Content: ELA	Grade/Course: 2	Timeline: Week 2

Standard(s):

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, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Lesson Overview:	**Lesson Objective(s)/I CAN:**
Students will be able to produce opinion writing in the format of a formal letter using appropriate conventions (e.g., capitalization, punctuation, and spelling) They will communicate their opinion on specific issues and write for different audiences. Students will also demonstrate using reference materials such as dictionaries to check spelling or meaning of words. Using student peer-review procedures allows students practice in focusing on specific conventions as well as seeing a variety of functional writing from their peers.	I can revise, edit, and construct a formal letter with proper capitalization and punctuation with adults and peers.

Vocabulary:	**Focus Question(s):**
revise, edit, The Writing Process, audience	In what ways can writers communicate their ideas on a specific issue? What are elements of a good persuasive piece? How do writers vary their writing for differing audiences and purposes? How can your voice make a difference in your community and world?

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:
Review procedures for peer review.
Review procedures for collaborative conversations with peers (e.g., behavior, extending conversation or feedback).

Instruction and Strategies:
Construct a letter while thinking aloud to model purpose and procedures.
Display anchor charts or posters as visual resource for elements of persuasion (e.g., bandwagon, patriotic, fear factor, sympathy, image).
Display or post expectations for persuasive writing (e.g., opening statement, 3 supporting elements of persuasion, conclusion by rewording the opening statement).
Students categorize words and phrases for different audiences (e.g., Yes ma'am, What's up?,

research says…).
Provide sample formal persuasive letters for students to highlight words or phrases that persuade, set the tone, or determine the audience.
Students may work in pairs or small groups to construct persuasive letters where their goal is to elicit action or change the reader's opinion.
Provide passages with misspellings for students to use dictionaries in order to correct.
Provide words for students to alphabetize to the second or third letter to prepare them for using reference materials.
Establish and display (anchor charts or posters) routines and procedures for peer review of writing.
Display an anchor chart or poster of the different styles of writing for student to discuss the different purposes (e.g., memos, notes, formal letter, invitation).
Provide students with discussion prompts (e.g., How can your voice make a difference in your community and world? How do writers vary their writing for different audiences and purposes?)

Guided Practice:
Common Core Workbook pg. 174-179
Common Core Workbook pg. 195-200
Formative Assessment:
Common Core Workbook pg. 174-179
Common Core Workbook pg. 195-200
Oral assessment
Skills worksheets

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. 174-179
Common Core Workbook pg. 195-200
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
Houghton Mifflin English
Reasoning & Writing C
Online Support/CCSS WB
Houghton Mifflin Second Grade English, U. 2, Writing different types of letters, pp. 84–87

Houghton Mifflin Second Grade English, Tools and Tips, ABC Order, pp. H3–H6
http://www.corestandards.org/ELA-Literacy CCSS Appendix C: for examples of grade-level student writing with annotations
http://literacy4life.wikispaces.com/Persuasive+Writing ideas for teaching persuasive text

Reflection:

Content: ELA	Grade/Course: 2	Timeline: Week 7

Standard(s):
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, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

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.

Lesson Overview:	**Lesson Objective(s)/I CAN**:
Students will be able to orally and in writing recount stories, fables, and folktales and include the central message or moral of the story (2.RL2). They will also be able to show a connection between a series of historical events, ideas, or steps in text (2.RI.3). Using graphic organizers (e.g., timelines, flow charts) will assist students in recording key information for their recounting in a sequential order. With collaborative procedures in place, they can participate in a shared research and writing project (1.W.2) using a number of books on a single topic to produce this report. They may collaborate to create an opinion writing by comparing and contrasting two or more versions of the same story (2.RL.9, 2.W.1).	I can describe and compare and contrast elements (e.g., structure, conventions) of different genres (e.g., folktales, poems, and historical texts).

Vocabulary:	**Focus Question(s)**:
recount, describe, phrase, fable, lesson, moral, central message, compare, contrast	How do multiple genres help us gain understanding of an event? Why is it important to learn from past events? How can poetry be used to tell a story? Why is it important to look at multiple genres on the same subject?

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:
Review process of opinion writing (1.W.1).
Review process of informational or explanatory writing (1.W.2).

Instruction and Strategies:
Provide a visual resource for students to use when writing (e.g., word bank, focus wall, word wall) (2.RL.4).
Provide two different poems for students in pairs or small groups to read and compare and contrast (e.g., rhythm, topic, word choice) (2.RL.4).
Provide two different fables or folktales for student in pairs or small groups to read and compare and contrast (e.g., setting, characters, central message) (2.RL.9).
Model while thinking aloud how to complete a cause-and-effect graphic organizer to show a connection between a series of historical events, ideas, or steps (e.g., elements that lead to erosion, how farming

has changed) (2.RI.3).
Display expectations for shared research and writing projects for visual support (2.W.7).
Model while thinking aloud how to create categories to organize note-taking (2.RL.2).
Model while thinking aloud how to organize notes in a meaningful sequence (2. RI.3).

Guided Practice:
Common Core Workbook pg. 174-177
Common Core Workbook pg. 180-185

Formative Assessment:
Common Core Workbook pg. 178-179
Common Core Workbook pg. 186-187
Writing assessment
Skills worksheets

Closure:
Students will work independently on research writing projects (3.W.2). This carries over to social studies in which students are asked to compare and contrast themes, characters, or traits of folktales and legends from around the world.

Independent Practice:
Common Core Workbook pg. 174-177
Common Core Workbook pg. 180-185
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 & Skillsbook
DI Reading textbook & Workbook
Content area text
Houghton Mifflin English textbook
Online support/CCSS WB
Houghton Mifflin Second Grade English, U. 8, Writing a Poem, pp. 288–289, 290–293
Houghton Mifflin Second Grade English, Graphic Organizers, pp. H31–H43
Harcourt Horizons Second Grade Social Studies book: to select appropriate grade-level topics
http://www.corestandards.org/ELA-Literacy CCSS Appendix A: for explanations regarding the types of writing (research writing)
http://www.corestandards.org/ELA-Literacy CCSS Appendix B: for suggestions of grade-level reading complexity
http://www.corestandards.org/ELA-Literacy CCSS Appendix C: for samples of grade-level student writing with annotations

Reflection:

Content: ELA	Grade/Course: 2	Timeline: Week 8

Standard(s):
2.RI.8 Describe how reasons support specific points the author makes in a text.

Lesson Overview:	Lesson Objective(s)/I CAN:
Introduction for identifying and using prefixes and suffixes was done in the second quarter. During this third quarter, students will determine the meaning of unknown or multiple-meaning words by using various strategies (e.g., context clues, illustrations, affixes, glossaries, dictionaries). Informational text provides many opportunities to work with unknown–domain-specific vocabulary words and concepts. The emphasis in these standards (2.RI.7, 2.RI.8) requires the reader to determine how text is created with a specific point or main idea and how it is supported by details or reasons. Students will use a variety of strategies for comprehension of informational text including determining the meaning of words and phrases.	I can determine the meaning of unknown words through context clues, images, word knowledge (e.g., affixes, root words, compound words), glossaries, and dictionaries.
Vocabulary:	**Focus Question(s):**
glossary, dictionary, root word, unknown word, root, compound words	Why is it important to understand the meaning of root words? Why is it important to learn new words? What is the value of using different words in writing? How has the influence of digital media changed the outcome of printed texts?

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:
Review meanings of common prefixes and suffixes (2.L.4).
Review dictionary skills (2.L.4e).
Review using digital tools (computer) to clarify the meaning of words and phrases.

Instruction and Strategies:
Provide visual support (focus wall, charts, posters) as a review of strategies or procedures (2.RI.8, 2.L. 4b, c, d, e).
Model while thinking aloud how to complete a graphic organizer for notes on main idea with supporting details (or main topic with supporting facts) (2.RI.8).
Students create non-linguistic representations for vocabulary words or phrases along with student-friendly definitions and examples (e.g., compound words, vocabulary, prefixes, and suffixes with root words) (2.L.4a, b, c).
Provide visual resources (e.g., focus wall, anchor charts, posters) for procedures or strategies to determine meanings of unknown words (2.RI.4):

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.
Provide a list of affixes and base words. Students create new words by adding affixes (2.L.b, c).
Provide reading passages for students to highlight affixes found in text (2.L.b, c).

Guided Practice:
Common Core Workbook pg. 132-136

Formative Assessment:
Common Core Workbook pg. 137-138
Oral assessment
Skills worksheets

Closure:
Students will independently be able to determine the type of graphic organizer they will need to record their notes in order to provide an oral summary (3.SL.4).
Students will be able to use glossaries and dictionaries and digital tools fluently (3.L.4).

Independent Practice:
Common Core Workbook pg. 132-136
Review worksheets on adjectives and adverbs & word meaning.

Accommodations/Modifications:
Extra time, reduced amount of work, peer/individualized instruction

Resources (Textbook and Supplemental):
Mc Graw Hill text & Skillsbook
DI Reading textbook & Workbook
Content area text
Houghton Mifflin English textbook
Online support/CCSS WB
Houghton Mifflin Second Grade English book, U. 3, 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 5, U. 25, Compound Words, pp. 162–165
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:

Content: ELA	Grade/Course: 2	Timeline: Week 9

Standard(s):

2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

2.RI.4 Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.

Lesson Overview:	Lesson Objective(s)/I CAN:
Introduction for identifying and using prefixes and suffixes was done in the second quarter. During this third quarter, students will determine the meaning of unknown or multiple-meaning words by using various strategies (e.g., context clues, illustrations, affixes, glossaries, dictionaries). Informational text provides many opportunities to work with unknown–domain-specific vocabulary words and concepts. The emphasis in these standards (2.RI.7, 2.RI.8) requires the reader to determine how text is created with a specific point or main idea and how it is supported by details or reasons. Students will use a variety of strategies for comprehension of informational text including determining the meaning of words and phrases.	I can determine the meaning of unknown words through context clues, images, word knowledge (e.g., affixes, root words, compound words), glossaries, and dictionaries.

Vocabulary:	Focus Question(s):
glossary, dictionary, root word, unknown word, root, compound words	Why is it important to understand the meaning of root words? Why is it important to learn new words? What is the value of using different words in writing? How has the influence of digital media changed the outcome of printed texts?

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:
Review meanings of common prefixes and suffixes (2.L.4).
Review dictionary skills (2.L.4e).
Review using digital tools (computer) to clarify the meaning of words and phrases.

Instruction and Strategies:
Provide visual support (focus wall, charts, posters) as a review of strategies or procedures (2.RI.8, 2.L. 4b, c, d, e).
Model while thinking aloud how to complete a graphic organizer for notes on main idea with supporting details (or main topic with supporting facts) (2.RI.8).
Students create non-linguistic representations for vocabulary words or phrases along with student-friendly definitions and examples (e.g., compound words, vocabulary, prefixes, and suffixes with root

words) (2.L.4a, b, c).
Provide visual resources (e.g., focus wall, anchor charts, posters) for procedures or strategies to determine meanings of unknown words (2.RI.4):
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.
Provide a list of affixes and base words. Students create new words by adding affixes (2.L.b, c).
Provide reading passages for students to highlight affixes found in text (2.L.b, c).

Guided Practice:
Common Core Workbook pg. 125-129
Common Core Workbook pg. 92-97

Formative Assessment:
Common Core Workbook pg. 130-131
Common Core Workbook pg. 98-99
Oral assessment
Skills worksheets

Closure:
Students will independently be able to determine the type of graphic organizer they will need to record their notes in order to provide an oral summary (3.SL.4).
Students will be able to use glossaries and dictionaries and digital tools fluently (3.L.4).

Independent Practice:
Common Core Workbook pg. 125-129
Common Core Workbook pg. 92-97
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 text & Skillsbook
DI Reading textbook & Workbook
Content area text
Houghton Mifflin English textbook
Online support/CCSS WB
Houghton Mifflin Second Grade English book, U. 3, 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 5, U. 25, Compound Words, pp. 162–165

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:

Content: ELA	**Grade/Course**: 2	**Timeline**: Week 10

Standard(s):
2.L.4a-e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies:
a) Use sentence-level context as a clue to the meaning of a word or phrase; b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy); c)Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional); d) Use knowledge of the meaning of individual words to predict the meaning of compound words; e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Lesson Overview:	**Lesson Objective(s)**/I CAN:
Introduction for identifying and using prefixes and suffixes was done in the second quarter. During this third quarter, students will determine the meaning of unknown or multiple-meaning words by using various strategies (e.g., context clues, illustrations, affixes, glossaries, dictionaries). Informational text provides many opportunities to work with unknown–domain-specific vocabulary words and concepts. The emphasis in these standards (2.RI.7, 2.RI.8) requires the reader to determine how text is created with a specific point or main idea and how it is supported by details or reasons. Students will use a variety of strategies for comprehension of informational text including determining the meaning of words and phrases.	I can determine the meaning of unknown words through context clues, images, word knowledge (e.g., affixes, root words, compound words), glossaries, and dictionaries.

Vocabulary:	**Focus Question(s)**:
glossary, dictionary, root word, unknown word, root, compound words	Why is it important to understand the meaning of root words? Why is it important to learn new words? What is the value of using different words in writing? How has the influence of digital media changed the outcome of printed texts?

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:
Review meanings of common prefixes and suffixes (2.L.4).
Review dictionary skills (2.L.4e).
Review using digital tools (computer) to clarify the meaning of words and phrases.

Instruction and Strategies:
Provide visual support (focus wall, charts, posters) as a review of strategies or procedures (2.RI.8, 2.L. 4b, c, d, e).

Model while thinking aloud how to complete a graphic organizer for notes on main idea with supporting details (or main topic with supporting facts) (2.RI.8).

Students create non-linguistic representations for vocabulary words or phrases along with student-friendly definitions and examples (e.g., compound words, vocabulary, prefixes, and suffixes with root words) (2.L.4a, b, c).

Provide visual resources (e.g., focus wall, anchor charts, posters) for procedures or strategies to determine meanings of unknown words (2.RI.4):

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.

Provide a list of affixes and base words. Students create new words by adding affixes (2.L.b, c).

Provide reading passages for students to highlight affixes found in text (2.L.b, c).

Guided Practice:
Common Core Workbook pg. 299-303

Formative Assessment:
Common Core Workbook pg. 304-306
Oral assessment
Skills worksheets

Closure:
Students will independently be able to determine the type of graphic organizer they will need to record their notes in order to provide an oral summary (3.SL.4).
Students will be able to use glossaries and dictionaries and digital tools fluently (3.L.4).

Independent Practice:
Common Core Workbook pg. 299-303
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 text & Skillsbook
Houghton Mifflin English textbook
Language Arts Today workbook
Lang. Arts supplemental workbooks
DI Reasoning & Writing C
Online support/CCSS WB
Houghton Mifflin Second Grade English book, U. 3, 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 5, U. 25, Compound Words,

pp. 162–165
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:

Content: ELA	Grade/Course: 2	Timeline: Week 1

Standard(s):

2.L.2b & d-e Demonstrate command of the conventions of standard English capitalization, punctuation, [?] writing: b) Use commas in greetings and closings of letters d) Generalize learned spelling patterns when v[?] cage=badge; boy=boil) e) Consult reference materials, including beginning dictionaries, as needed to check[?]

2.SL. 1a-c Participate in collaborative conversations with diverse partners about grade 2 topics and texts w[?] small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others with care, spe[?] about the topics and texts under discussion); b) build on others' talk in conversations by linking their comm[?] others; c) Ask for clarification and further explanation as needed about the topics and texts under discussi[?]

Lesson Overview:	Lesson Objective(s)/I CAN:
Students will be able to produce opinion writing in the format of a formal letter using appropriate conventions (e.g., capitalization, punctuation, and spelling) They will communicate their opinion on specific issues and write for different audiences. Students will also demonstrate using reference materials such as dictionaries to check spelling or meaning of words. Using student peer-review procedures allows students practice in focusing on specific conventions as well as seeing a variety of functional writing from their peers.	I can revise, edit, and construct a formal letter with proper capitalization and punctuation with adults and peers.

Vocabulary:	Focus Question(s):
revise, edit, The Writing Process, audience	In what ways can writers communicate their ideas on a specific issue? What are elements of a good persuasive piece? How do writers vary their writing for differing audiences and purposes? How can your voice make a difference in your community and world?

Description of Lesson (Including Instructional Strategies):

Anticipatory Set:
Review procedures for peer review.
Review procedures for collaborative conversations with peers (e.g., behavior, extending conversation or feedback).

Instruction and Strategies:
Construct a letter while thinking aloud to model purpose and procedures.
Display anchor charts or posters as visual resource for elements of persuasion (e.g., bandwagon,

patriotic, fear factor, sympathy, image).
Display or post expectations for persuasive writing (e.g., opening statement, 3 supporting elements of persuasion, conclusion by rewording the opening statement).
Students categorize words and phrases for different audiences (e.g., Yes ma'am, What's up?, research says…).
Provide sample formal persuasive letters for students to highlight words or phrases that persuade, set the tone, or determine the audience.
Students may work in pairs or small groups to construct persuasive letters where their goal is to elicit action or change the reader's opinion.
Provide passages with misspellings for students to use dictionaries in order to correct.
Provide words for students to alphabetize to the second or third letter to prepare them for using reference materials.
Establish and display (anchor charts or posters) routines and procedures for peer review of writing.

Display an anchor chart or poster of the different styles of writing for student to discuss the different purposes (e.g., memos, notes, formal letter, invitation).
Provide students with discussion prompts (e.g., How can your voice make a difference in your community and world? How do writers vary their writing for different audiences and purposes?)

Guided Practice:
Common Core Workbook pg. 280-285
Common Core Workbook pg. 231-235

Formative Assessment:
Common Core Workbook pg. 286-289
Common Core Workbook pg. 236
Oral assessment
Skills worksheets

Closure:
Students will be able to identify the elements of a formal letter (3.W.4). They will be able to independently construct a formal or persuasive letter for different audiences.

Independent Practice:
Common Core Workbook pg. 280-285
Common Core Workbook pg. 231-235
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
Reasoning & Writing C
Mc Graw Hill
Houghton Mifflin English
Online Support/CCSS Workbooks
Houghton Mifflin Second Grade English, U. 2, Writing different types of letters, pp. 84–87
Houghton Mifflin Second Grade English, Tools and Tips, ABC Order, pp. H3–H6
http://www.corestandards.org/ELA-Literacy CCSS Appendix C: for examples of grade-level student writing with annotations
http://literacy4life.wikispaces.com/Persuasive+Writing ideas for teaching persuasive text

Reflection:

Content: ELA	**Grade**/**Course**: 2	**Timeline**: Week 5

Standard(s):

2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors of from different cultures.

Lesson Overview:	**Lesson Objective(s)**/I CAN:
Students will be able to orally and in writing recount stories, fables, and folktales and include the central message or moral of the story (2.RL2). They will also be able to show a connection between a series of historical events, ideas, or steps in text (2.RI.3). Using graphic organizers (e.g., timelines, flow charts) will assist students in recording key information for their recounting in a sequential order. With collaborative procedures in place, they can participate in a shared research and writing project (1.W.2) using a number of books on a single topic to produce this report. They may collaborate to create an opinion writing by comparing and contrasting two or more versions of the same story (2.RL.9, 2.W.1).	I can describe and compare and contrast elements (e.g., structure, conventions) of different genres (e.g., folktales, poems, and historical texts).
Vocabulary:	**Focus Question(s)**:
recount, describe, phrase, fable, lesson, moral, central message, compare, contrast	How do multiple genres help us gain understanding of an event? Why is it important to learn from past events? How can poetry be used to tell a story? Why is it important to look at multiple genres on the same subject?

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:
Review process of opinion writing (1.W.1).
Review process of informational or explanatory writing (1.W.2).

Instruction and Strategies:
Provide a visual resource for students to use when writing (e.g., word bank, focus wall, word wall) (2.RL.4).
Provide two different poems for students in pairs or small groups to read and compare and contrast (e.g., rhythm, topic, word choice) (2.RL.4).
Provide two different fables or folktales for student in pairs or small groups to read and compare and contrast (e.g., setting, characters, central message) (2.RL.9).
Model while thinking aloud how to complete a cause-and-effect graphic organizer to show a connection

between a series of historical events, ideas, or steps (e.g., elements that lead to erosion, how farming has changed) (2.RI.3).
Display expectations for shared research and writing projects for visual support (2.W.7).
Model while thinking aloud how to create categories to organize note-taking (2.RL.2).
Model while thinking aloud how to organize notes in a meaningful sequence (2. RI.3).

Guided Practice:
Common Core Workbook pg. 139-142
Common Core Workbook pg. 57-59

Formative Assessment:
Common Core Workbook pg. 143-144
Common Core Workbook pg. 60-63
Oral assessment
Skills worksheets
Closure:
Students will work independently on research writing projects (3.W.2). This carries over to social studies in which students are asked to compare and contrast themes, characters, or traits of folktales and legends from around the world.

Independent Practice:
Common Core Workbook pg. 139-142
Common Core Workbook pg. 57-59

Write a paragraph (given a topic)

Accommodations/Modifications:
Extra time, reduced amount of work, peer/individualized instruction

Resources (Textbook and Supplemental):
Mc Graw Hill texts
DI Reading texts
Variety of books
Online Support/CCSS WB
Houghton Mifflin Second Grade English, U. 8, Writing a Poem, pp. 288–289, 290–293
Houghton Mifflin Second Grade English, Graphic Organizers, pp. H31–H43
Harcourt Horizons Second Grade Social Studies book: to select appropriate grade-level topics
http://www.corestandards.org/ELA-Literacy CCSS Appendix A: for explanations regarding the types of writing (research writing)
http://www.corestandards.org/ELA-Literacy CCSS Appendix B: for suggestions of grade-level reading complexity
http://www.corestandards.org/ELA-Literacy CCSS Appendix C: for samples of grade-level student writing with annotations

Reflection:

Content: ELA	Grade/Course: 2	Timeline: Week 6

Standard(s):
2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report,; record science observations).

Lesson Overview:	Lesson Objective(s)/I CAN:
Students will be able to orally and in writing recount stories, fables, and folktales and include the central message or moral of the story (2.RL2). They will also be able to show a connection between a series of historical events, ideas, or steps in text (2.RI.3). Using graphic organizers (e.g., timelines, flow charts) will assist students in recording key information for their recounting in a sequential order. With collaborative procedures in place, they can participate in a shared research and writing project (1.W.2) using a number of books on a single topic to produce this report. They may collaborate to create an opinion writing by comparing and contrasting two or more versions of the same story (2.RL.9, 2.W.1).	I can describe and compare and contrast elements (e.g., structure, conventions) of different genres (e.g., folktales, poems, and historical texts).

Vocabulary:	Focus Question(s):
recount, describe, phrase, fable, lesson, moral, central message, compare, contrast	How do multiple genres help us gain understanding of an event? Why is it important to learn from past events? How can poetry be used to tell a story? Why is it important to look at multiple genres on the same subject?

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:
Review process of opinion writing (1.W.1).
Review process of informational or explanatory writing (1.W.2).

Instruction and Strategies:
Provide a visual resource for students to use when writing (e.g., word bank, focus wall, word wall) (2.RL.4).
Provide two different poems for students in pairs or small groups to read and compare and contrast (e.g., rhythm, topic, word choice) (2.RL.4).
Provide two different fables or folktales for student in pairs or small groups to read and compare and contrast (e.g., setting, characters, central message) (2.RL.9).
Model while thinking aloud how to complete a cause-and-effect graphic organizer to show a connection between a series of historical events, ideas, or steps (e.g., elements that lead to erosion, how farming

has changed) (2.RI.3).
Display expectations for shared research and writing projects for visual support (2.W.7).
Model while thinking aloud how to create categories to organize note-taking (2.RL.2).
Model while thinking aloud how to organize notes in a meaningful sequence (2. RI.3).

Guided Practice:
Common Core Workbook pg. 249-254
Common Core Workbook pg. 210-219

Formative Assessment:
Common Core Workbook pg. 255
Common Core Workbook pg. 220-221
Writing assessment
Skills worksheets

Closure:
Students will work independently on research writing projects (3.W.2). This carries over to social studies in which students are asked to compare and contrast themes, characters, or traits of folktales and legends from around the world.

Independent Practice:
Common Core Workbook pg. 249-254
Common Core Workbook pg. 210-219
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 & Skillsbook
Houghton Mifflin English textbook
Language Arts Today workbook
Lang. Arts supplemental workbooks
DI Reasoning & Writing C
Online support/CCSS WB
Houghton Mifflin Second Grade English, U. 8, Writing a Poem, pp. 288–289, 290–293
Houghton Mifflin Second Grade English, Graphic Organizers, pp. H31–H43
Harcourt Horizons Second Grade Social Studies book: to select appropriate grade-level topics
http://www.corestandards.org/ELA-Literacy CCSS Appendix A: for explanations regarding the types of writing (research writing)
http://www.corestandards.org/ELA-Literacy CCSS Appendix B: for suggestions of grade-level reading complexity
http://www.corestandards.org/ELA-Literacy CCSS Appendix C: for samples of grade-level student writing with annotations

Reflection:

Content: ELA	Grade/Course: 2	Timeline: Week 3
Standard(s): 2.Rl.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
Lesson Overview: Students will be able to orally and in writing recount stories, fables, and folktales and include the central message or moral of the story (2.RL2). They will also be able to show a connection between a series of historical events, ideas, or steps in text (2.RI.3). Using graphic organizers (e.g., timelines, flow charts) will assist students in recording key information for their recounting in a sequential order. With collaborative procedures in place, they can participate in a shared research and writing project (1.W.2) using a number of books on a single topic to produce this report. They may collaborate to create an opinion writing by comparing and contrasting two or more versions of the same story (2.RL.9, 2.W.1).	**Lesson Objective(s)/**I CAN: I can describe and compare and contrast elements (e.g., structure, conventions) of different genres (e.g., folktales, poems, and historical texts).	
Vocabulary: recount, describe, phrase, fable, lesson, moral, central message, compare, contrast	**Focus Question(s)**: How do multiple genres help us gain understanding of an event? Why is it important to learn from past events? How can poetry be used to tell a story? Why is it important to look at multiple genres on the same subject?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:
Review process of opinion writing (1.W.1).
Review process of informational or explanatory writing (1.W.2).

Instruction and Strategies:
Provide a visual resource for students to use when writing (e.g., word bank, focus wall, word wall) (2.RL.4).
Provide two different poems for students in pairs or small groups to read and compare and contrast (e.g., rhythm, topic, word choice) (2.RL.4).
Provide two different fables or folktales for student in pairs or small groups to read and

compare and contrast (e.g., setting, characters, central message) (2.RL.9).
Model while thinking aloud how to complete a cause-and-effect graphic organizer to show a connection between a series of historical events, ideas, or steps (e.g., elements that lead to erosion, how farming has changed) (2.RI.3).
Display expectations for shared research and writing projects for visual support (2.W.7).
Model while thinking aloud how to create categories to organize note-taking (2.RL.2).
Model while thinking aloud how to organize notes in a meaningful sequence (2. RI.3).

Guided Practice:
Common Core Workbook pg. 77-81
Common Core Workbook pg. 84-89

Formative Assessment:
Common Core Workbook pg. 82-83
Common Core Workbook pg. 90-91
Oral assessment
Variety of stories
Stories from Mc Graw Hill/Content books

Closure:
 Students will work independently on research writing projects (3.W.2). This carries over to social studies in which students are asked to compare and contrast themes, characters, or traits of folktales and legends from around the world.

Independent Practice:
Common Core Workbook pg. 77-81
Common Core Workbook pg. 84-89
Write a paragraph on a given topic

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
Chorale reading, group reading, paired reading, independent reading
Online Support/CCSS WB
Houghton Mifflin Second Grade English, U. 8, Writing a Poem, pp. 288–289, 290–293
Houghton Mifflin Second Grade English, Graphic Organizers, pp. H31–H43
Harcourt Horizons Second Grade Social Studies book: to select appropriate grade-level topics
http://www.corestandards.org/ELA-Literacy CCSS Appendix A: for explanations regarding the types of writing (research writing)
http://www.corestandards.org/ELA-Literacy CCSS Appendix B: for suggestions of grade-level

reading complexity
http://www.corestandards.org/ELA-Literacy CCSS Appendix C: for samples of grade-level student writing with annotations

Reflection:

Content: ELA	Grade/Course: 2	Timeline: Week 4

Standard(s):

2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Lesson Overview:	Lesson Objective(s)/I CAN:
Students will be able to orally and in writing recount stories, fables, and folktales and include the central message or moral of the story (2.RL2). They will also be able to show a connection between a series of historical events, ideas, or steps in text (2.RI.3). Using graphic organizers (e.g., timelines, flow charts) will assist students in recording key information for their recounting in a sequential order. With collaborative procedures in place, they can participate in a shared research and writing project (1.W.2) using a number of books on a single topic to produce this report. They may collaborate to create an opinion writing by comparing and contrasting two or more versions of the same story (2.RL.9, 2.W.1).	I can describe and compare and contrast elements (e.g., structure, conventions) of different genres (e.g., folktales, poems, and historical texts).
Vocabulary: recount, describe, phrase, fable, lesson, moral, central message, compare, contrast	**Focus Question(s)**: How do multiple genres help us gain understanding of an event? Why is it important to learn from past events? How can poetry be used to tell a story? Why is it important to look at multiple genres on the same subject?

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:
Review process of opinion writing (1.W.1).
Review process of informational or explanatory writing (1.W.2).

Instruction and Strategies:
Provide a visual resource for students to use when writing (e.g., word bank, focus wall, word wall) (2.RL.4).
Provide two different poems for students in pairs or small groups to read and compare and contrast (e.g., rhythm, topic, word choice) (2.RL.4).
Provide two different fables or folktales for student in pairs or small groups to read and compare and contrast (e.g., setting, characters, central message) (2.RL.9).
Model while thinking aloud how to complete a cause-and-effect graphic organizer to show a

connection between a series of historical events, ideas, or steps (e.g., elements that lead to erosion, how farming has changed) (2.RI.3).
Display expectations for shared research and writing projects for visual support (2.W.7).
Model while thinking aloud how to create categories to organize note-taking (2.RL.2).
Model while thinking aloud how to organize notes in a meaningful sequence (2. RI.3).

Guided Practice:
Common Core Workbook pg. 26-29

Formative Assessment:
Common Core Workbook pg. 30-31
Skills worksheets
Oral assessment

Closure:
Students will work independently on research writing projects (3.W.2). This carries over to social studies in which students are asked to compare and contrast themes, characters, or traits of folktales and legends from around the world.

Independent Practice:
Common Core Workbook pg. 26-29
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 texts
Houghton Mifflin English
Online support/CCSS WB
Houghton Mifflin Second Grade English, U. 8, Writing a Poem, pp. 288–289, 290–293
Houghton Mifflin Second Grade English, Graphic Organizers, pp. H31–H43
Harcourt Horizons Second Grade Social Studies book: to select appropriate grade-level topics
http://www.corestandards.org/ELA-Literacy CCSS Appendix A: for explanations regarding the types of writing (research writing)
http://www.corestandards.org/ELA-Literacy CCSS Appendix B: for suggestions of grade-level reading complexity
http://www.corestandards.org/ELA-Literacy CCSS Appendix C: for samples of grade-level student writing with annotations

Reflection:

Content: ELA	Grade/Course: 2	Timeline: Week 5

Standard(s):

2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors of from different cultures.

Lesson Overview:	**Lesson Objective(s)**:
Students will be able to orally and in writing recount stories, fables, and folktales and include the central message or moral of the story (2.RL2). They will also be able to show a connection between a series of historical events, ideas, or steps in text (2.RI.3). Using graphic organizers (e.g., timelines, flow charts) will assist students in recording key information for their recounting in a sequential order. With collaborative procedures in place, they can participate in a shared research and writing project (1.W.2) using a number of books on a single topic to produce this report. They may collaborate to create an opinion writing by comparing and contrasting two or more versions of the same story (2.RL.9, 2.W.1).	In this lesson, students will describe and compare and contrast elements (e.g., structure, conventions) of different genres (e.g., folktales, poems, and historical texts).

Vocabulary:	**Focus Question(s)**:
recount, describe, phrase, fable, lesson, moral, central message, compare, contrast	How do multiple genres help us gain understanding of an event? Why is it important to learn from past events? How can poetry be used to tell a story? Why is it important to look at multiple genres on the same subject?

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:
Review process of opinion writing (1.W.1).
Review process of informational or explanatory writing (1.W.2).

Instruction and Strategies:
Provide a visual resource for students to use when writing (e.g., word bank, focus wall, word wall) (2.RL.4).
Provide two different poems for students in pairs or small groups to read and compare and contrast (e.g., rhythm, topic, word choice) (2.RL.4).
Provide two different fables or folktales for student in pairs or small groups to read and compare and contrast (e.g., setting, characters, central message) (2.RL.9).
Model while thinking aloud how to complete a cause-and-effect graphic organizer to show a connection

between a series of historical events, ideas, or steps (e.g., elements that lead to erosion, how farming has changed) (2.RI.3).
Display expectations for shared research and writing projects for visual support (2.W.7).
Model while thinking aloud how to create categories to organize note-taking (2.RL.2).
Model while thinking aloud how to organize notes in a meaningful sequence (2. RI.3).

Guided Practice:
Common Core Workbook pg. 139-142
Common Core Workbook pg. 57-59

Formative Assessment:
Common Core Workbook pg. 143-144
Common Core Workbook pg. 60-63
Oral assessment
Skills worksheets
Closure:
Students will work independently on research writing projects (3.W.2). This carries over to social studies in which students are asked to compare and contrast themes, characters, or traits of folktales and legends from around the world.

Independent Practice:
Common Core Workbook pg. 139-142
Common Core Workbook pg. 57-59

Write a paragraph (given a topic)

Accommodations/Modifications:
Extra time, reduced amount of work, peer/individualized instruction

Resources (Textbook and Supplemental):
Mc Graw Hill texts
DI Reading texts
Variety of books
Online Support/CCSS WB
Houghton Mifflin Second Grade English, U. 8, Writing a Poem, pp. 288–289, 290–293
Houghton Mifflin Second Grade English, Graphic Organizers, pp. H31–H43
Harcourt Horizons Second Grade Social Studies book: to select appropriate grade-level topics
http://www.corestandards.org/ELA-Literacy CCSS Appendix A: for explanations regarding the types of writing (research writing)
http://www.corestandards.org/ELA-Literacy CCSS Appendix B: for suggestions of grade-level reading complexity
http://www.corestandards.org/ELA-Literacy CCSS Appendix C: for samples of grade-level student writing with annotations

Reflection: