.2–20.5	20
Reading Time	Partner Reading: “Betrayed”	<i>Sir Gus</i> ; Worksheet 20.6	25

10 Spelling Assessment



Worksheet 20.1

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- | | | |
|-----------|-------------|--------------------------|
| 1. energy | 6. yellow | 11. yawn |
| 2. yelled | 7. yes | 12. sticky |
| 3. system | 8. myth | 13. lying |
| 4. frying | 9. cry | 14. symbol |
| 5. yarn | 10. satisfy | Tricky Word: edge |

- Direct students' attention to the lines on the bottom of the worksheet. Tell students to write the sentence, "The beast was on the edge of the cliff." Slowly repeat this sentence twice.
- Read each spelling word once more.
- Tell students that you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. Do the same for the sentence.
- Circle the following words on the board. Ask students to turn Worksheet 20.1 over to the back, and write these circled words in alphabetical order.

- | | | |
|-----------|---------|-----------|
| 1. lying | 3. myth | 5. energy |
| 2. frying | 4. yawn | |

- Give students about four minutes to do this.
- Write the five words in alphabetical order so students may correct their work.

- | | | |
|-----------|----------|---------|
| 1. energy | 3. lying | 5. yawn |
| 2. frying | 4. myth | |

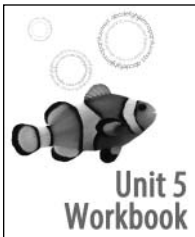
Note to Teacher

At a time later today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. You will find the Spelling Analysis sheet and directions at the end of this lesson. This will help you to understand any patterns beginning to develop or persisting among individual students.

Small Group

20 minutes

Remediation and Assessment



Worksheets
20.2–20.5

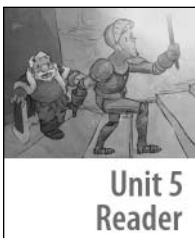
- ✪ **Small Group 1:** For students needing remediation, you may choose to have them reread a story to you. Ask questions throughout to check for comprehension. Or you may choose to have students complete Worksheet 20.2. This worksheet covers the 'tion' ending. Before working on this activity, you may choose to pre-teach words you anticipate will be troublesome for students. If students need help with other sounds or spellings, please refer to previous lessons and other activities and worksheets and/or the Pausing Point.
- ✪ **Small Group 2:** For students able to work independently, tell them to select a story from one of the past Readers for which they would like to rewrite the ending; encourage students to select a shorter story. Ask them to reread the story and use Worksheets 20.3–20.5 to plan and write their own stories.

Reading Time

25 minutes

Partner Reading: "Betrayed"

Introducing the Story



Chapter 11: "Betrayed"

- Tell students the title of today's story is "Betrayed." Tell students that *betrayed* means someone you trusted did something that makes you not trust them anymore. For example, pretend you told someone a secret and that person told everyone else in the class. We would say that person betrayed you. Since the title of the story often provides a clue as to what is going to happen, we can guess today's story involves someone being betrayed.

Reviewing Tricky Words



Worksheet 20.6

- The word *because* is in this story. Remind students that they learned this Tricky Word in Grade 1. You may wish to review the tricky part of the word: the letters 'se' stand for the /z/ sound.
- Tell students they will come across a Tricky Word in the very last sentence of the story (*death*). Ask students to be extra careful when reading this sentence; they should use their best word skills to sound out this word. Tell students at the end of the story, you will ask them if they know what the Tricky Word is and how they used their word skills to figure out the correct pronunciation.

Previewing the Spellings

- Preview the following spellings before reading today's story:

'a' > /ə/	'ou' > /u/	'le' > /ə/ + /l/	'o' > /u/
a re na	ner vous	a ssem bled	comm and
fi nal ly		bat tle	o ppo nent
		no bles	o ther
		spec ta cle	sec ond
			doves

Previewing the Vocabulary

- Preview the following vocabulary before reading today's story.

1. **doves**—white birds that are symbols of peace
2. **cloudless**—without clouds (point out that *-less* means without)
3. **gasp**—to take a deep breath in surprise, amusement, or fear
4. **opponent**—a competitor or enemy
5. **knocked out**—knocked unconscious by a blow
6. **spectacle**—something wonderful to see
7. **draped**—covered with folds of cloth
8. **rival**—one of at least two striving for the same prize
9. **blow**—a powerful hit

Purpose for Reading

- Tell students that they should read today's story to learn who betrayed whom.

Wrap-Up

- Ask students if there were any parts of the story they did not understand, and if they asked a question of their partner.
- Ask students what they think the Tricky Word was in the last sentence. (*death*) Ask students how they used their word skills.
- Ask a student to summarize the story. Remind students that a summary involves a brief description of the main characters and events of the story.
- Complete Worksheet 20.6 as a class.
- Point out to students that the story has an open ending, which means the reader does not know what will happen next. This helps to build suspense and make the reader want to read on to find out what will happen next.

Spelling Analysis Directions

Unit 5 Lesson 20

- Students who missed number(s) 1 and/or 12 may need review of the ‘y’ as a spelling for /ee/.
- Students who missed number(s) 4, 9, 10, and/or 13 may need review of the ‘y’ as a spelling for /ie/.
- Students who missed number(s) 3, 8, and/or 14 may need review of the ‘y’ as a spelling for /i/.
- Students who missed number(s) 2, 5, 6, 7, and/or 11 may need review of the ‘y’ as a spelling for /y/.
- While any of the above scenarios may be true for student errors, be aware student that misspellings may be due to many other errors. You may find it helpful to record the actual misspelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Please look back at Unit 4 for exercises (Pausing Point and worksheets) targeting tricky spelling ‘y’.
- Students may have had difficulty alphabetizing the words; there are activities in the Pausing Point targeting this skill.

Spelling Analysis Lesson 20

[illegible]