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| Content: ELA | Grade/Course: 2 | Timeline: Week 9-10 |
| <p>Standard(s):</p> <p><i>2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i></p> <p><i>2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</i></p> | | |
| <p>Lesson Overview: Students will continue to generate clarifying questions (e.g., Who? What? Why? Where? When? How?) to monitor their understanding of text. The details in follow-up discussion will demonstrate an understanding of each character’s point of view. They will be able to produce, expand, and rearrange complete simple and compound sentences orally and in writing (e.g., The boy watched the movie. = The little boy watched the action movie. = The action movie was watched by the little boy.)</p> | <p>Lesson Objective(s)/I CAN: I can answer clarifying questions in collaborative conversations and written form to demonstrate an understanding of characters’ points of view in a story.</p> | |
| <p>Vocabulary: compound sentence, reflexive pronouns</p> | <p>Focus Question(s): What is the importance of understanding each character’s point of view? How does verbal expression direct the mood of a story? What is the importance of collaborating with peers? How does writing with compound sentences improve a story’s overall content?</p> | |

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| <p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set: Review the definition of simple, compound, declarative, interrogative, imperative, and exclamatory sentences. Review identifying characters in a story.</p> <p>Instruction and Strategies: Students may read text aloud using a different voice for each character. Students may retell the story from the voice/point of view of one character (e.g., from the wolf in Little Red Riding Hood, from the giant in Jack and the Beanstalk). Students may combine simple sentences into compound sentences.</p> <p>Guided Practice: Common Core Workbook pg. 4-8</p> |
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Common Core Workbook pg. 42-46

Formative Assessment:

Common Core Workbook pg. 9-10

Common Core Workbook pg. 47-48

Oral assessment

Skills worksheets

Closure:

Students will be able to automatically refer explicit quotes from text to answer the clarifying questions. They will be able to distinguish their point of view from that of the author. Students will be able to elaborate on different character's points of view in a story both orally and in writing.

Independent Practice:

Common Core Workbook pg. 4-8

Common Core Workbook pg. 42-46

Review worksheets on comprehension skills, points of view of characters.

Accommodations/Modifications:

Extra time, reduced amount of work, peer/individualized instruction

Resources (Textbook and Supplemental):

Mc Graw Hill/HM text

DI textbook

Online support/CCSS Workbooks

Reflection:

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| Content: ELA | Grade/Course: 2 | Timeline: Week 10 |
| <p>Standard(s):</p> <p><i>2.SL,1a-c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) b) Build on others’ talk in conversations by linking their comments to the remarks of others; c) Ask for clarification and further explanation as needed about the topics and texts under discussion.</i></p> <p>2.L.1c and f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: c) Use reflexive pronouns (e.g., myself, ourselves); f) Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie, The little boy watched the movie, The action movie was watched by the little boy).</p> | | |
| <p>Lesson Overview: Students will continue to generate clarifying questions (e.g., Who? What? Why? Where? When? How?) to monitor their understanding of text. The details in follow-up discussion will demonstrate an understanding of each character’s point of view. They will be able to produce, expand, and rearrange complete simple and compound sentences orally and in writing (e.g., The boy watched the movie. = The little boy watched the action movie. = The action movie was watched by the little boy.)</p> | <p>Lesson Objective(s): In this lesson, students will ask and answer clarifying questions in collaborative conversations and written form to demonstrate an understanding of characters’ points of view in a story.</p> | |
| <p>Vocabulary: compound sentence, reflexive pronouns</p> | <p>Focus Question(s): What is the importance of understanding each character’s point of view? How does verbal expression direct the mood of a story? What is the importance of collaborating with peers? How does writing with compound sentences improve a story’s overall content?</p> | |

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| <p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set: Review the definition of simple, compound, declarative, interrogative, imperative, and exclamatory sentences. Review identifying characters in a story.</p> |
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Instruction and Strategies:

Students may collaborate in retelling the story in which each student adds to the comment made before).

Students will exchange simple sentences with peers to expand and rearrange (e.g., The cat sat. = The yellow cat sat patiently on a wall. = Patiently sitting on the wall was the cat.).

Students can rewrite sentences to use reflexive pronouns (e.g., "I wrote this paper. = I wrote this paper by myself." "He wants to be a fireman. = He sees himself as a fireman.").

Guided Practice:

Common Core Workbook pg. 231-235

Common Core Workbook pg. 265-275

Formative Assessment:

Common Core Workbook pg. 236

Common Core Workbook pg. 276-279

Oral assessment

Skills worksheets

Closure:

Students will be able to automatically refer explicit quotes from text to answer the clarifying questions. They will be able to distinguish their point of view from that of the author. Students will be able to elaborate on different character's points of view in a story both orally and in writing.

Independent Practice:

Common Core Workbook pg. 231-235

Common Core Workbook pg. 265-275

Interview a family member (using a set of questions) to guide the conversation.

Accommodations/Modifications:

Extra time, reduced amount of work, peer/individualized instruction

Resources (Textbook and Supplemental):

Mc Graw Hill texts & Skillsbook

DI texts & workbooks

Content area textbooks (Science, Social Studies, & Health)

Current events topics/newspaper

Reflection:



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| Content: ELA | Grade/Course: 2 | Timeline: Week 5 |
| <p>Standard(s):</p> <p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><i>2.RI.8 Describe how reasons support specific points the author makes in a text.</i></p> <p>2.L.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Form and use the past tense of frequently occurring irregular verbs (e.g.;sat, hid, told).</p> <p><i>2.L.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Generalize learned spelling patterns when writing words (e.g.,cage=badge; boy=boil)</i></p> <p>2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion.</p> | | |
| <p>Lesson Overview: Writing structures of narrative, informational, and persuasive writing has been introduced previously. Now guide students to strengthen their writing by editing, looking at word choice (e.g. temporal words, redundancy of words), conventions and structure (e.g., opening statement, purpose supporting details/facts, sense of closure), and revising.</p> | <p>Lesson Objective(s)/I CAN: I CAN state the purpose of a given text and provide a written opinion that can be supported.</p> | |
| <p>Vocabulary: opinion, author’s purpose, edit, draft, revise</p> | <p>Focus Question(s): What identifies the main purpose of a text? How do types of writing differ? What evidence supports how characters feel or react to events in a story?</p> | |

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| <p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set: Review the writing process (e.g., ideas, word choice, conventions, edit, revise). Review student participation expectations for collaborative work (e.g., provide and receive feedback, revision of work, publication).</p> <p>Instruction and Strategies: Provide simple visual resources (e.g., focus or word wall, primary dictionaries, anchor charts, or posters) for focus skills (e.g., conventions of writing, editing process, spelling/phonics patterns).</p> |
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Model (demonstrate the process while thinking aloud) taking information from a graphic organizer into a rough draft.

Model (demonstrate the process while thinking aloud) how to refine a rough draft for clarity and effectiveness.

Create procedures and routines to facilitate editing and revising (e.g., peer review, checklists, and rubrics to refine the draft).

Students conference with peers and the teacher for feedback (e.g., suggestions for illustrations, charts or images; word choice, use of temporal words/flow of ideas).

Guided Practice:

Common Core Workbook pg. 115-122

Common Core Workbook pg. 132-136

Common Core Workbook pg. 265-275

Common Core Workbook pg. 280-285

Common Core Workbook pg. 174-177

Formative Assessment:

Common Core Workbook pg. 123-124

Common Core Workbook pg. 137-138

Common Core Workbook pg. 276-279

Common Core Workbook pg. 286-289

Common Core Workbook pg. 178-179

Skills worksheets

Writing assessment

Closure:

Students will be able to independently use a computer (digital tools) to produce and publish writing. The length and density of information of the writing piece will increase. Students will use complex sentences and higher-level vocabulary.

Independent Practice:

Common Core Workbook pg. 115-122

Common Core Workbook pg. 132-136

Common Core Workbook pg. 265-275

Common Core Workbook pg. 280-285

Common Core Workbook pg. 174-177

Review worksheets on main idea, irregular verbs, capitalization, punctuation, & writing opinions.

Accommodations/Modifications:

Extra time, reduced amount of work, peer/individualized instruction

Resources (Textbook and Supplemental):

Mc Graw Hill/HM texts & Skillsbook

Reasoning & Writing C

Content area textbooks (Science, Social Studies, & Health)

Current events topics/newspapers

Houghton Mifflin Second Grade English book, U. 2, Writing a Personal Narrative, pp. 62–84

Houghton Mifflin Second Grade English book, U. 4, Writing a Story, pp. 134–158

Houghton Mifflin Second Grade English book, U. 6, Writing Instructions, pp. 206–226

Houghton Mifflin Second Grade English book, U. 8, Writing a Description, pp. 266–286

Houghton Mifflin Second Grade English book, U. 10, Writing to Express an Opinion, pp. 340–370

Houghton Mifflin Second Grade English book, Tools and Tips H2, Graphic Organizers, Grammar Glossary, Spelling Guide, Thesaurus, pp. H2–H56

Houghton Mifflin Second Grade Spelling and Vocabulary, Writer’s Resource, pp. 253–254

Houghton Mifflin Second Grade Spelling and Vocabulary, My First Thesaurus, pp. 255–264

Houghton Mifflin Second Grade Spelling and Vocabulary, Spelling Dictionary, pp. 269–312

Houghton Mifflin Second Grade Spelling and Vocabulary, Types of Writing, pp. 51, 153–159, 189–195, 219

<http://www.corestandards.org/ELA-Literacy> CCSS Appendix C: for examples of grade-level student writing with annotation

Reflection:

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| Content: ELA | Grade/Course: 2 | Timeline: Week 6 |
| <p>Standard(s):</p> <p>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | | |
| <p>Lesson Overview: Writing structures of narrative, informational, and persuasive writing has been introduced previously. Now guide students to strengthen their writing by editing, looking at word choice (e.g. temporal words, redundancy of words), conventions and structure (e.g., opening statement, purpose supporting details/facts, sense of closure), and revising. Revising includes evaluating and refining the rough draft for clarity and effectiveness. The writing may be changed by adding, deleting, and reorganizing. Editing includes proofreading and correcting the draft for conventions (e.g. punctuation, capitalization, and spelling). Assistance will be provided in using digital tools to produce and publish writing. This writing product can be the result of collaboration with partner or small groups.</p> | <p>Lesson Objective(s)/I CAN: I CAN state the purpose of a given text and provide a written opinion that can be supported.</p> | |
| <p>Vocabulary: opinion, author’s purpose, edit, draft, revise</p> | <p>Focus Question(s): What identifies the main purpose of a text? How do types of writing differ? What evidence supports how characters feel or react to events in a story?</p> | |

Description of Lesson (Including Instructional Strategies):**Anticipatory Set:**

Review the writing process (e.g., ideas, word choice, conventions, edit, revise).

Review student participation expectations for collaborative work (e.g., provide and receive feedback, revision of work, publication).

Instruction and Strategies:

Provide simple visual resources (e.g., focus or word wall, primary dictionaries, anchor charts, or posters) for focus skills (e.g., conventions of writing, editing process, spelling/phonics patterns). Model (demonstrate the process while thinking aloud) taking information from a graphic organizer into a rough draft.

Model (demonstrate the process while thinking aloud) how to refine a rough draft for clarity and effectiveness.

Create procedures and routines to facilitate editing and revising (e.g., peer review, checklists, and rubrics to refine the draft).

Students conference with peers and the teacher for feedback (e.g., suggestions for illustrations, charts or images; word choice, use of temporal words/flow of ideas).

Guided Practice:

Common Core Workbook pg. 180-184

Common Core Workbook pg. 188-192

Common Core Workbook pg. 195-198

Common Core Workbook pg. 201-206

Common Core Workbook pg. 261-263

Formative Assessment:

Common Core Workbook pg. 185-187

Common Core Workbook pg. 193-194

Common Core Workbook pg. 199-200

Common Core Workbook pg. 207-209

Common Core Workbook pg. 264

Writing assessment

Skills worksheets

Closure:

Students will be able to independently use a computer (digital tools) to produce and publish writing. The length and density of information of the writing piece will increase. Students will use complex sentences and higher-level vocabulary.

Independent Practice:

Common Core Workbook pg. 180-184

Common Core Workbook pg. 188-192

Common Core Workbook pg. 195-198

Common Core Workbook pg. 201-206

Common Core Workbook pg. 261-263

Write a paragraph (given a topic)

Accommodations/Modifications:

Extra time, reduced amount of work, peer/individualized instruction

Resources (Textbook and Supplemental):

Houghton Mifflin English textbook
Language Arts Today workbook
Lang. Arts/CCSS supplemental workbooks
DI Reasoning & Writing C
Online support/CCSS Workbooks
Houghton Mifflin Second Grade English book, U. 2, Writing a Personal Narrative, pp. 62–84
Houghton Mifflin Second Grade English book, U. 4, Writing a Story, pp. 134–158
Houghton Mifflin Second Grade English book, U. 6, Writing Instructions, pp. 206–226
Houghton Mifflin Second Grade English book, U. 8, Writing a Description, pp. 266–286
Houghton Mifflin Second Grade English book, U. 10, Writing to Express an Opinion, pp. 340–370
Houghton Mifflin Second Grade English book, Tools and Tips H2, Graphic Organizers, Grammar
Glossary, Spelling Guide, Thesaurus, pp. H2–H56
Houghton Mifflin Second Grade Spelling and Vocabulary, Writer’s Resource, pp. 253–254
Houghton Mifflin Second Grade Spelling and Vocabulary, My First Thesaurus, pp. 255–264
Houghton Mifflin Second Grade Spelling and Vocabulary, Spelling Dictionary, pp. 269–312
Houghton Mifflin Second Grade Spelling and Vocabulary, Types of Writing, pp. 51, 153–159,
189–195, 219
<http://www.corestandards.org/ELA-Literacy> CCSS Appendix C: for examples of grade-level
student writing with annotation

Reflection:

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| Content: ELA | Grade/Course: 2 | Timeline: Week 7 |
| <p>Standard(s):</p> <p>2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RI. 2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.</p> <p><i>2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</i></p> <p>2.L.5b Demonstrate understanding of word relationships and nuances in word meanings: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, and scrawny).</p> | | |
| <p>Lesson Overview: These standards are combined to emphasize reading and listening comprehension whether it is narrative or informational text. Students will be able to generate questions and provide answers for who, what, where, when, why, and how questions. They will be able to analyze text to determine the main topic of a passage that contains several paragraphs and explain how images, charts, or graphs contribute to clarifying the text. Students will be able to determine the meaning of words and phrases—particularly adjectives and adverbs in a text using a variety of strategies such as context clues, background knowledge, and illustrations.</p> | <p>Lesson Objective(s)/I CAN: I CAN ask clarifying questions to determine the main topic and key ideas in a text and determine the meaning of words or word phrases.</p> | |
| <p>Vocabulary: character, setting, action, climax, resolution, plot, story line, illustrations</p> | <p>Focus Question(s): Why do words have multiple meanings? What is the importance of understanding root words? What are ways to find the main topic?</p> | |

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| <p>Description of Lesson (Including Instructional Strategies): Anticipatory Set: Review established procedures for working with partners (e.g., reading together, Q&A following</p> |
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reading).

Review clarifying questions (e.g., Who? What? Why? Where? When? How?).

Continue to use a writing journal or notebook to collect examples of different phonics patterns or vocabulary terms.

Instruction and Strategies:

Students use journals or notebooks to collect resources (e.g. vocabulary, writing conventions, comprehension strategies)

Provide visual resources (e.g., focus wall, anchor charts, posters) for procedures or strategies to determine meanings of unknown words:

1. Look at the illustration or graph.
2. Use background knowledge regarding the subject.
3. Look at the sentence before and after to help build meaning.
4. Use morphology, affixes, roots (Greek and Latin roots) to help arrive at meaning.

Students use non-linguistic representation of vocabulary in addition to student-friendly definitions and examples.

Students strengthen verbal skills explaining images, illustrations, charts, or graphs to peers using academic vocabulary.

Guided Practice:

Common Core Workbook pg. 70-74

Common Core Workbook pg. 77-81

Common Core Workbook pg. 92-97

Common Core Workbook pg. 125-129

Common Core Workbook pg. 307-315

Formative Assessment:

Common Core Workbook pg. 75-76

Common Core Workbook pg. 82-83

Common Core Workbook pg. 98-99

Common Core Workbook pg. 130-131

Common Core Workbook pg. 316-318

Oral assessment

Skills worksheets

Closure:

Students will be able to read material of higher complexity. They will increase being able to determine the meaning of unknown multisyllabic words through morphology instruction (i.e., meaningful parts of words from Latin origin) (3.RF.3). Their discussions will include more supported inferences as well as answers found specifically in the text (3.RL.1, 3.RI.1). Their exposure to reading narratives and informational text will have an influence on their writing expectations. Their writing will include complex sentences with clear descriptions, dialogue, and transitional words that make the reading smooth (3.W.2, 3.W.3).

Independent Practice:

Common Core Workbook pg. 70-74

Common Core Workbook pg. 77-81

Common Core Workbook pg. 92-97

Common Core Workbook pg. 125-129

Common Core Workbook pg. 307-315

Review worksheets on comprehension skills, finding main topic, & word meaning.

Accommodations/Modifications:

Extra time, reduced amount of work, peer/individualized instruction

Resources (Textbook and Supplemental):

Mc Graw Hill text

DI textbook

Content area text

Houghton Mifflin English textbook

Online support/CCSS Workbooks

Houghton Mifflin Second Grade Reading book: stories of various genres with follow-up questions and activities

Houghton Mifflin Second Grade Spelling and Vocabulary book: activities for vocabulary development

<http://www.corestandards.org/ELA-Literacy> CCSS Appendix B: for suggestions of grade-level reading complexity

Reflection:

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| Content: ELA | Grade/Course: 2 | Timeline: Week 8 |
| <p>Standard(s):</p> <p>2.L.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p><i>2.L.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <p>2.L.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> | | |
| <p>Lesson Overview:</p> <p>These standards are combined to emphasize reading and listening comprehension whether it is narrative or informational text. Students will be able to generate questions and provide answers for who, what, where, when, why, and how questions. They will be able to analyze text to determine the main topic of a passage that contains several paragraphs and explain how images, charts, or graphs contribute to clarifying the text. Students will be able to determine the meaning of words and phrases—particularly adjectives and adverbs in a text using a variety of strategies such as context clues, background knowledge, and illustrations.</p> | <p>Lesson Objective(s)/I CAN:</p> <p>I CAN ask clarifying questions to determine the main topic and key ideas in a text and determine the meaning of words or word phrases.</p> | |
| <p>Vocabulary:</p> <p>image, subject, topic, verb, adverb, adjective, intensity</p> | <p>Focus Question(s):</p> <p>Why do words have multiple meanings? What is the importance of understanding root words? What are ways to find the main topic?</p> | |

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| <p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <p>Review established procedures for working with partners (e.g., reading together, Q&A following reading).</p> <p>Review clarifying questions (e.g., Who? What? Why? Where? When? How?).</p> <p>Continue to use a writing journal or notebook to collect examples of different phonics patterns or vocabulary terms.</p> <p>Instruction and Strategies:</p> <p>Students use journals or notebooks to collect resources (e.g. vocabulary, writing conventions, comprehension strategies)</p> |
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Provide visual resources (e.g., focus wall, anchor charts, posters) for procedures or strategies to determine meanings of unknown words:

1. Look at the illustration or graph.
2. Use background knowledge regarding the subject.
3. Look at the sentence before and after to help build meaning.
4. Use morphology, affixes, roots (Greek and Latin roots) to help arrive at meaning.

Students use non-linguistic representation of vocabulary in addition to student-friendly definitions and examples.

Students strengthen verbal skills explaining images, illustrations, charts, or graphs to peers using academic vocabulary.

Guided Practice:

Common Core Workbook pg. 261-263

Common Core Workbook pg. 299-303

Common Core Workbook pg. 265-275

Formative Assessment:

Common Core Workbook pg. 264

Common Core Workbook pg. 304-306

Common Core Workbook pg. 276-279

Oral assessment

Skills worksheets

Closure:

Students will be able to read material of higher complexity. They will increase being able to determine the meaning of unknown multisyllabic words through morphology instruction (i.e., meaningful parts of words from Latin origin). Their discussions will include more supported inferences as well as answers found specifically in the text. Their exposure to reading narratives and informational text will have an influence on their writing expectations. Their writing will include complex sentences with clear descriptions, dialogue, and transitional words that make the reading smooth.

Independent Practice:

Common Core Workbook pg. 261-263

Common Core Workbook pg. 299-303

Common Core Workbook pg. 265-275

Review worksheets on adjectives and adverbs & word meaning.

Accommodations/Modifications:

Extra time, reduced amount of work, peer/individualized instruction

Resources (Textbook and Supplemental):

Houghton Mifflin English textbook

Language Arts Today workbook

Lang. Arts supplemental workbooks

DI Reasoning & Writing C

Online support/CCSS Workbooks

Reflection:

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|---|--|-------------------------|
| Content: ELA | Grade/Course: 2 | Timeline: Week 3 |
| <p>Standard(s):</p> <p>2.RF.4a-c Read with sufficient accuracy and fluency to support comprehension: a) Read grade-level text with purpose and understanding; b)Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings; c)Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> | | |
| <p>Lesson Overview: Fluency is a bridge to comprehension and is the result of accurately decoding words automatically in order to not lose the meaning of the text. It is achieved through multiple opportunities of practice. Students read grade-level material with appropriate rate (speed), accuracy (precision), and prosody (expression). Students need to practice reading different types of text to experience appropriate rhythm, pacing, intonation, and expression relevant to the text.</p> | <p>Lesson Objective(s)/I CAN: I CAN read fluently and write explanatory texts on a given topic.</p> | |
| <p>Vocabulary: connection, clarifying, synonyms, antonyms</p> | <p>Focus Question(s): How does fluency contribute to comprehension? What types of questions clarify? What is the structure of informative writing?</p> | |

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| <p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set: Review clarifying questions (e.g., Who? What? Why? Where? When? How?).</p> <p>Instruction and Strategies: Establish procedures for students to read with partners or small groups. Provide a review prior to reading a passage or story for elements (e.g., vocabulary, phonics patterns, or phrases) that may be difficult for students. Establish routines that embed multiple opportunities to read and reread same passages. Example: 1) Whisper-read to yourself; 2) Choral read with a partner; 3) Track and mark phrasing while the teacher models reading the passage. 4) Choral-read with a partner.</p> |
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Guided Practice:

Common Core Workbook pg. 167-171

Common Core Workbook pg. 242-247

Formative Assessment:

Common Core Workbook pg. 172-173

Common Core Workbook pg. 248

Oral reading (accurately & fluently)

Ask and answer questions

Closure:

Students will be able to work independently in writing nonfiction that develops a topic with supporting details or facts, using temporal words to establish sequence of events or ideas, and providing a type of closure. The expectations for the number of supporting details or facts increase, and the selection of higher-level vocabulary is anticipated.

Independent Practice:

Common Core Workbook pg. 167-171

Common Core Workbook pg. 242-247

Review worksheets from Reading books and other content area textbooks

Accommodations/Modifications:

Extra time, reduced amount of work, peer/individualized instruction

Resources (Textbook and Supplemental):

Mc Graw Hill/HM texts & Skillsbook

DI texts & workbooks

Content area textbooks

Chorale reading, group reading, paired reading, independent reading

Online Support

Harcourt Horizons Second Grade Social Studies, topics for informational writing

Houghton Mifflin Second Grade Spelling and Vocabulary, (Antonyms) p. 116

Houghton Mifflin Second Grade Spelling and Vocabulary, (Synonyms) p. 38

Houghton Mifflin Second Grade English book, Unit Ten, The Writing Process, pp. 348–357

Houghton Mifflin Second Grade English book, Tools and Tips, Graphic Organizers, p. H31

<http://www.corestandards.org/ELA-Literacy> CCSS Appendix C: for examples of grade-level student writing with annotations

Reflection:

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| Content: ELA | Grade/Course: 2 | Timeline: Week 4 |
| <p>Standard(s):</p> <p><i>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p> <p>2.L.5a Demonstrate understanding of word relationships and nuances in word meanings: Identify real-life connections between words and their use (e.g., describe foods that are spicy).</p> | | |
| <p>Lesson Overview:</p> <p>The emphasis of 2.W.2 is nonfiction writing that describes, explains, informs, or summarizes ideas and content. Informational text presents facts and opinions, defines terms, and provides examples to inform the reader. The writings can support research, observations, or experiences. Teachers may have students use Social Studies and Science units for topics.</p> <p>The vocabulary will increase this quarter as students explore the relationships between words (e.g., antonyms, synonyms). This skill will build larger lexicons (word banks) for them as they begin to edit and revise their word choice in their writing pieces.</p> | <p>Lesson Objective(s)/I CAN:</p> <p>I CAN read fluently and write explanatory texts on a given topic.</p> | |
| <p>Vocabulary:</p> <p>connection, clarifying, synonyms, antonyms</p> | <p>Focus Question(s):</p> <p>How does fluency contribute to comprehension?</p> <p>What types of questions clarify?</p> <p>What is the structure of informative writing?</p> | |

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| <p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <p>Review the elements of informational writing expectations.</p> <p>Review the writing process and student participation expectations (e.g., peer review, feedback, revisions, publication).</p> <p>Instruction and Strategies:</p> <p>Provide a rubric of expectations for students (e.g., There should be a clearly stated topic sentence. The topic should be developed through facts, details, and relevant information; and a concluding statement should be included (2.W.2).</p> <p>Model the stages of the writing process (e.g., pre-writing, writing, editing draft, publishing) by thinking aloud as you demonstrate the stages.</p> <p>Students connect words with the opposite (e.g., hot/cold, stop/go, big/little) (2.W.2).</p> |
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Students complete graphic organizers (word web) for synonyms (e.g., said: told, declared, replied, mumbled, hollered, stammered).

Provide analogies with missing noun for students to complete. (fork/ ____ : : cup/saucer; puppy/ ____ : : kitten/cat ; TV/ ____ : : CD/compact disc; knee/foot : : elbow/ ____.) (2.L.5a).

Guided Practice:

Common Core Workbook pg. 180-184

Common Core Workbook pg. 307-315

Formative Assessment:

Common Core Workbook pg. 185-187

Common Core Workbook pg. 316-318

Writing assessment

Closure:

Levels of reading complexity will increase and adult support will decrease.

Students will be familiar with using graphic organizers to independently collect information to answer questions (e.g., main idea and supporting details, cause and effect, problem and solution). Students will be using supporting details to draw inferences from the text

Independent Practice:

Common Core Workbook pg. 180-184

Common Core Workbook pg. 307-315

Write a paragraph on a given topic

Accommodations/Modifications:

Extra time, reduced amount of work, peer/individualized instruction

Resources (Textbook and Supplemental):

Houghton Mifflin English

Reasoning & Writing C

Online support

Harcourt Horizons Second Grade Social Studies, topics for informational writing

Houghton Mifflin Second Grade Spelling and Vocabulary, (Antonyms) p. 116

Houghton Mifflin Second Grade Spelling and Vocabulary, (Synonyms) p. 38

Houghton Mifflin Second Grade English book, Unit Ten, The Writing Process, pp. 348–357

Houghton Mifflin Second Grade English book, Tools and Tips, Graphic Organizers, p. H31

<http://www.corestandards.org/ELA-Literacy> CCSS Appendix C: for examples of grade-level student writing with annotations

Reflection:

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|---|--|----------------------------|
| Content: ELA | Grade/Course: 2 | Timeline: Weeks 1-2 |
| <p>Standard(s):</p> <p>2.RF.3d-f Know and apply grade-level phonics and word analysis skills in decoding words: d) Decode words with common prefixes and suffixes. f) Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.L.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).</p> <p>2.L.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> | | |
| <p>Lesson Overview: Students will enhance their ability to analyze word meaning through applying affixes to base words. The prefixes un-, re-, in-, ir-, il-, and dis- are used in 58% of all prefixed words. Three inflectional endings: -s/es, -ed, and -ing are found in 65% of words that have inflectional ending and suffixes (White, Sowell, & Yanagihara, 1989). Students will use collective nouns (e.g. team, group, class, people) and plural nouns that change spelling (e.g., man-men, child-children, woman-women). Student practice changing words and discussing meaning through applying and removing affixes will foster fluency and comprehension in reading and writing.</p> | <p>Lesson Objective(s)/I CAN: I CAN apply knowledge of prefixes, suffixes, and irregular words, collective and plural nouns.</p> | |
| <p>Vocabulary: prefix, suffix, affix, collective noun, plural, irregular spelling</p> | <p>Focus Question(s): How does word meaning change when using prefixes or suffixes? What writing or speaking conventions (e.g., verb matching, spelling) are needed with collective nouns or irregular nouns?</p> | |
| <p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set: Review common inflectional endings (-s/-es, -ed, and -ing). Review common regular plurals.</p> <p>Instruction and Strategies: Provide a list of affixes and base words. Students create new words by adding affixes. Provide reading passages for students to highlight affixes found in text. Provide phrases with words that students will attach prefixes or suffixes to to create new meaning. Provide passages for students to change nouns from singular to plural.</p> <p>Guided Practice: Common Core Workbook pg. 151-164 Common Core Workbook pg. 266-275</p> | | |

Formative Assessment:

Common Core Workbook pg. 165
Common Core Workbook pg. 276-279

Oral assessment
Skills worksheets

Closure:

Students will be able to speak, read (decode), and write (encode) words with inflectional endings and derivational suffixes appropriately and with fluency and comprehension. They will identify and comprehend words with common Latin suffixes.

Independent Practice:

Common Core Workbook pg. 151-164
Common Core Workbook pg. 266-275
Review worksheets on prefix/suffix, collective nouns, and irregular plural nouns

Accommodations/Modifications:

Extra time, reduced amount of work, peer/individualized instruction

Resources (Textbook and Supplemental):

Spelling Mastery C
Vocabulary Games
Songs
Mc Graw Hill
Houghton Mifflin (HM)
Online Support/CCSS Workbooks
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Vocab_2.pdf activities regarding affixes
Houghton Mifflin Second Grade English book, U. Three, Nouns and Pronouns, L. 5, pp. 103–105
Houghton Mifflin Second Grade Spelling and Vocabulary, Cycle 4, U. 19, Words Ending with -s or -es, p. 126
Houghton Mifflin Second Grade Spelling and Vocabulary, Cycle 6, U. 31, U. 32, Words ending with -ed or -ing, pp. 198–210
Houghton Mifflin Second Grade spelling and Vocabulary, Cycle 6, U. 34, Prefixes re- and un-, pp. 216–221
Houghton Mifflin Second Grade Spelling and Vocabulary, Cycle 6 U. 35, Suffixes -ly and -ful, pp. 222–228

Reflection: