Grade 2 Reading/Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Foundational Skill: Reading Language
- **L.RF.2.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.D**- Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E. -** Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.3.F-** Read high-frequency and grade level irregular words with automaticity (e.g., friend,other, would).
- **L.RF.2.3.G**- Identify the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.2.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A. -** Read grade-level text with purpose and understanding.
- **L.RF.2.4.B. -** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C. -** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading
- **RL.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.CI.2.2**-Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RL.IT.2.3. -** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4. -** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RL.PP.2.5. -**Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6. -** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- **RL.CT.2.8**-Compare and contrast literary versions of the same story (e.g, Cinderella stories) by different authors or from different cultures.

NJSLS Foundational Skills/Writing Language
- **L.WF.2.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphenes (letters or letter groups) for each phoneme.
- **L.WF.2.2**- Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
    - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
    - ii. Complex consonant blends (scr, str, squ).
    - iii. Less common vowel teams for long vowels (scr, str, squ).
    - iv. Vowel-r combinations (turn, star, third, four/for).
    - v. Contractions (we'll; i'm; they've; don't).
    - vi. Homophones (bear, bare; past, passed).
    - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.D-** Most often used words in English:
    - i. Irregular words (against, many, enough, does).
    - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills

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- **L.WF.2.3.A**- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B**- Capitalize holidays, product names and geographic names
- **L.WF.2.3.D**- Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.G**- With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1**- Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A**- Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B**- Compare formal and informal uses of English
- **L.VL.2.2**- Determining 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
- **L.VL.2.2.A**- Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.E**- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3**- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A**- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B**- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C**- Describe how words and phrases (e.g.,regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS ELA Writing
- **W.NW.2.3. -** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.NW.2.3.A**- Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- **W.NW.2.3.B**- Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- **W.NW.2.3.C**- Use transitional words to manage the sequence of events.
- **W.NW.2.3.D**- Use concrete words and phrases and sensory details to convey experience and events.
- **W.NW.2.3.E**- Provide a conclusion or sense of closure related to the narrated experiences or events.
- **W.IW.2.2**- Write informative/explanatory texts to examine a topic and convey ideas and information (Climate Change)
- **W.WP.2.4. -** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.A**- Identify audience and purpose before writing.
- **W.WP.2.4.B**- Participate in self-evaluation of written work.
- **W.WP.2.4.C**- With feedback and digital or print tools such as a primary dictionary, find and correct errors. .
- **W.SE.2.7**- Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening
- **SL.PE.2.1. -** Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A -** Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B -** Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C. -** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2. -** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3. -** 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.
- **S.PI.2.4. -** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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- **SL.UM.2.5. -** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6. -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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NJSLS Social Studies
- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority
- **6.1.2.CivicsPR.1**: Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2**: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3**: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4**: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.1**: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.GeoGI.1:** Explain why and how people, goods, and ideas move from place to place.
- **6.1.2.CivicsCM.2**: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsPD.1**: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2**: Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.HistoryUP.1**: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

NJSLS Science
- **2-LS2-1.** - Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- **2-LS2-2.** - Develop a simple model that mimics the function of an animal in dispersing seeds.
- **2-LS4-1. -** Make observations of plants and animals to compare the diversity of life in different habitats.

NJSLS Health and Physical Education
- **2.1.2.EH.1:** Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- **2.1.2.EH.5**: Explain healthy ways of coping with stressful situations.
- **2.1.2.SSH.8:** Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- **2.2.2.MSC.6**: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

NJSLS - Career Readiness, Life Literacies, and Key Skills
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1** - Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.2** - Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3** - Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- **9.4.2.TL.2** - Create a document using a word processing application.

Central Idea / Enduring Understanding:	Essential/Guiding Question:
- Readers understand that characters in stories have unique points of view. - Writers understand that signal words tell the sequence of events in a story.	How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?

● Learners understand that relationships within a community are important.	

Content: (Module Goals)
 	
● Readers will use dialogue and actions to identify the points of view of characters in stories.
● Writers will create a narrative using a clear sequence of events.
● Learners will identify community relationships.
 	
Text Complexity Measures - TR48 - TR54
The following measures and considerations create a three-part model to gauge the difficulty of a particular text.
 	
● **Quantitative Measures**
  ○ Lexile
● **Qualitative Measures**
  ○ Literary/Informational Text
  ○ Text Structure
  ○ Language and Vocabulary
  ○ Theme and Knowledge Demands
● **Reader and Task Consideration**
  ○ Motivation, Knowledge, Experiences of Students
  ○ Difficulty of the Task or Questions Posed
	Skills(Objectives):
	Reading:
	● Character
	● Sequence
	● Setting
	● Understanding Responses
	● Point of View
	● Illustrations
	● Key Details
	● Use Illustrations
	● Rhythm and Meaning
	● Problem/Solution
	● Use Pictures
	
	Writing:
	● Write About Character Responses
	● Write About Character Interactions
	● Describe a New Character
	● Write to Support Points of View
	● Rewrite a Scene
	● Write a Strong Beginning
	● List Events in Chronological Order
	● Write an Additional Event
	● Write a Sequence of Events
	● Draft a Narrative
	● Strengthen a Narrative Draft
	● Edit a Story
	● Use Digital Tools to Publish a Story

Stage 2: Assessment Evidence

Performance Task(s):
Performance Based Assessment:
● **Narrative Task:** Write a New Story - Scholars will write a narrative in which they write a new story using the characters from "Trouble in the Sandbox."
 	
● **Scholars will:**
  ○ draw or describe the characters and setting.
  ○ write a short sequence of events with a beginning, middle, and end.
  ○ use temporal words to signal event order.
	Other Evidence:
	Beginning of Year Assessment:
	● Baseline Assessment
	
	Formative Assessments:
	● Reading Keystones
	  ○ Benchmark Vocabulary Practice
	  ○ Text Analysis Practice/Application
	  ○ Write in Response to Reading
	● Reading Keystone Rubrics
	  ○ Reading/Language Analysis
	  ○ Write in Response to Reading
	  ○ Benchmark Vocabulary
	● Writing Keystones:
	  ○ Checklists
	● Writing Rubrics:
	  ○ Narrative
	  ○ Informative/Explanatory
	  ○ Opinion
	● Oral Reading Fluency Quick Checks

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	Summative Assessments: ● Selection Test - Anchor Text ● Performance-Based Assessment - Module A & B ● End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
Lesson 1 - READING: Identify Characters' Responses	**Lesson 1 - READING: Identify Characters' Responses**
Build Understanding:	
● **Set the Purpose -** Share the Enduring Understanding: *Readers understand that characters in a story have unique points of view.*	● TE pg. 12
● **Engage Scholars**- Introduce *Trouble at the Sandbox*. Think about the Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?*	● TE pg. 12 ● *Trouble at the Sandbox,* pgs. 2-5
● **Read** - Follow Shared Reading Routine to introduce pgs. 2-5 of *Trouble at the Sandbox,* focusing on what the text is mainly about.	● TE pg. 12 ● *Trouble at the Sandbox,* pgs. 2-5 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss who the characters are in the story and what they are doing.	● TE pg. 12 ● *Trouble at the Sandbox,* pgs. 2-5 ● Think-Pair-Share Routine TR2-3
Close Read:	
● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 13 ● *Trouble at the Sandbox* pgs. 2-5 ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pgs. 13-14 ● By-the Way Words - volcano ● Benchmark Vocabulary - shade, plastic, spade, shadow ● Benchmark Vocab. Routine: Literary TR28-31 ● Generative Vocabulary Chart TE pgs. 2-4
Reading Analysis:	
● **Character -** Display and Complete Web B with class to chart character details.	● TE pg. 14 ● Web B Graphic Organizer TR45 ● *Trouble at the Sandbox* pgs. 2-5
Learning Opportunities/Strategies:	**Resources:**
Lesson 1 - WRITING: Narrative Writing	**Lesson 1 - WRITING: Narrative Writing**
Conventions Mini-Lesson:	
● **Identify Nouns -** Display sentences and guide scholars in identifying nouns.	● TE pg. 21
Set the Purpose:	

- **Describe Characters -** Discuss how the author of *Trouble at the Sandbox* describes the characters and their reactions to each other.

Teach and Model:
- **Describe Characters -** Direct scholars to pay close attention to what characters say, think, and do in order to better understand the story using excerpts from *Trouble at the Sandbox*.

Prepare to Write:
- **Write About Character Responses -** Model writing a narrative about the characters' responses to one another from *Trouble at the Sandbox.*

Independent Writing Practice:
- **Write About Character Responses** - Scholars write a narrative about how a character in *Trouble at the Sandbox* would interact with a different character.

Share Writing:
- Volunteers share their writing with the class. The class identifies words and details that help them understand the character of Theo in the new setting.

[Learning Opportunities/Strategies:](#)
Lesson 2 - READING: Understand Story Structure

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that signal words tell the sequence of events in a story.*
- **Engage Scholars**- Review major events and the last event in Chapter 1 of *Trouble at the Sandbox*. Think about the Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 6-8 of *Trouble at the Sandbox,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how Chapter 2 began and the new characters introduced.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the

Column 2:

- TE pg. 18
- *Trouble at the Sandbox,* pgs. 2-5

- TE pg. 18
- Teacher Modeled Writing
- *Trouble at the Sandbox,* pgs. 2-5

- TE pg. 19
- Teacher Modeled Writing
- *Trouble at the Sandbox,* pgs. 2-5

- TE pg. 20
- *Trouble at the Sandbox,* pgs. 2-5
- Digital Options

- TE pg. 20
- Student Writing

[Resources:](#)
Lesson 2 - READING: Understand Story Structure

- TE pg. 22

- TE pg. 22
- *Trouble at the Sandbox,* pgs. 6-8

- TE pg. 22
- *Trouble at the Sandbox,* pgs. 6-8
- Shared Reading Routine TR10-11

- TE pg. 22
- *Trouble at the Sandbox,* pgs. 6-8
- Think-Pair-Share Routine TR2-3

- TE pg. 23
- *Trouble at the Sandbox* pgs. 6-8
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 24
- Benchmark Vocabulary - scared, carrying, upset

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meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Sequence -** Display and complete Story Sequence A with class to chart sequence details.

- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 24
- Story Sequence A Graphic Organizer TR37
- *Trouble at the Sandbox* pgs. 6-8

Learning Opportunities/Strategies:
Lesson 2 - WRITING: Narrative Writing

Resources
Lesson 2 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Capitalize Proper Nouns -** Display sentences and guide scholars in capitalizing proper nouns.

- TE pg. 31

Set the Purpose:
- **Identify Character Relationships -** Explore how the characters in *Trouble at the Sandbox* interact with each other.

- TE pg. 28
- *Trouble at the Sandbox,* pgs. 6-8

Teach and Model:
- **Identify Character Relationships -** Guide scholars to find examples of details in *Trouble in the Sandbox* that describe character relationships.

- TE pg. 28
- *Trouble at the Sandbox,* pgs. 6-8

Prepare to Write:
- **Write About Character Interactions -** Model writing a narrative about the characters' interactions with one another in *Trouble at the Sandbox.*

- TE pg. 29
- Teacher Modeled Writing
- *Trouble at the Sandbox,* pgs. 6-8

Independent Writing Practice:
- **Write About Character Interactions** - Scholars write a narrative about how the big boys in *Trouble at the Sandbox* would interact with a newly created character.

- TE pg. 30
- *Trouble at the Sandbox,* pgs. 6-8
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class identifies words and details that help them understand the relationship between the new character and the big boys.

- TE pg. 30
- Student Writing

Learning Opportunities/Strategies:
Lesson 3 - READING: Use Illustrations to Understand Setting

Resources:
Lesson 3 - READING: Use Illustrations to Understand Setting

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that relationships within a community are important.*
- **Explore Poetry -** Read the poem *Pig*. Scholars tap out rhythm and create audio recordings of the poem.

- TE pg. 32

- TE pg. 32
- *Pig,* Text Collection, pg. 44

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- **Engage Scholars -** Introduce *Trouble at the Sandbox.* Think about the Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?*
- **Read -** Follow Shared Reading Routine to read pgs. 9-11 of *Trouble at the Sandbox,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what is shown in the pictures in this chapter.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Setting -** Display and complete Web B with class to use illustrations to understand the setting of a story.

Learning Opportunities/Strategies:
Lesson 3 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Form and Use Plural Nouns -** Display sentences and guide scholars in forming and using plural nouns.

Set the Purpose:
- **Create a New Character -** Remind scholars that in narrative writing, the author creates engaging characters.

Teach and Model:
- **Create a New Character -** Discuss how the author of *Trouble at the Sandbox* uses details to describe Ms. Lee.

Prepare to Write:
- **Describe a New Character -** Use Web B Graphic Organizer to model determining traits for a new character in *Trouble at the Sandbox.*

Independent Writing Practice:

- TE pg. 32
- *Trouble at the Sandbox,* pgs. 9-11

- TE pg. 32
- *Trouble at the Sandbox,* pgs. 9-11
- Shared Reading Routine TR10-11

- TE pg. 32
- *Trouble at the Sandbox,* pgs. 9-11
- Think-Pair-Share Routine TR2-3

- TE pg. 33
- *Trouble at the Sandbox,* pgs. 9-11
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 34
- Benchmark Vocabulary - breath, calm, searched
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 34,
- *Trouble at the Sandbox,* pgs. 9-11
- Web B Graphic Organizer TR45

Resources
Lesson 3 - WRITING: Narrative Writing

- TE pg. 41

- TE pg. 38
- *Trouble at the Sandbox,* pgs. 2-11

- TE pg. 38
- *Trouble at the Sandbox,* pgs. 2-11

- TE pg. 39
- Teacher Modeled Writing
- Web B Graphic Organizer TR45
- *Trouble at the Sandbox,* pgs. 2-11

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- **Create a New Character -** Scholars use Web B Graphic Organizer to write a narrative paragraph describing a new character in *Trouble at the Sandbox*.

Share Writing:
- Volunteers share their writing with the class. The class identifies how Theo feels about the character in each paragraph.

Learning Opportunities/Strategies:
Lesson 4 - READING: Understand Characters' Responses

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that characters in stories have unique points of view.*
- **Engage Scholars-** Introduce *Trouble at the Sandbox.* Think about the Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 12-14 of *Trouble at the Sandbox,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why Theo's heart sank.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Understanding Responses -** Display and complete T-Chart with class to chart events and responses in *Trouble at the Sandbox.*

Learning Opportunities/Strategies:
Lesson 4 - WRITING: Narrative Writing

Conventions Mini-Lesson:

Resources:

- TE pg. 40
- Web B Graphic Organizer TR45
- *Trouble at the Sandbox,* pgs. 2-11
- Digital Options

- TE pg. 40
- Student Writing
- Writing Keystone Checklist

Resources:
Lesson 4 - READING: Understand Characters' Responses

- TE pg. 42

- TE pg. 42
- *Trouble at the Sandbox,* pgs. 12-14

- TE pg. 42
- *Trouble at the Sandbox,* pgs. 12-14
- Shared Reading Routine TR10-11

- TE pg. 42
- *Trouble at the Sandbox,* pgs. 12-14
- Think-Pair-Share Routine TR2-3

- TE pg. 43
- *Trouble at the Sandbox,* pgs. 12-14
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 43-44
- By-the-Way Words - moat
- Benchmark Vocabulary - shrugged, awesome, tipped, sank
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 44
- T-Chart TR39
- *Trouble at the Sandbox,* pgs. 12-14

Resources
Lesson 4 - WRITING: Narrative Writing

- **Irregular Plural Nouns -** Display sentences and guide scholars in forming and using irregular plural nouns.

Set the Purpose:
- **Understand Point of View -** Explain Point of View to scholars.

Teach and Model:
- **Understand Point of View -** Discuss differing points of view of the characters in *Trouble at the Sandbox.*

Prepare to Write:
- **Write to Support Points of View -** With scholars, write a narrative showing the difference in characters' point of view in *Trouble at the Sandbox.*

Independent Writing Practice:
- **Write to Support Points of View -** Scholars write a narrative using dialogue that supports differing points of view.

Share Writing:
- Volunteers share their writing with the class. The class identifies words and details that helped them identify characters' points of view.

<u>Learning Opportunities/Strategies:</u>
Lesson 5 - READING: Understand Character Traits

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that characters in stories have unique points of view.*
- **Engage Scholars-** Introduce chapter 5 of *Trouble at the Sandbox.* Think about the Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in* a story?
- **Read -** Follow Shared Reading Routine to read pgs. 15-18 of *Trouble at the Sandbox,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss if the action in this chapter surprised the reader.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 51

- TE pg.48
- *Trouble at the Sandbox,* pgs. 12-14

- TE pg. 48
- *Trouble at the Sandbox,* pgs. 12-14

- TE pg. 49
- Teacher Modeled Writing
- *Trouble at the Sandbox,* pgs. 12-14

- TE pg. 50
- *Trouble at the Sandbox,* pgs. 12-14
- Digital Options

- TE pg. 50
- Student Writing

<u>Resources:</u>
Lesson 5 - READING: Understand Character Traits

- TE pg. 52

- TE pg. 52
- *Trouble at the Sandbox,* pgs. 15-18

- TE pg. 52
- *Trouble at the Sandbox,* pgs. 15-18
- Shared Reading Routine TR10-11

- TE pg. 52
- *Trouble at the Sandbox,* pgs. 15-18
- Think-Pair-Share Routine TR2-3

- TE pg. 53
- *Trouble at the Sandbox,* pgs. 15-18
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 2 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Point of View -** Use examples from *Trouble at the Sandbox* to model how characters' points of view lead to different relationships.

Learning Opportunities/Strategies:
Lesson 5 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Identify Collective Nouns -** Display sentences and guide scholars in identifying collective nouns.

Set the Purpose:
- **Create a Narrative Scene -** Explain narrative scenes to scholars.

Teach and Model:
- **Create a Narrative Scene -** Help scholars find examples of descriptive words and phrases to create narrative scenes in *Trouble at the Sandbox.*

Prepare to Write:
- **Rewrite a Scene -** With scholars, rewrite a narrative scene from *Trouble at the Sandbox.*

Independent Writing Practice:
- **Rewrite a Scene -** Scholars rewrite a narrative scene from *Trouble at the Sandbox.*

Share Writing:
- Volunteers share their writing with the class. The class identifies words that helped them identify the look of, and actions in, the scene.

Learning Opportunities/Strategies:
Lesson 6 - READING: Use Illustrations and Words to Understand Characters

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that characters in stories have unique points of view*.
- **Engage Scholars-** Think about the Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?*

- TE pgs. 53-54
- By-the-Way Words - staff room, quarry, mining pit
- Benchmark Vocabulary - bravely, background
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 54
- *Trouble at the Sandbox* pgs. 15-16

Resources
Lesson 5 - WRITING: Narrative Writing

- TE pg. 61

- TE pg.58
- *Trouble at the Sandbox,* pgs. 15-18

- TE pg. 58
- *Trouble at the Sandbox,* pgs. 15-18

- TE pg. 59
- Teacher Modeled Writing
- *Trouble at the Sandbox,* pgs. 15-18

- TE pg. 60
- *Trouble at the Sandbox,* pgs. 15-18
- Digital Options

- TE pg. 60
- Student Writing
- Writing Keystone Checklist

Resources:
Lesson 6 - READING: Use Illustrations and Words to Understand Characters

- TE pg. 62

- TE pg. 62
- *Trouble at the Sandbox,* pgs. 19-21

Grade 2 Reading/Writing

● **Read** - Follow Shared Reading Routine to read pgs. 19-21 of *Trouble at the Sandbox,* focusing on what the text is mainly about.	● TE pg. 62 ● *Trouble at the Sandbox,* pgs. 19-21 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what Mr. Park did.	● TE pg. 62 ● *Trouble at the Sandbox,* pgs. 19-21 ● Think-Pair-Share Routine TR2-3
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 63 ● *Trouble at the Sandbox,* pgs. 19-21 ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pg. 64 ● Benchmark Vocabulary - probably, mumbled, properly, nodded ● Benchmark Vocab. Routine for Literary TR28-31 ● Generative Vocabulary Chart TE pgs. 2-4
Reading Analysis: ● **Illustrations -** Display and complete T-Chart with class to investigate how illustrations can help understand characters in *Trouble at the Sandbox.*	● TE pg. 64 ● T-Chart TR39 ● *Trouble at the Sandbox* pgs. 19-21
Learning Opportunities/Strategies: **Lesson 6 - WRITING: Narrative Writing**	**Resources** **Lesson 6 - WRITING: Narrative Writing**
Conventions Mini-Lesson: ● **Verbs in the Present and Past Tense -** Display sentences and guide scholars in using present and past tense verbs.	● TE pg. 71
Set the Purpose: ● **Write a Beginning -** Explain that writers create strong beginnings to quickly engage readers.	● TE pg.68 ● *Trouble at the Sandbox,* Chapter 1
Teach and Model: ● **Write a Beginning -** Guide scholars in discussing how the author of *Trouble at the Sandbox* wrote an engaging beginning.	● TE pg. 68 ● *Trouble at the Sandbox,* Chapter 1
Prepare to Write: ● **Write a Strong Beginning -** With scholars, write a strong beginning to a story using the characters they created in Lesson 3.	● TE pg. 69 ● Teacher Modeled Writing ● *Trouble at the Sandbox,* Chapter 1
Independent Writing Practice: ● **Write a Strong Beginning -** Scholars write a strong beginning to the narrative they wrote in Lesson 3.	● TE pg. 70 ● *Trouble at the Sandbox,* Chapter 1 ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class identifies details that engage readers.	● TE pg. 70 ● Student Writing

Grade 2 Reading/Writing

Learning Opportunities/Strategies:
Lesson 7 - READING: Describe Different Points of View

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that relationships within a community are important.*
- **Engage Scholars-** Think about the Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?*
- **Read -** Follow Shared Reading Routine to read chapter 7 of *Trouble at the Sandbox,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how Ben's actions are different.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Point of View -** Display and complete T-Chart with class to investigate how characters' point of view affects relationships in *Trouble at the Sandbox.*

Learning Opportunities/Strategies:
Lesson 7 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Use Simple Sentences -** Display sentences and guide scholars in understanding that sentences have subjects and predicates; nouns and verbs.

Set the Purpose:
- **Use Sequence Words -** Remind scholars of the Essential Question: How do writers create a clear sequence of events in a story?

Teach and Model:
- **Use Sequence Words -** Guide scholars in discussing sequence words and how they help the reader compare events in *Trouble at the Sandbox.*

Resources:
Lesson 7 - READING: Describe Different Points of View

- TE pg. 72

- TE pg. 72
- *Trouble at the Sandbox,* pgs. 22-24

- TE pg. 72
- *Trouble at the Sandbox,* Chapter 7
- Shared Reading Routine TR10-11

- TE pg. 72
- *Trouble at the Sandbox,* pgs. 22-24
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- *Trouble at the Sandbox,* pgs. 22-24
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 74
- Benchmark Vocabulary - corner
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 74
- T-Chart Graphic Organizer TR39
- *Trouble at the Sandbox* pgs. 22-24

Resources
Lesson 7 - WRITING: Narrative Writing

- TE pg. 81

- TE pg.78
- *Trouble at the Sandbox*

- TE pg. 78
- *Trouble at the Sandbox*

Grade 2 Reading/Writing

Prepare to Write:
- **List Events in Chronological Order -** With scholars, write a short narrative containing events in chronological order.

Independent Writing Practice:
- **List Events in Chronological Order -** Scholars write a narrative about *Trouble at the Sandbox* using sequence words.

Share Writing:
- Volunteers share their writing with the class. The class identifies sequence words and phrases.

Learning Opportunities/Strategies:
Lesson 8 - READING: Use Words and Pictures to Understand Characters

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that characters in stories have unique points of view*.
- **Engage Scholars-** Think about the Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?*
- **Read -** Follow Shared Reading Routine to read pgs. 5-7 of *Snowshoe Hare's Winter Home,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what surprises Snowshoe Hare.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Character -** Display and complete Web A organizer with class to use pictures and describing words to find information about Snowshoe Hare.

Resources:
Lesson 8 - READING: Use Words and Pictures to Understand Characters

- TE pg. 79
- Teacher Modeled Writing
- *Trouble at the Sandbox*

- TE pg. 80
- *Trouble at the Sandbox*
- Digital Options

- TE pg. 80
- Student Writing

- TE pg. 82

- TE pg. 82
- *Snowshoe Hare's Winter Home,* Text Collection, pgs. 5-7

- TE pg. 82
- *Snowshoe Hare's Winter Home,* Text Collection, pgs. 5-7
- Shared Reading Routine TR10-11

- TE pg. 82
- *Snowshoe Hare's Winter Home,* Text Collection, pgs. 5-7
- Think-Pair-Share Routine TR2-3

- TE pg. 83
- *Snowshoe Hare's Winter Home,* TC, pgs. 5-7
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 83-84
- By-the-Way Words - hibernate, signal
- Benchmark Vocabulary - tumbling, vanished, ambling
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 84
- Web A Graphic Organizer TR44
- *Snowshoe Hare's Winter Home* pgs. 5-7

Grade 2 Reading/Writing

Learning Opportunities/Strategies:
Lesson 8 - WRITING: Narrative Writing

Conventions Mini-Lesson:
● **Identify Irregular Verbs -** Display sentences and guide scholars in identifying irregular verbs.

Set the Purpose:
● **Write a Narrative With Multiple Events -** Remind scholars of the elements of strong narrative writing.

Teach and Model:
● **Write a Narrative With Multiple Events -** Guide scholars in discussing sequence words, details, and characterization in narrative writing.

Prepare to Write:
● **Write an Additional Event -** With scholars, identify events and supporting details and organize them for writing.

Independent Writing Practice:
● **Write an Additional Event -** Scholars expand the narrative started in Lesson 3 by adding an additional event.

Share Writing:
● Volunteers share their writing with the class. The class identifies main events and supporting details.

Learning Opportunities/Strategies:
Lesson 9 - READING: Describe Key Details

Build Understanding:
● **Set the Purpose -** Share the Enduring Understanding: *Learners understand that relationships within a community are important.*
● **Engage Scholars-** Think about the Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?*
● **Read -** Follow Shared Reading Routine to read pgs. 8 -10 of *Snowshoe Hare's Winter Home,* focusing on what the text is mainly about.

● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what Trout, Turtle, and Duck do in the winter.

Close Read:

Resources
Lesson 8 - WRITING: Narrative Writing

● TE pg. 91

● TE pg.88
● *Snowshoe Hare's Winter Home,* Text Collection, pgs. 5-7

● TE pg. 88
● *Snowshoe Hare's Winter Home,* Text Collection, pgs. 5-7

● TE pg. 89
● Teacher Modeled Writing
● *Snowshoe Hare's Winter Home,* Text Collection, pgs. 5-7

● TE pg. 90
● *Trouble at the Sandbox*
● Digital Options

● TE pg. 90
● Student Writing

Resources:
Lesson 9 - READING: Describe Key Details

● TE pg. 92

● TE pg. 92
● *Snowshoe Hare's Winter Home,* Text Collection, pgs. 8-10

● TE pg. 92
● *Snowshoe Hare's Winter Home,* Text Collection, pgs. 8-10
● Shared Reading Routine TR10-11

● TE pg. 92
● *Snowshoe Hare's Winter Home,* Text Collection, pgs. 8-10
● Think-Pair-Share Routine TR2-3

- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Climate Change Lesson Key Details -** Display and complete Main Idea organizer with class to look for details that tell more about the main idea. Discuss how plants and animals adapt to the changing weather in different seasons.
  TE p.94

- TE pg. 93
- *Snowshoe Hare's Winter Home,* TC, pgs. 8-10
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 93-94
- By-the-Way Words - spiraling
- Benchmark Vocabulary - nibbling, thumped, crackled
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 94
- Main Idea Chart Graphic Organizer TR36
- *Snowshoe Hare's Winter Home* pgs. 8-10

Learning Opportunities/Strategies:
Lesson 9 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Identify Irregular Verbs -** Display sentences and guide scholars in identifying irregular verbs.

Set the Purpose:
- **Use Sequence Words -** Remind scholars of temporal, or sequence words found in narrative writing.

Teach and Model:
- **Use Sequence Words -** Guide scholars in discussing sequence words and how they help the writer transition between events.

Prepare to Write:
- **Write a Sequence of Events -** Model how to retell a narrative using sequence words.

Independent Writing Practice:
- **Write a Sequence of Events -** Scholars use sequence words to write a narrative with a sequence of at least 3 events.

Share Writing:
- Volunteers share their writing with the class. The class identifies sequence words used in the narratives.

Resources
Lesson 9 - WRITING: Narrative Writing

- TE pg. 101

- TE pg. 98
- *Snowshoe Hare's Winter Home,* Text Collection, pgs. 8-10

- TE pg. 98
- *Snowshoe Hare's Winter Home,* Text Collection, pgs. 8-10

- TE pg. 99
- Teacher Modeled Writing
- *Snowshoe Hare's Winter Home,* Text Collection, pgs. 8-10

- TE pg. 100
- *Snowshoe Hare's Winter Home, Text Collection*
- Digital Options

- TE pg. 100
- Student Writing
- Writing Keystone Checklist

Grade 2 Reading/Writing

Learning Opportunities/Strategies:	Resources:
Lesson 10 - READING: Use Illustrations to Understand Plot and Characters	**Lesson 10 - READING: Use Illustrations to Understand Plot and Characters**
Build Understanding:	
● **Set the Purpose -** Share the Enduring Understanding: *Learners understand that relationships within a community are important.*	● TE pg. 102
● **Engage Scholars-** Think about the Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?*	● TE pg. 102 ● *Snowshoe Hare's Winter Home,* Text Collection, pgs. 11-13
● **Read** - Follow Shared Reading Routine to read pgs. 11-13 of *Snowshoe Hare's Winter Home,* focusing on what the text is mainly about.	● TE pg. 102 ● *Snowshoe Hare's Winter Home,* Text Collection, pgs. 11-13 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the information that can be found in the illustrations.	● TE pg. 102 ● *Snowshoe Hare's Winter Home,* Text Collection, pgs. 11-13 ● Think-Pair-Share Routine TR2-3
Close Read:	
● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 103 ● *Snowshoe Hare's Winter Home,* TC, pgs. 11-13 ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pgs. 103-104 ● By-the-Way Words - northern lights ● Benchmark Vocabulary - speck, peering, bounded ● Benchmark Vocab. Routine for Literary TR28-31 ● Generative Vocabulary Chart TE pgs. 2-4
Reading Analysis:	
● **Use Illustrations -** Display and complete the Two Sorting Boxes with class to sort information found in text and illustrations.	● TE pg. 104 ● Two Sorting Boxes Graphic Organizer TR42 ● *Snowshoe Hare's Winter Home*
Learning Opportunities/Strategies:	**Resources**
Lesson 10 - WRITING: Narrative Writing	**Lesson 10 - WRITING: Narrative Writing**
Conventions Mini-Lesson:	
● **Irregular Verbs -** Display sentences and guide scholars in writing new irregular verbs they discover.	● TE pg. 111
Set the Purpose:	
● **Write a Draft -** Tell scholars that a first draft is where ideas are turned into a story by making important decisions about what is included.	● TE pg. 108 ● *Snowshoe Hare's Winter Home,* Text Collection, pgs. 11-13
Teach and Model:	
● **Write a Draft -** Guide scholars in transferring ideas to written sentences and paragraphs.	● TE pg. 108

Grade 2 Reading/Writing

Prepare to Write:
- **Draft a Narrative -** Model how to write a narrative draft.

Independent Writing Practice:
- **Draft a Narrative -** Scholars write a draft of the story they have been planning in previous lessons.

Share Writing:
- Volunteers share their writing with the class. The class identifies characters and main events.

Learning Opportunities/Strategies:
Lesson 11 - READING: Describe a Poem

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that relationships within a community are important.*
- **Engage Scholars-** Read and discuss the poem *Something Told the Wild Geese*. Think about the Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story or poem?*
- **Read -** Follow Shared Reading Routine to read *Something Told the Wild Geese,* focusing on what the poem is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the main idea in the poem.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Rhythm and Meaning -** Display and complete the Three Sorting Circles with class to sort word sounds.

- *Snowshoe Hare's Winter Home,* Text Collection, pgs. 11-13

- TE pg. 109
- Teacher Modeled Writing
- *Snowshoe Hare's Winter Home,* Text Collection, pgs. 11-13

- TE pg. 110
- Digital Options
- *Snowshoe Hare's Winter Home,* Text Collection, pgs. 11-13

- TE pg. 110
- Student Writing

Resources:
Lesson 11 - READING: Describe a Poem

- TE pg. 112

- TE pg. 112
- *Something Told the Wild Geese,* Text Collection, pg. 46

- TE pg. 112
- *Something Told the Wild Geese,* Text Collection, pg. 46
- Shared Reading Routine TR10-11

- TE pg. 112
- *Something Told the Wild Geese,* Text Collection, pg. 46
- Think-Pair-Share Routine TR2-3

- TE pg. 113
- *Something Told the Wild Geese,* TC, pg. 46
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 114
- Benchmark Vocabulary - frost, orchards, amber
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 114
- Three Sorting Circles TR41
- *Something Told the Wild Geese,* Text Collection. pg. 46

Grade 2 Reading/Writing

Lesson 11 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Pronouns -** Display sentences and guide scholars in identifying pronouns.

Set the Purpose:
- **Revise a Draft -** Tell scholars that good writers review their drafts and edit as needed.

Teach and Model:
- **Revise a Draft -** Use Student Model for illustrating how to revise a draft.

Prepare to Revise:
- **Strengthen Narrative Draft -** Model how to revise a draft.

Independent Writing Practice:
- **Strengthen Narrative Draft -** Scholars revise the draft they have been working on in previous lessons.

Share Writing:
- Volunteers share their writing with the class. The class may ask questions or offer suggestions on word choice or other revisions.

Lesson 12 - READING: Compare Problems & Solutions

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that relationships within a community are important.*
- **Engage Scholars-** Review *Trouble at the Sandbox* and *Snowshoe Hare's Winter Home*. Think about the Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to review both texts, focusing on understanding the overall meaning of each text.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the problem that is solved in each story.

Close Read:

Resources
Lesson 11 - WRITING: Narrative Writing

- TE pg. 121

- TE pg. 118

- TE pg. 118
- Student Model, TE pg. 118

- TE pg. 119
- Student Model, TE pg. 118

- TE pg. 120
- Digital Options

- TE pg. 120
- Student Writing
- Writing Keystone Checklist

Resources:
Lesson 12 - READING: Compare Problems & Solutions

- TE pg. 122

- TE pg. 122
- *Trouble at the Sandbox*
- *Snowshoe Hare's Winter Home,* Text Collection

- TE pg. 122
- *Trouble at the Sandbox*
- *Snowshoe Hare's Winter Home,* Text Collection
- Shared Reading Routine TR10-11

- TE pg. 122
- *Trouble at the Sandbox*
- *Snowshoe Hare's Winter Home,* Text Collection
- Think-Pair-Share Routine TR2-3

Grade 2 Reading/Writing

- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

  - TE pg. 123
  - *Trouble at the Sandbox*
  - *Snowshoe Hare's Winter Home,* Text Collection
  - Whole Class Discussion Routine TR4-5
  - Small Group Discussion Routine TR6-7

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

  - TE pgs. 123-124
  - By-the-Way Words - hibernate
  - Benchmark Vocabulary - sharing, scared, vanished
  - Benchmark Vocab. Routine for Literary TR28-31
  - Generative Vocabulary Chart TE pgs. 2-4

Reading Analysis:
- **Problem/Solution -** Display and complete the Venn Diagram with class to compare characters.

  - TE pg. 124
  - Venn Diagram Graphic Organizer TR43
  - *Trouble at the Sandbox*
  - *Snowshoe Hare's Winter Home*

Learning Opportunities/Strategies:
Lesson 12 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Pronouns -** Display Student Model and guide scholars in using pronouns.

Set the Purpose:
- **Edit a Draft -** Tell scholars that good writers review their drafts and edit as needed.

Teach and Model:
- **Edit a Draft -** Use Student Model for discussing how to edit a draft for capitalization, punctuation, spelling, etc.

Prepare to Edit:
- **Edit a Story -** Model how to edit a draft for capitalization, punctuation, spelling, etc.

Independent Writing Practice:
- **Edit a Story -** Scholars edit the draft they have been working on in previous lessons.

Share Writing:
- Volunteers help edit with their peers. Encourage scholars to share editing tips they learn as they edit.

Resources
Lesson 12 - WRITING: Narrative Writing

  - TE pg. 131
  - Student Model

  - TE pg. 128

  - TE pg. 128
  - Student Model

  - TE pg. 129
  - Student Model

  - TE pg. 130
  - Digital Options

  - TE pg. 130
  - Student Writing
  - Writing Keystone Checklist

Learning Opportunities/Strategies:
Lesson 13 - READING: Describe the Structure of a Story

Build Understanding:

Resources:
Lesson 13 - READING: Describe the Structure of a Story

Grade 2 Reading/Writing

- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that relationships within a community are important.*
- **Engage Scholars-** Think about the Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to reread focusing on what the texts are mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss details from *Snowshoe Hare's Winter Home.*

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Understand Sequence -** Display and complete Story Sequence B with class to determine the sequence of events.

[Learning Opportunities/Strategies:]
Lesson 13 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Pronouns -** Guide scholars in distinguishing between subject, object, and reflexive pronouns.

Set the Purpose:
- **Publish Writing -** Tell scholars that the final step in writing is publishing. Discuss various ways to publish writing.

Teach and Model:
- **Publish Writing -** Share models of completed, published stories.

Prepare to Type:
- **Use Digital Tools to Publish Writing -** Model and discuss typing revised, edited copy of writing from Lesson 12.

- TE pg. 132

- TE pg. 132
- *Trouble at the Sandbox*
- *Snowshoe Hare's Winter Home,* Text Collection

- TE pg. 132
- *Trouble at the Sandbox*
- *Snowshoe Hare's Winter Home,* Text Collection
- Shared Reading Routine TR10-11

- TE pg. 132
- *Snowshoe Hare's Winter Home,* Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 133
- *Trouble at the Sandbox*
- *Snowshoe Hare's Winter Home,* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 124
- Benchmark Vocabulary - probably, snuggle
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 134
- Story Sequence B Graphic Organizer TR38
- *Snowshoe Hare's Winter Home*

[Resources]
Lesson 13 - WRITING: Narrative Writing

- TE pg. 141
- *Snowshoe Hare's Winter Home,* Text Collection, pgs. 5, 12

- TE pg. 138

- TE pg. 138

- TE pg. 139
- Teacher Modeled Writing, Lesson 12

Grade 2 Reading/Writing

Independent Writing Practice:
- **Use Digital Tools to Publish Writing -** Scholars type and print stories they have been working on.

Share Writing:
- Volunteers read their stories aloud to the class. Scholars identify the beginning, middle, and end. Printed stories may be bound into class book.

Learning Opportunities/Strategies:
Performance-Based Assessment:

- **Narrative Task: Write A New Story -** Scholars will write a narrative in which they write a new story using the characters from *Trouble at the Sandbox.*
- **Scholars will**:
    - draw or describe the characters and setting.
    - write a short sequence of events with a beginning, middle, and end.
    - use temporal words to signal event order.

Prepare:
- **Review -** Discuss Essential Questions: *How do readers understand a character's point of view? How do writers create a clear sequence of events in a story?*
- **Revisit the Text -** Remind scholars that there are two main settings in *Trouble at the Sandbox*: Display and read aloud excerpts from:
    - Chapters 1,2,4,and 7: the sandbox
    - Chapters 3, 5, and 6: the school

    Encourage scholars to use one of the main settings for their task. Review with scholars their favorite scenes from *Trouble at the Sandbox.* Remind scholars to think about which characters they want to include in their new story. Scholars can think back to the words and actions of each character as they decide which ones to include in their stories.

    Remind scholars that stories have a beginning, middle, and end. Then remind them how they planned, drafted, revised, and edited a story about Theo, Izzy, and Josh and their adventures together. Encourage scholars to follow these steps in the writing process as they work through this task.

Learning Opportunities/Strategies:
Performance-Based Assessment:
- **Create:** Scholars work individually to revisit the characters and settings in the text. By breaking up the large group, you can monitor learners' progress

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- TE pg. 140
- Digital Options

- TE pg. 140
- Student Writing

Resources:
Performance-Based Assessment:

- TE pg. 142
- Reproducible pg. 146

- TE pg. 143
- Performance-Based Assessment

- TE pg. 143
- *Trouble at the Sandbox*

Resources:
Performance-Based Assessment:
- TE pg. 144
- notebooks or paper for note taking
- pencils
- *Trouble at the Sandbox*

as they decide what their new story will be about. Then scholars write their narrative.	● paper and Sequence graphic organizers for planning and organization ● Digital Options
● **Score Writing:** Use Narrative Writing Rubric	● TE pg. 147 Narrative Writing Rubric
● **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.	● TE pg. 148 ● Digital Options
● **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then… suggestions to support them as they complete other Performance-Based Assessments.	● TE pg. 149

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Unlock Language Learning ● Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check

Grade 2 Reading/Writing

			ReadyUp! Intervention

Unit One: Understanding Communities - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Foundational Skill: Reading Language
- **L.RF.2.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A. -** Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D**- Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E. -** Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.3.F-** Read high-frequency and grade level irregular words with automaticity (e.g., friend,other, would).
- **L.RF.2.3.G**- Identify the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.2.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A. -** Read grade-level text with purpose and understanding.
- **L.RF.2.4.B. -** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C. -** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading
- **RL.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in a literary text to demonstrate understanding of key details in a text.
- **RI.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in an informational text to demonstrate understanding of key details in a text.
- **RL.CI.2.2-**Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RI.CI.2.2-**Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **RL.IT.2.3. -** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4. -** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4-** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RI.PP.2.5-** Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
- **RL.MF. 2.6. -** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- **RI.MF.2.6.-** Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7-** Describe and identify the logical connections of how reasons support specific points the author makes in a text.

NJSLS Foundational Skills/Writing Language
- **L.WF.2.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphenes (letters or letter groups) for each phoneme.
- **L.WF.2.2**- Demonstrate command of the conventions of encoding and spelling

Grade 2 Reading/Writing

- **L.WF.2.2.A-** Regular, single-syllable words that include:
    - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
    - ii. Complex consonant blends (scr, str, squ).
    - iii. Less common vowel teams for long vowels (scr, str, squ).
    - iv. Vowel-r combinations (turn, star, third, four/for).
    - v. Contractions (we'll; i'm; they've; don't).
    - vi. Homophones (bear, bare; past, passed).
    - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.D-** Most often used words in English:
    - i. Irregular words (against, many, enough, does).
    - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B-** Capitalize holidays, product names and geographic names
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D-** Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E-** Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G-** With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B-** Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

NJSLS ELA Writing
- **W.IW.2.2. -** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.IW.2.2.A-** Introduce a topic clearly.
- **W.IW.2.2.B-** Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.2.2.C-** Provide a conclusion
- **W.NW.2.3. -** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.NW.2.3.A-** Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- **W.NW.2.3.B-** Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- **W.NW.2.3.C-** Use transitional words to manage the sequence of events.
- **W.NW.2.3.D-** Use concrete words and phrases and sensory details to convey experience and events.
- **W.NW.2.3.E-** Provide a conclusion or sense of closure related to the narrated experiences or events.
- **W.WP.2.4. -** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.A-** Identify audience and purpose before writing.
- **W.WP.2.4.B-** Participate in self-evaluation of written work.

- **W.WP.2.4.C**- With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.WR.2.5**- Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6**- Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

NJSLS ELA Foundational Skill: Reading Language
- **L.RF.2.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A. -** Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D-** Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E. -** Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.3.F-** Read high-frequency and grade level irregular words with automaticity (e.g., friend,other, would).
- **L.RF.2.3.G-** Identify the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.2.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A. -** Read grade-level text with purpose and understanding.
- **L.RF.2.4.B. -** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C. -** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening
- **SL.PE.2.1. -** Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A -** Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B -** Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C. -** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2. -** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3. -** 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.
- **S.PI.2.4. -** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5. -** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6. -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies
- **6.1.2.HistoryUP.2**: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.HistorySE.3:** Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- **6.1.2.HistoryCA.1**: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- **6.1.2.GeoPP.1**: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- **6.1.2.Geo.HE.1**: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.
- **6.1.2.Geo.GI.2**: Use technology to understand the culture and physical characteristics of regions.

Grade 2 Reading/Writing

● **6.1.2.HistoryCC.1**: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

NJSLS Science
- **2-LS2-1.** - Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- **2-LS2-2.** - Develop a simple model that mimics the function of an animal in dispersing seeds.
- **2-LS4-1. -** Make observations of plants and animals to compare the diversity of life in different habitats.

NJSLS Health and Physical Education
- **2.1.2.SSH.3:** Describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe.
- **2.1.2.SSH.5**: Identify basic social needs of all people.

NJSLS - Career Readiness, Life Literacies, and Key Skills
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1** - Demonstrate openness to new ideas and perspectives.
- **9.4.2.GCA:1** - Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.6** - Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7** - Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.

Central Idea / Enduring Understanding:	**Essential/Guiding Question:**
● Readers understand that informational texts have main topics that are supported by key details. ● Writers understand the importance of clearly introducing a topic and developing it with facts. ● Learners understand that people in communities have different experiences based on where they live.	How do readers determine a text's main topic? How do writers introduce and develop a topic in informative writing?

Content: (Module Goals)	**Skills(Objectives):**

● Readers will identify main topics and key details in informational texts.
 ● Writers will write a compare-and-contrast paragraph that introduces a topic and includes facts to develop it.
 ● Learners will demonstrate understandings of the differences between communities.
 	
 Text Complexity Measures - TR48 - TR54
 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.
 	
 ● **Quantitative Measures**
   ○ Lexile
 ● **Qualitative Measures**
   ○ Literary/Informational Text
   ○ Text Structure
   ○ Language and Vocabulary
   ○ Theme and Knowledge Demands
 ● **Reader and Task Consideration**
   ○ Motivation, Knowledge, Experiences of Students
   ○ Difficulty of the Task or Questions Posed
	Reading:
	 ● Text Features
	 ● Main Topic
	 ● Identify Main Idea and Key Details
	 ● Steps in a Process
	 ● Captions
	 ● Identify and Define Key Words
	 ● Use a Glossary
	 ● Story Structure
	 ● Setting
	 ● Author's Purpose
	 ● Use Illustrations
	 ● Interpret Phrases
	 ● Use Pictures
	
	 Writing:
	 ● Write a Caption
	 ● Describe a Place Using Facts
	 ● Write Questions About a Topic
	 ● Write to Identify Author's Purpose
	 ● Write a Paragraph Using Facts
	 ● Write Specific Information Using Keywords
	 ● Use Linking Words to Connect Ideas

Grade 2 Reading/Writing

	● Write an Informational Paragraph ● Conduct Research ● Write Sentences Using Descriptive Details ● Write a Compare-and-Contrast Paragraph ● Revise and Edit to Strengthen Writing

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:
- **Informative/Explanatory Task:** Compare and Contrast Communities - Scholars will write a compare-and-contrast paragraph about two of the communities they read about in *Friends Around the World.*

- **Scholars will:**
  - introduce the two communities.
  - include at least one fact about each community that is the same.
  - Include at least one fact about each community that is different.
  - provide a closing sentence.

Other Evidence:

Beginning of Year Assessment:
- Baseline Assessment

Formative Assessments:
- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Identify the Main Topic of a Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that informational texts have main topics that are supported by key details.*
- **Engage Scholars -** Introduce *Friends Around the World.* Think about the Essential Questions: *How do readers determine a text's main topic? How do writers introduce and develop a topic in informative writing?*
- **Read -** Follow Shared Reading Routine to read pgs. 4-7 of *Friends Around the World,* focusing on what the text is mainly about.

Resources:

Lesson 1 - READING: Identify the Main Topic of a Text

- TE pg. 162

- TE pg. 162
- *Friends Around the World,* pgs. 4-7

- TE pg. 162
- *Friends Around the World,* pgs. 4-7
- Shared Reading Routine TR10-11

Grade 2 Reading/Writing

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss who Isabel is and what she shares in these pages.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Character -** Use examples from Friends Around the World to study text features with class on pgs. 4 and 5.

Learning Opportunities/Strategies:
Lesson 1 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Identify Adjectives -** Display sentences and guide scholars in identifying adjectives.

Set the Purpose:
- **Use Text and Photos -** Explain that writers use both text and features to explain a topic. Discuss how photographs and captions support the main text.

Teach and Model:
- **Use Text and Photos -** Direct scholars to study the photos and captions from *Friends Around the World.*

Prepare to Write:
- **Write a Caption -** Model drawing a picture and writing a caption based on *Friends Around the World.*

Independent Writing Practice:
- **Write a Caption -** Scholars draw a picture and write a caption based on a setting in *Friends Around the World.*

Share Writing:
- Volunteers share their writing with the class. Scholars explain how each caption helps them understand the picture.

- TE pg. 162
- *Friends Around the World,* pgs. 4-7
- Think-Pair-Share Routine TR2-3

- TE pg. 163
- *Friends Around the World,* pgs. 4-7
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 163-164
- By-the Way Words - e-pals, Australia, Vietnam
- Benchmark Vocabulary - exchange, facts, country, subway
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 164
- *Friends Around the World* pgs. 4-5

Resources:
Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 171
- *Friends Around the World,* pgs. 4, 6

- TE pg. 168
- *Friends Around the World*

- TE pg. 168
- *Friends Around the World*

- TE pg. 169
- Teacher Modeled Writing
- *Friends Around the World*

- TE pg. 170
- *Friends Around the World*
- Digital Options

- TE pg. 170
- Student Writing

Grade 2 Reading/Writing

Learning Opportunities/Strategies:	**Resources:**

Learning Opportunities/Strategies:
Lesson 2 - READING: Identify How Details Develop a Topic

Resources:
Lesson 2 - READING: Identify How Details Develop a Topic

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand the importance of clearly introducing a topic and developing it with facts.*

    - TE pg. 172

- **Engage Scholars** - Think about the Essential Question: *How do writers introduce and develop a topic in informative writing?*

    - TE pg. 172
    - *Friends Around the World,* pgs. 8-13

- **Read** - Follow Shared Reading Routine to read pgs. 8-13 of *Friends Around the World,* focusing on what the text is mainly about.

    - TE pg. 172
    - *Friends Around the World* pgs. 8-13
    - Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the topic and the details the writer uses to develop the topic.

    - TE pg. 172
    - *Friends Around the World,* pg. 8-13
    - Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

    - TE pg. 173
    - *Friends Around the World,* pgs. 8-13
    - Whole Class Discussion Routine TR4-5
    - Small Group Discussion Routine TR6-7

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

    - TE pgs. 173-174
    - By-the-Way Words - Ho Chi Minh City, Inuit, Arctic Circle
    - Benchmark Vocabulary - uniform, parka, outback
    - Benchmark Vocab. Routine for Info. TR24-27
    - Generative Vocabulary Chart TE pgs. 152-154

Reading Analysis:
- **Main Topic -** Display and complete the Main Idea Chart with class to record key details that support the main idea.

    - TE pg. 174
    - Main Idea Chart TR36
    - *Friends Around the World* pgs. 8-13

Learning Opportunities/Strategies:
Lesson 2 - WRITING: Informative/Explanatory Writing

Resources
Lesson 2 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Identify Adjectives -** Display sentences and guide scholars in identifying and using adjectives.

    - TE pg. 181
    - *Friends Around the World,* pgs. 8, 10

Set the Purpose:
- **Use Facts and Definitions -** Explain that writers use facts and definitions to develop a topic.

    - TE pg. 178
    - *Friends Around the World*

Teach and Model:
- **Use Facts and Definitions -** Discuss how facts and definitions help the reader to understand a text.

    - TE pg. 178
    - *Friends Around the World,* pgs. 8, 10

Grade 2 Reading/Writing

Prepare to Write:
- **Describe a Place Using Facts -** Model choosing a place and the supporting facts from *Friends Around the World*.

Independent Writing Practice:
- **Write to Describe a Place Using Facts** - Scholars write about a place and describe it using facts from *Friends Around the World.* Remind Scholars to use adjectives in their writing.

Share Writing:
- Volunteers share their writing with the class. Scholars identify the adjectives in each description.

Learning Opportunities/Strategies:
Lesson 3 - READING: Ask and Answer Questions to Understand a Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that informational texts have main topics that are supported by key details.*
- **Explore Poetry -** Read and discuss poem.

- **Engage Scholars -** Think about the Essential Questions: *How do readers determine a text's main topic? How do writers introduce and develop a topic in informative writing?*
- **Read** - Follow Shared Reading Routine to read pgs. 14-17 of *Friends Around the World,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the main topics Isabel and Hau write about.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

- TE pg. 179
- Teacher Modeled Writing
- *Friends Around the World* pgs. 8-13

- TE pg. 180
- *Friends Around the World*
- Digital Options

- TE pg. 180
- Student Writing

Resources:
Lesson 3 - READING: Ask and Answer Questions to Understand a Text

- TE pg. 182

- TE pg. 182
- *Subways Are People,* Text Collection, pg. 47

- TE pg. 182
- *Friends Around the World,* pgs. 14-17

- TE pg. 182
- *Friends Around the World,* pgs. 14-17
- Shared Reading Routine TR10-11

- TE pg. 182
- *Friends Around the World,* pgs. 14-17
- Think-Pair-Share Routine TR2-3

- TE pg. 183
- *Friends Around the World,* pgs. 14-17
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 183-184
- By-the-Way Words - vendors, dragon fruit
- Benchmark Vocabulary - favorite, scored, traditional
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

Grade 2 Reading/Writing

Reading Analysis:
- **Identify Main Idea and Key Details -** Display and complete the Main Idea Chart with class to record key details that support the main idea.

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Adjectives -** Display sentences and guide scholars in choosing adjectives and how they affect the description of a noun.

Set the Purpose:
- **Write About a Topic -** Remind scholars of the Essential Question: How do writers introduce and develop a topic in informative writing?

Teach and Model:
- **Write About a Topic -** Explain that writers select a topic, then support it with answers to questions about the topic.

Prepare to Write:
- **Write Questions About a Topic -** Model choosing a topic based on your interest and knowledge. Model asking questions about the topic you selected.

Independent Writing Practice:
- **Write Questions About a Topic -** Scholars choose a topic from *Friends Around the World* and write a list of questions related to the topic.

Share Writing:
- Volunteers share their writing with the class. As the volunteer reads his/her lists of questions, the class identifies the topic.

Lesson 4 - READING: Describe Steps in a Process

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people in communities have different experiences based on where they live.*
- **Engage Scholars -** Introduce *Friends Around the World.* Think about the Essential Questions: *How do readers determine a text's main topic? How do writers introduce and develop a topic in informative writing?*

- TE pg. 184
- Main Idea Chart TR36
- *Friends Around the World,* pg. 14

Resources
Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 191
- *Friends Around the World,* pg. 14

- TE pg. 188
- *Friends Around the World,* pgs. 14-17

- TE pg. 188
- *Friends Around the World* pgs. 14-17

- TE pg. 189
- Teacher Modeled Writing
- *Friends Around the World* pgs. 14-17

- TE pg. 190
- *Friends Around the World,* pgs. 14-17
- Digital Options

- TE pg. 190
- Student Writing

Resources:
Lesson 4 - WRITING: Describe Steps in a Process

- TE pg. 192

- TE pg. 192
- *Friends Around the World,* pgs. 18-21

Grade 2 Reading/Writing

- **Read** - Follow Shared Reading Routine to read pgs. 18-21 of *Friends Around the World,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss Akiak's letter to Isabel, and the main topic of Dan's letter.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Steps in a Process - Use examples from *Friends Around the World* to show how the author shows the order in which things happen.

Learning Opportunities/Strategies:
Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Understand Adjectives -** Display sentences to teach adjectives. Scholars use adjectives to describe something they have at home.

Set the Purpose:
- **Write About the Author's Purpose -** Explain the purposes authors may have for writing.

Teach and Model:
- **Write About the Author's Purpose -** Explain to scholars that they should think about the reason the writer decided to write about a topic.

Prepare to Write:
- **Write to Identify Author's Purpose -** Model identifying the author's purpose and giving evidence.

Independent Writing Practice:
- **Write to Identify Author's Purpose -** Scholars write a paragraph identifying the author's purpose in *Friends Around the World.*

Share Writing:

- TE pg. 192
- *Friends Around the World,* pgs. 18-21
- Shared Reading Routine TR10-11

- TE pg. 192
- *Friends Around the World,* pgs. 18-21
- Think-Pair-Share Routine TR2-3

- TE pg. 193
- *Friends Around the World,* pgs. 18-21
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 193-194
- By-the-Way Words - competes, dog sled, cricket
- Benchmark Vocabulary - caribou, frozen, meal
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 194
- *Friends Around the World,* pg. 18

Resources
Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 201
- *Friends Around the World,* pgs. 18-21

- TE pg. 198
- *Friends Around the World*

- TE pg. 198
- Student Model

- TE pg. 199
- Teacher Modeled Writing
- *Friends Around the World*

- TE pg. 200
- *Friends Around the World*
- Digital Options

Grade 2 Reading/Writing

- Volunteers share their writing with the class. The class identifies the author's purpose and the evidence from the text.

Lesson 5 - READING: Use Captions to Understand a Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people in communities have different experiences based on where they live.*
- **Engage Scholars -** Introduce *Friends Around the World.* Think about the Essential Questions: *How do readers determine a text's main topic? How do writers introduce and develop a topic in informative writing?*
- **Read** - Follow Shared Reading Routine to read pgs. 19-22 of *Friends Around the World,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the main topics of Isabel and Hau's letters, and how their experiences are different.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Captions -** Use examples from *Friends Around the World* to study captions.

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Review Adjectives -** Display sentences and guide scholars in writing sentences containing adjectives.

Set the Purpose:
- **Use Facts -** Explain that writers use facts to explain a topic.

- TE pg. 200
- Student Writing

Resources:
Lesson 5 - READING: Use Captions to Understand a Text

- TE pg. 202

- TE pg. 202
- *Friends Around the World,* pgs. 19-22

- TE pg. 202
- *Friends Around the World,* pgs. 19-22
- Shared Reading Routine TR10-11

- TE pg. 202
- *Friends Around the World,* pgs. 19-22
- Think-Pair-Share Routine TR2-3

- TE pg. 203
- *Friends Around the World,* pgs. 19-22
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 203-204
- By-the-Way Words - museums, skeletons, ocean
- Benchmark Vocabulary - seasons, pours, floods
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 204
- *Friends Around the World,* pg. 24

Resources
Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg. 211
- *Friends Around the World,* pgs. 22-25

- TE pg. 208
- *Friends Around the World*

Grade 2 Reading/Writing

Teach and Model:
- **Use Facts -** Guide scholars to discuss different kinds of facts from *Friends Around the World.*

Prepare to Write:
- **Write a Paragraph Using Facts -** Model choosing facts, and not opinions.

Independent Writing Practice:
- **Write a Paragraph Using Facts -** Scholars write a paragraph using facts from *Friends Around the World.*

Share Writing:
- Volunteers share their writing with the class. The class identifies facts and adjectives in the paragraph.

- TE pg. 208
- *Friends Around the World*

- TE pg. 209
- Teacher Modeled Writing
- *Friends Around the World*

- TE pg. 210
- *Friends Around the World*
- Digital Options

- TE pg. 210
- Student Writing
- Writing Keystone Checklist

Learning Opportunities/Strategies:
Lesson 6 - READING: Use Key Words to Understand Important Details

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people in communities have different experiences based on where they live.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers determine a text's main topic? How do writers introduce and develop a topic in informative writing?*
- **Read -** Follow Shared Reading Routine to read pgs. 26-29 of *Friends Around the World,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the experiences Akiak and Dan have that are based on where they live.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Resources:
Lesson 6 - READING: Use Key Words to Understand Important Details

- TE pg. 212

- TE pg. 212
- *Friends Around the World,* pgs. 26-29

- TE pg. 212
- *Friends Around the World,* pgs. 26-29
- Shared Reading Routine TR10-11

- TE pg. 212
- *Friends Around the World,* pgs. 26-29
- Think-Pair-Share Routine TR2-3

- TE pg. 213
- *Friends Around the World,* pgs. 26-29
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 213-214
- By-the-Way Words - Royal Flying Doctor Service
- Benchmark Vocabulary - bandage, barbeque
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

Grade 2 Reading/Writing

Language Analysis: ● **Identify and Define Key Words -** Display and complete the T-Chart with class to determine key words and their meanings.	● TE pg. 214 ● T-Chart TR39 ● *Friends Around the World* pg. 26
 Lesson 6 - WRITING: Informative/Explanatory Writing	 Lesson 6 - WRITING: Informative/Explanatory Writing
Conventions Mini-Lesson: ● **Adverbs -** Display sentences and guide scholars in identifying adverbs.	● TE pg. 221 ● *Friends Around the World*
Set the Purpose: ● **Use Key Words and Phrases -** Explain that writers of informational text use keywords that relate to the topic they are writing about.	● TE pg.218 ● *Friends Around the World,* pg. 26
Teach and Model: ● **Use Key Words and Phrases -** Guide scholars in discussing how the author of *Friends Around the World* uses keywords to help the reader understand the topic.	● TE pg.218 ● *Friends Around the World,* pg. 26
Prepare to Write: ● **Write Specific Information Using Keywords -** With scholars, use keywords to write a paragraph explaining what teachers do.	● TE pg. 219 ● Teacher Modeled Writing
Independent Writing Practice: ● **Write Specific Information Using Keywords -** Scholars write, using key words, about a child in *Friends Around the World.*	● TE pg. 220 ● *Friends Around the World* ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class identifies the key words and defines them.	● TE pg. 220 ● Student Writing
 Lesson 7 - READING: Use Facts to Compare and Contrast Text	 Lesson 7 - READING: Use Facts to Compare and Contrast Text
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Writers understand the importance of clearly introducing a topic and developing it with facts.* ● **Engage Scholars -** Think about the Essential Questions: *How do readers determine a text's main topic? How do writers introduce and develop a topic in informative writing?* ● **Read** - Follow Shared Reading Routine to read pgs. 30-32 of *Friends Around the World,* focusing on what the text is mainly about.	● TE pg. 222 ● TE pg. 222 ● *Friends Around the World,* pgs. 30-32 ● TE pg. 222 ● *Friends Around the World,* pgs. 30-32 ● Shared Reading Routine TR10-11

Grade 2 Reading/Writing

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what Isabel learns from her new friends.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Use a Glossary - Display and** complete the Three-Column Chart with class to investigate how to use a glossary.

[Learning Opportunities/Strategies:](#)
Lesson 7 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Use Adverbs -** Display sentences and guide scholars in writing sentences with adverbs that describe how, when, and where.

Set the Purpose:
- **Understand Linking Words -** Explain that writers of informational text use linking words to help connect ideas.

Teach and Model:
- **Understand Linking Words -** Guide scholars to identify linking words in *Friends Around the World.*

Prepare to Write:
- **Use Linking Words to Connect Ideas -** Remind Scholars of the Essential Question: *How do writers introduce and develop a topic in informative writing?* Model writing a paragraph using linking words.

Independent Writing Practice:
- **Use Linking Words to Connect Ideas -** Scholars write about how two cities in *Friends Around the World* are alike and different, using linking words.

Share Writing:
- Volunteers share their writing with the class. The class identifies the sentences that tell how the cities are alike and different, pointing out the linking words.

- TE pg. 222
- *Friends Around the World,* pgs. 30-32
- Think-Pair-Share Routine TR2-3

- TE pg. 223
- *Friends Around the World,* pgs. 30-32
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 224
- Benchmark Vocabulary - learned, activities, common, exciting
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 224
- T-Chart TR40
- *Friends Around the World* pg. 18

[Resources](#)
Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 231
- *Friends Around the World*

- TE pg.228
- *Friends Around the World*

- TE pg. 228
- *Friends Around the World, pgs. 30-32*

- TE pg. 229
- Teacher Modeled Writing
- *Friends Around the World*

- TE pg. 230
- *Friends Around the World*
- Digital Options

- TE pg. 230
- Student Writing

Grade 2 Reading/Writing

Learning Opportunities/Strategies:	Resources:
Lesson 8 - READING: Describe the Structure of a Story	**Lesson 8 - READING: Describe the Structure of a Story**

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people in communities have different experiences based on where they live.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers determine a text's main topic? How do writers introduce and develop a topic in informative writing?*
- **Read** - Follow Shared Reading Routine to read pgs. 14-43 of *The House on Maple Street,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the characters in the story.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary to teach meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Story Structure -** Display and complete the Story Sequence organizer with class to determine the beginning, middle, and end of the story.

Resources:
- TE pg. 232

- TE pg. 232
- *The House on Maple Street,* Text Collection pgs. 14-43

- TE pg. 232
- *The House on Maple Street,* Text Collection pgs. 14-43
- Shared Reading Routine TR10-11

- TE pg. 232
- *The House on Maple Street,* Text Collection
- pgs. 14-43
- Think-Pair-Share Routine TR2-3

- TE pg. 233
- *The House on Maple Street,* TC, pgs. 14-43
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 233-234
- By-the-Way Words - sturdy
- Benchmark Vocabulary - fierce, mighty
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 234
- Story Sequence A Graphic Organizer TR37
- *The House on Maple Street*

Learning Opportunities/Strategies:	Resources
Lesson 8 - WRITING: Informative/Explanatory Writing	**Lesson 8 - WRITING: Informative/Explanatory Writing**

Conventions Mini-Lesson:
- **Use Adverbs -** Display sentences and guide scholars in writing sentences with adverbs.

Set the Purpose:
- **Write Conclusions -** Remind scholars that a conclusion comes at the end of a piece of writing and reviews the main ideas in a text.

Teach and Model:
- **Write Conclusions -** Guide scholars in discussing the conclusion of *The House on Maple Street.*

Resources:
- TE pg. 241
- *The House on Maple Street,* Text Collection

- TE pg. 238
- *The House on Maple Street,* Text Collection, pg. 42

- TE pg. 238
- *The House on Maple Street,* Text Collection,

Grade 2 Reading/Writing

Prepare to Write:
- **Write an Informational Paragraph -** With scholars, model choosing details to include and writing an informational paragraph.

Independent Writing Practice:
- **Write an Informational Paragraph -** Scholars draw a picture from *The House on Maple Street*, and write a paragraph about their picture.

Share Writing:
- Volunteers share their writing with the class. The class identifies introductory and descriptive sentences, conclusions, and any details that support the conclusion.

Learning Opportunities/Strategies:
Lesson 9 - READING: Use Illustrations to Understand Setting

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people in communities have different experiences based on where they live.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers determine a text's main topic? How do writers introduce and develop a topic in informative writing?*
- **Read** - Follow Shared Reading Routine to reread the story focusing on developing a general understanding of the setting.

- **Turn and Talk -** Follow Think-Pair-Share Routine to look at the illustration on pg. 26 and discuss why the settlers chose this place.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

- pg. 42
- Teacher Modeled Writing

- TE pg. 239
- Teacher Modeled Writing
- *The House on Maple Street,* Text Collection, pg. 37

- TE pg. 240
- Digital Options
- *The House on Maple Street,* Text Collection, pgs. 14-43

- TE pg. 240
- Student Writing

Resources:
Lesson 9 - READING: Use Illustrations to Understand Setting

- TE pg. 242

- TE pg. 242
- *The House on Maple Street,* Text Collection

- TE pg. 242
- *The House on Maple Street,* Text Collection
- Shared Reading Routine TR10-11

- TE pg. 242
- *The House on Maple Street,* TC pg. 26
- Think-Pair-Share Routine TR2-3

- TE pg. 243
- *The House on Maple Street,* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 243-244
- By-the-Way Words - burrows
- Benchmark Vocabulary - snug, complained
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE pgs. 152-154

Grade 2 Reading/Writing

Reading Analysis:
- **Setting -** Display and complete the T-Chart with class to determine setting details.

- TE pg. 244
- T-Chart Graphic Organizer TR39
- *The House on Maple Street*

Lesson 9 - WRITING: Informative/Explanatory Writing

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Use Adverbs -** Display sentences and guide scholars in writing sentences with adverbs and identifying adverbs in others' writing.

- TE pg. 251
- *The House on Maple Street,* Text Collection

Set the Purpose:
- **Use Facts -** Guide scholars in investigating how details show how the setting changes over time.

- TE pg. 248
- *The House on Maple Street,* Text Collection

Teach and Model:
- **Use Facts -** Guide scholars to understand how the author uses details to highlight changes in the setting over time.

- TE pg. 248
- *The House on Maple Street,* Text Collection pgs. 16, 20

Prepare to Write:
- **Conduct Research -** Model how to use interviews to learn about a topic. Guide scholars to determine interview questions and create a template for interviewing.

- TE pg. 249
- Teacher Modeled Writing

Independent Writing Practice:
- **Conduct Research -** Scholars use interview template to conduct research, illustrate and write sentences to describe their neighborhood in the past and the present.

- TE pg. 250
- *The House on Maple Street,* Text Collection
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class identifies details that show how the neighborhood has changed.

- TE pg. 250
- Student Writing

Lesson 10 - READING: Identify Author's Purpose

Lesson 10 - READING: Identify Author's Purpose

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people in communities have different experiences based on where they live.*
- **Explore Poetry -** Read and discuss the poem.

- TE pg. 252

- TE pg. 252
- *Fishing in the Creek,* Text Collection pg. 48

- **Engage Scholars -** Think about the Essential Questions: *How do readers determine a text's main*

- TE pg. 252
- *The House on Maple Street,* Text Collection

topic? How do writers introduce and develop a topic in informative writing?

- **Read** - Follow Shared Reading Routine to review *The House on Maple Street,* focusing on what the text is mainly about.
  - TE pg. 252
  - *The House on Maple Street,* Text Collection
  - Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how the author shows that the people in the story know that other people have come to the place before them.
  - TE pg. 252
  - *The House on Maple Street,* Text Collection
  - Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
  - TE pg. 253
  - *The House on Maple Street,* Text Collection
  - Whole Class Discussion Routine TR4-5
  - Small Group Discussion Routine TR6-7

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.
  - TE pgs. 253-254
  - By-the-Way Words - course, trickle
  - Benchmark Vocabulary - paved, remained
  - Benchmark Vocab. Routine for Literary TR28-31
  - Generative Vocabulary Chart TE pgs. 152-154

Reading Analysis:
- **Author's Purpose -** With scholars, discuss how authors write for different reasons.
  - TE pg. 254
  - *The House on Maple Street* pgs. 15-16, 40-42

Learning Opportunities/Strategies:
Lesson 10 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Use Adverbs -** Display sentences and explain that adverbs that end with *-ly* tell how something is done.

Resources
Lesson 10 - WRITING: Informative/Explanatory Writing

- TE pg. 261
- *The House on Maple Street,* Text Collection

Set the Purpose:
- **Use Descriptive Details -** Guide scholars to investigate how the author uses details to show how things change and why.
  - TE pg. 258
  - *The House on Maple Street,* Text Collection

Teach and Model:
- **Use Descriptive Details -** Guide scholars in identifying details that help the reader picture the setting.
  - TE pg. 258
  - *The House on Maple Street,* Text Collection, pgs. 17, 25, 28-29

Prepare to Write:
- **Write Sentences Using Descriptive Details -** Model how to use interview notes to write sentences.
  - TE pg. 259
  - Teacher Modeled Writing

Independent Writing Practice:
- **Write Sentences Using Descriptive Details -** Scholars use interview notes to draw pictures, write, and compare and contrast their neighborhood over time.
  - TE pg. 260
  - *The House on Maple Street,* Text Collection
  - Digital Options

Grade 2 Reading/Writing

Share Writing:
- Volunteers share their writing with the class. The class identifies details that show how the neighborhood changed.

Learning Opportunities/Strategies:
Lesson 11 - READING: Use Illustrations to Compare Two Texts

Build Understanding:
- **Set the Purpose -** Enduring Understanding: *Learners understand that people in communities have different experiences based on where they live.*
- **Engage Scholars -** Essential Questions: *How do readers determine a text's main topic? How do writers introduce and develop a topic in informative writing?*
- **Read** - Follow Shared Reading Routine to reintroduce *Friends Around the World* and *The House on Maple Street,* focusing on looking for key details in the illustrations to help them compare and contrast the two texts.
- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the setting and what people are doing in the pictures.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Use Illustrations -** Display and complete the Compare-Contrast organizer with class to compare the illustrations in the texts.

Learning Opportunities/Strategies:
Lesson 11 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Contractions -** Display sentences and explain contractions to scholars.

- TE pg. 260
- Student Writing

Resources:
Lesson 11 - READING: Use Illustrations to Compare Two Texts

- TE pg. 262

- TE pg. 262
- *Friends Around the World*
- *The House on Maple Street,* Text Collection

- TE pg. 262
- *Friends Around the World*
- *The House on Maple Street,* Text Collection
- Shared Reading Routine TR10-11

- TE pg. 262
- *The House on Maple Street,* Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 263
- *Friends Around the World*
- *The House on Maple Street*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 264
- Benchmark Vocabulary - cricket, mighty
- Benchmark Vocab Routine for Lit/Info TR24-31
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 264
- Compare-Contrast Graphic Organizer TR33
- *Friends Around the World* pgs. 20-21
- *The House on Maple Street* pgs. 34-35

Resources
Lesson 11 - WRITING: Informative/Explanatory Writing

- TE pg. 271
- *Friends Around the World,* pg. 20

Grade 2 Reading/Writing

Set the Purpose: ● **Compare and Contrast -** Remind scholars how to compare and contrast.	● TE pg. 268
Teach and Model: ● **Compare and Contrast -** Through discussion, guide scholars to point out how an author compares and contrasts two homes.	● TE pg. 268 ● *Friends Around the World*
Prepare to Write: ● **Write a Compare-and-Contrast Paragraph -** Model how to write compare/contrast sentences and compose them into a paragraph.	● TE pg. 269 ● Compare and Contrast Graphic Organizer TR33 ● Teacher Modeled Writing
Independent Writing Practice: ● **Write a Compare-and-Contrast Paragraph -** Scholars refer to their drawings and graphic organizers to write a compare/contrast paragraph.	● TE pg. 270 ● Compare and Contrast Graphic Organizer TR33 ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class identifies statements that compare and contrast.	● TE pg. 270 ● Student Writing ● Writing Keystone Checklist
Learning Opportunities/Strategies: Lesson 12 - READING: Use Details and Examples to Talk About Text	**Resources:** Lesson 12 - READING: Use Details and Examples to Talk About Text
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people in communities have different experiences based on where they live.*	● TE pg. 272
● **Engage Scholars -** Scholars compare *Friends Around the World* and *The House on Maple Street*. Think about the Essential Questions: *How do readers determine a text's main topic? How do writers introduce and develop a topic in informative writing?*	● TE pg. 272 ● *Friends Around the World* ● *The House on Maple Street,* Text Collection
● **Read** - Follow Shared Reading Routine to reread *Friends Around the World* pgs. 12-13 and *The House on Maple Street* pgs. 32-33.	● TE pg. 272 ● *Friends Around the World,* pgs. 12-13 ● *The House on Maple Street,* pgs. 32-33 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss illustrations and photographs in the two texts.	● TE pg. 272 ● *Friends Around the World,* pgs. 12-13 ● *The House on Maple Street,* pgs. 32-33 ● Think-Pair-Share Routine TR2-3
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 273 ● *Friends Around the World,* pgs. 12-13 ● The House on *Maple Street,* pgs. 32-33

Grade 2 Reading/Writing

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Interpret Phrases -** Display and complete the Three-Column Chart with class to show how a writer uses specific words and phrases.

Learning Opportunities/Strategies:
Lesson 12 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Contractions -** Review contractions and guide scholars to write sentences with contractions.

Set the Purpose:
- **Revise and Edit a First Draft -** With scholars, review revising and editing a draft.

Teach and Model:
- **Revise and Edit a First Draft -** Through discussion, show scholars how writers may have first written their texts before they revised and edited.

Prepare to Write:
- **Revise and Edit to Strengthen Writing -** Scholars share their paragraphs and offer suggestions on revisions. With scholars, model how to revise and edit.

Independent Writing Practice:
- **Revise and Edit to Strengthen Writing -** Using the texts as a sample, scholars edit the paragraph they wrote in the previous lesson.

Share Writing:
- Volunteers share their writing with the class. The class matches each illustration with the description of the home.

Learning Opportunities/Strategies:
Performance-Based Assessment:
- **Informative/Explanatory Task: Compare and Contrast Communities -** Scholars will write a compare-and-contrast paragraph about two of the communities they read about in *Friends Around the World.*

- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 274
- Benchmark Vocabulary - outback
- Benchmark Vocab. Routine for Lit/Info. TR24-27
- Generative Vocabulary Chart TE pgs. 152, 154

- TE pg. 274
- Three Column Chart Graphic Organizer TR40
- *The House on Maple Street* pgs. 32-33

Resources
Lesson 12 - WRITING: Informative/Explanatory Writing

- TE pg. 281
- *Friends Around the World,* pg. 12

- TE pg. 278

- TE pg. 278
- *Friends Around the World,* pgs. 12-13

- TE pg. 279
- Teacher Modeled Writing

- TE pg. 280
- *Friends Around the World*
- *The House on Maple Street,* Text Collection
- Digital Options

- TE. pg. 280
- Student Writing

Resources:
Performance-Based Assessment:
- TE pg. 282
- Reproducible pg. 286

Grade 2 Reading/Writing

Scholars will:
- ○ introduce the two communities.
- ○ include at least one fact about each community that is the same.
- ○ include at least one fact about each community that is different.
- ○ provide a closing sentence.

Learning Opportunities/Strategies:
Performance-Based Assessment:

Prepare:
- **Review** - Discuss Essential Questions: *How do readers determine a text's main topic? How do writers introduce and develop a topic in informative writing?*
- **Revisit the Text** - Remind scholars that in *Friends Around the World,* Isabel lives in New York and has e-pals in three different countries. Display and Read Aloud Excerpts From:
    - ○ Pages 6-7, 14-15, 22-23: New York City, USA
    - ○ Pages 6-7, 14-15, 22-23: New York City, USA
    - ○ Pages 8-9, 16-17, 24-25: Ho Chi Minh City, Vietnam
    - ○ Pages 10-11, 18-19, 26-27: Yellowknife, Canada
    - ○ Pages 12-13, 20-21, 28-29: Northern Territory, Australia

Encourage scholars to compare and contrast the experiences that Isabel and one of her e-pals have in their community. Guide scholars to begin with a Venn diagram, which will help them consider things such as what language is spoken, what the weather is like, how the children get to school and what they like to do.

Learning Opportunities/Strategies:
Performance-Based Assessment:
- **Create:** Guide scholars as they work in small groups to compare and contrast two of the e-pals' communities. By breaking up the large group, you can monitor the note-taking process more closely. Then scholars individually use a Venn diagram to note the similarities and differences of the two communities.
- **Score Writing:** Use Informative/Explanatory Writing Rubric.
- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.

Resources:
Performance-Based Assessment:

- TE pg. 283
- Performance-Based Assessment

- TE pg. 283
- *Friends Around the World*

Resources:
Performance-Based Assessment:
- TE pg. 284
- notebooks or paper for note taking
- pencils
- *Friends Around the World*
- Venn diagrams for planning and organizing
- Digital Options

- TE pg. 287 Informative/Explanatory Writing Rubric

- TE pg. 288
- Digital Options

Grade 2 Reading/Writing

● **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then… suggestions to support them as they complete other Performance-Based Assessments.	● TE pg. 289

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Unlock Language Learning ● Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

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Unit Two: **Making Decisions - Module A**

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Foundational Skill: Reading Language
- **L.RF.2.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.

Grade 2 Reading/Writing

- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B**- Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C**- Decode words with common prefixes and suffixes.
- **L.RF.2.3.D**- Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.3.F**- Read high-frequency and grade level irregular words with automaticity (e.g., friend,other, would).
- **L.RF.2.3.G**- Identify the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why,* and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.CI.2.2**-Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS Foundational Skills/Writing Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A**- Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B**- Write the most common graphenes (letters or letter groups) for each phoneme.
- **L.WF.2.2**- Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A**- Regular, single-syllable words that include:
    - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
    - ii. Complex consonant blends (scr, str, squ).
    - iii. Less common vowel teams for long vowels (scr, str, squ).
    - iv. Vowel-r combinations (turn, star, third, four/for).
    - v. Contractions (we'll; i'm; they've; don't).
    - vi. Homophones (bear, bare; past, passed).
    - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B**- Regular two- and three- syllable words that:
    - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
    - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
    - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.D**- Most often used words in English:
    - i. Irregular words (against, many, enough, does).
    - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A**- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B**- Capitalize holidays, product names and geographic names
- **L.WF.2.3.C**- Supply adjectives in noun phrases to make them more precise or engaging

Grade 2 Reading/Writing

- **L.WF.2.3.D**- Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E**- Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F**- Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G**- With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1**- Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A**- Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B**- Compare formal and informal uses of English
- **L.VL.2.2**- Determining 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
- **L.VL.2.2.A**- Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B**- Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C**- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D**- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VI.2.3**- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A**- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B**- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C**- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS ELA Writing
- **W.AW.2.1. -** With prompts and support, write opinion pieces to present an idea with reasons or information.
- **W.AW.2.1.A**- Introduce an opinion.
- **W.AW.2.1.B**- Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.AW.2.1.C**- Provide a conclusion.
- **W.NW.2.3. -** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.NW.2.3.A**- Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- **W.NW.2.3.B**- Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- **W.NW.2.3.C**- Use transitional words to manage the sequence of events.
- **W.NW.2.3.D**- Use concrete words and phrases and sensory details to convey experience and events.
- **W.NW.2.3.E**- Provide a conclusion or sense of closure related to the narrated experiences or events.
- **W.WP.2.4. -** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.A**- Identify audience and purpose before writing.
- **W.WP.2.4.B**- Participate in self-evaluation of written work.
- **W.WP.2.4.C**- With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.SE.2.7**- Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening
- **SL.PE.2.1. -** Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A -** Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B -** Build on others' talk in conversations by linking their explicit comments to the remarks of others.

Grade 2 Reading/Writing

- **SL.PE.2.1.C. -** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2. -** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3. -** 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.
- **S.PI.2.4. -** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5. -** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6. -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Math
- **2.M.8. -** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have

NJSLS Social Studies
- **6.1.2.EconET.1 -** Explain the difference between needs and wants
- **6.1.2.EconET.2 -** Cite examples of choices people make when resources are scarce.
- **6.1.2.EconET.4 -** Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- **6.1.2.EconET.5 -** Describe how local and state governments make decisions that affect individuals and the community.

NJSLS Science
- **2-LS2-1. -** Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- **2-LS2-2. -** Develop a simple model that mimics the function of an animal in dispersing seeds.
- **2-LS4-1. -** Make observations of plants and animals to compare the diversity of life in different habitats.

NJSLS Health and Physical Education
- **2.1.2.EH.4:** Demonstrate strategies for managing one's own emotions, thoughts, behaviors. Explain healthy ways of coping with stressful situations
- **2.1.2.EH.5**: Explain healthy ways of coping with stressful situations.
- **2.1.2.SSH.5**: Identify basic social needs of all people.

NJSLS - Career Readiness, Life Literacies, and Key Skills
- **9.1.2. FI.1 -** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- **9.1.2.FP.1 -** Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2 -** Differentiate between financial wants and needs.
- **9.1.2.FP.3 -** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.PB.2 -** Explain why an individual would choose to save money.
- **9.1.2.RM.1 -** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.1.5.FP.3 -** Analyze how spending choices and decision-making can result in positive or negative consequences.
- **9.1.5.FP.4 -** Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.)
- **9.1.5.PB.2 -** Describe choices consumers have with money (e.g., save, spend, donate).
- **9.4.2.TL.2 -** Create a document using a word processing application.

Central Idea / Enduring Understanding:	Essential/Guiding Question:
● Readers understand that knowing the structure of a story helps them comprehend the text. ● Writers understand that describing a character's actions, thoughts, and feelings enhances a story.	How do readers identify the beginning, middle, and end of a story?

Grade 2 Reading/Writing

● Learners understand that people make decisions based on their needs and wants.	How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?

Content: (Module Goals)
- ● Readers will ask and answer questions about details and information in a text.
- ● Writers will compose an opinion paragraph that uses reasons to support their opinion.
- ● Learners will explain how people make choices based on needs, wants, and available resources.

Text Complexity Measures - TR48 - TR54
The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- ● **Quantitative Measures**
  - ○ Lexile
- ● **Qualitative Measures**
  - ○ Literary/Informational Text
  - ○ Text Structure
  - ○ Language and Vocabulary
  - ○ Theme and Knowledge Demands
- ● **Reader and Task Consideration**
  - ○ Motivation, Knowledge, Experiences of Students
  - ○ Difficulty of the Task or Questions Posed

Skills(Objectives):
Reading:
- ● Story Structure
- ● Use Illustrations
- ● Analyze Character
- ● Write Dialogue
- ● Message
- ● Compare Points of View
- ● Compare Characters

Writing:
- ● Write About Character Actions
- ● Write About How Illustrations Show Character
- ● Write a Narrative Sentence for an Event
- ● Write a New Beginning
- ● Write Dialogue
- ● Write a New Idea for Characters in a Story
- ● Write a New Ending
- ● Write a Dialogue Between Two Characters
- ● Strengthen Dialogue
- ● Create a Character Web
- ● Add Sequence Words to Strengthen Writing
- ● Write About a Character's Choices
- ● Revise by Adding More Description

Stage 2: Assessment Evidence

Performance Task(s):
Performance Based Assessment:
- ● **Narrative Task:** Write About a Decision - Scholars will write a short narrative about a character who makes a decision about money. They will create a plot with a beginning, middle, and end.
- ● **Scholars will:**
  - ○ create a plot with a beginning, middle, and end.
  - ○ include at least two events.
  - ○ use temporal words to signal the order of events.
  - ○ include details that express the thoughts and feelings of the character.
  - ○ write a sentence that wraps up the story.

Other Evidence:
Beginning of Year Assessment:
- ● Baseline Assessment

Formative Assessments:
- ● Reading Keystones
  - ○ Benchmark Vocabulary Practice
  - ○ Text Analysis Practice/Application
  - ○ Write in Response to Reading
- ● Reading Keystone Rubrics
  - ○ Reading/Language Analysis
  - ○ Write in Response to Reading
  - ○ Benchmark Vocabulary
- ● Writing Keystones:
  - ○ Checklists
- ● Writing Rubrics:
  - ○ Narrative
  - ○ Informative/Explanatory
  - ○ Opinion
- ● Oral Reading Fluency Quick Checks

Summative Assessments:
- ● Selection Test - Anchor Text
- ● Performance-Based Assessment - Module A & B
- ● End-of-Unit Assessment

Grade 2 Reading/Writing

Stage 3: Learning Plan	
Learning Opportunities/Strategies: **Lesson 1 - READING: Identify Story Structure** **Build Understanding:** ● **Set the Purpose -** Share the Enduring Understanding: *Readers understand that knowing the structure of a story helps them comprehend the text.* ● **Engage Scholars -** Introduce *Alexander, Who Used to Be Rich Last Sunday*. Think about the Essential Questions: *How do readers identify the beginning, middle, and end of a story? How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?* ● **Read -** Follow Shared Reading Routine to introduce *Alexander, Who Used to Be Rich Last Sunday,* focusing on what the text is mainly about. ● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how Alexander lost some of his money in the middle of the story. **Close Read:** ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. ● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words. **Language Analysis:** ● **Story Structure -** Display and complete the Story Sequence organizer with class to piece together the actual order of events.	**Resources:** **Lesson 1 - READING: Identify Story Structure** ● TE pg. 12 ● TE pg. 12 ● *Alexander, Who Used to Be Rich Last Sunday* ● TE pg. 12 ● *Alexander, Who Used to Be Rich Last Sunday* ● Shared Reading Routine TR10-11 ● TE pg. 12 ● *Alexander, Who Used to Be Rich Last Sunday* ● Think-Pair-Share Routine TR2-3 ● TE pg. 13 ● *Alexander, Who Used to Be Rich Last Sunday* ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7 ● TE pgs. 13-14 ● By-the Way Words - walkie-talkie, lox ● Benchmark Vocabulary - save ● Benchmark Vocab. Routine for Literary TR28-31 ● Generative Vocabulary Chart TE pgs. 2-3 ● TE pg. 14 ● Story Sequence A Graphic Organizer TR37 ● *Alexander, Who Used to Be Rich Last Sunday*
Learning Opportunities/Strategies: **Lesson 1 - WRITING: Narrative Writing** **Conventions Mini-Lesson:** ● **Identify Singular Possessives -** Display sentences and guide scholars in writing a sentence using a possessive noun. **Set the Purpose:** ● **Describe A Character's Actions -** Discuss how Alexander's actions tell readers about the kind of person he is.	**Resources:** **Lesson 1 - WRITING: Narrative Writing** ● TE pg. 21 ● *Alexander, Who Used to Be Rich Last Sunday* ● TE pg. 18 ● *Alexander, Who Used to Be Rich Last Sunday*

Grade 2 Reading/Writing

Teach and Model:
- **Describe A Character's Actions -** Using excerpts from *Alexander, Who Used to Be Rich Last Sunday*, direct scholars to relate Ale**x**ander's actions to the unit theme: Making Decisions.

- TE pg. 18
- *Alexander, Who Used to Be Rich Last Sunday*

Prepare to Write:
- **Write About Character's Actions -** Model writing a narrative about Alexander's actions in *Alexander, Who Used to Be Rich Last Sunday.*

- TE pg. 19
- Teacher Modeled Writing
- *Alexander, Who Used to Be Rich Last Sunday*

Independent Writing Practice:
- **Write About Character's Actions** - Scholars look back at *Alexander, Who Used to Be Rich Last Sunday* and write a few sentences about the decisions Alexander make about spending his money and how he reacts to his decisions.

- TE pg. 20
- *Alexander, Who Used to Be Rich Last Sunday*
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class discusses how Alexander might benefit from better decision-making skills.

- TE pg. 20
- Student Writing

Learning Opportunities/Strategies:
Lesson 2 - READING: Use Illustrations to Understand Characters and Plot

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that knowing the structure of a story helps them comprehend the text.*
- **Engage Scholars** - Review major events in *Alexander, Who Used to Be Rich Last Sunday*. Scholars revisit the illustrations and share one thing they tell them about Alexander. Think about the Essential Questions: *How do readers identify the beginning, middle, and end of a story? How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?*
- **Read** - Follow Shared Reading Routine to read pgs. 1-15 of *Alexander, Who Used to Be Rich Last Sunday,* encouraging scholars to read aloud the repeated phrases, such as "It isn't fair".

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what Alexander wanted to save his money for, and why he didn't save.

Close Read:

Resources:
Lesson 2 - READING: Use Illustrations to Understand Characters and Plot

- TE pg. 22

- TE pg. 22
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 1-15

- TE pg. 22
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 1-15
- Shared Reading Routine TR10-11

- TE pg. 22
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 1-15
- Think-Pair-Share Routine TR2-3

Grade 2 Reading/Writing

- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Use Illustrations -** Display illustration on pg. 5 and discuss the information from the illustration.

Learning Opportunities/Strategies:
Lesson 2 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Plural Possessives -** Review plural nouns and introduce plural possessive nouns. Scholars change singular possessive nouns to plural possessive nouns.

Set the Purpose:
- **Describe Illustrations -** Explore how the illustrations in *Alexander, Who Used to Be Rich Last Sunday* help readers understand the characters and plot of the story more fully.

Teach and Model:
- **Describe Illustrations -** Through discussion, guide scholars to recognize how illustrations support the text in a story.

Prepare to Write:
- **Write About What Illustrations Show -** Model the beginning steps of writing about a narrative, using illustrations.

Independent Writing Practice:
- **Write About What Illustrations Show** - Scholars write a few sentences about how the illustrations in *Alexander, Who Used to Be Rich Last Sunday* help show the sort of character Alexander is.

Share Writing:
- Volunteers share their sentences about the illustrations with a partner.

- TE pg. 23
- *Alexander, Who Used to Be Rich Last Sunday*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 24
- Benchmark Vocabulary - college, downtown
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE pgs. 2-3

- TE pg. 24
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 1-15

Resources
Lesson 2 - WRITING: Narrative Writing

- TE pg. 31
- *Alexander, Who Used to Be Rich Last Sunday*

- TE pg. 28
- *Alexander, Who Used to Be Rich Last Sunday*

- TE pg. 28
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 13, 15.

- TE pg. 29
- Teacher Modeled Writing
- *Alexander, Who Used to Be Rich Last Sunday*

- TE pg. 30
- *Alexander, Who Used to Be Rich Last Sunday, pgs. 1-15*
- Digital Options

- TE pg. 30
- Student Writing

Grade 2 Reading/Writing

Learning Opportunities/Strategies: Lesson 3 - READING: Understand Characters' Responses	**Resources:** Lesson 3 - READING: Understand Characters' Responses

Build Understanding:
- **Set the Purpose -** Enduring Understanding: *Writers understand that describing a character's actions, thoughts, and feelings enhances a story.*
- **Explore Poetry -** Read the poem *Money Matters* and discuss with scholars.

- **Engage Scholars -** Essential Questions: *How do readers identify the beginning, middle, and end of a story? How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?*
- **Read** - Follow Shared Reading Routine to read pgs. 9-11 of *Alexander, Who Used to Be Rich Last Sunday*.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why Alexander's dad takes ten cents from him.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Analyze Character -** Display and complete Web A organizer with class to chart how Alexanders responds to losing his money.

Resources (right column):
- TE pg. 32

- TE pg. 32
- *Money Matters,* Text Collection, pg. 96
- TE pg. 32
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 16-32

- TE pg. 32
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 9-11
- Shared Reading Routine TR10-11

- TE pg. 32
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 9-11
- Think-Pair-Share Routine TR2-3

- TE pg. 33
- *Alexander, Who Used to Be Rich Last Sunday*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 33-34
- By-the-Way Words - ratty
- Benchmark Vocabulary - fined, accident
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE pgs. 2-3

- TE pg. 34
- Web A Graphic Organizer TR44
- *Alexander, Who Used to Be Rich Last Sunday*

Learning Opportunities/Strategies: Lesson 3 - WRITING: Narrative Writing	**Resources** Lesson 3 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Apostrophes -** Display sentences and guide scholars in using apostrophes.

Set the Purpose:
- **Describe Characters' Actions -** Remind scholars that a character's actions tell readers about his/her personality.

Resources (right column):
- TE pg. 41
- *Alexander, Who Used to Be Rich Last Sunday*

- TE pg. 38
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 16-32

Grade 2 Reading/Writing

Teach and Model:
- **Describe Characters' Actions -** Discuss how the author of *Alexander, Who Used to Be Rich Last Sunday* uses Alexander's actions and thoughts to help readers understand his personality.

Prepare to Write:
- **Write a Narrative Description of an Event -** Model using details from an illustration to write a description of a character.

Independent Writing Practice:
- **Write a Narrative Description of an Event -** Scholars write a narrative sentence for each event on page 17 of the text.

Share Writing:
- Volunteers share their writing with the class. The class discusses the different ways the writers told about the same events.

Learning Opportunities/Strategies:
Lesson 4 - READING: Identify and Understand Story Structure

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that knowing the structure of a story helps them comprehend the text.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers identify the beginning, middle, and end of a story? How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?*
- **Read -** Follow Shared Reading Routine to introduce *A Chair for My Mother,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what the family is saving for, and why they tried so many chairs.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for

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- TE pg. 38
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 16-32

- TE pg. 39
- Teacher Modeled Writing
- *Alexander, Who Used to Be Rich Last Sunday,* pg. 28

- TE pg. 40
- *Alexander, Who Used to Be Rich Last Sunday,* pg. 17
- Digital Options

- TE pg. 40
- Student Writing

Resources:
Lesson 4 - READING: Identify and Understand Story Structure

- TE pg. 42

- TE pg. 42
- *A Chair for My Mother,* Text Collection, pgs. 50-79

- TE pg. 42
- *A Chair for My Mother,* Text Collection, pgs. 50-79
- Shared Reading Routine TR10-11

- TE pg. 42
- *A Chair for My Mother,* Text Collection, pgs. 50-79
- Think-Pair-Share Routine TR2-3

- TE pg. 43
- *A Chair for My Mother,* Text Collection, pgs. 50-79
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 43-44
- By-the-Way Words - diner, waitress

Grade 2 Reading/Writing

Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Story Structure -** Display and complete the Story Sequence organizer with class to chart sequence of events.

Learning Opportunities/Strategies:
Lesson 4 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Form and Use Possessive Pronouns -** Display sentences and guide scholars in forming and using possessive pronouns.

Set the Purpose:
- **Identify Story Sequence -** Discuss the time frame of a story, and how authors use sequence words and verb tenses to tell the story.

Teach and Model:
- **Identify Story Sequence -** Discuss the sequence of events in *A Chair for My Mother.*

Prepare to Write:
- **Write a New Beginning -** Model forming a narrative about the text. Begin writing, with input from scholars on details to include and sequence and order of events.

Independent Writing Practice:
- **Write a New Beginning -** Using the prompt from the Reader's and Writer's Journal, scholars write a new beginning to the story.

Share Writing:
- Volunteers share their writing with the class. The class identifies the verb tenses and sequence words used in each paragraph.

Learning Opportunities/Strategies:
Lesson 5 - READING: Understand a Character's Response

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that describing a character's actions, thoughts, and feelings enhances a story.*

- Benchmark Vocabulary - coins, bargain, savings
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 44
- Story Sequence A Graphic Organizer TR37
- *A Chair for My Mother,* Text Collection

Resources
Lesson 4 - WRITING: Narrative Writing

- TE pg. 51
- *A Chair for My Mother,* Text Collection

- TE pg.48
- *A Chair for My Mother,* Text Collection, pgs. 50-79

- TE pg. 48
- *A Chair for My Mother,* Text Collection, pgs. 55, 68

- TE pg. 49
- Teacher Modeled Writing
- *A Chair for My Mother,* Text Collection, pgs. 50-79

- TE pg. 50
- Reader's and Writer's Journal, pg. 89
- *A Chair for My Mother,* Text Collection, pgs. 50-79
- Digital Options

- TE pg. 50
- Student Writing

Resources:
Lesson 5 - READING: Understand a Character's Response

- TE pg. 52

Grade 2 Reading/Writing

● **Engage Scholars -** Review *A Chair for My Mother.* Think about the Essential Questions: *How do readers identify the beginning, middle, and end of a story? How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?*	● TE pg. 52 ● *A Chair for My Mother,* Text Collection, pgs. 50-67
● **Read** - Follow Shared Reading Routine to read pgs. 50-67 of *A Chair for My Mother,* focusing on what the text is mainly about.	● TE pg. 52 ● *A Chair for My Mother,* Text Collection, pgs. 50-67 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss who helped the family after the fire.	● TE pg. 52 ● *A Chair for My Mother,* Text Collection, pgs. 50-67 ● Think-Pair-Share Routine TR2-3
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 53 ● *A Chair for My Mother,* Text Collection ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pgs. 53-54 ● By-the-Way Words - burned, flames ● Benchmark Vocabulary - spoiled, charcoal ● Benchmark Vocabulary Routine for Literary Text TR28-31 ● Generative Vocabulary Chart TE pgs. 2-4
Reading Analysis: ● **Character -** Display and complete Web B organizer to determine how a character's behaviors illustrate their character.	● TE pg. 54 ● Web B Graphic Organizer TR45 ● *A Chair for My Mother,* Text Collection
Learning Opportunities/Strategies: **Lesson 5 - WRITING: Narrative Writing**	**Resources** **Lesson 5 - WRITING: Narrative Writing**
Conventions Mini-Lesson: ● **Form and Use Possessive Pronouns -** Display sentence and guide scholars in using possessive pronouns.	● TE pg. 61 ● *A Chair for My Mother,* Text Collection
Set the Purpose: ● **Understand Character Details -** Explain that details about characters make writing more interesting.	● TE pg.58 ● *A Chair for My Mother,* Text Collection, pgs. 50- 67
Teach and Model: ● **Understand Character Details -** Through discussion, guide scholars to identify descriptive details in the text.	● TE pg. 58 ● *A Chair for My Mother,* Text Collection, pgs. 55, 67
Prepare to Write: ● **Write Dialogue -** Using the Web B graphic organizer, model the beginning of writing a narrative that includes dialogue.	● TE pg. 59 ● Teacher Modeled Writing ● Web B Graphic Organizer, TR45

Grade 2 Reading/Writing

Independent Writing Practice:
- **Write Dialogue -** Using the prompt from the Reader's and Writer's Journal, scholars write dialogue.

Share Writing:
- Volunteers share their writing with the class. The class identifies details that describe the characters in each paragraph.

Lesson 6 - READING: Understand Story Structure

Build Understanding:
- **Set the Purpose -** Enduring Understanding: *Writers understand that describing a character's actions, thoughts, and feelings enhances a story.*
- **Explore Poetry -** Read the poem *Sharing* and discuss the repetition of the words *I Share*.

- **Engage Scholars -** Essential Questions: *How do readers identify the beginning, middle, and end of a story? How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?*
- **Read -** Follow Shared Reading Routine to read pgs. 68-79, focusing on what the text is about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what the family did after the jar was full.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Story Structure -** Display and complete the Story Sequence organizer with class to chart the sequence of events.

- *A Chair for My Mother,* Text Collection, pgs. 50-67

- TE pg. 60
- Reader's and Writer's Journal, pg. 92
- *A Chair for My Mother,* Text Collection, \ pgs. 50-79
- Digital Options

- TE pg. 60
- Student Writing

Lesson 6 - READING: Understand Story Structure

- TE pg. 62

- TE pg. 62
- *Sharing,* Text Collection, pg. 98

- TE pg. 62
- *A Chair for My Mother,* Text Collection, pgs. 68-79

- TE pg. 62
- *A Chair for My Mother,* Text Collection, pgs. 68-79
- Shared Reading Routine TR10-11

- TE pg. 62
- *A Chair for My Mother,* Text Collection, pgs. 68-79
- Think-Pair-Share Routine TR2-3

- TE pg. 63
- *A Chair for My Mother,* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 63-64
- By-the Way Words - wrappers
- Benchmark Vocabulary - boost, exchanged
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-3

- TE pg. 64
- Story Sequence B Graphic Organizer TR38
- *A Chair for My Mother,* Text Collection

Grade 2 Reading/Writing

Lesson 6 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Simple Sentences -** Display sentences and guide scholars in using simple sentences.

Set the Purpose:
- **Describe Ending Details -** Explain that writers include details,descriptive language, and dialogue to bring closure to a story.

Teach and Model:
- **Describe Ending Details -** Guide scholars in discussing how the author ended the text, *A Chair for My Mother.*

Prepare to Write:
- **Write a New Idea for Characters in a Story -** Model organizing and writing a narrative based on the text.

Independent Writing Practice:
- **Write a New Idea for Characters in a Story -** Scholars write about the next thing the family will save for and why that item will be useful.

Share Writing:
- Volunteers share their writing with the class. The class identifies details about the item and why the family would save for it.

Learning Opportunities/Strategies:
Lesson 7 - READING: Understand and Describe Story Structure

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that knowing the structure of a story helps them comprehend the text.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers identify the beginning, middle, and end of a story? How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?*
- **Read** - Follow Shared Reading Routine to read pgs. 16-18 of *Alexander, Who Used to Be Rich Last Sunday,* focusing on what the text is mainly about.

Resources
Lesson 6 - WRITING: Narrative Writing

- TE pg. 71
- *A Chair for My Mother,* Text Collection

- TE pg.68
- *A Chair for My Mother,* Text Collection, pgs. 68-79

- TE pg. 68
- *A Chair for My Mother,* Text Collection, pg. 79

- TE pg. 69
- Teacher Modeled Writing
- *A Chair for My Mother,* Text Collection, pgs. 68-79

- TE pg. 70
- *A Chair for My Mother,* Text Collection, pgs. 68-79
- Digital Options

- TE pg. 70
- Student Writing

Resources:
Lesson 7 - READING: Understand and Describe Story Structure

- TE pg. 72

- TE pg. 72
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 16-18

- TE pg. 72
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 16-18
- Shared Reading Routine TR10-11

Grade 2 Reading/Writing

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how much money Alexander has after losing the bets.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Story Structure -** Display and complete the Story Sequence organizer with class to chart sequence of events.

Learning Opportunities/Strategies:
Lesson 7 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Adjectives in Simple Sentences -** Display sentences and guide scholars in adding adjectives to simple sentences.

Set the Purpose:
- **Understand Story Structure -** Review story structure with scholars and tell them that today they will write an ending to a story.

Teach and Model:
- **Understand Story Structure -** Guide scholars in discussing story structure, focusing on how an author ends a story.

Prepare to Write:
- **Write a New Ending -** With scholars, discuss and write a new ending to A Chair for My Mother.

Independent Writing Practice:
- **Write a New Ending -** Scholars write a new ending to *Alexander, Who Used to Be Rich Last Sunday*.

Share Writing:
- Volunteers share their writing with the class. The class explains how each ending follows the events from the beginning and middle.

- TE pg. 72
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 16-18
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- *Alexander, Who Used to Be Rich Last Sunday*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 74
- Benchmark Vocabulary - rich
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-3

- TE pg. 74
- Story Sequence B Graphic Organizer TR38
- *Alexander, Who Used to be Rich Last Sunday*

Resources
Lesson 7 - WRITING: Narrative Writing

- TE pg. 81
- *Alexander, Who Used to Be Rich Last Sunday*

- TE pg.78
- *Alexander, Who Used to Be Rich Last Sunday*

- TE pg. 78
- *Alexander, Who Used to Be Rich Last Sunday*

- TE pg. 79
- Teacher Modeled Writing
- *A Chair for My Mother,* Text Collection, pgs. 75-79

- TE pg. 80
- Digital Options TE pg. 80
- *Alexander, Who Used to Be Rich Last Sunday*

- TE pg. 80
- Student Writing
- Writing Keystone Checklist

Grade 2 Reading/Writing

Learning Opportunities/Strategies:	Resources:
Lesson 8 - READING: Use Details to Understand Characters	**Lesson 8 - READING: Use Details to Understand Characters**
Build Understanding:	
● **Set the Purpose -** Share the Enduring Understanding: *Writers understand that describing a character's actions, thoughts, and feelings enhances a story.*	● TE pg. 82
● **Engage Scholars -** Think about the Essential Questions: *How do readers identify the beginning, middle, and end of a story? How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?*	● TE pg. 82 ● *Alexander, Who Used to Be Rich Last Sunday,* pgs. 19-25
● **Read** - Follow Shared Reading Routine to read pgs. 19-25, focusing on what the text is mainly about.	● TE pg. 82 ● *Alexander, Who Used to Be Rich Last Sunday,* pgs. 19-25 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the different ways Alexander loses his money on these pages.	● TE pg. 82 ● *Alexander, Who Used to Be Rich Last Sunday,* pgs. 19-25 ● Think-Pair-Share Routine TR2-3
Close Read:	
● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 83 ● *Alexander, Who Used to Be Rich Last Sunday* ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pgs. 83-84 ● By-the-Way Words - smushed ● Benchmark Vocabulary - absolutely, vanish ● Benchmark Vocabulary Routine for Literary Text TR28-31 ● Generative Vocabulary Chart TE pgs. 2-4
Reading Analysis:	
● **Character - Display and complete** Web B organizer with class to understand Alexander as a character.	● TE pg. 84 ● Web B Graphic Organizer TR45 ● *Alexander, Who Used to Be Rich Last Sunday*
Learning Opportunities/Strategies:	**Resources**
Lesson 8 - WRITING: Narrative Writing	**Lesson 8 - WRITING: Narrative Writing**
Conventions Mini-Lesson:	
● **Adverbs in Simple Sentences -** Display sentences and guide scholars in rewriting their sentences from Lesson 7, using adverbs.	● TE pg. 91
Set the Purpose:	
● **Write Dialogue -** Remind scholars of the purpose of dialogue.	● TE pg.88 ● *Alexander, Who Used to Be Rich Last Sunday*

Grade 2 Reading/Writing

Teach and Model:
- **Write Dialogue -** Guide scholars in discussing the use of speaker tags and quotation marks when writing dialogue.

Prepare to Write:
- **Write a Dialogue Between Two Characters -** Remind scholars of the Essential Questions and Enduring Understanding. Using the text, model writing dialogue.

Independent Writing Practice:
- **Write a Dialogue Between Two Characters -** Scholars choose a spot in the text where dialogue would enhance the story, and write the dialogue.

Share Writing:
- Volunteers share their writing with the class. Scholars may pair up to perform the dialogues and discuss how the dialogue adds to the understanding of the characters.

Learning Opportunities/Strategies:
Lesson 9 - READING: Identify the Central Message of a Text

Build Understanding:
- **Set the Purpose -** Enduring Understanding: Learners understand that people make decisions based on their needs and wants.
- **Engage Scholars -** Essential Questions: *How do readers identify the beginning, middle, and end of a story? How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?*
- **Read** - Follow Shared Reading Routine to read pgs. 26-32, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how Alexander feels about the things he bought at the garage sale.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use

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- TE pg. 88
- *Alexander, Who Used to Be Rich Last Sunday*

- TE pg. 89
- Teacher Modeled Writing
- *A Chair for My Mother,* Text Collection

- TE pg. 90
- *Alexander, Who Used to Be Rich Last Sunday*
- Digital Options

- TE pg. 90
- Student Writing

Resources:
Lesson 9 - READING: Identify the Central Message of a Text

- TE pg. 92

- TE pg. 92
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 26-32

- TE pg. 92
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 26-32
- Shared Reading Routine TR10-11

- TE pg. 92
- *Alexander, Who Used to Be Rich Last Sunday,* pgs. 26-32
- Think-Pair-Share Routine TR2-3

- TE pg. 93
- *Alexander, Who Used to Be Rich Last Sunday*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 93-94
- By-the-Way Words - telephone booths, Soup de Jour
- Benchmark Vocabulary - positively

the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Message -** Use guiding questions to have scholars revisit text to consider the message of Alexander's story: the need to think before acting.

- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 94
- *Alexander, Who Used to Be Rich Last Sunday*
- Guiding Questions

Learning Opportunities/Strategies:
Lesson 9 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Compound Subjects -** Display sentences and guide scholars in writing sentences containing compound subjects.

Set the Purpose:
- **Revise a Narrative -** Remind scholars that authors revise their work to improve it.

Teach and Model:
- **Revise a Narrative -** Guide scholars in analyzing text to determine where the author may have revised the text.

Prepare to Write:
- **Strengthen Dialogue -** Remind scholars of the Essential Question: *How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?* Model revising a previously written text.

Independent Writing Practice:
- **Strengthen Dialogue -** Scholars revise the dialogue they wrote in Lesson 8.

Share Writing:
- Volunteers share their writing with the class. The class identifies revisions that help them better visualize the characters in the dialogues.

Resources
Lesson 9 - WRITING: Narrative Writing

- TE pg. 101

- TE pg. 98
- *Alexander, Who Used to Be Rich Last Sunday*

- TE pg. 98
- *Alexander, Who Used to Be Rich Last Sunday*

- TE pg. 99
- Teacher Modeled Writing
- *A Chair for My Mother*

- TE pg. 100
- Digital Options

- TE pg. 100
- Student Writing

Learning Opportunities/Strategies:
Lesson 10 - READING: Use Illustrations to Understand the Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people make decisions based on their needs and wants.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers identify the beginning, middle, and end of a story? How do writers use*

Resources:
Lesson 10 - READING: Use Illustrations to Understand the Text

- TE pg. 102

- TE pg. 102
- *A Chair for My Mother,* Text Collection

details about a character's actions, thoughts, and feelings to make stories more interesting?
- **Read** - Follow Shared Reading Routine to reread the text*,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the main point of the text, and if Mama wanted or needed the chair.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Illustrations -** Display and complete the T-Chart with class to show how illustrations give readers a better understanding of the text.

<u>Learning Opportunities/Strategies:</u>
Lesson 10 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Using Verbs in Sentences -** Display sentences and guide scholars in understanding and using verbs.

Set the Purpose:
- **Describe Characters' Responses -** Remind scholars that a character's response to events helps the reader understand a character's thoughts and feelings.

Teach and Model:
- **Describe Characters' Responses -** Guide scholars in analyzing and describing a character.

Prepare to Write:
- **Create a Character Web -** Model how to gather information about a character and create a character web.

Independent Writing Practice:
- **Create a Character Web -** Scholars choose a character from *A Chair for My Mother*, and create a

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- TE pg. 102
- *A Chair for My Mother,* Text Collection
- Shared Reading Routine TR10-11

- TE pg. 102
- *A Chair for My Mother,* Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 103
- *A Chair for My Mother,* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 103-104
- By-the-Way Words - sandals, pumps
- Benchmark Vocabulary - tulips, block
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 104
- T-Chart TR39
- *A Chair for My Mother,* Text Collection

<u>Resources</u>
Lesson 10 - WRITING: Narrative Writing

- TE pg. 111

- TE pg. 108
- *A Chair for My Mother,* Text Collection, pgs. 50-79

- TE pg. 108
- *A Chair for My Mother,* Text Collection, pgs. 50-79

- TE pg. 109
- Teacher Modeled Writing
- *A Chair for My Mother,* Text Collection, pgs. 56-57

- TE pg. 110
- Digital Options TE pg. 110
- *A Chair for My Mother,* Text Collection,

Character Web to show how the character responds to events.

Share Writing:
- Volunteers share their writing with the class by showing their web and describing the character's responses.

pgs. 50-79

- TE pg. 110
- Student Writing
- Writing Keystone Checklist

Learning Opportunities/Strategies:
Lesson 11 - READING: Use Text and Illustrations to Tell About Characters

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that knowing the structure of a story helps them comprehend the text.*
- **Engage scholars -** Think about the Essential Questions: *How do readers identify the beginning, middle, and end of a story? How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?*
- **Read -** Follow Shared Reading Routine to read the first five pages of each text, focusing on how each story begins and why the authors later in the story use flashback.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the beginnings of each text, and how the characters handle money.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Text Talk -** Display and complete the Venn Diagram with class to compare characters and illustrations from each text.

Learning Opportunities/Strategies:
Lesson 11 - WRITING: Narrative Writing

Resources:
Lesson 11 - READING: Use Text and Illustrations to Tell About Characters

- TE pg. 112

- TE pg. 112
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother,* Text Collection

- TE pg. 112
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother,* Text Collection
- Shared Reading Routine TR10-11

- TE pg. 112
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother,* Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 113
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother,* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 113-114
- By-the Way Words - tips
- Benchmark Vocabulary - savings, exchanged
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 114
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother,* Text Collection
- Venn Diagram TR43

Resources
Lesson 11 - WRITING: Narrative Writing

Grade 2 Reading/Writing

Conventions Mini-Lesson:
- **Compound Sentences -** Display sentences and guide scholars in writing simple sentences and combining them into compound sentences.

- TE pg. 121

Set the Purpose:
- **Use Sequence Words -** Remind scholars that writers use sequence words to describe the order of events in a narrative.

- TE pg. 118
- *A Chair for My Mother*, Text Collection

Teach and Model:
- **Use Sequence Words -** Share and model with scholars how to effectively use sequence words in a narrative.

- TE pg. 118
- *A Chair for My Mother*, Text Collection

Prepare to Write:
- **Add Sequence Words to Writing -** Model how to add sequence words to a text, and to a character web.

- TE pg. 119
- *A Chair for My Mother*, Text Collection, pg. 53

Independent Writing Practice:
- **Add Sequence Words to Writing -** Scholars revise their writing from Lesson 10 by adding sequence words to elaborate on the characters' responses. scholars add sequence words to their Character Web.

- TE pg. 120
- *A Chair for My Mother*, Text Collection
- Digital Options

Share Writing:
- Volunteers share their writing with the class. Scholars tell about the sequence words that were added to the main events.

- TE pg. 120
- Student Writing
- Writing Keystone Checklist

Learning Opportunities/Strategies:
Lesson 12 - READING: Use Key Details to Understand Characters

Resources:
Lesson 12 - READING: Use Key Details to Understand Characters

Build Understanding:
- **Set the Purpose -** Enduring Understanding: *Writers understand that describing a character's actions, thoughts, and feelings enhances a story.*

- TE pg. 122

- **Engage Scholars -** Essential Questions: *How do readers identify the beginning, middle, and end of a story? How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?*

- TE pg. 122
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother,* Collection

- **Read -** Follow Shared Reading Routine to review the texts, focusing on what the texts are mainly about.

- TE pg. 122
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother*
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the three brothers in *Alexander* and the girl and her mother in *A Chair.*

- TE pg. 122
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother*

Grade 2 Reading/Writing

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Compare Points of View - Display and** complete the T-Chart with class to compare differences in the point of view of characters.

Learning Opportunities/Strategies:
Lesson 12 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Compound Sentences -** Display sentences and guide scholars writing compound sentences, using a conjunction.

Set the Purpose:
- **Describe Characters' Responses -** Remind scholars that writers use text and illustrations to describe characters' responses to events in a story.

Teach and Model:
- **Describe Characters' Responses -** Discuss character responses models with scholars.

Prepare to Write:
- **Write About a Character's Choices -** Model how to identify the main events in both texts.

Independent Writing Practice:
- **Write About a Character's Choices -** Scholars choose a character from one of the texts and write a narrative telling about the choices the character makes.

Share Writing:
- Scholars identify the story and character they chose and then read their narratives aloud.

- Think-Pair-Share Routine TR2-3

- TE pg. 123
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 123-124
- By-the-Way Words - dopey
- Benchmark Vocabulary - rich
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 124
- T-Chart TR39
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother*

Resources
Lesson 12 - WRITING: Narrative Writing

- TE pg. 131

- TE pg. 128

- TE pg. 128
- *A Chair for My Mother*, Text Collection

- TE pg. 129
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother,* Text Collection

- TE pg. 130
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother,* Text Collection
- Digital Options

- TE pg. 130
- Student Writing

Grade 2 Reading/Writing

Learning Opportunities/Strategies:	Resources:
Lesson 13 - READING: Use Text and Picture Clues to Compare Characters	**Lesson 13 - READING: Use Text and Picture Clues to Compare Characters**

Build Understanding:
- **Set the Purpose -** Enduring Understanding: *Learners understand that people make decisions based on their needs and wants.*
  - ● TE pg. 132

- **Engage Scholars -** Essential Questions: *How do readers identify the beginning, middle, and end of a story? How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?*
  - ● TE pg. 132
  - ● *Alexander, Who Used to Be Rich Last Sunday*
  - ● *A Chair for My Mother,* Text Collection

- **Read** - Follow Shared Reading Routine to reread *Alexander, Who Used to Be Rich Last Sunday,* pg. 15 and *A Chair for My Mother,* pg. 59, focusing on what the main characters want or need.
  - ● TE pg. 132
  - ● *Alexander, Who Used to Be Rich Last Sunday*
  - ● *A Chair for My Mother,* Text Collection
  - ● Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss whether the character is saving to buy something they want or something they need.
  - ● TE pg. 132
  - ● *Alexander, Who Used to Be Rich Last Sunday*
  - ● *A Chair for My Mother,* Text Collection
  - ● Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
  - ● TE pg. 133
  - ● *Alexander, Who Used to Be Rich Last Sunday*
  - ● *A Chair for My Mother,* Text Collection
  - ● Whole Class Discussion Routine TR4-5
  - ● Small Group Discussion Routine TR6-7

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.
  - ● TE pg. 124
  - ● Benchmark Vocabulary - save, bargain
  - ● Benchmark Vocabulary Routine for Literary Text TR28-31
  - ● Generative Vocabulary Chart TE pgs. 2-4

Reading Analysis:
- **Compare Characters -** Display and complete the Venn Diagram with class to compare characters.
  - ● TE pg. 134
  - ● Venn Diagram TR43
  - ● *Alexander, Who Used to Be Rich Last Sunday*
  - ● *A Chair for My Mother,* Text Collection

Learning Opportunities/Strategies:	Resources
Lesson 13 - WRITING: Narrative Writing	**Lesson 13 - WRITING: Narrative Writing**

Conventions Mini-Lesson:
- **Compound Sentences -** Display sentences and guide scholars writing compound sentences, using the conjunction *but*.
  - ● TE pg. 141

Set the Purpose:
- **Revise a Narrative -** Direct scholars to revise their narratives they wrote in Lesson 12.
  - ● TE pg. 138

Grade 2 Reading/Writing

Teach and Model:
- **Revise a Narrative -** Model for scholars how the writer revised to make a sample narrative stronger.

Prepare to Write:
- **Revise by Adding Descriptive Details -** Using a previously written text, model and discuss revising writing for students.

Independent Writing Practice:
- **Revise by Adding Descriptive Details -** Scholars revise their narrative from Lesson 12 to make them stronger and more descriptive, and add graphics or pictures to their writing.

Share Writing:
- Volunteers read their stories aloud to the class. Scholars identify examples of strong words and descriptions that help readers better understand the actions and decisions of the characters.

Resources for above:
- TE pg. 138

- TE pg. 139
- Teacher Modeled Writing

- TE pg. 140
- Student Writing from Lesson 12
- Digital Options

- TE pg. 140
- Student Writing

Learning Opportunities/Strategies:
Performance-Based Assessment:
- **Narrative Task: Write About a Decision -** Scholars will write a short narrative about a character who makes a decision about money.

- **Scholars will**:
  - create a plot with a beginning, middle, and end.
  - include at least two events.
  - use temporal words to signal the order of events.
  - include details that express the thoughts and feelings of the character.
  - write a sentence that wraps up the story.

Resources:
Performance-Based Assessment:
- TE pg. 142
- Student Reproducible pg. 146

Learning Opportunities/Strategies:
Performance-Based Assessment:

Prepare:
- **Review** - Discuss Essential Questions: How do readers identify the beginning, middle, and end of a story? How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting?
- **Revisit the Text** - Remind scholars that in *Alexander, Who Used to Be Rich Last Sunday*, Alexander was given a dollar by his grandparents. The rest of the events in the story tell how he spent or lost his money. In *A Chair for My Mother,* the girl and her family are saving their coins in a very large jar to buy a big, soft armchair. The rest of the events

Resources:
Performance-Based Assessment:

- TE pg. 143
- Performance-Based Assessment

- TE pg. 143
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother*

in this story tell why the family needs the chair and how they finally get one.

- Display and read aloud excerpt from *Alexander, Who Used to Be Rich Last Sunday,* pg. 17
- Display and read aloud excerpt from *A Chair for My Mother,* pg. 53

Remind scholars that a character can act responsibly about money, such as the girl in *A Chair for My Mother*, who earns her money and saves half of it, or a character can act irresponsibly about money, such as Alexander, who was given his money and then loses much of it without even buying anything with it.

Scholars:
- create a character similar to one of these two characters.
- decide what their character needs or wants.
- decide how their character gets their money.
- decide how their character uses their money and whether the character gets what they wanted or not.

Learning Opportunities/Strategies:
Performance-Based Assessment:

- **Create:** Scholars work individually on their writing tasks, but circulate to assist scholars if they are unsure about how to proceed. For scholars who need support, meet in small groups for 10 minutes to talk about ideas for their stories. Remind them to use one of the stories they have read as an example to model their story after. Provide the Story Sequence B graphic organizer for them to make notes in while they are brainstorming in the group, and to use while they write independently. Then they should write their narratives.

- **Score Writing:** Use Narrative Writing Rubric

- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.

- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then… suggestions to support them as they complete other Performance-Based Assessments.

Resources:
Performance-Based Assessment:

- TE pg. 144
- *Alexander, Who Used to Be Rich Last Sunday*
- *A Chair for My Mother*
- pencils
- paper and Sequence graphic organizers for planning and organizing
- Digital Options

- TE pg. 147 Narrative Writing Rubric

- TE pg. 148
- Digital Options

- TE pg. 149

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Grade 2 Reading/Writing

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Unlock Language Learning ● Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

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Unit Two: **Making Decisions - Module B**

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Foundational Skill: Reading Language
- **L.RF.2.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A. -** Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D-** Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E. -** Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.3.F-** Read high-frequency and grade level irregular words with automaticity (e.g., friend,other, would).

Grade 2 Reading/Writing

- **L.RF.2.3.G**- Identify the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.2.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A. -** Read grade-level text with purpose and understanding.
- **L.RF.2.4.B. -** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C. -** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading
- **RL.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in a literary text to demonstrate understanding of key details in a text.
- **RI.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in an informational text to demonstrate understanding of key details in a text.
- **RL.CI.2.2**-Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RI.CI.2.2**-Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **RL.IT.2.3. -** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3**- Describe the connection between a series of historical events, scientific ideas or concepts or steps in a sequence within a text .
- **RL.TS.2.4. -** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4**- Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5. -**Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5**- Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
- **RL.MF. 2.6. -** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- **RI.MF.2.6.**- Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7**- Describe and identify the logical connections of how reasons support specific points the author makes in a text.

NJSLS Foundational Skills/Writing Language
- **L.WF.2.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A**- Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B**- Write the most common graphenes (letters or letter groups) for each phoneme.
- **L.WF.2.2**- Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A**- Regular, single-syllable words that include:
  - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
  - ii. Complex consonant blends (scr, str, squ).
  - iii. Less common vowel teams for long vowels (scr, str, squ).
  - iv. Vowel-r combinations (turn, star, third, four/for).
  - v. Contractions (we'll; i'm; they've; don't).
  - vi. Homophones (bear, bare; past, passed).
  - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B**- Regular two- and three- syllable words that:
  - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
  - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
  - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).

Grade 2 Reading/Writing

- **L.WF.2.2.D-** Most often used words in English:
    - i. Irregular words (against, many, enough, does).
    - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B-** Capitalize holidays, product names and geographic names
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D-** Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E-** Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G-** With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B-** Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D-** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS ELA Writing
- **W.AW.2.1. -** With prompts and support, write opinion pieces to present an idea with reasons or information.
- **W.AW.2.1.A-** Introduce an opinion.
- **W.AW.2.1.B-** Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.AW.2.1.C-** Provide a conclusion.
- **W.IW.2.2. -** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.IW.2.2.A-** Introduce a topic clearly.
- **W.IW.2.2.B-** Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.2.2.C-** Provide a conclusion
- **W.WP.2.4. -** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.A-** Identify audience and purpose before writing.
- **W.WP.2.4.B-** Participate in self-evaluation of written work.
- **W.WP.2.4.C-** With feedback and digital or print tools such as a primary dictionary, find and correct errors.

Grade 2 Reading/Writing

- **W.WR.2.5**- Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.7**- Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening
- **SL.PE.2.1. -** Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A -** Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B -** Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C. -** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2. -** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3. -** 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.
- **S.PI.2.4. -** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5. -** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6. -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies
- **6.1.2.Geo.HE.4:** Investigate the relationship between the physical environment of a place and the economic activities found there.
- **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.
- **6.1.2.EconEM.3:** Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

NJSLS Science
- **2-LS2-1. -** Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- **2-LS2-2. -** Develop a simple model that mimics the function of an animal in dispersing seeds.
- **2-LS4-1. -** Make observations of plants and animals to compare the diversity of life in different habitats.

NJSLS Health and Physical Education
- **2.1.2EH.4**: Demonstrate strategies for managing one's own emotions, thoughts, behaviors. Explain healthy ways of coping with stressful situations.

NJSLS - Career Readiness, Life Literacies, and Key Skills
- **9.1.2.CR.2** - List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2. FI.1** - Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercial)
- **9.1.2.PB.1** - Determine various ways to save and places in the local community that help people save and accumulate money over time.
- **9.1.2.PB.2** - Explain why an individual would choose to save money.
- **9.1.2.RM.1** - Describe how valuable items might be damaged or lost and ways to protect them.
- **9.1.5.FI.1** - Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
- **9.1.5.PB.1** - Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- **9.1.5.PB.2** - Describe choices consumers have with money (e.g., save, spend, donate).

Grade 2 Reading/Writing

● **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job. ● **9.2.5.CAP.2** - Identify how you might like to earn an income. ● **9.4.2.TL.2** - Create a document using a word processing application.	

Central Idea / Enduring Understanding:	**Essential/Guiding Question:**
● Readers understand that asking and answering questions helps clarify their comprehension of a text. ● Writers understand that authors use reasons to support their opinions. ● Learners understand the effects that available resources have on people's choices.	How do readers ask and answer questions to better understand a text? How do writers support their opinions with reasons and explanations?

Content: (Module Goals)	**Skills(Objectives):**

● Readers will ask and answer questions about details and information in a text.
 ● Writers will compose an opinion paragraph that uses reasons to support their opinion.
 ● Learners will explain how people make choices based on needs, wants, and available resources.
 	
 Text Complexity Measures - TR48 - TR54
 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.
 	
 ● **Quantitative Measures**
   ○ Lexile
 ● **Qualitative Measures**
   ○ Literary/Informational Text
   ○ Text Structure
   ○ Language and Vocabulary
   ○ Theme and Knowledge Demands
 ● **Reader and Task Consideration**
   ○ Motivation, Knowledge, Experiences of Students
   ○ Difficulty of the Task or Questions Posed
	Reading:
	 ● Identify the Main Purpose of a Text
	 ● Connect the Focus of a Paragraph to the Main Topic
	 ● Use Text Features to Locate Facts
	 ● Use Words and Phrases
	 ● Ask and Answer Questions
	 ● Analyze Text Features
	 ● Story Structure
	 ● Character Traits
	 ● Point of View
	 ● Compare and Contrast Texts
	 ● Main Topic and Message
	
	 Writing:
	 ● Write an Opinion Statement
	 ● Write an Opinion Paragraph
	 ● Write an Opinion About a Text
	 ● Write and Provide Reasons for an Opinion
	 ● Write an Opinion About Text Features
	 ● Write an Opinion to Answer a Question Using Conjunctions
	 ● Revise and Strengthen Opinion Paragraph
	 ● Rewrite a Response to a Letter
	 ● Write a Letter to a Character
	 ● Plan an Opinion Paragraph
	 ● Write Paragraphs to Explain an Opinion
	 ● Revise and Strengthen an Opinion Piece

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**

Performance Based Assessment:
 ● **Opinion Task:** Write an Opinion - Scholars will write an opinion paragraph about something they want and why they should have it.
 	
 ● **Scholars will**:
   ○ introduce what they want.
   ○ state their opinion about why they should have it.
   ○ supply reasons that support their opinion.
	Beginning of Year Assessment:
	 ● Baseline Assessment
	
	 Formative Assessments:
	 ● Reading Keystones
	   ○ Benchmark Vocabulary Practice
	   ○ Text Analysis Practice/Application
	   ○ Write in Response to Reading
	 ● Reading Keystone Rubrics
	   ○ Reading/Language Analysis
	   ○ Write in Response to Reading

Grade 2 Reading/Writing

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○ use linking words that connect their reasons to the opinion.

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- ○ Benchmark Vocabulary
- Writing Keystones:
  - ○ Checklists
- Writing Rubrics:
  - ○ Narrative
  - ○ Informative/Explanatory
  - ○ Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment
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Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
Lesson 1 - READING: Identify the Main Purpose of a Text	**Lesson 1 - READING: Identify the Main Purpose of a Text**

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that asking questions helps clarify their comprehension of a text.*
  - TE pg. 162
- **Engage Scholars** - Introduce *Friends Around the World*. Think about the Essential Questions: *How do writers support their opinions with reasons and explanations? How do readers ask and answer questions to better understand a text?*
  - TE pg. 162
  - *Money Matters!,* pgs. 4-31
- **Read** - Follow Shared Reading Routine to introduce pgs. 4-31 of *Money Matters!,* focusing on what the text is mainly about.
  - TE pg. 162
  - *Money Matters!,* pgs. 4-31
  - Shared Reading Routine TR10-11
- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the purpose of the text on pages 4 and 5, and provide textual support.
  - TE pg. 162
  - *Money Matters!,* pgs. 4-31
  - Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
  - TE pg. 163
  - *Money Matters!,* pgs. 4-31
  - Whole Class Discussion Routine TR4-5
  - Small Group Discussion Routine TR6-7
- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.
  - TE pgs. 164
  - Benchmark Vocabulary - spending
  - Benchmark Vocab. Routine for Informational Text TR24-27
  - Generative Vocabulary Chart TE pgs. 152-154

Reading Analysis:
- **Identify the Main Purpose of a Text -** Use examples from text to guide scholars in identifying the main purpose of a text.
  - TE pg. 164
  - *Money Matters!,* pgs. 28-29

Grade 2 Reading/Writing

Lesson 1 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Use Commas in a Series -** Display sentences and guide scholars in using commas in a series.

Set the Purpose:
- **State and Support an Opinion -** Explain that the author of *Money Matters!* shares her opinion that learning about money will help people make good decisions.

Teach and Model:
- **State and Support an Opinion -** Model how writers state their opinion and give reasons to explain why they feel as they do.

Prepare to Write:
- **Write an Opinion Statement -** Model supporting an opinion based on a text.

Independent Writing Practice:
- **Write an Opinion Statement** - Scholars write their opinion about whether or not the author of *Money Matters!* achieved her purpose of informing readers about money and how it matters to people.

Share Writing:
- Volunteers share their writing with the class. Scholars identify the opinion of the writer as well as the reasons and evidence that support the opinion.

Lesson 2 - READING: Identify the Main Topic

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that authors use reasons to support their opinions.*
- **Engage Scholars** - Think about the Essential Question: *How do writers support their opinions with reasons and explanations? How do readers ask and answer questions to better understand a text?*
- **Read** - Follow Shared Reading Routine to read pgs. 4-9 in *Money Matters!,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how the paragraph on page 4 connects to the title of the book.

Resources:
Lesson 1 - WRITING: Opinion Writing

- TE pg. 171
- *Money Matters!*

- TE pg. 168
- *Money Matters!*

- TE pg. 168
- *Money Matters!*

- TE pg. 169
- Teacher Modeled Writing
- *Money Matters!*

- TE pg. 170
- *Money Matters!*
- Digital Options

- TE pg. 170
- Student Writing

Resources:
Lesson 2 - READING: Identify the Main Topic

- TE pg, 172

- TE pg. 172
- *Money Matters!,* pgs. 4-9

- TE pg. 172
- *Money Matters!,* pgs. 4-9
- Shared Reading Routine TR10-11

- TE pg. 172
- *Money Matters!,* pg. 4
- Think-Pair-Share Routine TR2-3

Grade 2 Reading/Writing

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Connect the Focus of a Paragraph to the Main Topic -** Display and complete the Main Idea organizer with class to show that the main topic of a text is what the whole book is about, but each paragraph has its own main idea.

Learning Opportunities/Strategies:
Lesson 2 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Use Commas in Compound Sentences -** Display sentences and guide scholars in using commas in compound sentences.

Set the Purpose:
- **Form and Support an Opinion -** Review the purpose of *Money Matters!*

Teach and Model:
- **Form and Support an Opinion -** Using sentences from the text, model how writers use questions to decide what to include in their writing.

Prepare to Write:
- **Write an Opinion Paragraph -** Model asking and answering questions to form an opinion, then model writing an opinion paragraph.

Independent Writing Practice:
- **Write an Opinion Paragraph** - Scholars write an opinion paragraph about making good decisions.

Share Writing:
- Volunteers share their writing with the class. Scholars identify the compound sentences, the conjunctions in each, and where the comma should be placed.

- TE pg. 173
- *Money Matters!,* pgs. 4-9
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 173-174
- By-the-Way Words - exchange, currency, transactions
- Benchmark Vocabulary - earn, choices
- Benchmark Vocab. Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 174
- Main Idea Graphic Organizer TR36
- *Money Matters!,* pg. 8

Resources
Lesson 2 - WRITING: Opinion Writing

- TE pg. 181

- TE pg. 178
- *Money Matters!*

- TE pg. 178
- *Money Matters!*

- TE pg. 179
- Teacher Modeled Writing

- TE pg. 180
- Digital Options

- TE pg. 180
- Student Writing

Grade 2 Reading/Writing

Learning Opportunities/Strategies: **Lesson 3 - READING: Identify and Use Text Features**	**Resources:** **Lesson 3 - READING: Identify and Use Text Features**

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that asking questions helps clarify their comprehension of a text.*
  - TE pg. 182
- **Engage Scholars -** Think about the Essential Questions: *How do readers ask and answer questions to better understand a text? How do writers support their opinions with reasons and explanations?*
  - TE pg. 182
  - *Money Matters!,* pgs. 10-15
- **Read -** Follow Shared Reading Routine to read pgs. 10-15 of *Money Matters!,* focusing on what the text is mainly about.
  - TE pg. 182
  - *Money Matters!,* pgs. 10-15
  - Shared Reading Routine TR10-11
- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the text features on page 10.
  - TE pg. 182
  - *Money Matters!,* pg. 10
  - Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
  - TE pg. 183
  - *Money Matters!,* pg. 10-15
  - Whole Class Discussion Routine TR4-5
  - Small Group Discussion Routine TR6-7
- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.
  - TE pgs. 183-184
  - By-the-Way Words - counterfeit
  - Benchmark Vocabulary - agree, valuable, refuse
  - Benchmark Vocab. Routine for Informational Text TR24-27
  - Generative Vocabulary Chart TE pgs. 152-154

Reading Analysis:
- **Use Text Features to Locate Key Facts -** Display and complete the T-Chart with class to show how text features help readers locate important facts and information in a text.
  - TE pg. 184
  - T-Chart, pg. TR39
  - *Money Matters!,* pgs. 14-15

Learning Opportunities/Strategies: **Lesson 3 - WRITING: Opinion Writing**	**Resources** **Lesson 3 - WRITING: Opinion Writing**

Conventions Mini-Lesson:
- **Use Commas in Compound Sentences -** Display sentences and guide scholars in using commas in compound sentences.
  - TE pg. 191

Set the Purpose:
- **Find Information to Form an Opinion -** With scholars, discuss the role of headings and other text features in finding specific information in a text.
  - TE pg. 188
  - *Money Matters!,* pgs. 10-15

Teach and Model:
- **Find Information to Form an Opinion -** Through discussion, help scholars identify why the text
  - TE pg. 188
  - *Money Matters!,* pgs. 10-15

features were chosen for different sections in the book.

Prepare to Write:
- **Write an Opinion About Part of a Book -** Model choosing a section of the book from which to write an opinion, and how to state and support an opinion.

Independent Writing Practice:
- **Write an Opinion About Part of a Book -** Scholars write their opinion about the section of the text they feel is most helpful for their lives.

Share Writing:
- Volunteers share their writing with the class. Ask scholars to restate the speaker's opinion and at least one reason the speaker used to support the opinion.

Learning Opportunities/Strategies:
Lesson 4 - READING: Use Words and Phrases to Understand a Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that authors use reasons to support their opinions.*
- **Engage Scholars -** Introduce *Money Matters,* pgs. 16-19 and predict. Think about the Essential Questions: *How do readers ask and answer questions to better understand a text? How do writers support their opinions with reasons and explanations?*
- **Read -** Follow Shared Reading Routine to read pgs. 16-19 of *Money Matters!,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss questions scholars have about saving and spending money.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Resources:

- TE pg. 189
- Teacher Modeled Writing
- *Money Matters!,* pgs. 10-15

- TE pg. 190
- *Money Matters!,* pgs. 10-15
- Digital Options

- TE pg. 190
- Student Writing

Resources:
Lesson 4 - READING: Use Words and Phrases to Understand a Text

- TE pg. 192

- TE pg. 192
- *Money Matters!,* pgs. 16-19

- TE pg. 192
- *Money Matters!,* pgs. 16-19
- Shared Reading Routine TR10-11

- TE pg. 192
- *Money Matters!,* pgs. 16-19
- Think-Pair-Share Routine TR2-3

- TE pg. 193
- *Money Matters!,* pgs. 16-19
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 193-194
- By-the-Way Words - fees
- Benchmark Vocabulary - bought, sold, borrow
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

Grade 2 Reading/Writing

Language Analysis: ● **Words and Phrases -** Use examples from text to model finding meaning of words and phrases by using text features and a glossary.	● TE pg. 194 ● *Money Matters!,* pgs. 18-19
 Lesson 4 - WRITING: Opinion Writing	 **Lesson 4 - WRITING: Opinion Writing**
Conventions Mini-Lesson: ● **Commas in Dates -** Display sentence to teach using commas in dates.	● TE pg. 201
Set the Purpose: ● **State and Support an Opinion -** Explain that when they are asked a question, it is important not only to answer the question, but to support their answer with reasons.	● TE pg.198 ● *Money Matters!,* pgs. 18-19
Teach and Model: ● **State and Support an Opinion -** Explain that writers form an opinion, then support the opinion with details, facts, and quotations.	● TE pg. 198 ● *Money Matters!,* pg. 18
Prepare to Write: ● **Write and Provide Reasons for an Opinion -** Remind Scholars of the Essential Question: *How do writers support their opinions with reasons and explanations?* And the Enduring Understanding*, Writers understand that authors use reasons to support their opinions.* Model supporting an opinion when writing.	● TE pg. 199 ● Teacher Modeled Writing
Independent Writing Practice: ● **Write and Provide Reasons for an Opinion -** Scholars write an opinion on whether they would use a debit or credit card if they could, providing reasons for their opinion.	● TE pg. 200 ● *Money Matters!,* pgs. 18-19 ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class identifies the opinion statement, including the reasons and evidence.	● TE pg. 200 ● Student Writing
 Lesson 5 - READING: Ask and Answer Questions About Text Features	 **Lesson 5 - READING: Ask and Answer Questions About Text Features**
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Readers understand that asking questions helps clarify their comprehension of a text.* ● **Engage Scholars -** Review *Money Matters!,* pgs. 20-25 to study the text features. Think about the	● TE pg. 202 ● TE pg. 202 ● *Money Matters!,* pgs. 20-25

Grade 2 Reading/Writing

Essential Questions: *How do readers ask and answer questions to better understand a text? How do writers support their opinions with reasons and explanations?*

- **Read** - Follow Shared Reading Routine to read pgs. 20-25 of *Money Matters!,* focusing on what the text is mainly about.

  - TE pg. 202
  - *Money Matters!,* pgs. 20-25
  - Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what we can learn about money from the text features.

  - TE pg. 202
  - *Money Matters!,* pgs. 20-25
  - Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

  - TE pg. 203
  - *Money Matters!,* pgs. 20-25
  - Whole Class Discussion Routine TR4-5
  - Small Group Discussion Routine TR6-7

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

  - TE pgs. 203-204
  - By-the-Way Words - salary, wage, entrepreneurs
  - Benchmark Vocabulary - services, measures, useful
  - Benchmark Vocabulary Routine for Informational Text TR24-27
  - Generative Vocabulary Chart TE pgs. 152-154

Reading Analysis:
- **Ask and Answer Questions -** Display and complete the K-W-L chart with class to show that asking and answering questions helps readers understand ideas in a text.

  - TE pg. 204
  - *Money Matters!,* pgs. 22-23
  - K-W-L Chart TR35

[Learning Opportunities/Strategies:](#)
Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Commas and Adjectives -** Display sentences and guide scholars in using commas when using two adjectives.

[Resources](#)
Lesson 5 - WRITING: Opinion Writing

  - TE pg. 211

Set the Purpose:
- **Analyze Text Features -** Review text features found in *Money Matters!.*

  - TE pg. 208
  - *Money Matters!*

Teach and Model:
- **Analyze Text Features -** Through discussion, help scholars determine how the writer uses text features to support the main idea.

  - TE pg. 208
  - *Money Matters!*, pg. 20

Prepare to Write:
- **Write an Opinion About Text Features -** Remind scholars of the Essential Question and Enduring Understanding: *How do writers support their opinions with reasons and explanations? Writers understand that authors use reasons to support their opinions.*

  - TE pg. 209
  - Teacher Modeled Writing
  - *Money Matters!*

Grade 2 Reading/Writing

Model how to phrase the reasons that tell why the text features do or do not support the main idea and author's purpose.

Independent Writing Practice:
- **Write an Opinion About Text Features -** Scholars revisit a section in *Money Matters!* and write a sentence about the purpose of the section, write about the text features and the information they provide, and write their opinion about whether the text features helped support the writer's purpose.

- TE pg. 210
- *Money Matters!*
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class identifies the opinion statements, including the reasons and evidence.

- TE pg. 210
- Student Writing
- Writing Keystone Checklist

Learning Opportunities/Strategies:
Lesson 6 - READING: Analyze Text Features

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Scholars understand the effects that available resources have on people's choices.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers ask and answer questions to better understand a text? How do writers support their opinions with reasons and explanations?*
- **Read** - Follow Shared Reading Routine to read pgs. 26-32 of *Money Matters!,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss examples of expenses in the text.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Analyze Text Features - Display and** complete the T-Chart with class to study how the author organizes information.

Resources:
Lesson 6 - READING: Analyze Text Features

- TE pg. 212

- TE pg. 212
- *Money Matters!,* pgs. 26-32

- TE pg. 212
- *Money Matters!,* pgs. 26-32
- Shared Reading Routine TR10-11

- TE pg. 212
- *Money Matters!,* pgs. 28-29
- Think-Pair-Share Routine TR2-3

- TE pg. 213
- *Money Matters!,* pgs. 26-32
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 213-214
- By-the-Way Words - income, budgeting, sensibly
- Benchmark Vocabulary - skills, chores
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 214
- T-Chart TR39
- *Money Matters!,* pgs. 26-32

Grade 2 Reading/Writing

Learning Opportunities/Strategies: Lesson 6 - WRITING: Opinion Writing	Resources Lesson 6 - WRITING: Opinion Writing
Conventions Mini-Lesson: ● **Commas -** Display sentences and guide scholars in using commas.	● TE pg. 221
Set the Purpose: ● **Use Conjunctions to Connect Reasons with Points -** Guide Scholars in choosing and using conjunctions when writing.	● TE pg. 218 ● *Money Matters!,* pgs. 26-32
Teach and Model: ● **Use Conjunctions to Connect Reasons with Points -** Through discussion, give examples of how writers may use conjunctions.	● TE pg. 218 ● *Money Matters!,* pgs. 26-32
Prepare to Write: ● **Write an Opinion to Answer a Question Using Conjunctions -** Remind scholars of the following Essential Question and Enduring Understanding: *How do writers support their opinions with reasons and explanations? Learners understand the effects that available resources have on people's choices.* With scholars, write about something they would buy for their school if they had a lot of money.	● TE pg. 219 ● Teacher Modeled Writing
Independent Writing Practice: ● **Write an Opinion to Answer a Question Using Conjunctions -** Scholars write an opinion on what is more valuable - things or experiences?	● TE pg. 220 ● *Money Matters!,* pgs. 26-32 ● Digital Option
Share Writing: ● Volunteers share their writing with the class. The class identifies the conjunction and the reasons and points being connected.	● TE pg. 220 ● Student Writing
Learning Opportunities/Strategies: Lesson 7 - READING: Ask and Answer Questions about a Text	Resources: Lesson 7 - READING: Ask and Answer Questions about a Text
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Readers understand that asking questions helps clarify their comprehension of a text.*	● TE pg. 222
● **Engage Scholars -** Think about the Essential Questions: *How do readers ask and answer questions to better understand a text? How do writers support their opinions with reasons and explanations?*	● TE pg. 222 ● *I Wanna Iguana,* Text Collection, pgs. 80-95
● **Read -** Follow Shared Reading Routine to read pgs. 80-95 of *I Wanna Iguana,* focusing on what the text is mainly about.	● TE pg. 222 ● *I Wanna Iguana,* Text Collection, pgs. 80-95 ● Shared Reading Routine TR10-11

Grade 2 Reading/Writing

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why Alex's mom thinks that Alex may not be ready to have an iguana.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Ask and Answer Questions - Display and** complete the T-Chart with class to ask and answer questions to better understand the text.

[Learning Opportunities/Strategies:](#)
Lesson 7 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Commas in Letters -** Display sentences and guide Scholars in using commas in letters.

Set the Purpose:
- **Use Linking Phrases -** Discuss with scholars how linking words and phrases help to link reasons to opinions.

Teach and Model:
- **Use Linking Phrases -** Think-aloud about how the words and phrases in *I Wanna Iguana* help readers connect the reasons that support the characters' opinions.

Prepare to Write:
- **Revise to Strengthen an Opinion Paragraph -** Model how to revise a sample paragraph, using linking words and phrases.

Independent Writing Practice:
- **Revise to Strengthen an Opinion Paragraph -** Scholars revise a previously written paragraph, adding additional reasons to support their opinion, and linking words or phrases to further strengthen the writing.

- TE pg. 222
- *I Wanna Iguana,* Text Collection, pgs. 80-95
- Think-Pair-Share Routine TR2-3

- TE pg. 223
- *I Wanna Iguana,* Text Collection, pgs. 80-95
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 223-224
- By-the-Way Words - sensitive
- Benchmark Vocabulary - compassionate, doubt
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 224
- T-Chart Graphic Organizer TR39
- *I Wanna Iguana,* Text Collection, pgs. 80-95

[Resources](#)
Lesson 7 - WRITING: Opinion Writing

- TE pg. 231

- TE pg.228
- *I Wanna Iguana,* Text Collection, pgs. 80-95

- TE pg. 228
- *I Wanna Iguana,* Text Collection, pgs. 80-95

- TE pg. 229
- Teacher Modeled Writing

- TE pg. 230
- Digital Options

Grade 2 Reading/Writing

Share Writing:
- Volunteers share their writing with the class. The class identifies the linking phrases in each paragraph.

Learning Opportunities/Strategies:
Lesson 8 - READING: Understand Story Structure

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that asking questions helps clarify their comprehension of a text.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers ask and answer questions to better understand a text? How do writers support their opinions with reasons and explanations?*
- **Read -** Follow Shared Reading Routine to read pgs. 81-87 of *I Wanna Iguana,* focusing on asking questions about things that might be confusing.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the difference in the ways Alex and his mother think of the iguana.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Story Structure -** Use examples from text to discuss with class how this text is structured differently from other stories they have read, and compare it with more traditional story structure.

Learning Opportunities/Strategies:
Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Commas in Letters -** Display sentences and guide scholars in reviewing their letters for correctly placed commas.

- TE pg. 230
- Student Writing
- Writing Keystone Checklist

Resources:
Lesson 8 - READING: Understand Story Structure

- TE pg. 232

- TE pg. 232
- *I Wanna Iguana,* Text Collection, pgs. 81-87

- TE pg. 232
- *I Wanna Iguana,* Text Collection, pgs. 81-87
- Shared Reading Routine TR10-11

- TE pg. 232
- *I Wanna Iguana,* Text Collection, pgs. 81-87
- Think-Pair-Share Routine TR2-3

- TE pg. 233
- *I Wanna Iguana,* Text Collection, pgs. 81-87
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 233-234
- By-the-Way Word - adorable
- Benchmark Vocabulary -mentioned, concerned
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 234
- *I Wanna Iguana,* Text Collection, pgs. 81-87

Resources
Lesson 8 - WRITING: Opinion Writing

- TE pg. 241

Grade 2 Reading/Writing

Set the Purpose:
- **Identify Key Details -** Review key details with scholars.

Teach and Model:
- **Identify Key Details -** Through discussion, help scholars identify some of the details the author includes, and how these details give support to the characters' opinions.

Prepare to Write:
- **Rewrite a Response to a Letter -** Scholars work as a class to rewrite one of Mom's letters, changing her opinion about the iguana.

Independent Writing Practice:
- **Rewrite a Response to a Letter -** Scholars choose a letter from Mom, and respond to it in a different way.

Share Writing:
- Scholars pair up and share their writing with each other. Together, they discuss ways in which the writing could be more persuasive to Alex's mom, using the peer feedback to revise their letter.

Learning Opportunities/Strategies:
Lesson 9 - READING: Describe Character Traits

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that authors use reasons to support their opinions.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers ask and answer questions to better understand a text? How do writers support their opinions with reasons and explanations?*
- **Read** - Follow Shared Reading Routine to read pgs. 88-95 of *I Wanna Iguana*, looking for reasons the characters give to support their opinions, and how this reflects characters traits.
- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how Alex feels about his baby brother and what that tells you about Alex.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 238
- *I Wanna Iguana,* Text Collection, pgs. 81-87

- TE pg. 238
- *I Wanna Iguana,* Text Collection, pgs. 81-87

- TE pg. 239
- Teacher Modeled Writing
- *I Wanna Iguana,* Text Collection, pgs. 81-87

- TE pg. 240
- *I Wanna Iguana,* Text Collection, pgs. 81-87
- Digital Options

- TE pg. 240
- Student Writing

Resources:
Lesson 9 - READING: Describe Character Traits

- TE pg. 242

- TE pg. 242
- *I Wanna Iguana,* Text Collection, pgs. 88-95

- TE pg. 242
- *I Wanna Iguana,* Text Collection, pgs. 88-95
- Shared Reading Routine TR10-11

- TE pg. 242
- *I Wanna Iguana,* Text Collection, pgs. 88-95
- Think-Pair-Share Routine TR2-3

- TE pg. 243
- *I Wanna Iguana,* Text Collection, pgs. 88-95
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Character Traits -** Display and complete the T-Chart with class to determine characters' traits.

- TE pgs. 243-244
- By-the-Way Words - lonely, P.S. (postscript)
- Benchmark Vocabulary - exactly
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 244
- T-Chart TR39
- *I Wanna Iguana,* Text Collection, pg. 88-95

Learning Opportunities/Strategies:
Lesson 9 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Commas in Letters -** Display sentences and ask volunteers to summarize how to use commas in letters.

Set the Purpose:
- **Understand Opinions About Characters -** Explain to scholars that authors use the characters' words and actions to show us what they are like.

Teach and Model:
- **Understand Opinions About Characters -** Guide scholars to understand how the author develops the characters of Alex and Mom.

Prepare to Write:
- **Write a Letter to a Character -** Model writing to show how you, as the author, feel about a character.

Independent Writing Practice:
- **Write a Letter to a Character -** Scholars write a letter to Alex's mom, as if they were a friend of Alex, and tell why or why not she should let Alex have the iguana.

Share Writing:
- Volunteers share their writing with the class. The class discusses any differences in opinion about the character of Alex.

Resources
Lesson 9 - WRITING: Opinion Writing

- TE pg. 251

- TE pg. 248
- *I Wanna Iguana,* Text Collection, pgs. 88-95

- TE pg. 248
- *I Wanna Iguana,* Text Collection, pgs. 88-95

- TE pg. 249
- Teacher Modeled Writing
- *I Wanna Iguana,* Text Collection, pgs. 88-95

- TE pg. 250
- *I Wanna Iguana,* Text Collection, pgs. 88-95
- Digital Options

- TE pg. 250
- Student Writing

Learning Opportunities/Strategies:
Lesson 10 - READING: Identify and Understand Point of View

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand the effects that available resources have on people's choices.*

Resources:
Lesson 10 - READING: Identify and Understand Point of View

- TE pg. 252

Grade 2 Reading/Writing

- **Engage Scholars -** Think about the Essential Questions: *How do readers ask and answer questions to better understand a text? How do writers support their opinions with reasons and explanations?*

- **Read** - Follow Shared Reading Routine to review the text, focusing to consolidate understanding of the text.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why Alex's mom let him have the iguana on a trial basis.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Point of View -** Display and complete the T-Chart with class to record characters' different points of view.

Learning Opportunities/Strategies:
Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Use Commas -** Display sentences and guide scholars in using commas in a list.

Set the Purpose:
- **Identify Points of View -** Explain to scholars that in opinion writing, the writer's point of view about an event or a text explains his or her opinion.

Teach and Model:
- **Identify Points of View -** Guide scholars in examining Mom and Alex's letters to determine their points of view about the iguana.

Prepare to Write:
- **Plan an Opinion Paragraph -** Model forming and stating an opinion about a text and supporting an opinion based on the text.

- TE pg. 252
- *I Wanna Iguana,* Text Collection

- TE pg. 252
- *I Wanna Iguana,* Text Collection
- Shared Reading Routine TR10-11

- TE pg. 252
- *I Wanna Iguana,* Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 253
- *I Wanna Iguana,* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 254
- Benchmark Vocabulary - responsible, financial
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 254
- T-Chart TR39
- *I Wanna Iguana,* Text Collection

Resources
Lesson 10 - WRITING: Opinion Writing

- TE pg. 261

- TE pg. 258
- *I Wanna Iguana,* Text Collection

- TE pg. 258
- *I Wanna Iguana,* Text Collection

- TE pg. 259
- Teacher Modeled Writing

Grade 2 Reading/Writing

Independent Writing Practice:
- **Plan an Opinion Paragraph -** Scholars use what they know and what they have read to decide whether they agree with Alex's or Mom's point of view and opinion about having an iguana as a pet.

Share Writing:
- Have pairs discuss which character they agree with and why, comparing their points of view even if they agree. Ask the class to identify the opinion, including the reasons and evidence, in each paragraph.

Learning Opportunities/Strategies:
Lesson 11 - READING: Compare and Contrast Text Structures

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that asking questions helps clarify their comprehension of a text.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers ask and answer questions to better understand a text? How do writers support their opinions with reasons and explanations?*
- **Read -** Follow Shared Reading Routine to reintroduce *Money Matters!* and *I Wanna Iguana,* focusing on what these pages are mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how we earn and spend money.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Use Illustrations -** Display and complete the Venn Diagram with class to compare and contrast the two texts.

- TE pg. 260
- Digital Options
- *I Wanna Iguana,* Text Collection

- TE pg. 260
- Student Writing
- Writing Keystone Checklist

Resources:
Lesson 11 - READING: Compare and Contrast Text Structures

- TE pg. 262

- TE pg. 262
- *Money Matters!,* pgs. 26-27, 30-31
- *I Wanna Iguana,* Text Collection, pg. 93

- TE pg. 262
- *Money Matters!,* pgs. 26-27, 30-31
- *I Wanna Iguana,* Text Collection, pg. 93
- Shared Reading Routine TR10-11

- TE pg. 262
- *Money Matters!*
- *I Wanna Iguana,* Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 263
- *Money Matters!,*
- *I Wanna Iguana,* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 264
- Benchmark Vocabulary - chores, allowance
- Benchmark Vocabulary Routine for Literary and Informational Text TR24-31
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 264
- Venn Diagram TR43
- *Money Matters!,*
- *I Wanna Iguana*

Grade 2 Reading/Writing

Learning Opportunities/Strategies:
Lesson 11 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Write Simple Sentences -** Display sentences and guide scholars in writing simple sentences.

Set the Purpose:
- **Analyze Text Structure -** Remind scholars that writers can express opinions in their writing in different ways, then share ways to express opinions in writing.

Teach and Model:
- **Analyze Text Structure -** Discuss with scholars why writers might choose to express their opinion in an informational or narrative text.

Prepare to Write:
- **Write Paragraphs to Explain an Opinion -** Model forming and stating an opinion about the text and photos in *Money Matters.*

Independent Writing Practice:
- **Write Paragraphs to Explain an Opinion -** Scholars refer to *Money Matters!* and *I Wanna Iguana* and write several paragraphs explaining their opinion of how they would spend their money.

Share Writing:
- Volunteers share their writing with the class. The class identifies each writer's personal opinion statements, including the reasons and evidence, in paragraphs.

Learning Opportunities/Strategies:
Lesson 12 - READING: Compare and Contrast Texts
Build Understanding:

- **Set the Purpose -** Enduring Understanding: *Learners understand the effects that available resources have on people's choices.*
- **Engage Scholars -** Focus on the shared main topics and messages in the two texts by discussing the difference between wants and needs. Essential Questions: *How do readers ask and answer questions to better understand a text? How do writers support their opinions with reasons and explanations?*
- **Read** - Follow Shared Reading Routine to reread, focusing on what the texts are about.

Resources
Lesson 11 - WRITING: Opinion Writing

- TE pg. 271

- TE pg. 268

- TE pg. 268

- TE pg. 269
- Teacher Modeled Writing
- *Money Matters!,* pgs. 26-27, 30-31

- TE pg. 270
- Digital Options
- *Money Matters!,* pgs. 26-27, 30-31
- *I Wanna Iguana,* pg. 93

- TE pg. 270
- Student Writing

Resources:
Lesson 12 - READING: Compare and Contrast Texts

- TE pg. 272

- TE pg. 272
- *Money Matters!,* pgs. 28-29
- *I Wanna Iguana,* pgs. 82, 88

- TE pg. 272
- *Money Matters!,* pgs. 28-29
- *I Wanna Iguana*, pgs. 82, 88
- Shared Reading Routine TR10-11

Grade 2 Reading/Writing

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what each text says about something being valuable.
  - TE pg. 272
  - *Money Matters!,* pgs. 28-29
  - *I Wanna Iguana,* TC, pgs. 82, 88
  - Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
  - TE pg. 273
  - *Money Matters!,* pgs. 28-29
  - *I Wanna Iguana,* pgs. 82, 88
  - Whole Class Discussion Routine TR4-5
  - Small Group Discussion Routine TR6-7

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.
  - TE pgs. 273-274
  - By-the Way Words - sensibly, lonely
  - Benchmark Vocabulary - need
  - Benchmark Vocabulary Routine for informational and Literary Text TR24-31
  - Generative Vocabulary Chart TE pgs. 152, 154

Reading Analysis:
- **Main Topic and Message -** Display and complete Compare and Contrast Chart with class to compare and contrast information in both texts.
  - TE pg. 274
  - Compare and Contrast Chart TR33
  - *Money Matters!*
  - *I Wanna Iguana*

Learning Opportunities/Strategies:
Lesson 12 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Simple Sentences -** Guide scholars in writing and expanding simple sentences.

Resources
Lesson 12 - WRITING: Opinion Writing

  - TE pg. 281

Set the Purpose:
- **State the Main Topic and Message -** With scholars, review that both informative and narrative writing convey main topics and messages although the message may not be stated.
  - TE pg. 278

Teach and Model:
- **State the Main Topic and Message -** Scholars discuss how a writer makes sure the topic and messages are clear in a book.
  - TE pg. 278
  - *Money Matters!,* pg. 28
  - *I Wanna Iguana,* pg. 82

Prepare to Write:
- **Revise and Strengthen an Opinion Piece -** Model forming, stating, and supporting an opinion about the text and photos in *Money Matters!*
  - TE pg. 279
  - *Money Matters!,* pgs. 28-29

Independent Writing Practice:
- **Revise and Strengthen an Opinion Piece -** Scholars revise their opinion pieces, expanding their writing with reasons and evidence based on the texts they have read and their own opinions.
  - TE pg. 280
  - Digital Options TE pg. 280
  - *Money Matters!*
  - *I Wanna Iguana*

Grade 2 Reading/Writing

Share Writing: ● Post scholar's writing on a bulletin board so class can read others' opinions.	● TE pg. 280 ● Student Writing

Performance-Based Assessment:
 	
● **Opinion Task: Write an Opinion** - Scholars will write an opinion paragraph about something they want and why they should have it.
 	
    Scholars will:
    ○ introduce what they want.
    ○ state their opinion about why they should have it.
    ○ supply reasons that support their opinion.
    ○ use linking words that connect their reasons to the opinion.
	Resources:
	Performance-Based Assessment:
	
	● TE pg. 282
	● Reproducible pg. 286

Learning Opportunities/Strategies:
Performance-Based Assessment:
 	
Prepare:
● **Introduce** - Discuss the Essential Questions: *How do readers ask and answer questions to better understand a text? How do writers support their opinions with reasons and explanations?*
● **Revisit the Text** - Remind scholars that in *Money Matters!* they learned about the history of money, the ways money can be used and saved, and tips for making and saving money. In *I Wanna Iguana*, they read the letters between Alex and his mother in which Alex used persuasive writing to convince his mom to let him have an iguana for a pet. Read the following examples from the texts to children. Point out how Alex links his first reason to his second with, "Also, listen to this." Read aloud:
    ○ Page 27, *Money Matters!*
    ○ Page 93, *I Wanna Iguana*
 	
Remind scholars that when they express an opinion, they tell what they think. To make an opinion convincing, writers need to support their opinions with reasons and explanations. In *I Wanna Iguana*, Alex uses reasons and explanations to convince his mom to agree with this opinion that he should have the iguana for a pet.
	Resources:
	Performance-Based Assessment:
	
	● TE pg. 283
	● Performance-Based Assessment
	
	● TE pg. 283
	● *Money Matters!*
	● *I Wanna Iguana*

Learning Opportunities/Strategies: **Performance-Based Assessment:** ● **Create:** Remind scholars to use one or both of the texts they have read. They can use *Money Matters!*	**Resources:** **Performance-Based Assessment:** ● TE pg. 284 ● *I Wanna Iguana*

Grade 2 Reading/Writing

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as a source of information and *I Wanna Iguana* for examples of persuasive writing. Have scholars who prefer to work alone write at their desks.

- Have scholars talk about their wants and their reasons for these wants. Provide the T-Chart graphic organizer for them to organize their ideas. In the first column, they can name what they want and make a list of reasons why they want this. In the second column, they can state their opinion of why they should have it. Have them use the graphic organizer while they write independently.

- **Score Writing:** Use Opinion Writing Rubric.

- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.

- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then… suggestions to support them as they complete other Performance-Based Assessments.

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- T-Chart Graphic Organizer
- pencils
- paper for planning and organizing
- Digital Options

- TE pg. 287 Opinion Writing Rubric

- TE pg. 288
- Digital Options

- TE pg. 289

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[Differentiation] *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Performance-	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing

Grade 2 Reading/Writing

		Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	● Unlock Language Learning ● Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

Unit Three: Building Ideas - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Foundational Skill: Reading Language
- **L.RF.2.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A. -** Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D**- Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E. -** Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.3.F-** Read high-frequency and grade level irregular words with automaticity (e.g., friend,other, would).
- **L.RF.2.3.G**- Identify the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.2.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A. -** Read grade-level text with purpose and understanding.
- **L.RF.2.4.B. -** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C. -** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading
- **RL.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in a literary text to demonstrate understanding of key details in a text.
- **RI.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in an informational text to demonstrate understanding of key details in a text.
- **RL.CI.2.2-**Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RI.CI.2.2-**Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **RL.IT.2.3. -** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3-** Describe the connection between a series of historical events, scientific ideas or concepts or steps in a sequence within a text .
- **RL.TS.2.4. -** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4-** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5. -**Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Grade 2 Reading/Writing

- **RI.PP.2.5-** Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
- **RL.MF. 2.6. -** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- **RI.MF.2.6.-** Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7-** Describe and identify the logical connections of how reasons support specific points the author makes in a text.

NJSLS Foundational Skills/Writing Language

- **L.WF.2.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphenes (letters or letter groups) for each phoneme.
- **L.WF.2.2**- Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
    - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
    - ii. Complex consonant blends (scr, str, squ).
    - iii. Less common vowel teams for long vowels (scr, str, squ).
    - iv. Vowel-r combinations (turn, star, third, four/for).
    - v. Contractions (we'll; i'm; they've; don't).
    - vi. Homophones (bear, bare; past, passed).
    - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B-** Regular two- and three- syllable words that:
    - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
    - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
    - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.D-** Most often used words in English:
    - i. Irregular words (against, many, enough, does).
    - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A**- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B**- Capitalize holidays, product names and geographic names
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D**- Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E**- Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G**- With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B**- Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)

Grade 2 Reading/Writing

- **L.VL.2.2.D**- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E**- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3**- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A**- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B**- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C**- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS ELA Writing
- **W.IW.2.2. -** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.IW.2.2.A**- Introduce a topic clearly.
- **W.IW.2.2.B**- Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.2.2.C**- Provide a conclusion.
- **W.WP.2.4. -** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.A**- Identify audience and purpose before writing.
- **W.WP.2.4.B**- Participate in self-evaluation of written work.
- **W.WP.2.4.C**- With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.WR.2.5**- Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6**- Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.SE.2.7**- Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening
- **SL.PE.2.1. -** Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A -** Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B -** Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C. -** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2. -** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3. -** 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.
- **S.PI.2.4. -** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5. -** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6. -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies
- **6.1.2.CivicsPI.1**: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- **6.1.2.CivicsPI.3:** Explain how individuals work with different levels of government to make rules.
- **6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Grade 2 Reading/Writing

- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsDP.1**: Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.3** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

NJSLS Health and Physical Education
- **2.1.2.SSH.3:** Describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe.
- **2.1.2.SSH.8**: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer.

NJSLS - Career Readiness, Life Literacies, and Key Skills
- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2** - List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.5.CR.1** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.5.CAP.1** - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.4** - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.4.2.CI.1** - Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.2** - Identify possible approaches and resources to execute a plan.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.5** - Explain what a digital footprint is and how it is created.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.5.DC.1** - Explain the need for and use of copyrights.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.

Central Idea / Enduring Understanding:	**Essential/Guiding Question:**
- Readers understand that illustrations in literary texts and specific features in informational texts can help them understand what they read. - Writers understand that using multiple sources makes research-based writing stronger. - Learners understand that a person's life story can reveal big ideas about historical events.	How do readers use illustrations and text features to better understand what they read? How can writers gather ideas from different sources?

Content: (Module Goals)	**Skills(Objectives):**
    - Readers will explain how illustrations and text features help them make better sense of what they read. - Writers will create a biographical sketch using multiple sources. - Learners will explain how a person's life story can reveal big ideas about historical events. **Text Complexity Measures - TR48 - TR54** The following measures and considerations create a three-part model to gauge the difficulty of a particular text. **Quantitative Measures**	**Reading:** - Text Features - Ask and Answer Questions - Use Text Features - Historical Events - Finding Key Details - Poetry Structure - Text Details - Connections Between Historical Events - Points of View - Make Connections - Author's Purpose **Writing:**

- Lexile
- **Qualitative Measures**
  - Literary/Informational Text
  - Text Structure
  - Language and Vocabulary
  - Theme and Knowledge Demands
- **Reader and Task Consideration**
  - Motivation, Knowledge, Experiences of Students
  - Difficulty of the Task or Questions Posed

- Make a Clear Statement
- Use Text Details
- Write About a Text Feature
- Choose and Write About a Specific Event
- Choose a Topic and List Questions
- Create a Quotation
- Research a Question and Write an Answer
- Research a Time Period
- Write and Informative/Explanatory Paragraph
- Explain Connections
- Use Reliable Sources and Take Notes
- Organize Research to Write a Draft
- Revise and Strengthen a Research Paper

Stage 2: Assessment Evidence

Performance Task(s):
Performance Based Assessment:
- **Informative Task:** Write a Biographical Sketch - Scholars will research an American who did something special to help our country. The research should focus on the contributions he or she made to our country.

- **Scholars will:**
  - conduct shared research with a small group.
  - write three questions and their answers that are found during shared research.
  - write three paragraphs that state their questions and answers.
  - use appropriate question words, such as *what, when,* and *why.*

Other Evidence:
Beginning of Year Assessment:
- Baseline Assessment

Formative Assessments:
- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:
Lesson 1 - READING: Use Text Features to Find Key Information

Build Understanding:
- **Set the Purpose -** Enduring Understanding: *Readers understand that illustrations in literary texts and specific features in informational texts can help them understand what they read.*
- **Engage Scholars** -Essential Questions: *How do readers use illustrations and text features to better*

Resources:
Lesson 1 - READING: Use Text Features to Find Key Information

- TE pg. 12

- TE pg. 12

understand what they read? How do writers gather ideas from different sources?

- **Read** - Follow Shared Reading Routine to read chapters 1-2, focusing what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what Theodore Roosevelt wanted for the United States.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Text Features -** Use examples from text to model the use of text features in informational text.

Learning Opportunities/Strategies:
Lesson 1 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Capitalizing Geographic Names -** Display sentences and guide scholars in capitalizing geographic names.

Set the Purpose:
- **Identify Main Purpose -** Discuss the writer's main purpose in the biography of Theodore Roosevelt.

Teach and Model:
- **Identify Main Purpose -** Through discussion, help scholars identify the key details in the text that explain or describe the life of Theodore Roosevelt.

Prepare to Write:
- **Make a Clear Statement -** Model beginning steps of writing an informative/explanatory text. Read aloud an excerpt from the text to model what an informative/explanatory text sounds like*.*

- *Theodore Roosevelt: The Adventurous President,* pgs. 1-9

- TE pg. 12
- *Theodore Roosevelt: The Adventurous President*, Chapters 1-2
- Shared Reading Routine TR10-11

- TE pg. 12
- *Theodore Roosevelt: The Adventurous President,* Chapters 1-2
- Think-Pair-Share Routine TR2-3

- TE pg. 13
- *Theodore Roosevelt: The Adventurous President,* Chapters 1-2
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 13-14
- By-the Way Words - southerner, northerner
- Benchmark Vocabulary - unusual, energy
- Benchmark Vocab. Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 14
- *Theodore Roosevelt: The Adventurous President,* Chapters 1-2

Resources:
Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 21

- TE pg. 18
- *Theodore Roosevelt: The Adventurous President*

- TE pg. 18
- *Theodore Roosevelt: The Adventurous President*

- TE pg. 19
- Teacher Modeled Writing
- *Theodore Roosevelt: The Adventurous President*

Grade 2 Reading/Writing

Independent Writing Practice:
- **Make a Clear Statement** - Scholars look back to chapters 1 and 2 in *Theodore Roosevelt: The Adventurous President* to consider something they learned that they can apply to their own lives.

Share Writing:
- Volunteers share their writing with the class. The class identifies what the writer learned from the reading and at least one example of how this applies to the writer's own life.

- TE pg. 20
- Digital Options TE pg. 20
- *Theodore Roosevelt: The Adventurous President*

- TE pg. 20
- Student Writing

Learning Opportunities/Strategies:
Lesson 2 - READING: Ask and Answer Questions to Show Understanding

Build Understanding:
- **Set the Purpose -** Enduring Understanding: *Learners understand that a person's life story can reveal big ideas about historical events.*
- **Engage Scholars** - Essential Questions: *How do readers use illustrations and text features to better understand what they read? How do writers gather ideas from different sources?*
- **Read** - Follow Shared Reading Routine to read chapters 3-5, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why Theodore Roosevelt headed out west.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Ask and Answer Questions - Display and complete the** T-Chart with class to show the importance of asking and answering questions about the text.

Resources:
Lesson 2 - READING: Ask and Answer Questions to Show Understanding

- TE pg. 22

- TE pg. 22
- *Theodore Roosevelt: The Adventurous President*, Chapters 3-5

- TE pg. 22
- *Theodore Roosevelt: The Adventurous President*, Chapters 3-5
- Shared Reading Routine TR10-11

- TE pg. 22
- *Theodore Roosevelt: The Adventurous President*, Chapters 3-5
- Think-Pair-Share Routine TR2-3

- TE pg. 23
- *Theodore Roosevelt: The Adventurous President*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 23-24
- By-the Way Words - shock
- Benchmark Vocabulary - honor, politics
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 24
- T-Chart Graphic Organizer TR39
- *Theodore Roosevelt: The Adventurous President*, Chapter 3

Grade 2 Reading/Writing

Lesson 2 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Capitalize Geographic Names -** Display sentences and guide scholars in capitalizing geographic names.

Set the Purpose:
- **Use Text Features -** Explain that writers use text features to help readers better understand the text and help them to locate information.

Teach and Model:
- **Use Text Features -** Through discussion, help scholars identify the information they uncover in text features and how they help them to better understand the text.

Prepare to Write:
- **Use Text Details -** Model what an informative/explanatory text sounds like, and how to write about someone who built a new idea.

Independent Writing Practice:
- **Use Text Details** - Remind scholars that the unit theme is '*Building Ideas'.* Discuss how details in the text tie into the unit theme. Scholars use text details to write about two ways that Theodore Roosevelt was building ideas.

Share Writing:
- Volunteers share their writing with the class. Scholars share one way Roosevelt was building ideas.

Resources
Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg. 31
- *Theodore Roosevelt: The Adventurous President*

- TE pg. 28
- *Theodore Roosevelt: The Adventurous President*

- TE pg. 28
- *Theodore Roosevelt: The Adventurous President,* pgs. 10, 19

- TE pg. 29
- Teacher Modeled Writing

- TE pg. 30
- *Theodore Roosevelt: The Adventurous President*
- Digital Options

- TE pg. 30
- Student Writing

Lesson 3 - READING: Use Text Features to Deepen Understanding

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that using multiple sources makes research-based writing stronger.*
- **Engage Scholars -** Scholars predict what Chapter 6 will be about, based on the chapter title. Think about the Essential Questions: *How do readers use illustrations and text features to better understand what they read? How do writers gather ideas from different sources?*

Lesson 3 - READING: Use Text Features to Deepen Understanding

- TE pg. 32

- TE pg. 32
- *Theodore Roosevelt: The Adventurous President,* Chapter 6

Grade 2 Reading/Writing

- **Read** - Follow Shared Reading Routine to read Chapter 6 of the text, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what a monopoly is.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Using Text Features -** Display and complete the T-Chart with class to record the types of text features found in chapter 6.

[Resources column]
- TE pg. 32
- *Theodore Roosevelt: The Adventurous President,* Chapter 6
- Shared Reading Routine TR10-11

- TE pg. 32
- *Theodore Roosevelt: The Adventurous President,* Chapter 6
- Think-Pair-Share Routine TR2-3

- TE pg. 33
- *Theodore Roosevelt: The Adventurous President*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 33-34
- By-the-Way Words - square deal
- Benchmark Vocabulary - popular, strike
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 34
- T-Chart TR39
- *Theodore Roosevelt: The Adventurous President,* Chapter 6

[Learning Opportunities/Strategies: column]

Learning Opportunities/Strategies:
Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Capitalizing Geographic Names -** Display sentences and guide scholars in capitalizing geographic names.

Set the Purpose:
- **Use Text Features -** Review the idea that writers include sidebars to provide readers with additional information about the main topics on the page.

Teach and Model:
- **Use Text Features -** Through discussion, help scholars identify what information they uncover in the sidebars and how the information is important to the topic.

Prepare to Write:
- **Write About a Text Feature -** Model the beginning steps of writing an informative/explanatory text about the Theodore Roosevelt book, and what the text should sound like.

[Resources column]

Resources
Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 41
- *Theodore Roosevelt: The Adventurous President*

- TE pg. 38
- *Theodore Roosevelt: The Adventurous President*

- TE pg. 38
- *Theodore Roosevelt: The Adventurous President,* pgs. 30, 33

- TE pg. 39
- Teacher Modeled Writing
- *Theodore Roosevelt: The Adventurous President*

Grade 2 Reading/Writing

Independent Writing Practice: ● **Write About a Text Feature -** Scholars create an idea for a new text feature for *Theodore Roosevelt: The Adventurous President*, and write a few sentences explaining why they would add that particular text feature.	● TE pg. 40 ● *Theodore Roosevelt: The Adventurous President* ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class will evaluate how the text feature is helpful.	● TE pg. 40 ● Student Writing ● Writing Keystone Checklist
Learning Opportunities/Strategies: Lesson 4 - READING: Make Connections Between Historical Events	**Resources:** Lesson 4 - READING:Make Connections Between Historical Events
Build Understanding: ● **Set the Purpose -** Enduring Understanding: *Readers understand that illustrations in literary texts and specific features in informational texts can help them understand what they read.*	● TE pg. 42
● **Engage scholars -** Essential Questions: *How do readers use illustrations and text features to better understand what they read? How do writers gather ideas from different sources?*	● TE pg. 42 ● *Theodore Roosevelt: The Adventurous President,* Chapters 7-8
● **Read** - Follow Shared Reading Routine to read chapters 7-8, focusing on what the text is mainly about.	● TE pg. 42 ● *Theodore Roosevelt: The Adventurous President,* Chapters 7-8 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what the Progressives thought was wrong.	● TE pg. 42 ● *Theodore Roosevelt: The Adventurous President,* Chapters 7-8 ● Think-Pair-Share Routine TR2-4
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 43 ● *Theodore Roosevelt: The Adventurous President* ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pgs. 43-44 ● By-the-Way Words - overhunted ● Benchmark Vocabulary - experts, extinct ● Benchmark Vocabulary Routine for Informational Text TR24-27 ● Generative Vocabulary Chart TE pgs. 2-4
Reading Analysis: ● **Story Structure -** Display and complete the Three Sorting Circles with class to make connections between historical events.	● TE pg. 44 ● Three Sorting Circles TR41 ● *Theodore Roosevelt: The Adventurous President,* Chapters 1-8

Grade 2 Reading/Writing

Learning Opportunities/Strategies:	Resources
Lesson 4 - WRITING: Informative/Explanatory Writing	**Lesson 4 - WRITING: Informative/Explanatory Writing**
Conventions Mini-Lesson: ● **Capitalize Geographic Names -** Display sentences and guide scholars in capitalizing geographical names.	● TE pg. 51 ● *Theodore Roosevelt: The Adventurous President*
Set the Purpose: ● **Write About Events -** Discuss timelines with scholars, highlighting how they can be helpful in listing historical events in the correct order.	● TE pg.48 ● *Theodore Roosevelt: The Adventurous President*
Teach and Model: ● **Write About Events -** Discuss the timeline on pg. 44 of the text, and help scholars make connections between the timeline and historical events.	● TE pg. 48 ● *Theodore Roosevelt: The Adventurous President,* pg. 44
Prepare to Write: ● **Choose and Write About a Specific Event -** Model the beginning steps of writing an informative/explanatory text about the Theodore Roosevelt book, and what the text should sound like.	● TE pg. 49 ● Teacher Modeled Writing ● *Theodore Roosevelt: The Adventurous President*
Independent Writing Practice: ● **Choose and Write About a Specific Event -** Scholars review the text and find an event that shows that Roosevelt was a creator of ideas and/or made contributions to our country, then write a paragraph about the event.	● TE pg. 50 ● *Theodore Roosevelt: The Adventurous President* ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class identifies the important event, including how it shows that Roosevelt was a creator of ideas.	● TE pg. 50 ● Student Writing
Learning Opportunities/Strategies: **Lesson 5 - READING: Finding Key Details in an Interview**	**Resources:** **Lesson 5 - READING: Finding Key Details in an Interview**
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Readers understand that illustrations in literary texts and specific features in informational texts can help them understand what they read.*	● TE pg. 52
● **Engage Scholars -** Introduce the interview on pg. 42 of the text. Essential Questions: *How do readers use illustrations and text features to better understand what they read? How do writers gather ideas from different sources?*	● TE pg. 52 ● *Theodore Roosevelt: The Adventurous President,* pg. 42

Grade 2 Reading/Writing

- **Read** - Follow Shared Reading Routine to read pgs. 42-44, focusing on what the interview is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the amount of land Teddy Roosevelt set aside for conservation, and what the land was used for.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

  Reading Analysis:
- **Finding Key Details -** Display and complete the Web B organizer with class to chart key details within the interview.

Learning Opportunities/Strategies:
Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Proper Nouns -** Display sentence and guide scholars in using proper nouns.

Set the Purpose:
- **Conduct Research -** Explain that writers who write explanatory or informative text must conduct research to gather accurate information about their topic.

Teach and Model:
- **Conduct Research -** Through discussion, guide scholars in conducting research.

Prepare to Write:
- **Choose a Topic and List Questions -** Remind scholars of the Essential Question: *How do writers gather ideas from different sources?* and the Enduring Understanding: *Readers understand that illustrations in literary texts and specific features in informational texts can help them understand what*

- TE pg. 52
- *Theodore Roosevelt: The Adventurous President,* pgs. 42-44
- Shared Reading Routine TR10-11

- TE pg. 52
- *Theodore Roosevelt: The Adventurous President,* pgs. 42-44
- Think-Pair-Share Routine TR2-3

- TE pg. 53
- *Theodore Roosevelt: The Adventurous President*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 53-54
- By-the-Way Words - set aside
- Benchmark Vocabulary - grateful, conservation
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 54
- Web B Graphic Organizer TR45
- *Theodore Roosevelt: The Adventurous President,* pgs. 42-44

Resources
Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg. 61
- *Theodore Roosevelt: The Adventurous President*

- TE pg.58
- *Theodore Roosevelt: The Adventurous President*

- TE pg. 58
- *Theodore Roosevelt: The Adventurous President*

- TE pg. 59
- Teacher Modeled Writing
- *Theodore Roosevelt: The Adventurous President*

they read. Model how to use resources, and how to write questions.

Independent Writing Practice:
- **Choose a Topic and List Questions -** Scholars list three questions they would like to research about a topic, and explain why they are interested in the topic.

- TE pg. 50
- *Theodore Roosevelt: The Adventurous President*
- Digital Options

Share Writing:
- Volunteers share their research questions with the class, and identifies the topic and the questions they want to explore in their research.

- TE pg. 60
- Student Writing

Learning Opportunities/Strategies:
Lesson 6 - READING: Use Text Features

Resources:
Lesson 6 - READING: Use Text Features

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that a person's life story can reveal big ideas about historical events.*

- TE pg. 62

- **Engage Scholars -** Review the sidebar on pg. 8 of the text. Essential Questions: *How do readers use illustrations and text features to better understand what they read? How do writers gather ideas from different sources?*

- TE pg. 62
- *Theodore Roosevelt: The Adventurous President,* pg. 8

- **Read -** Follow Shared Reading Routine to reread the sidebars in the text, focusing on finding important information in the sidebars.

- TE pg. 62
- *Theodore Roosevelt: The Adventurous President,* pgs. 8, 19, 30-31, 33, 37, 40
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how the sidebars add to understanding the text.

- TE pg. 62
- *Theodore Roosevelt: The Adventurous President* pgs. 8, 19, 30-31, 33, 37, 40
- Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 63
- *Theodore Roosevelt: The Adventurous President*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

- TE pg. 64
- Benchmark Vocabulary - preserve, proverb
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

Reading Analysis:
- **Text Features -** Display and complete the Three Sorting Circles with class to organize sidebar information.

- TE pg. 64
- Three Sorting Circles Graphic Organizer TR41
- *Theodore Roosevelt: The Adventurous President,* pg. 8

Grade 2 Reading/Writing

Learning Opportunities/Strategies:	Resources
Lesson 6 - WRITING: Informative/Explanatory Writing	**Lesson 6 - WRITING: Informative/Explanatory Writing**
Conventions Mini-Lesson: ● **Adjectives -** Display sentences and guide scholars in using adjectives.	● TE pg. 71 ● *Theodore Roosevelt: The Adventurous President*
Set the Purpose: ● **Write Headings -** Review that informational texts often have several sections that are labeled with headings.	● TE pg.68 ● *Theodore Roosevelt: The Adventurous President*
Teach and Model: ● **Write Headings -** Review titles, headings, and sidebars in the text, and discuss how these features help readers engage with the text.	● TE pg. 68 ● *Theodore Roosevelt: The Adventurous President*
Prepare to Write: ● **Create a Quotation -** Remind scholars of the Essential Question: *How do writers gather ideas from different sources? How do readers use illustrations and text features to better understand what they read?* and the Enduring Understanding: *Learners understand that a person's life story can reveal big ideas about historical events.* Model brainstorming something that Theodore Roosevelt would have said.	● TE pg. 69 ● Teacher Modeled Writing ● *Theodore Roosevelt: The Adventurous President*
Independent Writing Practice: ● **Create a Quotation -** Scholars choose a topic from their brainstorming and create a quotation that Roosevelt would have said or believed, and explain how it fits his actions.	● TE pg. 70 ● *Theodore Roosevelt: The Adventurous President* ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class identifies how the quotation fits with Roosevelt's actions.	● TE pg. 70 ● Student Writing ● Writing Keystone Checklist
Learning Opportunities/Strategies: **Lesson 7 - READING: Talk about the Structure and Meaning of a Poem**	**Resources:** **Lesson 7 - READING: Talk about the Structure and Meaning of a Poem**
Build Understanding: ● **Set the Purpose -** Enduring Understanding: *Learners understand that a person's life story can reveal big ideas about historical events.*	● TE pg. 72
● **Engage Scholars -** Essential Questions: *How do readers use illustrations and text features to better understand what they read? How do writers gather ideas from different sources?*	● TE pg. 72 ● *Lincoln,* Text Collection, pgs. 166-167
● **Read** - Follow Shared Reading Routine to read the poem*,* focusing on what the poem is mainly about.	● TE pg. 72 ● *Lincoln,* Text Collection, pgs. 166-167

Grade 2 Reading/Writing

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what the poet meant by *the hard years* in the last stanza.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Poetry Structure -** Display and complete the Four-Column Chart with class to record the structure of each stanza in the poem.

Learning Opportunities/Strategies:
Lesson 7 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Adverbs -** Display sentences and guide scholars in reviewing adverbs.

Set the Purpose:
- **Research a Topic -** Explain to scholars that it's important for writers to research a topic before they write an informational text.

Teach and Model:
- **Research a Topic -** Through discussion, model how authors conduct research.

Prepare to Write:
- **Research a Question and Write an Answer -** Review the Essential Question: *How do writers gather ideas from different sources?* Refer to the last lesson, and brainstorm ideas for questions about Roosevelt to be researched at a later date.

Independent Writing Practice:
- **Write a New Ending -** Scholars write three questions about Abraham Lincoln's life they could answer by doing research, then writing a paragraph to answer one.

- Shared Reading Routine TR10-11

- TE pg. 72
- *Lincoln,* Text Collection, pgs. 166-167
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- *Lincoln,* Text Collection, pgs. 166-167
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 73-74
- By-the Way Words - earnest, trudged
- Benchmark Vocabulary - weary
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 74
- Four-Column Chart Graphic Organizer TR34
- *Lincoln,* Text Collection, pgs. 166-167

Resources
Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 81

- TE pg.78

- TE pg. 78
- *Lincoln,* Text Collection, pgs. 166-167

- TE pg. 79
- Teacher Modeled Writing
- *Theodore Roosevelt: The Adventurous President*

- TE pg. 80
- Digital Options
- *Lincoln,* Text Collection, pgs. 166-167

Grade 2 Reading/Writing

Share Writing: ● Volunteers share and discuss their writing with the class.	● TE pg. 80 ● Student Writing

Lesson 8 - READING: Ask and Answer Questions with Text Evidence

Lesson 8 - READING: Ask and Answer Questions with Text Evidence

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that using multiple sources makes research-based writing stronger.*
  - ● TE pg. 82

- **Engage Scholars -** Discuss pg. 102 of *Marching with Aunt Susan.* Think about the Essential Questions: *How do readers use illustrations and text features to better understand what they read? How do writers gather ideas from different sources?*
  - ● TE pg. 82
  - ● *Marching with Aunt Susan,* Text Collection, pgs. 102-119

- **Read** - Follow Shared Reading Routine to read pgs. 102-119 of the text, focusing understanding who the characters and setting are and what is happening.
  - ● TE pg. 82
  - ● *Marching with Aunt Susan,* Text Collection, pgs. 102-119
  - ● Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why Bessie was not allowed to go hiking with her father and brothers, and why she gave money to the campaign.
  - ● TE pg. 82
  - ● *Marching with Aunt Susan,* Text Collection, pgs. 102-119
  - ● Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
  - ● TE pg. 83
  - ● *Marching with Aunt Susan,* TC, pgs. 102-119
  - ● Whole Class Discussion Routine TR4-5
  - ● Small Group Discussion Routine TR6-7

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.
  - ● TE pgs. 83-84
  - ● By-the-Way Words - suffrage
  - ● Benchmark Vocabulary - strenuous, rights, swarmed
  - ● Benchmark Vocabulary Routine for Literary Text TR28-31
  - ● Generative Vocabulary Chart TE pgs. 2-4

Reading Analysis:
- **Ask and Answer Questions -** Display and complete the T-Chart with class to ask and answers questions to show key details.
  - ● TE pg. 84
  - ● T-Chart Graphic Organizer TR39
  - ● *Marching with Aunt Susan,* TC, pgs. 102-119

Lesson 8 - WRITING: Informative/Explanatory Writing

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Adverbs -** Display sentences and guide scholars in using adverbs.
  - ● TE pg. 91

Grade 2 Reading/Writing

Set the Purpose:
- **Use Outside Sources in Writing -** Discuss how additional resources can help readers of historical fiction better understand the text.

Teach and Model:
- **Use Outside Sources in Writing -** Explain to scholars that resources can help them answer questions about characters, settings, or events in historical fiction texts.

Prepare to Write:
- **Research a Time Period -** Remind scholars of the Essential Questions and Enduring Understanding. Model writing questions about Susan B. Anthony's time period, and sources to find answers.

Independent Writing Practice:
- **Research a Time Period -** Scholars write three questions about Susan B. Anthony's time period, and possible sources of information.

Share Writing:
- Volunteers share their writing with the class. The class identifies resources they could use to answer the questions.

Learning Opportunities/Strategies:
Lesson 9 - READING: Identify Key Details

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that using multiple sources makes research-based writing stronger.*
- **Engage Scholars -** Review the text. Think about the Essential Questions: *How do readers use illustrations and text features to better understand what they read? How do writers gather ideas from different sources?*
- **Read** - Follow Shared Reading Routine to read pgs. 120-131, focusing on how the characters respond to the suffrage movement.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how some of the men reacted at the march.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine

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- TE pg. 88
- *Marching with Aunt Susan,* Text Collection, pgs. 102-119

- TE pg. 88
- *Marching with Aunt Susan,* Text Collection, pgs. 102-119

- TE pg. 89
- Teacher Modeled Writing
- *Marching with Aunt Susan,* Text Collection, pgs. 102-119

- TE pg. 90
- *Marching with Aunt Susan,* Text Collection, pgs. 102-119
- Digital Options

- TE pg. 90
- Student Writing

Resources:
Lesson 9 - READING: Identify Key Details

- TE pg. 92

- TE pg. 92
- *Marching with Aunt Susan,* Text Collection, pgs. 120-131

- TE pg. 92
- *Marching with Aunt Susan,* Text Collection, pgs. 120-131
- Shared Reading Routine TR10-11

- TE pg. 92
- *Marching with Aunt Susan,* Text Collection, pgs. 120-131
- Think-Pair-Share Routine TR2-3

- TE pg. 93
- *Marching with Aunt Susan,* TC, pgs. 120-131
- Whole Class Discussion Routine TR4-5

Grade 2 Reading/Writing

asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Text Details -** Display and complete the Story Sequence organizer with class to chart sequence of events.

- Small Group Discussion Routine TR6-7

- TE pgs. 93-94
- By-the-Way Words - election, ferry
- Benchmark Vocabulary - mount, balance, wobbling
- Benchmark Vocabulary Routine for Literary Text TR28-31

- TE pg. 94
- *Marching with Aunt Susan,* Text Collection, pgs. 120-131
- Story Sequence B Graphic Organizer TR38

Learning Opportunities/Strategies:
Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Adjectives and Adverbs -** Display sentences and guide scholars in the difference between adjectives and adverbs.

Set the Purpose:
- **Use Key Details -** Remind scholars who Susan B. Anthony was. Explain that writers use facts and key details to develop ideas about their main topic.

Teach and Model:
- **Use Key Details -** Remind scholars of the purpose of key details, main topic, and facts in a text.

Prepare to Write:
- **Writing an Informative/Explanatory Paragraph -** Model researching and writing an informative/explanatory paragraph.

Independent Writing Practice:
- **Writing an Informative/Explanatory Paragraph -** Scholars research Susan B. Anthony, then write an informative/explanatory paragraph explaining some of her accomplishments.

Share Writing:
- Volunteers share their writing with the class. The class share one new thing they learned about Susan B. Anthony from their classmates' writing.

Learning Opportunities/Strategies:
Lesson 10 - READING: Describe Historical Events

Build Understanding:

Resources
Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 101

- TE pg. 98
- *Marching with Aunt Susan,* TC, pgs. 120-131

- TE pg. 98
- *Marching with Aunt Susan,* TC, pgs. 120-131

- TE pg. 99
- Teacher Modeled Writing
- *Marching with Aunt Susan,* TC, pgs. 120-131

- TE pg. 100
- Digital Options
- *Marching with Aunt Susan,* TC, pgs. 120-131

- TE pg. 100
- Student Writing

Resources:
Lesson 10 - READING: Describe Historical Events

Grade 2 Reading/Writing

- **Set the Purpose -** Enduring Understanding: *Writers understand that using multiple sources makes research-based writing stronger.*
- **Engage Scholars -** Essential Questions: *How do readers use illustrations and text features to better understand what they read? How do writers gather ideas from different sources?*
- **Read** - Follow Shared Reading Routine to reread the text, focusing on understanding the main ideas about Bessie, suffrage, and Susan B. Anthony.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why the author decided to write about women's suffrage.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Connections Between Historical Events -** Display and complete the Story Sequence organizer to show how one historical event leads to another.

Learning Opportunities/Strategies:
Lesson 10 -WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Adjectives and Adverbs -** Display sentences and guide scholars in reviewing adjectives and adverbs.

Set the Purpose:
- **Connect Historical Events -** Explain that authors of historical fiction often include notes and additional information at the end of the story to give readers background and deepen understanding.

Teach and Model:
- **Connect Historical Events -** Through discussion, help scholars recognize why authors include notes and additional information.

- TE pg. 102

- TE pg. 102
- *Marching with Aunt Susan,* Text Collection, pgs. 132-135

- TE pg. 102
- *Marching with Aunt Susan,* Text Collection, pgs. 132-135
- Shared Reading Routine TR10-11

- TE pg. 102
- *Marching with Aunt Susan,* Text Collection, pgs. 132-135
- Think-Pair-Share Routine TR2-3

- TE pg. 103
- *Marching with Aunt Susan,* TC, pgs. 132-135
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 103-104
- By-the-Way Words - campaign, graduate
- Benchmark Vocabulary - avid, portrait
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 104
- Story Sequence Graphic Organizer TR38
- *Marching with Aunt Susan,* Text Collection, pgs. 132-135

Resources
Lesson 10 - WRITING: Informative/Explanatory Writing

- TE pg. 111

- TE pg. 108
- *Marching with Aunt Susan,* Text Collection, pgs. 132-134

- TE pg. 108
- *Marching with Aunt Susan,* Text Collection, pgs. 132, 134

Grade 2 Reading/Writing

Prepare to Write: ● **Explain Connections -** Model how to write a paragraph to describe the connection between an event or character in the story and something mentioned in the Author's Note.	● TE pg. 109 ● Teacher Modeled Writing ● *Theodore Roosevelt: The Adventurous President* pgs. 5-6, 44
Independent Writing Practice: ● **Explain Connections -** Scholars write to describe the connection between an event or character in *Marching with Aunt Susan* and something they read in the Author's Note.	● TE pg. 110 ● *Marching with Aunt Susan,* Text Collection, pgs. 132-135 ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class shares how the connection described by the writer helped them to better understand the story.	● TE pg. 110 ● Student Writing
Learning Opportunities/Strategies: Lesson 11 - READING: Describe Different Points of View	**Resources:** Lesson 11 - READING: Describe Different Points of View
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Writers understand that using multiple sources makes research-based writing stronger.*	● TE pg. 112
● **Engage Scholars -** Scholars use story illustrations to review the text. Think about the Essential Questions: *How do readers use illustrations and text features to better understand what they read? How do writers gather ideas from different sources?*	● TE pg. 112 ● *Marching with Aunt Susan,* Text Collection,
● **Read** - Follow Shared Reading Routine to reread the text, focusing on deepening their understanding of the events leading up to the election.	● TE pg. 112 ● *Marching with Aunt Susan,* Text Collection ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the differences between Rita's and Bessie's families.	● TE pg. 112 ● *Marching with Aunt Susan,* Text Collection ● Think-Pair-Share Routine TR2-3
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 113 ● *Marching with Aunt Susan,* Text Collection ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pg. 114 ● Benchmark Vocabulary - rights, avid ● Benchmark Vocabulary Routine for Literary Text TR28-31 ● Generative Vocabulary Chart TE pgs. 2-4
Language Analysis: ● **Points of View -** Use examples from the text to show how characters have different points of view about the issues.	● TE pg. 114 ● *Marching with Aunt Susan,* Text Collection

Grade 2 Reading/Writing

 Lesson 11 -WRITING:Informative/Explanatory Writing **Conventions Mini-Lesson:** ● **Expand Sentences with Adjectives -** Display sentences and guide scholars in making sentences more interesting by using adjectives to expand them. **Set the Purpose:** ● **Research Historical Figures -** Explain that authors often include informational facts about important people in the lives of the person the book is written about. **Teach and Model:** ● **Research Historical Figures -** Guide scholars in examining details about other people to show how they were important to Roosevelt and Anthony, and how these people influenced them. **Prepare to Write:** ● **Use Reliable Sources and Take Notes -** Remind scholars of the Essential Question and the Enduring Understanding. Model organizing facts for a research project. **Independent Writing Practice:** ● **Use Reliable Sources and Take Notes -** Scholars select a subject and research that person with others, and write their facts. **Share Writing:** ● Volunteers share their writing with the class. The class identifies two facts they found interesting.	 **Lesson 11 - WRITING: Informative/Explanatory Writing** ● TE pg. 121 ● TE pg. 118 ● *Marching with Aunt Susan,* Text Collection, pgs. 102-135 ● TE pg. 118 ● *Marching with Aunt Susan,* Text Collection, pg. 134 ● *Theodore Roosevelt, The Adventurous President,* pg. 4 ● TE pg. 119 ● Teacher Modeled Writing ● TE pg. 120 ● *Marching with Aunt Susan,* Text Collection, pgs. 102-135 ● *Theodore Roosevelt, The Adventurous President* ● Digital Options ● TE pg. 120 ● Student Writing ● Writing Keystone Checklist
 Lesson 12 - READING: Compare People and Events Across Texts **Build Understanding:** ● **Set the Purpose -** Enduring Understanding: *Writers understand that using multiple sources makes research-based writing stronger.* ● **Engage Scholars -** Essential Questions: *How do readers use illustrations and text features to better understand what they read? How do writers gather ideas from different sources?* ● **Read** - Follow Shared Reading Routine to review the texts, focusing on how the writers used facts in each text.	 **Lesson 12 - READING: Compare People and Events Across Texts** ● TE pg. 122 ● TE pg. 122 ● *Theodore Roosevelt: The Adventurous President, Marching with Aunt Susan, Lincoln* ● TE pg. 122 ● *Theodore Roosevelt: The Adventurous President, Marching with Aunt Susan, Lincoln*

Grade 2 Reading/Writing

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how Teddy Roosevelt and Susan B. Anthony are similar.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Make Connections -** Display and complete the Web A organizer with class to make connections between people and events in history.

Learning Opportunities/Strategies:
Lesson 12 -WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Expand Sentences with Adverbs -** Display sentences and guide scholars in expanding sentences with adverbs.

Set the Purpose:
- **Write Research Facts -** Remind scholars that the authors of the three texts all needed to do research before writing.

Teach and Model:
- **Write Research Facts -** Through discussion, help scholars identify examples of facts and details from the timelines in the texts.

Prepare to Write:
- **Organize Research to Write a Draft -** Remind scholars of the Essential Question and Enduring Understanding. Model how use facts to write an organized paragraph.

Independent Writing Practice:
- **Organize Research to Write a Draft -** Scholars use their research to write a first draft of one to two paragraphs about their chosen person.

- Shared Reading Routine TR10-11

- TE pg. 122
- *Theodore Roosevelt: The Adventurous President, Marching with Aunt Susan, Lincoln*
- Think-Pair-Share Routine TR2-3

- TE pg. 123
- *Theodore Roosevelt: The Adventurous President, Marching with Aunt Susan, Lincoln*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 124
- Benchmark Vocabulary - politics, popular
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 124
- *Theodore Roosevelt: The Adventurous President, Marching with Aunt Susan, Lincoln*
- Web A Graphic Organizer TR44

Resources
Lesson 12 - WRITING: Informative/Explanatory Writing

- TE pg. 131

- TE pg. 128
- *Theodore Roosevelt, Aunt Susan," Lincoln"*

- TE pg. 128
- *Theodore Roosevelt: The Adventurous President*
- *Marching with Aunt Susan,* TC, pgs. 102-135

- TE pg. 129
- Teacher Modeled Writing
- *Lincoln,* Text Collection, pgs. 166-167

- TE pg. 130
- *Theodore Roosevelt: The Adventurous President*
- *Marching with Aunt Susan,* TC, pgs. 102-135
- Digital Options

Grade 2 Reading/Writing

Share Writing:
- Volunteers share their writing with the class. The class makes positive comments and gives constructive criticism.

Learning Opportunities/Strategies:
Lesson 13 - READING: Identify Author's Purpose

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that a person's life story can reveal big ideas about historical events.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers use illustrations and text features to better understand what they read? How do writers gather ideas from different sources?*
- **Read** - Follow Shared Reading Routine to review the texts, reading pages that give examples of the kinds of changes these individuals tried to bring about and how they worked for change.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how Susan B. Anthony and Theodore Roosevelt wanted to change people's lives.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Author's Purpose -** Display and complete the Three-Column Chart with class to show how authors have different purposes for writing a text.

Learning Opportunities/Strategies:
Lesson 13 -WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Expand Sentences with Adjectives and Adverbs -** Display sentences and guide scholars in expanding sentences with adjectives and adverbs.

- TE pg. 130
- Student Writing

Resources:
Lesson 13 - READING: Identify Author's Purpose

- TE pg. 132

- TE pg. 132
- *Theodore Roosevelt: The Adventurous President, Marching with Aunt Susan, Lincoln*

- TE pg. 132
- *Theodore Roosevelt: The Adventurous President, Marching with Aunt Susan, Lincoln*
- Shared Reading Routine TR10-11

- TE pg. 132
- *Theodore Roosevelt: The Adventurous President, Marching with Aunt Susan, Lincoln*
- Think-Pair-Share Routine TR2-3

- TE pg. 133
- *Theodore Roosevelt: The Adventurous President, Marching with Aunt Susan, Lincoln*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 123-124
- By-the-Way Word - governor
- Benchmark Vocabulary - unusual, honor
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 134
- Three-Column Chart TR40
- *Theodore Roosevelt: The Adventurous President, Marching with Aunt Susan, Lincoln*

Resources
Lesson 13 - WRITING: Informative/Explanatory Writing

- TE pg. 141

Grade 2 Reading/Writing

Set the Purpose:
- **Revise and Edit a First Draft -** Discuss the five steps in the editing process with scholars.

Teach and Model:
- **Revise and Edit a First Draft -** Through discussion, model revising a text.

Prepare to Write:
- **Revise and Strengthen a Research Paper -** Model revising and editing the paragraph started in Lesson 12.

Independent Writing Practice:
- **Revise and Strengthen a Research Paper -** Scholars revise their paragraph from Lesson 12.

Share Writing:
- Volunteers read their stories aloud to the class. The class identifies facts they found interesting.

	● TE pg. 138
	● TE pg. 138 ● *Marching with Aunt Susan,* Text Collection, pgs. 102-135
	● TE pg. 139 ● Teacher Modeled Writing
	● TE pg. 140 ● Student Writing from Lesson 12 ● Digital Options
	● TE pg. 140 ● Student Writing

[Learning Opportunities/Strategies](#):
Performance-Based Assessment:

- **Informative Task: Write A Biographical Sketch -** Scholars will research an American who did something special to help our country. The research should focus on the contributions he or she made to our country.

- **Scholars will**:
  - conduct shared research with a small group.
  - write three questions and their answers that are found during shared research.
  - write three paragraphs that state their questions and answers.
  - use appropriate question words, such as *what, when,* and *why.*

[Resources:](#)
Performance-Based Assessment:

- TE pg. 142
- Student Reproducible page 146

[Learning Opportunities/Strategies](#):
Performance-Based Assessment:

Prepare:
- **Review** - Discuss Essential Questions: *How do readers use illustrations and text features to better understand what they read? How do writers gather ideas from different sources.*
- **Revisit the Text** - Remind scholars that in *Theodore Roosevelt: The Adventurous President*, the author included many different text features that allowed readers to access different kinds of information. The sidebars provided readers with interesting facts,

[Resources:](#)
Performance-Based Assessment:

- TE pg. 143
- Performance-Based Assessment

- TE pg. 143
- *Theodore Roosevelt: The Adventurous President*
- *Marching with Aunt Susan,* TC, pgs. 102-135

photos gave readers a visual understanding of Teddy, and a timeline pointed out key events in his life. In *Marching with Aunt Susan*, readers used the characters and plot to understand the real-life story of Susan B. Anthony. The author gathered additional information for readers and shared that information in the Author's Note at the end of the story. Display and read aloud excerpts from:
- *Theodore Roosevelt: The Adventurous President,* pg. 2
- Display and read aloud excerpt from *Marching with Aunt Susan,* pg. 111

Remind scholars that there are many historical people who have made great contributions to the United States, as seen in the texts. Scholars think of other historical figures who set goals and worked hard. Then guide them to pick one important figure to focus on. Direct scholars to
- decide on three questions they would like to research about this person.
- use reliable sources to research their questions about this person.
- find and write answers to their questions about this person.

Learning Opportunities/Strategies:
Performance-Based Assessment:

- **Create:** Arrange scholars into small research groups. Have them brainstorm historical people that they may want to research. Remind children to think about big thinkers and people who have made a lasting contribution to the country. Provide a Three-Column Chart graphic organizer for them to make notes in while they are brainstorming as a group. After they have finished brainstorming, instruct them to decide on one important figure and write their three questions to research.

- **Score Writing:** Use Informative Writing Rubric

- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.

- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then… suggestions to support them as they complete other Performance-Based Assessments.

Resources:
Performance-Based Assessment:

- TE pg. 144
- *Theodore Roosevelt: The Adventurous President*
- *Marching with Aunt Susan,* TC*,* pgs. 102-135
- pencils
- paper and graphic organizers for planning and organizing
- Digital Options

- TE pg. 147 Informative Writing Rubric

- TE pg. 148
- Digital Options

- TE pg. 149

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Grade 2 Reading/Writing

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Unlock Language Learning ● Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

Unit Three: Building Ideas - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Foundational Skill: Reading Language
- **L.RF.2.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A. -** Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D-** Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E. -** Recognize and read grade-appropriate irregularly spelled words.

Grade 2 Reading/Writing

- **L.RF.2.3.F-** Read high-frequency and grade level irregular words with automaticity (e.g., friend,other, would).
- **L.RF.2.3.G**- Identify the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.2.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A. -** Read grade-level text with purpose and understanding.
- **L.RF.2.4.B. -** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C. -** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading
- **RL.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in a literary text to demonstrate understanding of key details in a text.
- **RI.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in an informational text to demonstrate understanding of key details in a text.
- **RL.CI.2.2**-Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RI.CI.2.2**-Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **RL.IT.2.3. -** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3-** Describe the connection between a series of historical events, scientific ideas or concepts or steps in a sequence within a text .
- **RL.TS.2.4. -** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4-** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5. -**Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5-** Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
- **RL.MF. 2.6. -** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- **RI.MF.2.6.-** Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7-** Describe and identify the logical connections of how reasons support specific points the author makes in a text.

NJSLS Foundational Skills/Writing Language
- **L.WF.2.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphenes (letters or letter groups) for each phoneme.
- **L.WF.2.2**- Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
  - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
  - ii. Complex consonant blends (scr, str, squ).
  - iii. Less common vowel teams for long vowels (scr, str, squ).
  - iv. Vowel-r combinations (turn, star, third, four/for).
  - v. Contractions (we'll; i'm; they've; don't).
  - vi. Homophones (bear, bare; past, passed).
  - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B-** Regular two- and three- syllable words that:
  - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
  - ii. Are compounds comprising familiar parts (houseboat; yellowtail).

Grade 2 Reading/Writing

-     ○ iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C-** Words with suffixes that require:
  - i. Consonant doubling (penning, slimmed).
  - ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D-** Most often used words in English:
  - i. Irregular words (against, many, enough, does).
  - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A**- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B**- Capitalize holidays, product names and geographic names
- **L.WF.2.3.C**- Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D**- Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E**- Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G**- With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A**- Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B**- Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A**- Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B**- Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C**- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D**- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E**- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS ELA Writing
- **W.IW.2.2. -** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.IW.2.2.A**- Introduce a topic clearly.
- **W.IW.2.2.B**- Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.2.2.C**- Provide a conclusion
- **W.WP.2.4. -** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.A**- Identify audience and purpose before writing.
- **W.WP.2.4.B**- Participate in self-evaluation of written work.
- **W.WP.2.4.C**- With feedback and digital or print tools such as a primary dictionary, find and correct errors.

Grade 2 Reading/Writing

- **W.WR.2.5**- Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6**- Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.SE.2.7**- Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening
- **SL.PE.2.1. (Climate Change)-** Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A Climate Change)-** Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B (Climate Change) -** Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C. -** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2. -** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3. -** 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.
- **S.PI.2.4. -** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5. -** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6. -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies
- **6.1.2.CivicsPI.2:** Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.EconET.2:** Cite examples of choices people make when resources are scarce

NJSLS Science
- **2-LS2-1. -** Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- **2-LS2-2. -** Develop a simple model that mimics the function of an animal in dispersing seeds.
- **2-LS4-1. -** Make observations of plants and animals to compare the diversity of life in different habitats.

NJSLS Health and Physical Education
- **2.3.2.PS.2**: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

NJSLS - Career Readiness, Life Literacies, and Key Skills
- **9.1.2.CR.1**- Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2**- List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1**- Describe how valuable items might be damaged or lost and ways to protect them.
- **9.1.5.CR.1**- Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.2.2.CAP.1**- Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1**- Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2**- Demonstrate originality and inventiveness in work.

Grade 2 Reading/Writing

Central Idea / Enduring Understanding:	Essential/Guiding Question:
- Readers understand the importance of asking and answering questions about key details in texts. - Writers understand that facts and details help develop topics in writing. - Learners understand that turning an idea into action requires determination and hard work.	How do readers ask and answer questions to identify key details in texts? How can writers use facts and details to develop a topic?

Content: (Module Goals)	Skills(Objectives):
- Readers will explain how asking and answering questions leads them to understand key details in texts. - Writers will create an explanatory text that introduces a topic and develops it with facts and details. - Learners will explain how ideas need to become actions in order to improve a community. **Text Complexity Measures - TR48 - TR54** The following measures and considerations create a three-part model to gauge the difficulty of a particular text. **Quantitative Measures** - Lexile **Qualitative Measures** - Literary/Informational Text - Text Structure - Language and Vocabulary - Theme and Knowledge Demands **Reader and Task Consideration** - Motivation, Knowledge, Experiences of Students - Difficulty of the Task or Questions Posed	**Reading:** - Main Topic and Details - Connections Between Events - Using Images - Determine Author's Main Purpose - Supporting Reasons - Ask and Answer Questions - Story Structure - Details - Point of View - Illustrations - Compare the Structure of Poems - Compare Language Choice **Writing:** - Write a Paragraph to Explain the Main Topic - Use Text Features to Help Write Summaries - Draw an Illustration and Write a Caption - Revise a Paragraph - Write a Summary - Plan Questions for an Interview - Write an Informative/Explanatory Paragraph - Write and Illustrate a Letter - Write Using Point of View - Design and Describe Your Own Park - Revise and Strengthen Writing - Write to Compare

Stage 2: Assessment Evidence

Performance Task(s):	Other Evidence:
Performance Based Assessment: **Informative/Explanatory Task:** Design a Park - Scholars will design a park and explain how the park will benefit their community. **Scholars will:** - write about the qualities and characteristics of their park. - write about how the park will benefit the community. - illustrate their newly designed park.	**Beginning of Year Assessment:** - Baseline Assessment **Formative Assessments:** - Reading Keystones - Benchmark Vocabulary Practice - Text Analysis Practice/Application - Write in Response to Reading - Reading Keystone Rubrics - Reading/Language Analysis - Write in Response to Reading

Grade 2 Reading/Writing

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○ Benchmark Vocabulary
● Writing Keystones:
    ○ Checklists
● Writing Rubrics:
    ○ Narrative
    ○ Informative/Explanatory
    ○ Opinion
● Oral Reading Fluency Quick Checks

Summative Assessments:
● Selection Test - Anchor Text
● Performance-Based Assessment - Module A & B
● End-of-Unit Assessment

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Stage 3: Learning Plan

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Learning Opportunities/Strategies:
Lesson 1 - READING: Identify the Main Topic

Build Understanding:
● **Set the Purpose -** Enduring Understanding: *Writers understand that facts and details help develop topics in writing.*

● **Engage Scholars** - Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*

● **Read** - Follow Shared Reading Routine to read pgs. 4-11 of *Change Makers,* focusing on what the text is mainly about.

● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the ways the author says that people can make the world better, and how they are related to the title of the book.

Close Read:
● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:

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Resources:
Lesson 1 - READING: Identify the Main Topic

● TE pg. 162

● TE pg. 162
● *Change Makers* pgs. 4-11

● TE pg. 162
● *Change Makers* pgs. 4-11
● Shared Reading Routine TR10-11

● TE pg. 162
● *Change Makers* pgs. 4-11
● Think-Pair-Share Routine TR2-3

● TE pg. 163
● *Change Makers* pgs. 4-11
● Whole Class Discussion Routine TR4-5
● Small Group Discussion Routine TR6-7

● TE pgs. 163-164
● By-the-Way Words - generator, windmill, solar power
● Benchmark Vocabulary - community, inventor, creative
● Benchmark Vocabulary Routine for Informational Text TR24-27
● Generative Vocabulary Chart TE pgs. 152-154

● TE pg. 164
● *Change Makers* pgs. 4-11

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Grade 2 Reading/Writing

● **Main Topic and Details -** Display and complete the Main Idea Chart with class to record the main topic and key details.	● Main Idea Chart TR36
Learning Opportunities/Strategies: **Lesson 1 - WRITING: Informative/Explanatory Writing**	**Resources:** **Lesson 1 - WRITING: Informative/Explanatory Writing**
Conventions Mini-Lesson: ● **Prepositions -** Display sentences and guide scholars in using prepositions.	● TE pg. 171
Set the Purpose: ● **Introduce a Main Topic -** Explain to scholars that a writer develops the main topic of a text by including key details that tell more about the topic.	● TE pg. 168 ● *Change Makers*
Teach and Model: ● **Introduce a Main Topic -** Through discussion, help scholars identify how the writer begins the text by asking a question that introduces the main topic, then give key details to tell more about the main topic.	● TE pg. 168 ● *Change Makers*, pgs. 4, 7
Prepare to Write: ● **Write a Paragraph to Explain the Main Topic -** Model writing the main topic and details in a paragraph	● TE pg. 169 ● Teacher Modeled Writing ● *Change Makers*
Independent Writing Practice: ● **Write a Paragraph to Explain the Main Topic -** Scholars write a paragraph explaining the main topic in *Change Makers* and how it ties to the theme of the unit, Building Ideas.	● TE pg. 170 ● *Change Makers* ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class restates the writer's ideas into their own words.	● TE pg. 170 ● Student Writing
Learning Opportunities/Strategies: **Lesson 2 - READING: Describe the Connection Between A Series of Events**	**Resources:** **Lesson 2 - READING: Describe the Connection Between A Series of Events**
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Learners understand that turning an idea into action requires determination and hard work.*	● TE pg, 172
● **Engage Scholars -** Think about the Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*	● TE pg. 172 ● *Change Makers,* pgs. 12-17

Grade 2 Reading/Writing

- **Read** - Follow Shared Reading Routine to read pgs. 12-17 in *Change Makers,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why Madison and Rhiannon learned about orangutans, and what they learned.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Connections Between Events -** Display and complete with class the Cause and Effect Chart to identify the connections between events.

Learning Opportunities/Strategies:
Lesson 2 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Prepositions -** Display sentences, review prepositions and guide scholars in using them.

Set the Purpose:
- **Use Text Features -** Review text features and their purpose with scholars.

Teach and Model:
- **Use Text Features -** Using sentences from the text, discuss text features.

Prepare to Write:
- **Use Text Features to Help Write Summaries -** Model how to decide whether an idea or detail is important, and how to use information from a text feature.

Independent Writing Practice:
- **Use Text Features to Help Write Summaries-** Scholars write a paragraph that summarizes why Madison and Rhiannon wanted to make a change and what change they made.

- TE pg. 172
- *Change Makers,* pgs. 12-17
- Shared Reading Routine TR10-11

- TE pg. 172
- *Change Makers,* pgs. 12-17
- Think-Pair-Share Routine TR2-3

- TE pg. 173
- *Change Makers,* pgs. 12-17
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 173-174
- By-the-Way Words - endangered, rain forest, United Nations
- Benchmark Vocabulary - destroyed, products, harming
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 174
- Cause and Effect Graphic Organizer TR32
- *Change Makers* pgs. 12-17

Resources
Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg. 181

- TE pg. 178
- *Change Makers*

- TE pg. 178
- *Change Makers,* pgs. 12-17

- TE pg. 179
- Teacher Modeled Writing
- *Change Makers,* pgs. 12-17

- TE pg. 180
- *Change Makers*
- Digital Options

Share Writing:
- Volunteers share their writing with the class, then identify the text features that helped them write their paragraph.

Learning Opportunities/Strategies:
Lesson 3 - READING: Use Images to Understand Text

Build Understanding:
- **Set the Purpose -** Enduring Understanding: *Readers understand the importance of asking and answering questions about key details in texts.*
- **Engage Scholars** - Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*
- **Read** - Follow Shared Reading Routine to read pgs. 18-23 of *Change Makers,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what scholars learn about Zach Bonner, and the details the author includes.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Using Images -** Display and complete the T-Chart with class to record how images help readers understand a text.

Learning Opportunities/Strategies:
Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Conjunctions -** Display sentences and guide scholars in using conjunctions.

Set the Purpose:

Resources:
- TE pg. 180
- Student Writing

Resources:
Lesson 3 - READING: Use Images to Understand Text

- TE pg. 182

- TE pg. 182
- *Change Makers,* pgs. 18-23

- TE pg. 182
- *Change Makers,* pgs. 18-23
- Shared Reading Routine TR10-11

- TE pg. 182
- *Change Makers,* pg. 18-23
- Think-Pair-Share Routine TR2-3

- TE pg. 183
- *Change Makers,* pgs. 18-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 183-184
- By-the-Way Words - Hurricane Katrina, Guinness World Record
- Benchmark Vocabulary - homeless, donated, disaster
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 184
- T-Chart TR39
- *Change Makers,* pgs. 18-23

Resources
Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 191

- **Use Images to Support Writing -** Remind scholars that images add to and support the meaning of the text on a page by giving additional information and helping to connect a visual to the main topic.

- TE pg. 188
- *Change Makers,* pgs. 18-23

Teach and Model:
- **Use Images to Support Writing -** Through discussion, review with scholars the ways in which images helped them understand the text.

- TE pg. 188
- *Change Makers,* pgs. 18-23

Prepare to Write:
- **Draw an Illustration and Write a Caption -** Discuss the images in the text, then model connecting a proposed illustration to a key detail in the text.

- TE pg. 189
- Teacher Modeled Writing
- *Change Makers,* pgs. 18, 22, 23

Independent Writing Practice:
- **Draw an Illustration and Write a Caption -** Scholars will draw an illustration and write a supporting caption.

- TE pg. 190
- *Change Makers,* pg. 20
- Digital Options

Share Writing:
- Volunteers share their writing with the class. Ask scholars to identify key details in the illustration that give information about the topic.

- TE pg. 190
- Student Writing

[Learning Opportunities/Strategies:](#)
Lesson 4 - READING: Ask and Answer Questions About Key Details

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that turning an idea into action requires determination and hard work.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*
- **Read** - Follow Shared Reading Routine to read pgs. 24-27 of *Change Makers,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the details about community gardens that the author includes in the text.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.

[Resources:](#)
Lesson 4 - READING: Ask and Answer Questions About Key Details

- TE pg. 192

- TE pg. 192
- *Change Makers,* pgs. 24-27

- TE pg. 192
- *Change Makers,* pgs. 24-27
- Shared Reading Routine TR10-11

- TE pg. 192
- *Change Makers,* pg. 25
- Think-Pair-Share Routine TR2-3

- TE pg. 193
- *Change Makers,* pgs. 24-27
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 2 Reading/Writing

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- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Determine Author's Main Purpose -** Use examples from the text to model how the author uses words and pictures to help a reader understand their purpose.

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Using Conjunctions -** Display sentences and guide scholars in using conjunctions.

Set the Purpose:
- **Revise a Draft -** Review revising a text, then guide scholars in revising the paragraph they wrote in Lesson 2.

Teach and Model:
- **Revise a Draft -** Guide scholars as they revise their paragraphs from Lesson 2, so that their sentences and ideas flow in a logical order that makes sense and that the reader will understand.

Prepare to Write:
- **Revise a Paragraph -** Model by writing a sample paragraph, then discuss revisions that may be made to the text. Then, write the revised paragraph, highlighting the revisions.

Independent Writing Practice:
- **Revise a Paragraph -** Scholars revise the paragraphs they wrote in Lesson 2.

Share Writing:
- Volunteers share their writing with the class. The class identifies additional revisions that may be made.

Lesson 5 - READING: Understand Key Details

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that turning an idea into action requires determination and hard work.*

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- TE pgs. 193-194
- By-the-Way Words - environment, mural
- Benchmark Vocabulary - healthy, harvest, projects
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 194
- *Change Makers,* pgs. 24-25

Resources
Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 201

- TE pg.198
- Student Writing

- TE pg. 198
- *Change Makers,* pgs. 24-27
- Student Writing

- TE pg. 199
- Teacher Modeled Writing
- *Change Makers*

- TE pg. 200
- Digital Options

- TE pg. 200
- Student Writing
- Writing Keystone Checklist

Resources:
Lesson 5 - READING: Understand Key Details

- TE pg. 202

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Grade 2 Reading/Writing

- **Engage Scholars -** Think about the Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*
- **Read** - Follow Shared Reading Routine to read pgs. 28-31 of *Change Makers,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how helping other people makes your life better too.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking Scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Supporting Reasons -** Display and complete the Web B organizer with class to chart how reasons support one of the author's points.

Learning Opportunities/Strategies:
Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Use Conjunctions -** Display sentences and guide scholars in using conjunctions.

Set the Purpose:
- **Organize Information -** Remind scholars that informative/explanatory writing shares information with readers.

Teach and Model:
- **Organize Information -** Using a model text, remind scholars of the parts of an informative/explanatory paragraph.

Prepare to Write:
- **Write a Summary -** Model writing a paragraph that summarizes the ways the young people in the text found ways to help their communities.

Independent Writing Practice:

- TE pg. 202
- *Change Makers,* pgs. 28-31

- TE pg. 202
- *Change Makers,* pgs. 28-31
- Shared Reading Routine TR10-11

- TE pg. 202
- *Change Makers,* pgs. 28-31
- Think-Pair-Share Routine TR2-3

- TE pg. 203
- *Change Makers,* pgs. 28-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 203-204
- Benchmark Vocabulary - champions, links
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 204
- *Change Makers,* pgs. 28-31
- Web B Graphic Organizer TR45

Resources
Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg. 211

- TE pg. 208
- *Change Makers*

- TE pg. 208
- *Change Makers*

- TE pg. 209
- Teacher Modeled Writing
- *Change Makers*

Grade 2 Reading/Writing

● **Write a Summary -** Scholars write a paragraph summarizing the way the children in the text found ways to help their communities. **Share Writing:** ● Volunteers share their writing with the class. The class identifies the concluding sentence in each paragraph and discuss how it follows from the topic sentence and body.	● TE pg. 210 ● *Change Makers* ● Digital Options ● TE pg. 210 ● Student Writing

Learning Opportunities/Strategies:
Lesson 6 - READING: Use Details to Identify the Topic

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that turning an idea into action requires determination and hard work.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*
- **Read** - Follow Shared Reading Routine to reread *Change Makers,* focusing on what the text is mainly about..
- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how, according to the author, people make change happen.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Ask and Answer Questions -** Display and complete the T-Chart with class to show how asking and answering questions can help readers understand a text.

Resources:
Lesson 6 - READING: Use Details to Identify the Topic

- TE pg. 212

- TE pg. 212
- *Change Makers*

- TE pg. 212
- *Change Makers*
- Shared Reading Routine TR10-11

- TE pg. 212
- *Change Makers*
- Think-Pair-Share Routine TR2-3

- TE pg. 213
- *Change Makers*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 214
- Benchmark Vocabulary - electronic, solve
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 214
- T-Chart TR39
- *Change Makers*

Learning Opportunities/Strategies:
Lesson 6 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Use Conjunctions -** Display sentences and guide scholars in using conjunctions.

Resources
Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 221

Grade 2 Reading/Writing

Set the Purpose:
- **Write Interview Questions -** Discuss interviews and how they can be used as research.

- TE pg. 218
- *Change Makers*

Teach and Model:
- **Write Interview Questions -** Model brainstorming and writing *who, what, where, when, why*, and *how* questions in preparation for an interview.

- TE pg. 218
- *Change Makers*
- Teacher Modeled Writing

Prepare to Write:
- **Plan Questions for an Interview -** Model brainstorming and writing questions for an interview in order to research a topic.

- TE pg. 219
- Teacher Modeled Writing
- *Change Makers*

Independent Writing Practice:
- **Plan Questions for an Interview -** Scholars write interview questions for a member of the school community, then conduct the interview, if possible, and write a paragraph based on the information gathered from the interview.

- TE pg. 220
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class tries to guess the interview questions from information contained in the paragraph.

- TE pg. 220
- Student Writing

<u>Learning Opportunities/Strategies:</u>
Lesson 7 - READING: Describe Story Structure and Sequence

<u>Resources:</u>
Lesson 7 - READING: Describe Story Structure and Sequence

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that turning an idea into action requires determination and hard work.*

- TE pg. 222

- **Engage Scholars -** Introduce *City Green* and discuss the genre of realistic fiction. Think about the Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*

- TE pg. 222
- *City Green,* Text Collection

- **Read** - Follow Shared Reading Routine to introduce *City Green,* focusing on what the text is mainly about.

- TE pg. 222
- *City Green,* Text Collection
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how Marcy and Rosa get the idea for a garden.

- TE pg. 222
- *City Green,* Text Collection
- Think-Pair-Share Routine TR2-3

Close Read:

Grade 2 Reading/Writing

- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Story Structure -** Display and complete the Story Sequence organizer with the class to show that a story has a beginning, middle, and end.

Learning Opportunities/Strategies:
Lesson 7 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Use Adjectives -** Display sentences and guide scholars in using adjectives.

Set the Purpose:
- **Use Details -** Explain to scholars that writers use details to explain how characters or real people respond to events.

Teach and Model:
- **Use Details -** Through discussion, model how details help show what Old Man Hammer is feeling at different points in the story.

Prepare to Write:
- **Write an Informative/Explanatory Paragraph -** Remind scholars of the Essential Question: *How do writers use facts and details to develop a topic?* Model using text evidence and a graphic organizer to organize information in order to write a paragraph.

Independent Writing Practice:
- **Write an Informative/Explanatory Paragraph -** Scholars write a paragraph about how people in their community might respond to having a neighborhood garden or park.

Share Writing:
- Volunteers share their writing with the class. The class points out details that give a clear description of the park, or the way the neighbors react to it.

- TE pg. 223
- *City Green,* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 223-224
- By-the-Way Words - hollered, hard as nails
- Benchmark Vocabulary - heap, rubble
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 224
- Story Sequence A Graphic Organizer TR37
- *City Green,* Text Collection

Resources
Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 231

- TE pg.228
- *City Green,* Text Collection

- TE pg. 228
- *City Green,* Text Collection

- TE pg. 229
- Teacher Modeled Writing

- TE pg. 230
- Digital Options

- TE pg. 230
- Student Writing

Grade 2 Reading/Writing

Learning Opportunities/Strategies:	Resources:

Learning Opportunities/Strategies:
Lesson 8 - READING: Use Illustrations and Words to Understand a Story

Build Understanding:
- **Set the Purpose -** Enduring Understanding: *Learners understand that turning an idea into action requires determination and hard work.*
- **Engage Scholars -** Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*
- **Read -** Follow Shared Reading Routine to read pgs. 136-145 of *City Green*, looking for key details in the illustrations to help understand the text.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the problem with the vacant lot and what the characters want to do to solve it.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Details -** Display and complete the T-Chart with class to find details in the text and the illustrations.

Resources:
Lesson 8 - READING: Use Illustrations and Words to Understand a Story

- TE pg. 232

- TE pg. 232
- *City Green,* Text Collection, pgs. 136-145

- TE pg. 232
- *City Green,* Text Collection, pgs. 136-145
- Shared Reading Routine TR10-11

- TE pg. 232
- *City Green,* Text Collection, pgs. 136-145
- Think-Pair-Share Routine TR2-3

- TE pg. 233
- *City Green,* Text Collection, pgs. 136-145
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 233-234
- By-the-Way Words - junk land, city property
- Benchmark Vocabulary - packets, scoop
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152, 154

- TE pg. 234
- *City Green,* Text Collection, pgs. 136-145
- T-Chart TR39

Learning Opportunities/Strategies:
Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Use Formal Language -** Display sentences and guide scholars in distinguishing between formal and informal language.

Set the Purpose:
- **Use Illustrations -** Review the purpose of illustrations in narrative writing.

Teach and Model:
- **Use Illustrations -** Review the text to show the purpose of illustrations in narrative writing.

Resources
Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 241

- TE pg. 238
- *City Green,* Text Collection, pgs. 136-145

- TE pg. 238
- *City Green,* Text Collection, pgs. 148-149

Grade 2 Reading/Writing

Prepare to Write:
- **Write and Illustrate a Letter -** Model writing a formal letter, including an illustration.

Independent Writing Practice:
- **Climate Change Lesson- Write and Illustrate a Letter -** Scholars write a letter to their town's city council to explain how they might improve their community by adding a community garden, including an illustration or diagram that shows the details of their plan. Students will present their letter to another adult in the school. Students will ask and answer questions regarding their proposed community garden.

Share Writing:
- Volunteers share their writing with the class. The class identifies the request, key details supporting the request, and the opening and closing of the letter.

Learning Opportunities/Strategies:
Lesson 9 - READING: Understanding Point of View

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that turning an idea into action requires determination and hard work.*
- **Engage Scholars -** Scholars summarize the beginning of the story. Think about the Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*
- **Read -** Follow Shared Reading Routine to read pgs. 144-155, looking for details that show the points of view of the characters, and how they feel about what is taking place.
- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how the community gets permission to use the lot.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Resources:

- TE pg. 239
- Teacher Modeled Writing
- *City Green,* Text Collection

- TE pg. 240
- *City Green,* Text Collection
- Digital Options

- TE pg. 240
- Student Writing
- Writing Keystone Checklist

Resources:
Lesson 9 - READING: Understanding Points of View

- TE pg. 242

- TE pg. 242
- *City Green,* Text Collection, pgs. 144-155

- TE pg. 242
- *City Green,* Text Collection, pgs. 144-155
- Shared Reading Routine TR10-11

- TE pg. 242
- *City Green,* Text Collection, pgs. 144-155
- Think-Pair-Share Routine TR2-3

- TE pg. 243
- *City Green,* Text Collection, pgs. 144-155
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 243-244
- By-the-Way Words - lease
- Benchmark Vocabulary - petition
- Benchmark Vocabulary Routine for Literary Text TR28-31

Grade 2 Reading/Writing

Reading Analysis:
- **Point of View - Display and** complete the Venn Diagram to compare characters' points of view.

<u>Learning Opportunities/Strategies:</u>
Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Formal and Informal Language -** Display sentences and guide scholars in distinguishing between formal and informal language.

Set the Purpose:
- **Plan Writing -** Explain that authors may plan their stories or nonfiction based on what they observe about a scene or subject and on the details, examples, and facts that make it clear to their readers.

Teach and Model:
- **Plan Writing -** Through discussion, model thinking about the answer to the question, "*What is happening in the empty lot?*'

Prepare to Write:
- **Write Using Point of View -** Model brainstorming details and examples that will support an informative/explanatory writing piece, and organizing details in a web or cluster.

Independent Writing Practice:
- **Write Using Point of View -** Scholars imagine they are a visitor to Marcy's block, and write a paragraph explaining how Marcy's garden has changed her neighborhood, and why it is important to the community.

Share Writing:
- Volunteers share their writing with the class. The class identifies a topic, key details, examples, and the concluding sentence in each paragraph.

<u>Learning Opportunities/Strategies:</u>
Lesson 10 - READING: Use Illustrations to Understand Characters and Events

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that turning an idea into action requires determination and hard work.*

<u>Resources</u>
Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 251

- TE pg. 248
- *City Green,* Text Collection

- TE pg. 248
- *City Green,* Text Collection, pg. 155

- TE pg. 249
- Teacher Modeled Writing
- *City Green,* Text Collection

- TE pg. 250
- *City Green,* Text Collection
- Digital Options

- TE pg. 250
- Student Writing

<u>Resources:</u>
Lesson 10 - READING:Use Illustrations to Understand Characters and Events

- TE pg. 252

Grade 2 Reading/Writing

- **Engage Scholars -** Review the story so far. Think about the Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*

- **Read** - Follow Shared Reading Routine to read pgs. 156-165, examining visual details that support their understanding of characters and events.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what March thinks she sees out her window one night.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Illustrations -** Display and complete the T-Chart with class to show how readers should use illustrations to help them understand a story.

Learning Opportunities/Strategies:
Lesson 10 -WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Adjectives -** Display sentences and guide scholars in using adjectives.

Set the Purpose:
- **Identify Author's Point of View -** Explain to scholars that readers can determine an author's point of view by examining how the author writes about specific things, such as characters or topics.

Teach and Model:
- **Identify Author's Point of View -** Guide scholars in determining the author's point of view in the text.

Prepare to Write:
- **Design and Describe Your Own Park -** Model brainstorming and finding reasons in support of a design for the new playground and begin to write sentences.

- TE pg. 252
- *City Green,* Text Collection, pgs. 156-165

- TE pg. 252
- *City Green,* Text Collection, pgs. 156-165

- TE pg. 252
- *City Green,* Text Collection, pgs. 156-165
- Think-Pair-Share Routine TR2-3

- TE pg. 253
- *City Green,* Text Collection, pgs. 156-165
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 253-254
- By-the-Way Words - raised bed of soil, sprouting
- Benchmark Vocabulary - sprinkling, patch
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152, 154

- TE pg.254
- T-Chart Graphic Organizer, TR39
- *City Green,* Text Collection, pgs. 156-165

Resources
Lesson 10 - WRITING: Informative/Explanatory Writing

- TE pg. 261

- TE pg. 258

- TE pg. 258
- *City Green,* Text Collection, pgs. 158, 165

- TE pg. 259
- Teacher Modeled Writing

Grade 2 Reading/Writing

Independent Writing Practice: ● **Design and Describe Your Own Park -** Scholars design a small garden or park for their neighborhood, then write a paragraph describing it, including the features and why the features are good for the neighborhood.	● TE pg. 260 ● *City Green,* Text Collection ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class identifies a point of view and supporting reasons in each paragraph.	● TE pg. 260 ● Student Writing
Learning Opportunities/Strategies: **Lesson 11 -READING: Compare the Structure of Poems**	**Resources:** **Lesson 11 - READING:Compare the Structure of Poems**
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Learners understand that turning an idea into action requires determination and hard work.*	● TE pg. 262
● **Engage Scholars -** Introduce the poems. Think about the Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*	● TE pg. 262
● **Read** - Follow Shared Reading Routine to read the poems, focusing on the 'gist' of the poems and the format and structure of the poems.	● TE pg. 262 ● *City Trees,* and Haiku Poems from *Cricket Never Does,* Text Collection, pgs. 169-171 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the difference in structure between *City Trees* and the two haikus in Poems from *Cricket Never Does.*	● TE pg. 262 ● *City Trees,* and Haiku Poems from *Cricket Never Does,* Text Collection, pgs. 169-171 ● Think-Pair-Share Routine TR2-3
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 263 ● *City Trees,* and Haiku Poems from *Cricket Never Does,* Text Collection, pgs. 169-171 ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pg. 263-264 ● By-the-Way Words - traffic, shrieking ● Benchmark Vocabulary - undoubtedly ● Benchmark Vocabulary Routine for Literary Text TR24-31 ● Generative Vocabulary Chart TE pgs. 152-154
Language Analysis: ● **Poem Structure - Display and** complete the Venn Diagram with class to compare and contrast the two poems.	● TE pg. 264 ● Venn Diagram TR43 ● *City Trees,* and Haiku Poems from *Cricket Never Does,* Text Collection, pgs. 169-171

Grade 2 Reading/Writing

Lesson 11 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Use Formal and Informal Language -** Display sentences and review the differences between formal and informal language.

Set the Purpose:
- **Revise Writing -** Remind scholars that a first draft can always be improved and point out common ways that writers improve their writing.

Teach and Model:
- **Revise Writing -** Provide models, and through discussion, model how an author revises his/her writing.

Prepare to Write:
- **Revise and Strengthen Writing -** Model revising an informative/explanatory paragraph.

Independent Writing Practice:
- **Revise and Strengthen Writing -** Scholars review and revise their writing from Lesson 10. After revising, scholars will summarize in a few sentences, how they made their writing stronger.

Share Writing:
- Volunteers share their writing with the class. The class identifies a topic sentence, reasons, supporting details, and a concluding sentences in each paragraph.

Lesson 12 - READING: Compare Words and Phrases

- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that turning an idea into action requires determination and hard work.*
- **Engage Scholars -** Review both texts. Think about the Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*
- **Read** - Follow Shared Reading Routine to reread *Change Makers* and *City Green,* focusing on what the texts are mainly about.

Resources
Lesson 11 - WRITING:Informative/Explanatory Writing

- TE pg. 271
- *City Trees,* and Haiku Poems from *Cricket Never Does,* Text Collection, pgs. 169-171

- TE pg. 268

- TE pg. 268

- TE pg. 269
- Teacher Modeled Writing

- TE pg. 270
- Digital Options

- TE pg. 270
- Student Writing

Resources:
Lesson 12 - READING: Compare Words and Phrases

- TE pg. 272

- TE pg. 272
- *Change Makers,* pgs. 24-27
- *City Green,* pgs. 151-155

- TE pg. 272
- *Change Makers,* pgs. 24-27
- *City Green,* pgs. 151-155
- Shared Reading Routine TR10-11

Grade 2 Reading/Writing

● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what the two texts have in common.	● TE pg. 272 ● *Change Makers,* pgs. 28-29 ● *City Green,* pgs. 82, 88 ● Think-Pair-Share Routine TR2-3
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 273 ● *Change Makers, City Green* ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary and Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pg. 274 ● Benchmark Vocabulary - healthy, harvest, petition ● Benchmark Vocabulary Routine for Informational and Literary Text TR24-31 ● Generative Vocabulary Chart TE pgs. 152-154
Language Analysis: ● **Compare Language Choice - Display and** complete the T-Chart with class to compare the language between texts.	● TE pg. 274 ● T-Chart Graphic Organizer TR39 ● *Change Makers, City Green*
[**Learning Opportunities/Strategies:**](#) **Lesson 12 - WRITING:Informative/Explanatory Writing**	[**Resources**](#) **Lesson 12 - WRITING:Informative/Explanatory Writing**
Conventions Mini-Lesson: ● **Formal and Informal Language -** Guide scholars in using formal and informal language to describe what happens in the classroom.	● TE pg. 281
Set the Purpose: ● **Use Descriptive Language -** Review with scholars that descriptive language can help readers better picture events and settings.	● TE pg. 278
Teach and Model: ● **Use Descriptive Language -** Through discussion, help scholars identify words and phrases that describe the gardens in the two texts.	● TE pg. 278 ● *Change Makers* ● *City Green*
Prepare to Write: ● **Write to Compare -** Model writing a paragraph comparing two seasons, using a T-Chart to make a list of comparisons between the seasons, then model reviewing and revising the paragraph.	● TE pg. 279 ● Teacher Modeled Writing
Independent Writing Practice: ● **Write to Compare -** Scholars write a paragraph comparing how the two selections describe the hard work using descriptive words and phrases, then review and revise their writing.	● TE pg. 280 ● *Change Makers*, pgs. 24-27 ● *City Green*, pgs. 151-155 ● Digital Options

Grade 2 Reading/Writing

Share Writing:
- Volunteers share their writing with the class and talk about how they feel they made their writing stronger.

Learning Opportunities/Strategies:
Performance-Based Assessment:

- **Informative/Explanatory Task: Design a Park** - Scholars will design a park and explain how the park will benefit their community.

    Scholars will:
    - write about the qualities and characteristics of their park.
    - write about how the park will benefit the community.
    - illustrate their newly designed park.

Learning Opportunities/Strategies:
Performance-Based Assessment:

Prepare:
- **Review** - Discuss the Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*
- **Revisit the Text** - Remind scholars that in *Change Makers*, the author gives us examples of how young people from all around the world are solving problems. These young people work hard to make their neighborhoods better. This story helps readers understand how people can make a difference in their communities. Display and read aloud excerpts from:
    - Page 27, *Change Makers*
    - Page 93, *City Green*

    Remind scholars that although *Change Makers* is an informational text and *City Green* is a fictional text, the characters are alike in many ways, such as how they wanted to make changes in order to help their communities. Guide scholars to
    - think about how they can make a difference in their communities. Explain that one way they can make a difference is to design a park for their community.
    - write about the qualities and characteristics they believe a park should have to best benefit their community.
    - illustrate a park that has the qualities and characteristics they wrote about.

Resources:
- TE pg. 280
- Student Writing

Resources:
Performance-Based Assessment:

- TE pg. 282
- Reproducible pg. 286

Resources:
Performance-Based Assessment:

- TE pg. 283
- Performance-Based Assessment

- TE pg. 283
- *Change Makers*
- *City Green*

Grade 2 Reading/Writing

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<u>Learning Opportunities/Strategies:</u>
Performance-Based Assessment:
- **Create:** Have scholars who prefer to work alone work at their desks. Have scholars who need support or may be struggling meet in small groups for 10 minutes to talk about ideas for their parks. Remind scholars to refer back to the texts for visuals and characteristics that explain the various ways young people helped their communities in *Change Makers,* and how an empty lot was transformed into a garden in *City Green*. Provide scholars with a Two Sorting Boxes graphic organizer on p. TR42 that they can use to record plans for their parks. For example, in the top box have them write a list of the kinds of things they will include in their park (ponds, playgrounds, walking paths, etc.). In the bottom box, have them write how those particular things will benefit the community.
- **Score Writing:** Use Informative/Explanatory Writing Rubric.
- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.

- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then… suggestions to support them as they complete other Performance-Based Assessments.

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<u>Resources:</u>
Performance-Based Assessment:
- TE pg. 284
- *Change Makers*
- *City Green*
- T-Chart Graphic Organizer
- pencils, crayons, markers
- art paper for drawings and illustrations
- old magazines and construction paper as alternatives to drawing
- paper for planning and organizing
- Digital Options

- TE pg. 287 Informative/Explanatory Writing Rubric

- TE pg. 288
- Digital Options

- TE pg. 289

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<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading

Grade 2 Reading/Writing

Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Unlock Language Learning ● Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

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Unit Four: Facing Challenges and Change - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Foundational Skill: Reading Language
- **L.RF.2.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A. -** Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D-** Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E. -** Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.3.F-** Read high-frequency and grade level irregular words with automaticity (e.g., friend,other, would).
- **L.RF.2.3.G-** Identify the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.2.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A. -** Read grade-level text with purpose and understanding.
- **L.RF.2.4.B. -** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C. -** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading
- **RL.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.CI.2.2-** Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RL.IT.2.3. -** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4. -** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RL.PP.2.5. -** Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6. -** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS Foundational Skills/Writing Language
- **L.WF.2.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grade 2 Reading/Writing

- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphenes (letters or letter groups) for each phoneme.
- **L.WF.2.2**- Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
    - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
    - ii. Complex consonant blends (scr, str, squ).
    - iii. Less common vowel teams for long vowels (scr, str, squ).
    - iv. Vowel-r combinations (turn, star, third, four/for).
    - v. Contractions (we'll; i'm; they've; don't).
    - vi. Homophones (bear, bare; past, passed).
    - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B-** Regular two- and three- syllable words that:
    - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
    - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
    - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C-** Words with suffixes that require:
    - i. Consonant doubling (penning, slimmed).
    - ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D-** Most often used words in English:
    - i. Irregular words (against, many, enough, does).
    - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B**- Capitalize holidays, product names and geographic names
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D**- Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E-** Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G**- With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A**- Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B**- Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A**- Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B**- Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C**- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D**- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Grade 2 Reading/Writing

- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS ELA Writing
- **W.NW.2.3. -** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.NW.2.3.A-** Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- **W.NW.2.3.B-** Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- **W.NW.2.3.C-** Use transitional words to manage the sequence of events.
- **W.NW.2.3.D-** Use concrete words and phrases and sensory details to convey experience and events.
- **W.NW.2.3.E-** Provide a conclusion or sense of closure related to the narrated experiences or events.
- **W.WP.2.4. -** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.A-** Identify audience and purpose before writing.
- **W.WP.2.4.B-** Participate in self-evaluation of written work.
- **W.WP.2.4.C-** With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.SE.2.7-** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening
- **SL.PE.2.1. -** Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A -** Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B -** Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C. -** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2. -** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3. -** 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.
- **S.PI.2.4. -** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5. -** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6. -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies
- **6.1.2.CivicsPI.2:** Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.EconET.2:** Cite examples of choices people make when resources are scarce.

NJSLS Science
- **2-LS2-1. -** Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- **2-LS2-2. -** Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- **2-LS4-1. -** Make observations of plants and animals to compare the diversity of life in different habitats.
- **2-ESS1-1. -**Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- **2-ESS2-1. -** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- **2-ESS2-2 -** Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Grade 2 Reading/Writing

- **2-ESS2-3. -** Obtain information to identify where water is found on Earth and that it can be solid or liquid.

NJSLS Health and Physical Education
- **2.3.2.PS.2**: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

NJSLS - Career Readiness, Life Literacies, and Key Skills
- **9.1.2.CR.1**- Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CR.2**- List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.RM.1**- Describe how valuable items might be damaged or lost and ways to protect them.
- **9.1.5.CR.1**- Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.2.2.CAP.1**- Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1**- Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2**- Demonstrate originality and inventiveness in work.

Central Idea / Enduring Understanding:	Essential/Guiding Question:
- Readers understand that characters face challenges in stories. - Writers understand that a character's actions, thoughts, and feelings are revealed through details. - Learners understand that facing challenges leads to change in people.	How do readers identify characters' responses to events and challenges? How can writers use details to describe the actions, thoughts, and feelings of characters?

Content: (Module Goals)	Skills(Objectives):
- Readers will recount and describe characters' challenges in stories. - Writers will create narrative texts that include challenges and characters' responses to those challenges. - Learners will explain how facing challenges leads people and communities to change. **Text Complexity Measures - TR48 - TR54** The following measures and considerations create a three-part model to gauge the difficulty of a particular text. **Quantitative Measures** - Lexile **Qualitative Measures** - Literary/Informational Text - Text Structure - Language and Vocabulary - Theme and Knowledge Demands **Reader and Task Consideration** - Motivation, Knowledge, Experiences of Students - Difficulty of the Task or Questions Posed	**Reading:** - Points of View - Character Responses - Summarize - Connect Events and Ideas - Central Message - Determine the Central Moral - Character Responses - Story Structure - Compare and Contrast - Compare and Contrast Stories - Story Structure: Conclusions **Writing:** - Write a Scene Between Two Characters - Write About a Character - Retell a Scene - Write About a CHaracter's Response to an Event - Expand Upon a Scene - Write a Sequence of Events - Write a Scene to Tell a Story's Central Message - Use Text Evidence to Write a Scene - Identify Characters' Responses - Create a Storyboard - Create a Draft of a Myth - Write a Strong Conclusion - Revise, Edit, and Publish

Grade 2 Reading/Writing

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:
- **Narrative Task:** Write About Henry and Chin - Scholars will write a short story about Henry and Chin from *The Earth Dragon Awakes* that describes an adventure the boys might have during the rebuilding of San Francisco after the earthquake.

- **Scholars will:**
  - write a short sequence of events about Henry and Chin's adventure.
  - include details to describe how the characters feel and what they are thinking.
  - describe the actions of the characters.
  - use temporal words to signal event order.
  - provide a conclusion.

Other Evidence:

Beginning of Year Assessment:
- Baseline Assessment

Formative Assessments:
- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application
  - Write in Response to Reading
- Reading Keystone Rubrics
  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Compare and Contrast Different Points of View

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that a character's actions thoughts, and feelings are revealed through details.*
- **Engage Scholars -** Introduce *The Earth Dragon Awakes.* Think about the Essential Questions: *How do readers identify characters' responses to events and challenges? How do writers use details to describe the actions, thoughts, and feelings of characters.*
- **Read -** Follow Shared Reading Routine to read pgs. 1-16 *The Earth Dragon Awakes,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what scholars learned about Chinatown at the time of the story.

Resources:

Lesson 1 - READING: Compare and Contrast Different Points of View

- TE pg. 12

- TE pg. 12
- *The Earth Dragon Awakes,* pgs. 1-16

- TE pg. 12
- *The Earth Dragon Awakes*, pgs. 1-16
- Shared Reading Routine TR10-11

- TE pg. 12
- *The Earth Dragon Awakes,* pgs. 1-16
- Think-Pair-Share Routine TR2-3

Grade 2 Reading/Writing

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Points of View -** Display and complete the Venn Diagram with class to compare the characters different points of view.

Learning Opportunities/Strategies:
Lesson 1 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Common Nouns and Proper Nouns -** Display sentences and guide scholars in distinguishing between and using common and proper nouns.

Set the Purpose:
- **Identify Points of View -** Review the idea that writers use details in their writing to describe a character's actions, thoughts, and feelings, and that these details help determine a character's point of view.

Teach and Model:
- **Identify Points of View -** Discuss the importance of understanding point of view when reading a historical fiction text.

Prepare to Write:
- **Write a Scene Between Two Characters -** Model brainstorming prior to writing a narrative about Henry's and Chin's points of view about their parents. Model aloud while writing the characters' points of view.

Independent Writing Practice:
- **Write a Scene Between Two Characters -** Scholars write a scene between Henry and Chin that shows their points of view about their parents.

Share Writing:
- Volunteers share their scenes with a partner and compare the two characters' points of view.

- TE pg. 13
- *The Earth Dragon Awakes,* pgs. 1-16
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 13-14
- By-the Way Words - plates, tenement
- Benchmark Vocabulary - dialect
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 14
- *The Earth Dragon Awakes,* pgs. 1-16
- Venn Diagram TR43

Resources:
Lesson 1 - WRITING: Narrative Writing

- TE pg. 21

- TE pg. 18
- *The Earth Dragon Awakes*

- TE pg. 18
- *The Earth Dragon Awakes*

- TE pg. 19
- Teacher Modeled Writing
- *The Earth Dragon Awakes*, pgs. 1-16

- TE pg. 20
- *The Earth Dragon Awakes*, pgs. 1-16
- Digital Options

- TE pg. 20
- Student Writing

Grade 2 Reading/Writing

Learning Opportunities/Strategies:	Resources:
Lesson 2 - READING: Describe How Characters Respond to Events **Build Understanding:** ● **Set the Purpose -** Share the Enduring Understanding: *Readers understand that characters face challenges in stories.* ● **Engage Scholars** - Introduce the setting of the book. Think about the Essential Questions: *How do readers identify characters' responses to events and challenges? How do writers use details to describe the actions, thoughts, and feelings of characters.* ● **Read** - Follow Shared Reading Routine to read pgs. 17-39 of *The Earth Dragon Awakes,* focusing on what the text is mainly about. ● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how the author's description of the earthquake helps readers understand what happens to a city when an earthquake strikes. **Close Read:** ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. ● **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words. **Reading Analysis:** ● **Character Responses -** Display and complete the Two Sorting Boxes with class to chart details about how the characters respond to the earthquake.	**Lesson 2 - READING: Describe How Characters Respond to Events** ● TE pg. 22 ● TE pg. 22 ● *The Earth Dragon Awakes,* pg. 17 ● TE pg. 22 ● *The Earth Dragon Awakes,* pgs. 17-39 ● Shared Reading Routine TR10-11 ● TE pg. 22 ● *The Earth Dragon Awakes,* pgs. 17-18 ● Think-Pair-Share Routine TR2-3 ● TE pg. 23 ● *The Earth Dragon Awakes,* pgs. 17-39 ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7 ● TE pg. 24 ● Benchmark Vocabulary - twitches, plunges, dazed ● Benchmark Vocabulary Routine for Literary Text TR28-31 ● Generative Vocabulary Chart TE pgs. 2-4 ● TE pg. 24 ● Two Sorting Boxes TR42 ● *The Earth Dragon Awakes,* pgs. 17-39
Learning Opportunities/Strategies: **Lesson 2 - WRITING: Narrative Writing** **Conventions Mini-Lesson:** ● **Capitalize Proper Names -** Display sentences and guide scholars in capitalizing proper names. **Set the Purpose:** ● **Develop Characters -** Review the idea that writers use details to help readers understand characters. **Teach and Model:** ● **Develop Characters -** Through discussion, help scholars find examples of words or phrases that tell about characters' actions.	**Resources** **Lesson 2 - WRITING: Narrative Writing** ● TE pg. 31 ● *The Earth Dragon Awakes* ● TE pg. 28 ● *The Earth Dragon Awakes* ● TE pg. 28 ● *The Earth Dragon Awakes,* pg. 31

Grade 2 Reading/Writing

Prepare to Write:
- **Write About a Character -** Model taking notes about a character's response to a situation, then incorporating your notes and thinking into a paragraph the describes how the character reacts, and how the reaction changes over time.

- TE pg. 29
- Teacher Modeled Writing

Independent Writing Practice:
- **Write About a Character** - Scholars write a paragraph about how a character from the text faced the challenges they were confronted with during the earthquake.

- TE pg. 30
- *The Earth Dragon Awakes,* pgs. 17-39
- Digital Options

Share Writing:
- Volunteers share their writing with the class. Scholars identify words and phrases that tell how the character responds to the earthquake.

- TE pg. 30
- Student Writing

Learning Opportunities/Strategies:
Lesson 3 - READING: Identify Characters' Responses

Resources:
Lesson 3 - READING: Identify Characters' Responses

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that a character's actions thoughts, and feelings are revealed through details.*

- TE pg. 32

- **Engage Scholars -** Think about the Essential Questions: *How do readers identify characters' responses to events and challenges? How do writers use details to describe the actions, thoughts, and feelings of characters.*

- TE pg. 32
- *The Earth Dragon Awakes,* pgs. 40-61

- **Read** - Follow Shared Reading Routine to read pgs. 40-61, focusing on what the text is mainly about.

- TE pg. 32
- *The Earth Dragon Awakes,* pgs. 40-61
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why Chin and his father are unable to see if the Travises are safe.

- TE pg. 32
- *The Earth Dragon Awakes,* pgs. 40-61
- Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 33
- *The Earth Dragon Awakes,* pgs. 40-61
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

- TE pg. 34
- Benchmark Vocabulary - scatters, missiles
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

Reading Analysis:

● **Points of View -** Display and complete the T-Chart with class to show that a character's point of view can change over the course of the story.	● TE pg. 34 ● T-Chart TR39 ● *The Earth Dragon Awakes,* pgs. 40-61
Learning Opportunities/Strategies: **Lesson 3 - WRITING: Narrative Writing**	**Resources** **Lesson 3 - WRITING: Narrative Writing**
Conventions Mini-Lesson: ● **Identify Singular and Plural Nouns -** Display sentences and guide scholars in identifying singular and plural nouns.	● TE pg. 41 ● *The Earth Dragon Awakes*
Set the Purpose: ● **Identify Point of View -** Review the idea that writers use details to help create a scene from the point of view of a character.	● TE pg. 38 ● *The Earth Dragon Awakes*
Teach and Model: ● **Identify Point of View -** Explain that details about characters' perspectives help readers understand the characters' points of view and personalities.	● TE pg. 38 ● *The Earth Dragon Awakes*
Prepare to Write: ● **Retell a Scene -** Guide scholars in retelling an event from either Henry's or Chin's point of view. Model writing a character's point of view.	● TE pg. 39 ● Teacher Modeled Writing ● *The Earth Dragon Awakes*
Independent Writing Practice: ● **Retell a Scene -** Scholars retell a scene from Chin's or Henry's point of view, including details such as dialogue, actions, thoughts, or feelings to help readers understand the character's perspective.	● TE pg. 40 ● *The Earth Dragon Awakes* ● Digital Options
Share Writing: ● Volunteers share their writing with a partner. The listening partner identifies the details that helped them better understand the character's perspective.	● TE pg. 40 ● Student Writing
Learning Opportunities/Strategies: **Lesson 4 - READING: Describe Characters' Responses**	**Resources:** **Lesson 4 - READING: Describe Characters' Responses**
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Readers understand that characters face challenges in stories.* ● **Engage scholars -** Introduce pgs. 62-81 of the text. Think about the Essential Questions: *How do readers identify characters' responses to events and challenges? How do writers use details to describe the actions, thoughts, and feelings of characters.*	● TE pg. 42 ● TE pg. 42 ● *The Earth Dragon Awakes,* pgs. 62-81

- **Read** - Follow Shared Reading Routine to read pgs. 62-81 of the text, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the difficult decision Mr. Travis had to make and why he made it.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Characters' Responses -** Display and complete the Venn Diagram with class to compare the responses of two characters.

Learning Opportunities/Strategies:
Lesson 4 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Identify Irregular Plural Nouns -** Display sentences and guide scholars in identifying irregular plural nouns.

Set the Purpose:
- **Develop Character Responses -** Remind scholars that writers use details to help readers understand how characters respond to events and challenges. Point out that readers may have to 'read between the lines,' or infer as to how those details explain the characters' responses.

Teach and Model:
- **Develop Character Responses -** Discuss how writers do not always directly state how characters respond to events and challenges, so that readers have to infer how the character responds.

Prepare to Write:
- **Response to an Event -** Model your thinking as you choose an event to write about and your thoughts of how the character responded to the event, finally, model writing about this event and the character response.

- TE pg. 42
- *The Earth Dragon Awakes,* pgs. 62-81
- Shared Reading Routine TR10-11

- TE pg. 42
- *The Earth Dragon Awakes,* pgs. 62-81
- Think-Pair-Share Routine TR2-4

- TE pg. 43
- *The Earth Dragon Awakes,* pgs. 62-81
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 43-44
- By-the-Way Word - ferries
- Benchmark Vocabulary - surges, trample
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 44
- Venn Diagram TR43
- *The Earth Dragon Awakes,* pgs. 62-81

Resources
Lesson 4 - WRITING: Narrative Writing

- TE pg. 51
- *The Earth Dragon Awakes*

- TE pg.48
- *The Earth Dragon Awakes*

- TE pg. 48
- *The Earth Dragon Awakes*, pg. 63

- TE pg. 49
- Teacher Modeled Writing
- *The Earth Dragon Awakes*

Grade 2 Reading/Writing

Independent Writing Practice:
- **Response to an Event -** Scholars write a narrative paragraph about one character and one event from the text.

Share Writing:
- Volunteers share their writing with a partner and compare and contrast their characters' responses.

Learning Opportunities/Strategies:
Lesson 5 - READING: Understand Key Details

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Scholars understand that facing challenges leads to changes in people.*
- **Engage Scholars -** Discuss the setting for this chapter. Think about the Essential Questions: *How do readers identify characters' responses to events and challenges? How do writers use details to describe the actions, thoughts, and feelings of characters.*
- **Read** - Follow Shared Reading Routine to read pgs. 82-105 of the text, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what the scholars learned about surviving a disaster.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Summarize -** Display and complete the Story Sequence organizer with class to summarize the main events of the story in order.

Learning Opportunities/Strategies:
Lesson 5 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- TE pg. 50
- *The Earth Dragon Awakes*
- Digital Options

- TE pg. 50
- Student Writing

Resources:
Lesson 5 - READING: Understand Key Details

- TE pg. 52

- TE pg. 52
- *The Earth Dragon Awakes,* pgs. 82-105

- TE pg. 52
- *The Earth Dragon Awakes,* pgs. 82-105
- Shared Reading Routine TR10-11

- TE pg. 52
- *The Earth Dragon Awakes,* pgs. 82-105
- Think-Pair-Share Routine TR2-3

- TE pg. 53
- *The Earth Dragon Awakes,* pgs. 82-105
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 53-54
- By-the-Way Words - triumph
- Benchmark Vocabulary - revenge, parched
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 54
- Story Sequence B Graphic Organizer, TR38
- *The Earth Dragon Awakes,* pgs. 82-105

Resources
Lesson 5 - WRITING: Narrative Writing

Grade 2 Reading/Writing

● **Identify Collective Nouns -** Display sentence and guide scholars in using collective nouns.	● TE pg. 61 ● *The Earth Dragon Awakes*
Set the Purpose: ● **Develop Story Structure -** Explain that temporal words show sequence, and sequence often shows change.	● TE pg.58 ● *The Earth Dragon Awakes*
Teach and Model: ● **Develop Story Structure -** Through discussion, guide scholars in using temporal words to help their audience follow the sequence of events in their story.	● TE pg. 58 ● *The Earth Dragon Awakes*
Prepare to Write: ● **Expand Upon a Scene -** Explain to scholars that they will rewrite and expand upon a scene from the text using a sequence of events. Model expanding the scene and writing the beginning of a narrative based on the text.	● TE pg. 59 ● Teacher Modeled Writing ● *The Earth Dragon Awakes*
Independent Writing Practice: ● **Expand Upon a Scene -** Scholars choose a scene to expand upon and use temporal words to tell the sequence of events.	● TE pg. 50 ● *The Earth Dragon Awakes* ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class identifies the new material , including the main events and details, in each scene.	● TE pg. 60 ● Student Writing
Learning Opportunities/Strategies: **Lesson 6 - READING: Connect Fictional Characters to Historical Events**	**Resources:** **Lesson 6 - READING: Connect Fictional Characters to Historical Events**
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Learners understand that facing challenges leads to change in people.*	● TE pg. 62
● **Engage Scholars -** Think about the Essential Questions: *How do readers identify characters' responses to events and challenges? How do writers use details to describe the actions, thoughts, and feelings of characters.*	● TE pg. 62 ● *The Earth Dragon Awakes,* pgs. 107-117
● **Read -** Follow Shared Reading Routine to read pgs. 107-117 of the text, focusing on what the text is mainly about.	● TE pg. 62 ● *The Earth Dragon Awakes,* pgs. 107-117 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the kind of information that is included in the Afterword and how the events of the story relate to the information in the Afterword.	● TE pg. 62 ● *The Earth Dragon Awakes,* pgs. 107-117 ● Think-Pair-Share Routine TR2-3

Grade 2 Reading/Writing

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Connect Events and Ideas -** Using the Afterword, model how the author incorporated real historical events into the story.

Learning Opportunities/Strategies:
Lesson 6 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Identify Past and Present Tense -** Display sentences and guide scholars in identifying past and present tense.

Set the Purpose:
- **Connect Historical Events and Plot -** Explain that authors of historical fiction base the plot on facts in order to write accurately and realistically about historical settings and events.

Teach and Model:
- **Connect Historical Events and Plot -** Through discussion, help scholars find examples of historical events that connect to the plot.

Prepare to Write:
- **Write a Sequence of Events -** Model forming and organizing a narrative about a sequence of events from Henry's life, then model writing the beginning of a narrative based on the text.

Independent Writing Practice:
- **Write a Sequence of Events -** Scholars write a sequence of events from Henry or Chin's lives that is connected to a historical or scientific event, using temporal words to signal the order of events.

Share Writing:
- Volunteers share their writing with the class. The class identifies the historical event or scientific idea in each paragraph.

- TE pg. 63
- *The Earth Dragon Awakes,* pgs. 107-117
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 63-64
- By-the-Way Words - estimate, afterword
- Benchmark Vocabulary - insurance, ruins
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 64
- Afterword
- *The Earth Dragon Awakes*

Resources
Lesson 6 - WRITING: Narrative Writing

- TE pg. 71
- *The Earth Dragon Awakes*

- TE pg.68
- *The Earth Dragon Awakes*

- TE pg. 68
- *The Earth Dragon Awakes*

- TE pg. 69
- Teacher Modeled Writing
- *The Earth Dragon Awakes*

- TE pg. 70
- *The Earth Dragon Awakes*
- Digital Options

- TE pg. 70
- Student Writing
- Writing Keystone Checklist

Grade 2 Reading/Writing

Learning Opportunities/Strategies:
Lesson 7 - READING: Determine the Central Message

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that facing challenges leads to change in people.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers identify characters' responses to events and challenges? How do writers use details to describe the actions, thoughts, and feelings of characters.*
- **Read** - Follow Shared Reading Routine to review pgs. 102-105*,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why Chin tells Henry to keep the penny dreadful.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Central Message -** Use examples from the text to model how to determine the central message.

Learning Opportunities/Strategies:
Lesson 7 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Nouns and Verbs -** Display sentences and guide scholars in using nouns and verbs.

Set the Purpose:
- **Develop Central Message -** Remind scholars that the central message usually reveals the writer's thoughts about a big idea, such as friendship, courage, honesty, loyalty, or kindness.

Teach and Model:
- **Develop Central Message -** Through discussion help scholars find examples of things characters say

Resources:
Lesson 7 - READING: Determine the Central Message

- TE pg. 72

- TE pg. 72
- *The Earth Dragon Awakes,* pgs. 102-105

- TE pg. 72
- *The Earth Dragon Awakes,* pgs. 102-105
- Shared Reading Routine TR10-11

- TE pg. 72
- *The Earth Dragon Awakes,* pgs. 102-105
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- *The Earth Dragon Awakes,* pgs. 102-105
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 73-74
- By-the Way Words - fled, stubborn
- Benchmark Vocabulary - confidence, courage
- Benchmark Vocabulary Routine for Literary **Text** TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 74
- *The Earth Dragon Awakes,* pgs. 102-105

Resources
Lesson 7 - WRITING: Narrative Writing

- TE pg. 81
- *The Earth Dragon Awakes*

- TE pg.78
- *The Earth Dragon Awakes*

- TE pg. 78
- *The Earth Dragon Awakes*

and think that help reveal the central message of a story.

Prepare to Write:
- **Write a Scene to Tell a Story's Central Message -** Explain that the class will write a scene from Chin or Henry's point of view that conveys the message of the story. Model forming and writing a narrative.

- TE pg. 79
- Teacher Modeled Writing
- *The Earth Dragon Awakes*

Independent Writing Practice:
- **Write a Scene to Tell a Story's Central Message -** Scholars choose either Henry or Chin and write a scene from his point of view that conveys the story's message, flagging text evidence that reveals the story's central message.

- TE pg. 80
- *The Earth Dragon Awakes*
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class identifies the central message in each scene.

- TE pg. 80
- Student Writing

Learning Opportunities/Strategies:
Lesson 8 - READING: Compare and Contrast Points of View

Resources:
Lesson 8 - READING: Compare and Contrast Points of View

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that a character's actions thoughts, and feelings are revealed through details.*

- TE pg. 82

- **Engage Scholars -** Think about the Essential Questions: *How do readers identify characters' responses to events and challenges? How do writers use details to describe the actions, thoughts, and feelings of characters.*

- TE pg. 82
- *Seek the Sun,* Text Collection, pgs. 5-11

- **Read -** Follow Shared Reading Routine to introduce the text, focusing on what the text is mainly about.

- TE pg. 82
- *Seek the Sun,* Text Collection, pgs. 5-11
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what the people of the neighborhood did when the new building caused a problem.

- TE pg. 82
- *Seek the Sun,* Text Collection, pgs. 5-11
- Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 83
- *Seek the Sun,* Text Collection, pgs. 5-11
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

- TE pgs. 83-84
- By-the-Way Words - tatami, tofu
- Benchmark Vocabulary - fortune, advised
- Benchmark Vocabulary Routine for Literary Text TR28-31

Grade 2 Reading/Writing

Reading Analysis:
- **Determine the Central Moral -** Use examples from the text to model how to determine the moral of this story.

Lesson 8 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Irregular Verbs -** Display sentences and guide scholars in using irregular verbs.

Set the Purpose:
- **Develop Points of View -** Explain that scholars will work together to develop a scene that shows the point of view for a character.

Teach and Model:
- **Develop Points of View -** Explain to scholars that when they write narrative stories, they can bring their characters to life by including different viewpoints.

Prepare to Write:
- **Use Text Evidence to Write a Scene -** Remind scholars of the Enduring Understanding: *Writers understand that a character's actions, thoughts, and feelings are revealed through details.* Model writing a scene for the story that expresses the point of view of either the builder or the neighbors.

Independent Writing Practice:
- **Use Text Evidence to Write a Scene -** Scholars write a story scene that expresses the builder's or the neighbor's point of view.

Share Writing:
- Volunteers share their scenes with a partner who chose a different character to write about. Each partner then summarizes how the characters' points of view compare and contrast to one another.

Learning Opportunities/Strategies:
Lesson 9 - READING: Compare and Contrast Characters

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that characters face challenges in stories.*
- **Engage Scholars -** Review the text. Think about the Essential Questions: *How do readers identify characters' responses to events and challenges?*

- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 84
- *Seek the Sun,* Text Collection, pgs. 5-11

Resources
Lesson 8 - WRITING: Narrative Writing

- TE pg. 91

- TE pg. 88
- *Seek the Sun,* Text Collection, pgs. 5-11

- TE pg. 88
- *Seek the Sun,* Text Collection, pgs. 5-11

- TE pg. 89
- Teacher Modeled Writing
- *Seek the Sun,* Text Collection, pgs. 5-11

- TE pg. 90
- Digital Options
- *Seek the Sun,* Text Collection, pgs. 5-11

- TE pg. 90
- Student Writing
- Writing Keystone Checklist

Resources:
Lesson 9 - READING: Compare and Contrast Characters

- TE pg. 92

- TE pg. 92
- *Seek the Sun,* Text Collection, pgs. 5-8

How do writers use details to describe the actions, thoughts, and feelings of characters.
- **Read** - Follow Shared Reading Routine to read pgs. 5-8 of the text, focusing on the various problems faced by the characters and how they respond to them.
- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how the sandal maker and his wife feel about the tall building.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Character Responses -** Display and complete the Venn Diagram with class to compare and contrast character responses.

Learning Opportunities/Strategies:
Lesson 9 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Irregular Verbs -** Display sentences and guide scholars in recognizing irregular verbs.

Set the Purpose:
- **Identify Characters' Responses -** Review that readers learn a lot about characters by paying attention to how they respond to challenges.

Teach and Model:
- **Identify Characters' Responses -** Through discussion, help children find examples of details that tell how characters respond to events and challenges through dialogue.

Prepare to Write:
- **Describe How Characters Respond to a Challenge -** Remind scholars of both the Essential Question, *How do readers identify characters' responses to events and challenges?* and the Enduring Understanding, *Readers understand that characters face challenges in their stories.* Model writing about characters' responses to a challenge.

- TE pg. 92
- *Seek the Sun,* Text Collection, pgs. 5-8
- Shared Reading Routine TR10-11

- TE pg. 92
- *Seek the Sun,* Text Collection, pgs. 5-8
- Think-Pair-Share Routine TR2-3

- TE pg. 93
- *Seek the Sun,* Text Collection, pgs. 5-8
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 93-94
- By-the-Way Words - pilings, towered
- Benchmark Vocabulary - tended, lovingly, precious
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 94
- *Seek the Sun,* Text Collection, pgs. 5-8
- Venn Diagram Graphic Organizer TR43

Resources
Lesson 9 - WRITING: Narrative Writing

- TE pg. 101
- *Seek the Sun,* Text Collection, pgs. 5-8

- TE pg. 98
- *Seek the Sun,* Text Collection, pgs. 5-8

- TE pg. 98
- *Seek the Sun,* Text Collection, pg. 7

- TE pg. 99
- Teacher Modeled Writing
- *Seek the Sun,* Text Collection, pgs. 5-8

Grade 2 Reading/Writing

Independent Writing Practice:
- **Describe How Characters Respond to a Challenge -** Scholars write to describe how characters respond to a major challenge.

Share Writing:
- Volunteers share their writing with a partner. Have each partner point out characters' thoughts, feelings, and actions.

Lesson 10 - READING: Identify and Describe Elements of Story Structure

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that facing challenges leads to change in people.*
- **Engage Scholars -** Review the text. Think about the Essential Questions: *How do readers identify characters' responses to events and challenges? How do writers use details to describe the actions, thoughts, and feelings of characters.*
- **Read** - Follow Shared Reading Routine to reread the text*,* focusing on the actions taken by the characters to try to resolve a problem, and what change came as a result.
- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why the sandal maker and his neighbors decide to stay in the neighborhood.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Story Structure -** Use examples from the text to model how to identify language that illustrates how the ending of a story can provide closure.

Lesson 10 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- TE pg. 100
- *Seek the Sun,* Text Collection, pgs. 5-8
- Digital Options

- TE pg. 100
- Student Writing
- Writing Keystone Checklist

Lesson 10 - READING: Identify and Describe Elements of Story Structure

- TE pg. 102

- TE pg. 102
- *Seek the Sun,* Text Collection, pgs. 8-11

- TE pg. 102
- *Seek the Sun,* Text Collection, pgs. 8-11
- Shared Reading Routine TR10-11

- TE pg. 102
- *Seek the Sun,* Text Collection, pgs. 8-11
- Think-Pair-Share Routine TR2-3

- TE pg. 103
- *Seek the Sun,* Text Collection, pgs. 8-11
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 103-104
- By-the-Way Words - bowed
- Benchmark Vocabulary - essential, protected
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 104
- Story Order Graphic Organizer TR38
- *Seek the Sun,* Text Collection, pgs. 8-11

Lesson 10 - WRITING: Narrative Writing

- **Irregular Verbs -** Display sentences and guide scholars in identifying irregular verbs.

  - TE pg. 111

Set the Purpose:
- **Use a Storyboard to Plan Writing -** Review that authors organize a story's events from beginning to end in an order that makes sense.

  - TE pg. 108
  - *Seek the Sun,* Text Collection, pgs. 8-11

Teach and Model:
- **Use a Storyboard to Plan Writing -** Model how to use details to create a storyboard to plan writing.

  - TE pg. 108
  - *Seek the Sun,* Text Collection, pgs. 8-11

Prepare to Write:
- **Create a Storyboard -** Remind scholars of both the Essential Question, *How do readers identify characters' responses to events and challenges?,* and the Enduring Understanding, *Learners understand that facing challenges leads to change in people.* Model how to create a storyboard that recounts the events in a story.

  - TE pg. 109
  - Teacher Modeled Writing
  - *Seek the Sun,* Text Collection, pgs. 8-11

Independent Writing Practice:
- **Create a Storyboard -** Scholars identify story events and create a storyboard that recounts the events in the story.

  - TE pg. 110
  - *Seek the Sun,* Text Collection, pgs. 8-11
  - Digital Options

Share Writing:
- Scholars use their storyboards to retell *Seek the Sun* to a partner.

  - TE pg. 110
  - Student Writing

Learning Opportunities/Strategies:
Lesson 11 - READING: Compare and Contrast Texts

Resources:
Lesson 11 - READING: Compare and Contrast Texts

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that a character's actions thoughts, and feelings are revealed through details.*

  - TE pg. 112

- **Engage scholars -** Think about the Essential Questions: *How do readers identify characters' responses to events and challenges? How do writers use details to describe the actions, thoughts, and feelings of characters.*

  - TE pg. 112
  - *The Fool on the Hill, Mother of the Mountains, I Am Boom!*, Text Collection, pgs. 44-47

- **Read -** Follow Shared Reading Routine to read the texts, focusing on what the texts are mainly about.

  - TE pg. 112
  - *The Fool on the Hill, Mother of the Mountains, I Am Boom!*, Text Collection, pgs. 44-47
  - Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss which text tells the story about thunder best, and why you think so.

  - TE pg. 112
  - *The Fool on the Hill, Mother of the Mountains, I Am Boom!*, Text Collection, pgs. 44-47
  - Think-Pair-Share Routine TR2-3

Grade 2 Reading/Writing

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

  - TE pg. 113
  - *The Fool on the Hill, Mother of the Mountains, I Am Boom!*, Text Collection, pgs. 44-47
  - Whole Class Discussion Routine TR4-5
  - Small Group Discussion Routine TR6-7

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

  - TE pg. 114
  - Benchmark Vocabulary - shiver, vanish, tremble, faint
  - Benchmark Vocabulary Routine for Literary Text TR28-31
  - Generative Vocabulary Chart TE pgs. 2-4

Reading Analysis:
- **Compare and Contrast - Display and** complete the Compare-Contrast Chart with class to chart how the authors used different details and ideas to tell what causes thunder.

  - TE pg. 114
  - Compare-Contrast CHart TR33
  - *The Fool on the Hill, Mother of the Mountains, I Am Boom!*, Text Collection, pgs. 44-47

[Learning Opportunities/Strategies:](#)
Lesson 11 - WRITING: Narrative Writing

[Resources](#)
Lesson 11 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Identify and Use Subject Pronouns -** Display sentences and guide scholars in manipulating subject pronouns.

  - TE pg. 121
  - *The Fool on the Hill, Mother of the Mountains, I Am Boom!*, Text Collection, pgs. 44-47

Set the Purpose:
- **Planning and Drafting -** Remind scholars that before writing, writers plan what they are going to say, then complete a first draft, which can later be revised and edited.

  - TE pg. 118
  - *The Fool on the Hill, Mother of the Mountains, I Am Boom!*, Text Collection, pgs. 44-47

Teach and Model:
- **Planning and Drafting -** Through discussion, help scholars find examples of words or phrases that describe a character's feelings.

  - TE pg. 118
  - *The Fool on the Hill, Mother of the Mountains, I Am Boom!*, Text Collection, pgs. 44-47

Prepare to Write:
- **Create a Draft of a Myth -** Model brainstorming to name the thoughts, feelings, and actions the characters in the myth might display, the model writing the myth.

  - TE pg. 119
  - Teacher Modeled Writing

Independent Writing Practice:
- **Create a Draft of a Myth -** Scholars think of another version of what causes thunder, make a list of the ideas, thoughts, feelings, and actions of the characters, then write a draft of the myth.

  - TE pg. 120
  - *The Fool on the Hill, Mother of the Mountains, I Am Boom!*, Text Collection, pgs. 44-47
  - Digital Options

Share Writing:
- Volunteers share their writing with the class. The class identifies details that help them visualize what is happening in each narrative.

  - TE pg. 120
  - Student Writing

Grade 2 Reading/Writing

Lesson 12 - READING: Compare and Contrast Cultures in Texts

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that a character's actions thoughts, and feelings are revealed through details.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers identify characters' responses to events and challenges? How do writers use details to describe the actions, thoughts, and feelings of characters.*
- **Read** - Follow Shared Reading Routine to review the texts, read for an understanding of the specified pages and for details about the cultures that influences the story.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how each of these stories use dragons to illustrate something in nature.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Compare and Contrast Stories -** Complete Compare and Contrast Graphic Organizer with class to draw comparisons and contrasts about characters and settings in the two stories.

Learning Opportunities/Strategies:
Lesson 12 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Identify and Use Object Pronouns -** Display sentences and guide scholars in identifying and using object pronouns.

Set the Purpose:
- **Draft a Conclusion -** Explain to scholars that narrative writers provide conclusions, or resolutions

Resources:
Lesson 12 - READING: Compare and Contrast Cultures in Texts

- TE pg. 122

- TE pg. 122
- *The Earth Dragon Awakes*
- *Seek the Sun*

- TE pg. 122
- *The Earth Dragon Awakes,* pgs, 12-15
- *Seek the Sun,* pgs. 5-7
- Shared Reading Routine TR10-11

- TE pg. 122
- *The Earth Dragon Awakes*, pgs. 12-15
- *Seek the Sun,* Text Collection, pgs. 5-7
- Think-Pair-Share Routine TR2-3

- TE pg. 123
- *The Earth Dragon Awakes, Seek the Sun*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 123-124
- By-the-Way Words - mahjong
- Benchmark Vocabulary - dialect, precious
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 124
- *The Earth Dragon Awakes*, pgs. 12-15
- *Seek the Sun,* Text Collection, pgs. 5-7
- Compare-Contrast Chart TR33

Resources
Lesson 12 - WRITING:Narrative Writing

- TE pg. 131
- *The Earth Dragon Awakes*, pgs. 13, 15

- TE pg. 128
- *The Earth Dragon Awakes, Seek the Sun*

to tell readers how the main characters resolve the problems presented by the plot events.

Teach and Model:
- **Draft a Conclusion -** Through discussion, help scholars understand that conclusions are where problems are resolved, and the writer's final opportunity to emphasize or repeat the important themes of the narrative.

- TE pg. 128
- *The Earth Dragon Awakes, Seek the Sun*

Prepare to Write:
- **Write a Strong Conclusion -** Using the myth from Lesson 11, model writing a conclusion to a piece of writing.

- TE pg. 129
- Teacher Modeled Writing

Independent Writing Practice:
- **Write a Strong Conclusion -** Scholars craft conclusions to their myths about what causes thunder.

- TE pg. 130
- *The Fool on the Hill, Mother of the Mountains, I Am Boom!*, Text Collection, pgs. 44-47

Share Writing:
- Scholars share their revised story with a partner. Each partner gives constructive feedback regarding the revisions, paying particular attention to the new conclusion.

- TE pg. 130
- Student Writing

Learning Opportunities/Strategies:
Lesson 13 - READING: Compare Story Structure in Texts

Resources:
Lesson 13 - READING: Compare Story Structure in Texts

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that facing challenges leads to change in people.*

- TE pg. 132

- **Engage Scholars -** Think about the Essential Questions: *How do readers identify characters' responses to events and challenges? How do writers use details to describe the actions, thoughts, and feelings of characters.*

- TE pg. 132
- *The Earth Dragon Awakes,* pgs. 102-105, 110-111
- *Seek the Sun,* Text Collection, pgs. 10-11

- **Read** - Follow Shared Reading Routine to review the texts by reading for an understanding of the events and for aspects of the story structure, particularly each conclusion.

- TE pg. 132
- *The Earth Dragon Awakes,* pgs. 102-105, 110-111
- *Seek the Sun,* Text Collection, pgs. 10-11
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what inspired scholars the most from these stories: an event, the end, or a character.

- TE pg. 132
- *The Earth Dragon Awakes, Seek the Sun*
- Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 133
- *The Earth Dragon Awakes, Seek the Sun*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 2 Reading/Writing

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Story Structure: Conclusions -** Display and complete the T-Chart with class to record the conclusions of both stories.

- TE pg. 124
- Benchmark Vocabulary - surges, essential
- Benchmark Vocabulary Routine for Literary **Text** TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 134
- *The Earth Dragon Awakes*
- *Seek the Sun*
- T- Chart TR39

Learning Opportunities/Strategies:
Lesson 13 -WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Identify and Use Reflexive Pronouns -** Display sentences and guide scholars in identifying and using reflexive pronouns.

Set the Purpose:
- **Edit and Publish the Narrative -** Review the steps in the writing process: planning, drafting, revising, editing, and publishing.

Teach and Model:
- **Edit and Publish the Narrative -** Through discussion, model revising a text.

Prepare to Write:
- **Revise, Edit, and Publish -** Model revising and editing the myth started in Lesson 11.

Independent Writing Practice:
- **Revise and Strengthen a Research Paper -** Scholars revise their myth from Lesson 11.

Share Writing:
- Volunteers share their myths with the class. The class points out details in the edited narratives that made for a strong conclusion.

Resources
Lesson 13 - WRITING: Narrative Writing

- TE pg. 141

- TE pg. 138

- TE pg. 138
- *The Fool on the Hill,* Text Collection, pg. 44

- TE pg. 139
- Teacher Modeled Writing

- TE pg. 140
- Student Writing from Lesson 11
- Digital Options

- TE pg. 140
- Student Writing

Learning Opportunities/Strategies:
Performance-Based Assessment:

- **Narrative Task: Write About Henry and Chin** - Scholars will write a short story about Henry and Chin from *The Earth Dragon Awakes* that describes an adventure the boys might have during the rebuilding of San Francisco after the earthquake.

    Scholars will:

Resources:
Performance-Based Assessment:

- TE pg. 142
- Student Reproducible page 146

- write a short sequence of events about Henry and Chin's adventure.
- include details to describe how the characters feel and what they are thinking.
- describe the actions of the characters.
- use temporal words to signal event order.
- provide a conclusion.

Learning Opportunities/Strategies:
Performance-Based Assessment:

Prepare:
- **Review** - Discuss the Essential Questions: *How do readers identify characters' responses to events and challenges? How do writers use details to describe the actions, thoughts, and feelings of characters?*
- **Revisit the Text** - Remind scholars that in *The Earth Dragon Awaits*, Henry and Chin's families face the challenge of surviving the 1906 earthquake and the ensuing fires in San Francisco that devastated the city. Display and read aloud excerpts from:
  - *The Earth Dragon Awakes,* pg. 33-34
  - *The Earth Dragon Awakes,* pg. 37

  Remind scholars that each character responds to the challenge of surviving the earthquake differently, and that each character's point of view is unique. However, the characters may have similar points of view about some things as well. Guide scholars to
  - write a new adventure about Henry and Chin that happens after the San Francisco earthquake.
  - include details to describe how the characters feel and what they are thinking.
  - describe the actions of the characters.

Resources:
Performance-Based Assessment:

- TE pg. 143
- Performance-Based Assessment

- TE pg. 143
- *The Earth Dragon Awakes*

Learning Opportunities/Strategies:
Performance-Based Assessment:
- **Create:** Have scholars who prefer to work alone work at their desks. Have scholars who need support or may be struggling meet in small groups for 10 minutes to talk about ideas for their scenes. Remind the class to use text evidence from the story to support their writing. Provide the Story Sequence B graphic organizer for scholars to make notes in while they are brainstorming in the group and to use while they write independently. Scholars use their notes to write their own story.
- **Score Writing:** Use Narrative Writing Rubric

- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.

Resources:
Performance-Based Assessment:
- TE pg. 144
- *The Earth Dragon Awakes*
- Story Sequence B Graphic Organizer
- pencils
- paper
- Digital Options

- TE pg. 147 Narrative Writing Rubric

- TE pg. 148
- Digital Options

Grade 2 Reading/Writing

● **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then… suggestions to support them as they complete other Performance-Based Assessments.	● TE pg. 149

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Unlock Language Learning ● Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

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Unit Four: Facing Challenges and Changes - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Foundational Skill: Reading Language
   ● **L.RF.2.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.

Grade 2 Reading/Writing

- **L.RF.2.3.A. -** Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D-** Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E. -** Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.3.F-** Read high-frequency and grade level irregular words with automaticity (e.g., friend,other, would).
- **L.RF.2.3.G-** Identify the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.2.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A. -** Read grade-level text with purpose and understanding.
- **L.RF.2.4.B. -** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C. -** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading
- **RI.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in an informational text to demonstrate understanding of key details in a text.
- **RI.CI.2.2-**Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **RI.IT.2.3-** Describe the connection between a series of historical events, scientific ideas or concepts or steps in a sequence within a text .
- **RI.TS.2.4-** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RI.PP.2.5-** Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
- **RI.MF.2.6.-** Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text. (Climate Change)
- **RI.AA.2.7-** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RI.CT.2.8-** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

NJSLS Foundational Skills/Writing Language
- **L.WF.2.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphenes (letters or letter groups) for each phoneme.
- **L.WF.2.2-** Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
  - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
  - ii. Complex consonant blends (scr, str, squ).
  - iii. Less common vowel teams for long vowels (scr, str, squ).
  - iv. Vowel-r combinations (turn, star, third, four/for).
  - v. Contractions (we'll; i'm; they've; don't).
  - vi. Homophones (bear, bare; past, passed).
  - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B-** Regular two- and three- syllable words that:
  - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
  - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
  - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C-** Words with suffixes that require:
  - i. Consonant doubling (penning, slimmed).
  - ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D-** Most often used words in English:

- - i. Irregular words (against, many, enough, does).
  - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A**- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B**- Capitalize holidays, product names and geographic names
- **L.WF.2.3.C**- Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D**- Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E**- Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F**- Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G**- With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1**- Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A**- Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B**- Compare formal and informal uses of English
- **L.VL.2.2**- Determining 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
- **L.VL.2.2.A**- Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B**- Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C**- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D**- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E**- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3**- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A**- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B**- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C**- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS ELA Writing
- **W.IW.2.2. -** Write informative/explanatory texts to examine a topic and convey ideas and information.
- **W.IW.2.2.A**- Introduce a topic clearly.
- **W.IW.2.2.B**- Develop a topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.2.2.C**- Provide a conclusion
- **W.WP.2.4. -** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.A**- Identify audience and purpose before writing.
- **W.WP.2.4.B**- Participate in self-evaluation of written work.
- **W.WP.2.4.C**- With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.WR.2.5**- Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6**- Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.SE.2.7**- Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Grade 2 Reading/Writing

NJSLS ELA Speaking and Listening
- **SL.PE.2.1. -** Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A -** Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B -** Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C. -** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2. -** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3. -** 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.
- **S.PI.2.4. -** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5. -** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6. -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies
- **6.1.2.GeoPP.1 -** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- **6.1.2.GeoSV.1 -** Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- **6.1.2.GeoHE.2. -** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.GeoHE.3 -** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.GeoHE.4. -** Investigate the relationship between the physical environment of a place and the economic activities found there.
- **6.1.2.GeoGI.2. -** Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.EconET.1. -** Explain the difference between wants and needs.
- **6.1.2.EconET.2. -** Cite examples of choices people make when resources are scarce.
- **6.1.2.EconET.5. -** Describe how local and state governments make decisions that affect individuals and the community.

NJSLS Science
- **2-ESS1-1. -** Use information from several sources to provide evidence that Earth events can occur quickly or slowly
- **2-ESS2-1. -** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- **2-ESS2-2. -** Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- **2-ESS2-3. -** Obtain information to identify where water is found on Earth and that it can be solid or liquid.

NJSLS Health and Physical Education
- **2.3.2.PS.2**: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

NJSLS - Career Readiness, Life Literacies, and Key Skills
- **9.1.2.RM.1**- Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.2.CAP.1**- Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.5.CAP.4**- Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.4.2.TL.2**- Create a document using a word processing application.

Grade 2 Reading/Writing

Central Idea / Enduring Understanding:	Essential/Guiding Question:
● Readers understand that identifying main topics in a text aids their comprehension. ● Writers understand that informational writing is strengthened by facts, definitions, and a solid conclusion. ● Learners understand that change can happen quickly and create challenges.	How do readers identify multiple main topics within a text? How do writers develop a strong conclusion in their informational writing?

Content: (Module Goals)	Skills(Objectives):

● Readers will identify multiple main topics in an informational text.
● Writers will compose an informative/explanatory text with facts, definitions, and a strong conclusion.
● Learners will explain various changes that can occur on Earth's surface.
 	
Text Complexity Measures - TR48 - TR54
The following measures and considerations create a three-part model to gauge the difficulty of a particular text.
 	
● **Quantitative Measures**
   ○ Lexile
● **Qualitative Measures**
   ○ Literary/Informational Text
   ○ Text Structure
   ○ Language and Vocabulary
   ○ Theme and Knowledge Demands
● **Reader and Task Consideration**
   ○ Motivation, Knowledge, Experiences of Students
   ○ Difficulty of the Task or Questions Posed
	Reading:
	● Text Features
	● Main Topic
	● Analyze Diagrams
	● Domain Specific Words and Phrases
	● Describe Connections
	● Identify the Main Topic
	● Visuals
	● Ask and Answer Questions
	● Use Visuals
	● Word Choice
	● Make Connections
	● Compare Text Structure
	
	Writing:
	● Use Facts and Details to Develop a Topic
	● Find and Add Definitions
	● Research and Write an Informative/Explanatory Paragraph
	● Write a Descriptive Paragraph
	● Use a Graphic Organizer to Summarize Information
	● Write to Compare Using Key Ideas and Details
	● Ask and Answer Questions Using a Map
	● Research and Take Notes for Writing Task
	● Write a Strong Conclusion
	● Write Sentences About a Fact and Support It
	● Write a Newspaper Article Based on a Real Event
	● Strengthen Writing with Revisions

Stage 2: Assessment Evidence

Performance Task(s):	Other Evidence:

Performance Based Assessment:
● **Informative/Explanatory Task:** Write a Magazine Article - Scholars will use information they have learned from the selections to write an informative magazine article explaining a natural event.
 	
Scholars will:
   ○ introduce a topic.
   ○ use facts and definitions to develop information.
   ○ provide a conclusion.
	Beginning of Year Assessment:
	● Baseline Assessment
	
	Formative Assessments:
	● Reading Keystones
	   ○ Benchmark Vocabulary Practice
	   ○ Text Analysis Practice/Application
	   ○ Write in Response to Reading
	● Reading Keystone Rubrics
	   ○ Reading/Language Analysis
	   ○ Write in Response to Reading
	   ○ Benchmark Vocabulary

Grade 2 Reading/Writing

	● Writing Keystones:
	    ○ Checklists
	● Writing Rubrics:
	    ○ Narrative
	    ○ Informative/Explanatory
	    ○ Opinion
	● Oral Reading Fluency Quick Checks
	
	Summative Assessments:
	● Selection Test - Anchor Text
	● Performance-Based Assessment - Module A & B
	● End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies: **Lesson 1 - READING: Identify the Main Topic of a Text**	**Resources:** **Lesson 1 - READING: Identify the Main Topic of a Text**
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Readers understand that identifying main topics in a text aids their comprehension.* ● **Engage Scholars** - Introduce *Disaster Alert!* Think about the Essential Questions: *How do readers identify multiple main topics within a text? How do writers develop a strong conclusion in their informational writing?* ● **Read** - Follow Shared Reading Routine to introduce pgs. 4-9, 32 of *Disaster Alert!,* focusing on what the text is mainly about. ● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the three categories of information about tornadoes the author provides. **Close Read:** ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. ● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words. **Reading Analysis:** ● **Text Features -** Display and complete the Three-Column Chart with class to show how text features can help readers find information.	 ● TE pg. 162 ● TE pg. 162 ● *Disaster Alert!* pgs. 4-9, 32 ● TE pg. 162 ● *Disaster Alert!* pgs. 4-9, 32 ● Shared Reading Routine TR10-11 ● TE pg. 162 ● *Disaster Alert!* pgs. 4-9, 32 ● Think-Pair-Share Routine TR2-3 ● TE pg. 163 ● *Disaster Alert!* pgs. 4-9, 32 ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7 ● TE pgs. 163-164 ● By-the-Way Words - humidity, black box ● Benchmark Vocabulary - rotating, violent, alerts ● Benchmark Vocabulary Routine for Informational Text TR24-27 ● Generative Vocabulary Chart TE pgs. 152-154 ● TE pg. 164 ● *Disaster Alert!* pgs. 4-9, 32 ● Three-Column Chart TR40

Grade 2 Reading/Writing

Lesson 1 - WRITING: Informative/Explanatory Writing	**Lesson 1 - WRITING: Informative/Explanatory Writing**
Conventions Mini-Lesson:	
● **Use Adjectives -** Display sentences and guide scholars in using adjectives.	● TE pg. 171
Set the Purpose:	
● **Write About a Topic -** Explain that the first step in informative/explanatory writing is choosing an interesting topic to write about.	● TE pg. 168 ● *Disaster Alert!*
Teach and Model:	
● **Write About a Topic -** Through discussion, help scholars determine how the writer may have chosen the topics and details for this book.	● TE pg. 168 ● *Disaster Alert!*, pgs. 4-5
Prepare to Write:	
● **Use Facts and Details to Develop a Topic -** Introduce the Enduring Understanding: *Writers understand that informational writing is strengthened by facts, definitions, and a solid conclusion.* Model using facts and details to begin writing an informative text.	● TE pg. 169 ● Teacher Modeled Writing ● *Disaster Alert!*
Independent Writing Practice:	
● **Use Facts and Details to Develop a Topic** - Scholars write an informative paragraph about tornadoes. They will introduce the topic and using facts and details to develop it.	● TE pg. 170 ● *Disaster Alert!,* pgs. 4-9 ● Digital Options
Share Writing:	
● Volunteers share their writing with the class. The class identifies the facts and details from the text, and discuss how they help them understand the topic of the paragraph.	● TE pg. 170 ● Student Writing
Lesson 2 - READING: Ask Questions to Understand Key Details	**Lesson 2 - READING: Ask Questions to Understand Key Details**
Build Understanding:	
● **Set the Purpose -** Share the Enduring Understanding: *Writers understand that informational writing is strengthened by facts, definitions, and a solid conclusion.*	● TE pg, 172
● **Engage Scholars** - Think about the Essential Questions: *How do readers identify multiple main topics within a text? How do writers develop a strong conclusion in their informational writing?*	● TE pg. 172 ● *Disaster Alert!,* pgs. 10-15
● **Read** - Follow Shared Reading Routine to read pgs. 10-15 in *Disaster Alert!,* focusing on what the text is mainly about.	● TE pg. 172 ● *Disaster Alert!,* pgs. 10-15 ● Shared Reading Routine TR10-11

Grade 2 Reading/Writing

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how floods affect people's lives.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Main Topic -** Display and complete the Main Idea organizer with class to identify the main topic of text using key details.

Learning Opportunities/Strategies:
Lesson 2 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Use Adjectives -** Display sentences and guide scholars in using adjectives.

Set the Purpose:
- **Add Details and Definitions -** Remind scholars that writers use details to support and explain their chosen topic, and that these details answer questions such as *who, how, what, when, where, why, how much,* or *how many.*

Teach and Model:
- **Add Details and Definitions -** Through discussion, model how writers include definitions so readers understand important terms the writer uses.

Prepare to Write:
- **Find and Add Definitions -** Use the paragraph from Lesson 1 to model adding a definition and a detail from another source to further explain the topic or main idea.

Independent Writing Practice:
- **Find and Add Definitions** - Scholars add a definition and detail from another source to their paragraph from Lesson 1 to further explain the topic or main idea.

- TE pg. 172
- *Disaster Alert!,* pgs. 10-15
- Think-Pair-Share Routine TR2-3

- TE pg. 173
- *Disaster Alert!,* pgs. 10-15
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 173-174
- By-the-Way Words - coastal, battery-powered
- Benchmark Vocabulary - absorb, electrical
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-153

- TE pg. 174
- Main Idea Graphic Organizer TR36
- *Disaster Alert!,* pgs. 10-15

Resources
Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg. 181
- *Disaster Alert!*

- TE pg. 178
- *Disaster Alert!*

- TE pg. 178
- *Disaster Alert!, pgs. 6-7*

- TE pg. 179
- Teacher Modeled Writing
- *Disaster Alert!,* pgs. 12-17

- TE pg. 180
- Digital Options TE pg. 180
- *Disaster Alert!*

Grade 2 Reading/Writing

Share Writing: ● Volunteers share their writing with the class. The class discusses how the definitions and added details added to their understanding of the topics or main ideas of the paragraphs.	● TE pg. 180 ● Student Writing
 Lesson 3 - READING: Describe How Reasons Support the Author's Points	 **Lesson 3 - READING:Describe How Reasons Support the Author's Points**
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Writers understand that informational writing is strengthened by facts, definitions, and a solid conclusion.*	● TE pg. 182
● **Engage Scholars -** Think about the Essential Questions: *How do readers identify multiple main topics within a text? How do writers develop a strong conclusion in their informational writing?*	● TE pg. 182 ● *Disaster Alert!,* pgs. 16-21
● **Read -** Follow Shared Reading Routine to read pgs. 16-21 of *Disaster Alert!,* focusing on what the text is mainly about.	● TE pg. 182 ● *Disaster Alert!,* pgs. 16-21 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss when a sinkhole is not a disaster, and if good things can ever come from a sinkhole.	● TE pg. 182 ● *Disaster Alert!,* pgs. 16-21 ● Think-Pair-Share Routine TR2-3
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 183 ● *Disaster Alert!,* pgs. 16-21 ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pgs. 183-184 ● By-the-Way Words - limestone, gypsum ● Benchmark Vocabulary - dissolves, collapse, explore ● Benchmark Vocabulary Routine for Informational Text TR24-27 ● Generative Vocabulary Chart TE pgs. 152-154
Reading Analysis: ● **Analyze Diagrams -** Use examples from the text to model how to analyze a diagram.	● TE pg. 184 ● *Disaster Alert!,* pg. 16
 Lesson 3 - WRITING: Informative/Explanatory Writing	 **Lesson 3 - WRITING: Informative/Explanatory Writing**
Conventions Mini-Lesson: ● **Use Adjectives -** Display sentences and guide scholars in using adjectives.	● TE pg. 191 ● *Disaster Alert!*
Set the Purpose: ● **Research and Connect Scientific Details -** Remind scholars that when preparing to write about a	● TE pg. 188 ● *Disaster Alert!,* pgs. 16-21

scientific topic, writers do research to find facts and definitions they can use in their writing to support their ideas.

Teach and Model:
- **Research and Connect Scientific Details -** Through discussion, review with scholars some of the reasons an author might connect scientific details.

- TE pg. 188
- *Disaster Alert!,* pgs. 16-21

Prepare to Write:
- **Research and Write an Informative/Explanatory Paragraph -** Explain that the class will do research and use facts and definitions to write an informational paragraph, then model writing the paragraph.

- TE pg. 189
- Teacher Modeled Writing
- *Disaster Alert!,* pgs. 16-21

Independent Writing Practice:
- **Research and Write an Informative/Explanatory Paragraph -** Scholars will write an informative/explanatory paragraph on a natural disaster.

- TE pg. 190
- *Disaster Alert!,* pgs. 16-21
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class discusses which details of definitions they found more interesting, and the new information they learned about each natural disaster.

- TE pg. 190
- Student Writing

Learning Opportunities/Strategies:
Lesson 4 - READING: Define Words and Phrases to Understand Main Topic

Resources:
Lesson 4 - READING: Define Words and Phrases to Understand Main Topic

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that identifying main topics in a text aids their comprehension.*

- TE pg. 192

- **Engage scholars -**Think about the Essential Questions: *How do readers identify multiple main topics within a text? How do writers develop a strong conclusion in their informational writing?*

- TE pg. 192
- *Disaster Alert!,* pgs. 22-27

- **Read** - Follow Shared Reading Routine to read pgs. 22-27 of *Disaster Alert!,* focusing on what the text is mainly about.

- TE pg. 192
- *Disaster Alert!,* pgs. 22-27
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the words and phrases used to describe the types of danger created by erupting volcanoes.
- **Climate Change Lesson-** Students will describe how illustrations help them understand what happens during a volcanic eruption. Discuss after reading and viewing pages 22-23. View the interactive anchor on page 22.

- TE pg. 192
- *Disaster Alert!,* pg. 24
- Think-Pair-Share Routine TR2-3

Grade 2 Reading/Writing

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Domain-Specific Words and Phrases - Display and** Complete the Three-Column Chart with class to record how to use text features to find the meaning of new words.

Learning Opportunities/Strategies:
Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Adjectives -** Display sentences and guide scholars in using adjectives.

Set the Purpose:
- **Use Descriptive Language -** Review with scholars that writers use descriptive language to help readers better understand information in the text.

Teach and Model:
- **Use Descriptive Language -** Through discussion, help scholars identify descriptive words and phrases in the text.

Prepare to Write:
- **Write a Descriptive Paragraph -** Model writing an informative/explanatory piece based on the text.

Independent Writing Practice:
- **Write a Descriptive Paragraph -** Scholars will write their own descriptive paragraph about a change caused by a natural event.

Share Writing:
- Volunteers share their writing with the class. The class identifies specific descriptive words that helped them better understand the topic.

- TE pg. 193
- *Disaster Alert!,* pgs. 22-27
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 193-194
- By-the-Way Words - magma, active (volcano)
- Benchmark Vocabulary - pressure, erupts, poisons
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 194
- *Disaster Alert!,* pgs. 22-27
- Three-Column Chart Graphic Organizer TR40

Resources
Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 201
- *Disaster Alert!*

- TE pg.198
- *Disaster Alert!*

- TE pg. 198
- *Disaster Alert!,* pgs. 22-23
- Student Writing

- TE pg. 199
- Teacher Modeled Writing
- *Disaster Alert!*

- TE pg. 200
- Digital Options

- TE pg. 200
- Student Writing

Grade 2 Reading/Writing

Learning Opportunities/Strategies: Lesson 5 - READING: Connect Scientific Ideas to Talk About Text **Build Understanding:** ● **Set the Purpose -** Share the Enduring Understanding: *Learners understand that change can happen quickly and create challenges.* ● **Engage scholars -** Think about the Essential Questions: *How do readers identify multiple main topics within a text? How do writers develop a strong conclusion in their informational writing?* ● **Read** - Follow Shared Reading Routine to read pgs. 28-31 of *Disaster Alert!,* focusing on what the text is mainly about. ● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how brush fires happen. **Close Read:** ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. ● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words. **Reading Analysis:** ● **Describe Connections -** Display and complete the Main Idea Chart with class to show that describing different connections between scientific relationships in a text can help to identify the main idea.	**Resources:** Lesson 5 - READING: Connect Scientific Ideas to Talk About Text ● TE pg. 202 ● TE pg. 202 ● *Disaster Alert!,* pgs. 28-31 ● TE pg. 202 ● *Disaster Alert!,* pgs. 28-31 ● Shared Reading Routine TR10-11 ● TE pg. 202 ● *Disaster Alert!,* pgs. 28-31 ● Think-Pair-Share Routine TR2-3 ● TE pg. 203 ● *Disaster Alert!,* pgs. 28-31 ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7 ● TE pgs. 203-204 ● By-the-Way Words - firefighting chemicals, trenches ● Benchmark Vocabulary - faulty, extreme, shelters ● Benchmark Vocabulary Routine for Informational Text TR24-27 ● Generative Vocabulary Chart TE pgs. 152-154 ● TE pg. 204 ● *Disaster Alert!,* pgs. 28-31 ● Main Idea Chart TR36
Learning Opportunities/Strategies: Lesson 5 - WRITING: Informative/Explanatory Writing **Conventions Mini-Lesson:** ● **Adjectives -** Display sentences and guide scholars in using adjectives. **Set the Purpose:** ● **Summarizing Text -** Review how a summary of a text includes only the most important information from the text. **Teach and Model:** ● **Summarizing Text -** Through discussion, help scholars examine how a writer writes a summary using the key details from a text.	**Resources** Lesson 5 - WRITING: Informative/Explanatory Writing ● TE pg. 211 ● TE pg. 208 ● *Disaster Alert!* ● TE pg. 208 ● *Disaster Alert!* ● Student Model

Grade 2 Reading/Writing

Prepare to Write:
- **Use a Graphic Organizer to Summarize Information -** Explain that scholars will engage in a two-step process to write a summary that explains what they know about our planet and how it changes. Model writing a summary.

- TE pg. 209
- Teacher Modeled Writing
- *Disaster Alert!*

Independent Writing Practice:
- **Use a Graphic Organizer to Summarize Information -** Scholars organize one of the main ideas and key details from the text by creating a chart, then write a summary of the information in the chart.

- TE pg. 210
- *Disaster Alert!*
- Digital Options

Share Writing:
- Volunteers display their charts with the class. The class pairs each summary with its chart.

- TE pg. 210
- Student Writing

Learning Opportunities/Strategies:
Lesson 6 - READING: Use Facts and Details to Identify the Main Topic

Resources:
Lesson 6 - READING: Use Facts and Details to Identify the Main Topic

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that identifying main topics in a text aids their comprehension.*
- **Engage scholars -** Introduce *Danger! Earthquakes.* Think about the Essential Questions: *How do readers identify multiple main topics within a text? How do writers develop a strong conclusion in their informational writing?*
- **Read -** Follow Shared Reading Routine to read *Danger! Earthquakes,* focusing on what the text is mainly about.

- TE pg. 212

- TE pg. 212
- *Danger! Earthquakes,* Text Collection, pgs. 12-43

- TE pg. 212
- *Danger! Earthquakes,* Text Collection, pgs. 12-43
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the facts and details that tell how we can limit the damage earthquakes cause.

- TE pg. 212
- *Danger! Earthquakes,* Text Collection, pgs. 12-43
- Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 213
- *Danger! Earthquakes,* TC, pgs. 12-43
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

- TE pg. 214
- Benchmark Vocabulary - damage, wreck
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

Grade 2 Reading/Writing

Reading Analysis:
- **Identify the Main Topic -** Display and complete the Web B organizer with class to identify facts that support the topic of earthquakes.

Learning Opportunities/Strategies:
Lesson 6 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Use Adverbs -** Display sentences and guide scholars in using adverbs.

Set the Purpose:
- **Use Key Ideas and Details -** Review the idea that writers support their main topic with facts and details.

Teach and Model:
- **Use Key Ideas and Details -** Through discussion, help scholars find examples of supporting details.

Prepare to Write:
- **Write to Compare Using Key Ideas and Details -** Model brainstorming and writing an informative paragraph based on a text.

Independent Writing Practice:
- **Write to Compare Using Key Ideas and Details -** Scholars choose two earthquakes from the text to write about and find text and other evidence, then write an informative paragraph using key ideas and details to compare the two earthquakes.

Share Writing:
- Volunteers share their writing with the class. The class identifies specific facts and details that helped them better understand the topic.

Learning Opportunities/Strategies:
Lesson 7 - READING: Use Pictures and Maps

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that informational writing is strengthened by facts, definitions, and a solid conclusion.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers identify multiple main topics within a text? How do writers develop a strong conclusion in their informational writing?*
- **Read** - Follow Shared Reading Routine to read pgs. 13-23 in *Danger! Earthquakes,* focusing on what the text is mainly about.

- TE pg. 214
- Web B Graphic Organizer TR45
- *Danger! Earthquakes,* TC, pgs. 12-43

Resources
Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 221

- TE pg. 218
- *Danger! Earthquakes,* Text Collection, pgs. 12-43

- TE pg. 218
- *Danger! Earthquakes,* Text Collection, pgs. 17-19
- Teacher Modeled Writing

- TE pg. 219
- Teacher Modeled Writing
- *Danger! Earthquakes,* Text Collection, pgs. 12-43

- TE pg. 220
- *Danger! Earthquakes,* Text Collection, pgs. 12-43
- Digital Options

- TE pg. 220
- Student Writing
- Writing Keystone Checklist

Resources:
Lesson 7 - READING: Use Pictures and Maps

- TE pg. 222

- TE pg. 222
- *Danger! Earthquakes,* Text Collection, pgs. 13-23

- TE pg. 222
- *Danger! Earthquakes,* Text Collection, pgs. 13-23

Grade 2 Reading/Writing

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the number of earthquakes each year, and how many cause damage.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Visuals -** Discuss the map and pictures on pgs. 22-23.

Learning Opportunities/Strategies:
Lesson 7 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Adverbs -** Display sentences and guide scholars in using adverbs.

Set the Purpose:
- **Use Maps -** Review the idea that writers use images such as maps to help explain important ideas in the text.

Teach and Model:
- **Use Maps -** Through discussion, model how maps support the information in the main text.

Prepare to Write:
- **Ask and Answer Questions Using a Map -** Model writing a question and answering it in a complete sentence by restating the question as the first part of the answer.

Independent Writing Practice:
- **Ask and Answer Questions Using a Map -** Scholars write two questions that they have about earthquakes that can be answered by the map. They then use facts and definitions to answer questions, written in complete sentences.

- Shared Reading Routine TR10-11

- TE pg. 222
- *Danger! Earthquakes,* Text Collection, pgs. 13-23
- Think-Pair-Share Routine TR2-3

- TE pg. 223
- *Danger! Earthquakes,* TC, pgs. 13-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 223-224
- By-the-Way Words - magnitude
- Benchmark Vocabulary - measure, recorded, level
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 224
- *Danger! Earthquakes,* Text Collection, pgs. 22-23

Resources
Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 231

- TE pg.228
- *Danger! Earthquakes,* Text Collection

- TE pg. 228
- *Danger! Earthquakes,* Text Collection

- TE pg. 229
- Teacher Modeled Writing
- *Danger! Earthquakes,* Text Collection

- TE pg. 230
- *Danger! Earthquakes,* Text Collection
- Digital Options

Grade 2 Reading/Writing

Share Writing:
- Volunteers share their questions and answers with a partner, then summarize how the maps helped them answer their questions.

Lesson 8 - READING: Connect Scientific Ideas in a Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *scholars understand that change can happen quickly and create challenges.*
- **Engage Scholars -** Scholars review the text by summarizing what they have learned about earthquakes. Think about the Essential Questions: *How do readers identify multiple main topics within a text? How do writers develop a strong conclusion in their informational writing?*
- **Read -** Follow Shared Reading Routine to read pgs. 24-33, focusing on what the scientific text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the earth's crust and how fault zones in the earth's crust formed.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Ask and Answer Questions -** Use examples from text to show how asking and answering questions about text can help readers understand the text.

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Use Formal Language -** Display sentences and guide scholars in identifying and using adverbs.

- TE pg. 230
- Student Writing

Lesson 8 - READING: Connect Scientific Ideas in a Text

- TE pg. 232

- TE pg. 232
- *Danger! Earthquakes,* Text Collection, pgs. 24-33

- TE pg. 232
- *Danger! Earthquakes,* Text Collection, pgs. 24-33
- Shared Reading Routine TR10-11

- TE pg. 232
- *Danger! Earthquakes,* Text Collection,
- pgs. 24-33
- Think-Pair-Share Routine TR2-3

- TE pg. 233
- *Danger! Earthquakes,* TC, pgs. 24-33
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 233-234
- By-the-Way Words - mantle
- Benchmark Vocabulary - grind
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 234
- *Danger! Earthquakes,* Text Collection, pg. 24

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 241

Grade 2 Reading/Writing

Set the Purpose:
- **Conduct Research -** Discuss the purpose and format of news articles as one kind of informative/explanatory writing.

- TE pg. 238
- *Danger! Earthquakes,* Text Collection, pgs. 34-43

Teach and Model:
- **Conduct Research -** Model gathering newsworthy and interesting details the reader will want to know about

- TE pg. 238
- *Danger! Earthquakes,* Text Collection, pgs. 34-43

Prepare to Write:
- **Research and Take Notes for Writing Task -** Model analyzing a news article.

- TE pg. 239
- Teacher Modeled Writing
- *Danger! Earthquakes,* Text Collection, pgs. 34-43

Independent Writing Practice:
- **Research and Take Notes for Writing Task -** Scholars choose a natural disaster and research an article about that kind of disaster, taking notes on text evidence. Then write an informative/explanatory paragraph, that answers the questions.

- TE pg. 240
- *Danger! Earthquakes,* Text Collection, pgs. 34-43
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class identifies the various pieces of evidence that answer the questions in the paragraphs.

- TE pg. 240
- Student Writing

Learning Opportunities/Strategies:
Lesson 9 - READING: Identify Reasons That Support the Author's Points

Resources:
Lesson 9 - READING: Identify Reasons That Support the Author's Points

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that change can happen quickly and create challenges.*
- **Engage scholars -** Think about the Essential Questions: *How do readers identify multiple main topics within a text? How do writers develop a strong conclusion in their informational writing?*
- **Read** - Follow Shared Reading Routine to read pgs. 34-43 of the text, focusing on what the text is mainly about.

- TE pg. 242

- TE pg. 242
- *Danger! Earthquakes,* Text Collection, pgs. 34-43

- TE pg. 242
- *Danger! Earthquakes,* Text Collection, pgs. 34-43
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the challenges the 1985 Mexico City earthquake caused for the people, and how they responded.

- TE pg. 242
- *Danger! Earthquakes,* Text Collection, pgs. 34-43
- Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 243
- *Danger! Earthquakes,* TC, pgs. 34-43
- Whole Class Discussion Routine TR4-5

Grade 2 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Use Visuals -** Use examples from text to show that visual features like pictures, illustrations, and maps can help readers understand informational texts.

Learning Opportunities/Strategies:
Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Adverbs -** Display sentences and guide scholars in using adverbs.

Set the Purpose:
- **Add a Conclusion -** Explain to scholars that writers of informative/explanatory texts include a conclusion at the end of the text.

Teach and Model:
- **Add a Conclusion -** Discuss the conclusion of *Danger! Earthquakes*, on pg. 43

Prepare to Write:
- **Write a Strong Conclusion -** Model reviewing writing by using the text, then writing a conclusion for the text.

Independent Writing Practice:
- **Write a Strong Conclusion -** Scholars write a conclusion to the paragraph they wrote about a natural disaster in the last lesson.

Share Writing:
- Volunteers read their paragraphs aloud to a partner, then share their writing, including the conclusion, to the class. Discuss each conclusion and ask scholars to identify how it 'finishes' the writing.

Learning Opportunities/Strategies:
Lesson 10 - READING: Identify Words and Phrases That Supply Meaning

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that change can happen quickly and create challenges.*

- Small Group Discussion Routine TR6-7

- TE pgs. 243-244
- By-the-Way Words - powerful
- Benchmark Vocabulary - collapse, steep, loose
- Benchmark Vocabulary Routine for Informational Text TR23-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 244
- *Danger! Earthquakes,* Text Collection, pgs. 38-39

Resources
Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 251

- TE pg. 248
- *Danger! Earthquakes,* Text Collection

- TE pg. 248
- *Danger! Earthquakes,* Text Collection, pg. 43

- TE pg. 249
- Teacher Modeled Writing
- *Danger! Earthquakes,* Text Collection, pgs. 34-35

- TE pg. 250
- *Danger! Earthquakes,* Text Collection
- Digital Options

- TE pg. 250
- Student Writing

Resources:
Lesson 10 - READING:Identify Words and Phrases That Supply Meaning

- TE pg. 252

Grade 2 Reading/Writing

- **Engage Scholars -** Read the poem, drawing attention to the details in the picture. Think about the Essential Questions: *How do readers ask and answer questions to identify key details in texts? How do writers use facts and details to develop a topic?*

- **Read** - Follow Shared Reading Routine to read the text, focusing on what the poem is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss which words tell why no one could somersault the San Andreas Fault.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Word Choice -** Display and complete the Web B organizer with class to show how poets choose their words carefully.

Learning Opportunities/Strategies:
Lesson 10 -WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Apostrophes in Contractions -** Display sentences and guide scholars in using apostrophes in contractions.

Set the Purpose:
- **Support Ideas with Facts and Details -** Remind scholars that the texts they have read in this unit have featured facts about earthquakes, including what causes them and the problems they can create.

Teach and Model:
- **Support Ideas with Facts and Details -** Review the idea that writers sometimes include factual information when they write about a topic by revisiting the last stanzas of the poem.

- TE pg. 252
- *Who Could Somersault the San Andreas Fault?,* Text Collection, pg. 49

- TE pg. 252
- *Who Could Somersault the San Andreas Fault?,* Text Collection, pg. 49

- TE pg. 252
- *Who Could Somersault the San Andreas Fault?,* Text Collection, pg. 49
- Think-Pair-Share Routine TR2-3

- TE pg. 253
- *Who Could Somersault the San Andreas Fault?,* Text Collection, pg. 49
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 253-254
- By-the-Way Words - pole-vault, continent
- Benchmark Vocabulary - divide
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152, 154

- TE pg.254
- Web B Graphic Organizer, TR45
- *Who Could Somersault the San Andreas Fault?,* Text Collection, pg. 49

Resources
Lesson 10 - WRITING:Informative/Explanatory Writing

- TE pg. 261

- TE pg. 258

- TE pg. 258
- *Who Could Somersault the San Andreas Fault?,* Text Collection, pg. 49

Grade 2 Reading/Writing

Prepare to Write: ● **Write Sentences About a Fact and Support It -** Review with scholars the kind of natural disasters they have read about in this unit. Model aloud as you write a fact about tornadoes.	● TE pg. 259 ● Teacher Modeled Writing
Independent Writing Practice: ● **Write Sentences About a Fact and Support It -** Scholars choose a fact about one of the natural disasters they have learned about in this unit. They will write several sentences about the fact, including details that support the fact.	● TE pg. 260 ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class identifies the disaster and the fact that each writer wrote about.	● TE pg. 260 ● Student Writing
Learning Opportunities/Strategies: **Lesson 11 -READING: Describe Connections Between Ideas**	**Resources:** **Lesson 11 - READING:Describe Connections Between Ideas**
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Readers understand that identifying main topics in a text aids their comprehension.*	● TE pg. 262
● **Engage Scholars -** Think about the Essential Questions: *How do readers identify multiple main topics within a text? How do writers develop a strong conclusion in their informational writing?*	● TE pg. 262 ● *Disaster Alert!* ● *Danger! Earthquakes*
● **Read** - Follow Shared Reading Routine to read the texts, focusing on describing connections between the scientific ideas in the two texts.	● TE pg. 262 ● *Disaster Alert!* ● *Danger! Earthquakes* ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss which text you think was more informative.	● TE pg. 262 ● *Disaster Alert!* ● *Danger! Earthquakes* ● Think-Pair-Share Routine TR2-3
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 263 ● *Disaster Alert!, Danger! Earthquakes* ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pg. 264 ● Benchmark Vocabulary - grind ● Benchmark Vocabulary Routine for Informational Text TR24-27 ● Generative Vocabulary Chart TE pgs. 152-154
Reading Analysis: ● **Make Connections - Display and** complete the Cause and Effect organizer with class to show how	● TE pg. 264 ● Cause and Effect Graphic Organizer TR32

authors use causes and effects to connect scientific events and ideas.

Learning Opportunities/Strategies:
Lesson 11 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Contractions -** Display sentences and review how to use contractions.

Set the Purpose:
- **Connect Scientific Ideas -** Remind scholars that writers of science texts try to explain why things happen and what happens as a result, using cause and effect to show the connections between ideas.

Teach and Model:
- **Connect Scientific Ideas -** Talk about the importance of recognizing the connections between and among ideas when reading a scientific text.

Prepare to Write:
- **Write a Newspaper Article Based on a Real Event -** Model how to begin a newspaper article about a natural disaster.

Independent Writing Practice:
- **Write a Newspaper Article Based on a Real Event -** Scholars choose a real event that was mentioned in either text, research, and write a newspaper article about it, including a headline.

Share Writing:
- Volunteers share their writing with the class. The class determines if it tells *who, what, where, when,* and *why,* and identify the contractions in each article.

Learning Opportunities/Strategies:
Lesson 12 - READING: Compare Texts on the Same Topic

- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that identifying main topics in a text aids their comprehension.*
- **Engage Scholars -** Review both texts. Think about the Essential Questions: *How do readers identify multiple main topics within a text? How do writers develop a strong conclusion in their informational writing?*
- **Read** - Follow Shared Reading Routine to reread *Disaster Alert!* and *City Green,* focusing on a general understanding of multiple topics.

- *Disaster Alert!*
- *Danger! Earthquakes*

Resources
Lesson 11 - WRITING:Informative/Explanatory Writing

- TE pg. 271
- *Disaster Alert!, Danger! Earthquakes*

- TE pg. 268
- *Disaster Alert!, Danger! Earthquakes*

- TE pg. 268
- *Disaster Alert!, Danger! Earthquakes*

- TE pg. 269
- Teacher Modeled Writing
- *Disaster Alert!, Danger! Earthquakes*

- TE pg. 270
- Digital Options

- TE pg. 270
- Student Writing
- Writing Keystone Checklist

Resources:
Lesson 12 - READING: Compare Texts on the Same Topic

- TE pg. 272

- TE pg. 272
- *Disaster Alert!*
- *Danger! Earthquakes*

- TE pg. 272
- *Disaster Alert!*
- *Danger! Earthquakes*
- Shared Reading Routine TR10-11

Grade 2 Reading/Writing

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the main topics within each text.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Compare Text Structure - Display and** complete the T-Chart with class to show how authors write about the same topic but present information differently.

[Learning Opportunities/Strategies:](#)
Lesson 12 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:
- **Contractions -** Guide scholars in using contractions.

Set the Purpose:
- **Revise a Newspaper Article -** Tell scholars that they will revise the newspaper article about a natural disaster they wrote in the previous lesson to make it stronger and clearer.

Teach and Model:
- **Revise a Newspaper Article -** Through discussion, model revising their newspaper article.

Prepare to Write:
- **Strengthen Writing with Revisions -** Scholars use the draft of the newspaper article from the previous lesson and model aloud how to revise an article.

Independent Writing Practice:
- **Strengthen Writing with Revisions -** Scholars revise the newspaper article they wrote in Lesson 11.

Share Writing:
- Volunteers share their writing with the class. The class offers further revisions to the article.

- TE pg. 272
- *Disaster Alert!*
- *Danger! Earthquakes*
- Think-Pair-Share Routine TR2-3

- TE pg. 273
- *Disaster Alert!, Danger! Earthquakes*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 274
- Benchmark Vocabulary - collapse, damage
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 274
- T-Chart Graphic Organizer TR39
- *Disaster Alert!*
- *Danger! Earthquakes*

[Resources](#)
Lesson 12 - WRITING:Informative/Explanatory Writing

- TE pg. 281

- TE pg. 278
- *Disaster Alert!, Danger! Earthquakes*

- TE pg. 278
- *Disaster Alert!, Danger! Earthquakes*
- Student Model

- TE pg. 279

- TE pg. 280
- Digital Options

- TE pg. 280
- Student Writing
- Writing Keystone Checklist

Grade 2 Reading/Writing

Learning Opportunities/Strategies:	Resources:
Performance-Based Assessment: ● **Informative/Explanatory Task: Write a Magazine Article** - Scholars will use information they have learned from the selections to write an informative magazine article explaining a natural event. **Scholars will**: ○ introduce a topic. ○ use facts and definitions to develop information. ○ provide a conclusion.	**Performance-Based Assessment:** ● TE pg. 282 ● Reproducible pg. 286
Learning Opportunities/Strategies: **Performance-Based Assessment:** **Prepare:** ● **Review** - Discuss the Essential Questions: *How do readers identify multiple main topics within a text? How do writers develop a strong conclusion in their informational writing.* ● **Revisit the Text** - Remind scholars that in *Disaster Alert!* the author discusses many types of natural disasters that can occur without warning. The photos help readers see what each of these events looks like. In *Danger! Earthquakes*, readers learn how earthquakes occur, how they are measured, and the destruction they can cause. Display and read aloud excerpts from: ○ Page 4, *Disaster Alert!* ○ Page 24, *Danger! Earthquakes* Remind scholars that *Disaster Alert!* and *Danger! Earthquakes* are informational texts that contain many facts and definitions about earthquakes and other earth-related events. Point out that readers can learn important information about the planet and how to be safe during an earthquake or other natural disaster. ○ Have scholars think about what kind of information is included in a magazine article. ○ Remind them that magazine articles contain facts and information that answer the questions *who, what, when, where,* and *why.* ○ Have them use the information in the two texts to write a magazine article. For example, they might write an article about a specific earthquake mentioned in *Danger! Earthquakes* or they might explain what happens during an earthquake by drawing information from both *Disaster Alert!* and *Danger! Earthquakes.*	**Performance-Based Assessment:** ● TE pg. 283 ● Performance-Based Assessment ● TE pg. 283 ● *Disaster Alert!* ● *Danger! Earthquakes*

Grade 2 Reading/Writing

Learning Opportunities/Strategies:	Resources:
Performance-Based Assessment:	**Performance-Based Assessment:**
● **Create:** Have scholars who prefer to work alone work at their desks. Have scholars who need support or may be struggling meet in small groups for 5-10 minutes to talk about ideas for their magazine articles. Remind scholars to refer back to the texts for visuals, facts, and definitions in both *Disaster Alert!* and *Danger! Earthquakes*. Provide scholars with a Main Idea graphic organizer. Have them write the event that will be the focus of their magazine article at the top and facts, definitions, and supporting details in the three columns below.	● TE pg. 284 ● *Disaster Alert!* ● *Danger! Earthquakes* ● Main Idea Graphic Organizer ● Pencils for planning and creating the infographic ● Paper for informative writing ● Digital Options
● **Score Writing:** Use Informative/Explanatory Writing Rubric.	● TE pg. 287 Informative/Explanatory Writing Rubric
● **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.	● TE pg. 288 ● Digital Options
● **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then… suggestions to support them as they complete other Performance-Based Assessments.	● TE pg. 289

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing

Grade 2 Reading/Writing

		● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	● Unlock Language Learning ● Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

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Unit Five: **Pioneering New Ideas and New Worlds - Module A**

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Foundational Skill: Reading Language
- **L.RF.2.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A. -** Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D-** Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E. -** Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.3.F-** Read high-frequency and grade level irregular words with automaticity (e.g., friend,other, would).
- **L.RF.2.3.G-** Identify the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.2.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A. -** Read grade-level text with purpose and understanding.
- **L.RF.2.4.B. -** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C. -** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading
- **RI.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in an informational text to demonstrate understanding of key details in a text.
- **RI.CI.2.2-**Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **RI.IT.2.3-** Describe the connection between a series of historical events, scientific ideas or concepts or steps in a sequence within a text .
- **RI.TS.2.4-** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RI.PP.2.5-** Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
- **RI.MF.2.6.-** Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7-** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RI.CT.2.8-** Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

NJSLS Foundational Skills/Writing Language

Grade 2 Reading/Writing

- **L.WF.2.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphenes (letters or letter groups) for each phoneme.
- **L.WF.2.2-** Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
  - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
  - ii. Complex consonant blends (scr, str, squ).
  - iii. Less common vowel teams for long vowels (scr, str, squ).
  - iv. Vowel-r combinations (turn, star, third, four/for).
  - v. Contractions (we'll; i'm; they've; don't).
  - vi. Homophones (bear, bare; past, passed).
  - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B-** Regular two- and three- syllable words that:
  - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
  - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
  - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C-** Words with suffixes that require:
  - i. Consonant doubling (penning, slimmed).
  - ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D-** Most often used words in English:
  - i. Irregular words (against, many, enough, does).
  - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B-** Capitalize holidays, product names and geographic names
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D-** Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E-** Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G-** With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B-** Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D-** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS ELA Writing
- **W.AW.2.1. -** With prompts and support, write opinion pieces to present an idea with reasons or information.
- **W.AW.2.1.A-** Introduce an opinion.
- **W.AW.2.1.B-** Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.AW.2.1.C-** Provide a conclusion.
- **W.WP.2.4. -** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.A-** Identify audience and purpose before writing.
- **W.WP.2.4.B-** Participate in self-evaluation of written work.
- **W.WP.2.4.C-** With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.WR.2.5-** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6-** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.SE.2.7-** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening
- **SL.PE.2.1. -** Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A -** Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B -** Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C -** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2. -** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3. -** 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.
- **S.PI.2.4. -** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5. -** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6. -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies
- **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- **6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

NJSLS Science
- **2-LS2-1. -** Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- **2-LS2-2. -** Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- **2-LS4-1. -** Make observations of plants and animals to compare the diversity of life in different habitats

Grade 2 Reading/Writing

NJSLS - Career Readiness, Life Literacies, and Key Skills ● **9.2.2.CAP.3**- Define entrepreneurship and social entrepreneurship. ● **9.4.2.CI.1**- Demonstrate openness to new ideas and perspectives. ● **9.4.2.CI.2**- Demonstrate originality and inventiveness in work.	

Central Idea / Enduring Understanding:	**Essential/Guiding Question:**
● Readers understand that texts on the same topic have similarities and differences. ● Writers understand that opinions need strong reasons to support them. ● Learners understand that personal journeys can affect historical events.	How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?

Content: (Module Goals)	**Skills(Objectives):**

● Readers will compare and contrast main ideas from two texts on the same topic.
● Writers will state an opinion and support it with reasons.
● Learners will explain how personal journeys can affect the history of communities.
 	
Text Complexity Measures - TR48 - TR54
The following measures and considerations create a three-part model to gauge the difficulty of a particular text.
 	
● **Quantitative Measures**
  ○ Lexile
● **Qualitative Measures**
  ○ Literary/Informational Text
  ○ Text Structure
  ○ Language and Vocabulary
  ○ Theme and Knowledge Demands
● **Reader and Task Consideration**
  ○ Motivation, Knowledge, Experiences of Students
  ○ Difficulty of the Task or Questions Posed
	Reading:
	● Main Topic and Details
	● Ask and Answer Questions
	● Main Purpose
	● How Reasons Support Points
	● Determine Word Meaning
	● Identify Reasons
	● Interpret a Timeline
	● Use Text Features
	● Supporting Reasons
	● Main Purpose
	● Word Choice
	● Compare Texts
	● Contrast Main Ideas
	
	Writing:
	● Support an Opinion Using Reasons and Evidence
	● Write an Opinion Paragraph
	● Support Opinions with Reasons and Evidence
	● Connect Opinions and Reasons with Linking Words
	● Support an Opinion with Examples and Details
	● Write a Well-Developed Concluding Statement
	● State and Support an Opinion About a Text Feature
	● State and Support an Opinion
	● Planning an Opinion Piece
	● Draft an Opinion Piece
	● Revise and Strengthen an Opinion Piece
	● Edit and Publish an Opinion Piece

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**

Performance Based Assessment:
● **Opinion Task:** Write About Lessons Learned - Scholars will think about some of the lessons that we can learn from Johnny Appleseed such as: use what you have, share what you have, respect nature. Scholars will choose one of the lessons and write their opinion about why they think the lesson is still important in today's world.
	Beginning of Year Assessment:
	● Baseline Assessment
	
	Formative Assessments:
	● Reading Keystones
	  ○ Benchmark Vocabulary Practice
	  ○ Text Analysis Practice/Application
	  ○ Write in Response to Reading
	● Reading Keystone Rubrics

Grade 2 Reading/Writing

- **Scholars will:**
  - introduce the lesson they learned.
  - state an opinion about the lesson.
  - supply reasons that support the opinion.
  - use linking words (e.g., *because, and, also*) to connect opinion and reasons.
  - provide a conclusion.

  - Reading/Language Analysis
  - Write in Response to Reading
  - Benchmark Vocabulary
- Writing Keystones:
  - Checklists
- Writing Rubrics:
  - Narrative
  - Informative/Explanatory
  - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:
- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Lesson 1 - READING: Talk About the Main Topic of a Biography	**Lesson 1 - READING: Talk About the Main Topic of a Biography**
Build Understanding:	
● **Set the Purpose -** Share the Enduring Understanding: *Learners understand that personal journeys can affect historical events.*	● TE pg. 12
● **Engage Scholars** - Introduce *John Chapman: Planter and Pioneer.* Think about the Essential Questions: *How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?*	● TE pg. 12 ● *John Chapman: Planter and Pioneer,* pgs. 3-6
● **Read** - Follow Shared Reading Routine to read pgs. 3-7 in *John Chapman: Planter and Pioneer,* focusing on what the text is mainly about.	● TE pg. 12 ● *John Chapman: Planter and Pioneer*, pgs. 3-6 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the kind of person John Chapman was.	● TE pg. 12 ● *John Chapman: Planter and Pioneer,* pgs. 3-6 ● Think-Pair-Share Routine TR2-3
Close Read:	
● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● ● TE pg. 13 ● *John Chapman: Planter and Pioneer,* pgs. 3-6 ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pgs. 13-14 ● By-the Way Words - nation, wilderness ● Benchmark Vocabulary - wild, tangled ● Benchmark Vocabulary Routine for Informational Text TR24-27 ● Generative Vocabulary Chart TE pgs. 2-4

Grade 2 Reading/Writing

Reading Analysis:
- **Points of View -** Display and complete the Main Idea Chart with class to record key details about the life of Johnny Chapman

- TE pg. 14
- *John Chapman: Planter and Pioneer,* pgs. 3-6
- Main Idea Chart TR36

<u>**Learning Opportunities/Strategies:**</u>
Lesson 1 - WRITING: Opinion Writing

<u>**Resources:**</u>
Lesson 1 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Apostrophes in Singular Possessives -** Display sentences and guide scholars in using apostrophes in singular possessive nouns.

- TE pg. 21
- *John Chapman: Planter and Pioneer*

Set the Purpose:
- **Make Connections to Support an Opinion -** Remind scholars that an opinion is a belief about a topic that is based on evidence.

- TE pg. 18
- *John Chapman: Planter and Pioneer*

Teach and Model:
- **Make Connections to Support an Opinion -** Explain that when writers write a opinion based on a text, they pay attention to the main topic and the details that support the topic.

- TE pg. 18
- *John Chapman: Planter and Pioneer*
- Student Model

Prepare to Write:
- **Support an Opinion Using Reasons and Evidence -** Model forming, stating, and writing an opinion based on the text.

- TE pg. 19
- Teacher Modeled Writing
- *John Chapman: Planter and Pioneer*, pgs. 3-6

Independent Writing Practice:
- **Support an Opinion Using Reasons and Evidence** - Scholars review the text and decide, based on the text and illustrations, if there is enough text evidence to support the idea that Johnny Appleseed was an important figure, then write their opinion.

- TE pg. 20
- *John Chapman: Planter and Pioneer*, pgs. 3-6
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class identifies the opinion statement, including the main topic, reasons and text evidence, in each paragraph.

- TE pg. 20
- Student Writing

<u>**Learning Opportunities/Strategies:**</u>
Lesson 2 - READING: Ask and Answer Questions About Purpose

<u>**Resources:**</u>
Lesson 2 - READING: Ask and Answer Questions About Purpose

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that personal journeys can affect historical events.*
- **Engage Scholars** - Reread pgs. 3-6 of the text. Think about the Essential Questions: *How can*

- TE pg. 22

- TE pg. 22
- *John Chapman: Planter and Pioneer,* pgs. 7-10

Grade 2 Reading/Writing

readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?

- **Read** - Follow Shared Reading Routine to read pgs. 7-10, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what is unusual or interesting about the way that John Chapman chose to live.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Ask and Answer Questions -** Display and complete the K-W-L Chart with class to show how readers can ask and answer questions to better understand the text.

<u>Learning Opportunities/Strategies:</u>
Lesson 2 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Identify Apostrophes in Plural Possessives -** Display sentences and guide scholars in identifying apostrophes in plural possessive nouns.

Set the Purpose:
- **Make Connections -** Remind scholars of the title for this unit, *Pioneering New Ideas and New Worlds*. Explain the *pioneering* refers to something that has not been done before, so the unit title must mean "thinking of original ideas or exploring new places." Discuss how the book connects to the unit title.

Teach and Model:
- **Make Connections -** Explain to scholars that when they write opinion pieces, they should use evidence from the text to show connections.

- TE pg. 22
- *John Chapman: Planter and Pioneer,* pgs. 7-10
- Shared Reading Routine TR10-11

- TE pg. 22
- *John Chapman: Planter and Pioneer,* pgs. 7-10
- Think-Pair-Share Routine TR2-3

- TE pg. 23
- *John Chapman: Planter and Pioneer,* pgs. 7-10
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 23-24
- By-the-Way Word - coffee sack
- Benchmark Vocabulary - visitors, amazed
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 24
- K-W-L Chart TR35
- *John Chapman: Planter and Pioneer*

<u>Resources</u>
Lesson 2 - WRITING: Opinion Writing

- TE pg. 31
- *John Chapman: Planter and Pioneer*

- TE pg. 28
- *John Chapman: Planter and Pioneer*

- TE pg. 28
- *John Chapman: Planter and Pioneer,* pgs. 7-10

Grade 2 Reading/Writing

Prepare to Write:
- **Write An Opinion Paragraph -** Model forming, stating, and supporting an opinion about pgs. 7-10 of the text.

Independent Writing Practice:
- **Write An Opinion Paragraph** - Scholars write a paragraph in which they state an opinion about why they think the book ties to the unit title, and support their opinions with reasons and evidence from the pages they have read so far.

Share Writing:
- Volunteers share their writing with the class. The class identifies the opinion statement, reasons, and evidence from the text.

Learning Opportunities/Strategies:
Lesson 3 - READING: Identify the Main Purpose of a Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that personal journeys can affect historical events.*
- **Engage Scholars -** Think about the Essential Questions: *How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?*
- **Read** - Follow Shared Reading Routine to read pgs. 11-16 of the text, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why John Chapman traveled across the frontier instead of staying where he was born.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Main Purpose -** Display and complete the Web B organizer with class to chart details.

- TE pg. 29
- Teacher Modeled Writing

- TE pg. 30
- *John Chapman: Planter and Pioneer,* pgs. 7-10
- Digital Options

- TE pg. 30
- Student Writing
- *John Chapman: Planter and Pioneer*

Resources:
Lesson 3 - READING: Identify the Main Purpose of a Text

- TE pg. 32

- TE pg. 32
- *John Chapman: Planter and Pioneer,* pgs. 11-16

- TE pg. 32
- *John Chapman: Planter and Pioneer,* pgs. 11-16
- Shared Reading Routine TR10-11

- TE pg. 32
- *John Chapman: Planter and Pioneer,* pgs. 11-16
- Think-Pair-Share Routine TR2-3

- TE pg. 33
- *John Chapman: Planter and Pioneer,* pgs. 11-16
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 33-34
- By-the-Way Words - apple cider, venomous
- Benchmark Vocabulary - beneath
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 34
- Web B Graphic Organizer TR45
- *John Chapman: Planter and Pioneer,* pgs. 11-16

Grade 2 Reading/Writing

Learning Opportunities/Strategies:
Lesson 3 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Apostrophes in Possessives and Contractions -** Display sentences and guide scholars in identifying the difference between apostrophes in possessive nouns and contractions.

Set the Purpose:
- **State and Support an Opinion -** Remind scholars that when writers state an opinion, they tell what they believe about something, and must include reasons to support their opinions and make their main purpose in writing clear.

Teach and Model:
- **State and Support an Opinion -** Explain to scholars that when writers write an opinion piece, they need to support their opinion by sharing examples and reasons.

Prepare to Write:
- **Support Opinions with Reasons and Evidence -** Model aloud forming and stating an opinion about the topic, and supporting the opinion, based on text evidence.

Independent Writing Practice:
- **Support Opinions with Reasons and Evidence -** Scholars write an opinion paragraph explaining why it is important to live by example and support their opinions with reasons and evidence.

Share Writing:
- Volunteers share their writing with the class. The class identifies the opinion statement and the reasons and evidence in each paragraph.

Resources
Lesson 3 - WRITING: Opinion Writing

- TE pg. 41
- *John Chapman: Planter and Pioneer*

- TE pg. 38
- *John Chapman: Planter and Pioneer*

- TE pg. 38
- *John Chapman: Planter and Pioneer*
- Student Model

- TE pg. 39
- Teacher Modeled Writing
- *John Chapman: Planter and Pioneer*

- TE pg. 40
- *John Chapman: Planter and Pioneer*
- Digital Options

- TE pg. 40
- Student Writing

Learning Opportunities/Strategies:
Lesson 4 - READING: Describe How Reasons Support Points in a Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that personal journeys can affect historical events.*
- **Engage Scholars -** Think about the Essential Questions: *How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?*
- **Read -** Follow Shared Reading Routine to read pgs. 17-23, focusing on how an author uses reasons to

Resources:
Lesson 4 - READING: Describe How Reasons Support Points in a Text

- TE pg. 42

- TE pg. 42
- *John Chapman: Planter and Pioneer,* pgs. 17-23

- TE pg. 42
- *John Chapman: Planter and Pioneer,* pgs. 17-23

Grade 2 Reading/Writing

support opinions about events and experiences in John Chapman's life.
- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what *A Simple Life* means.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **How Reasons Support Points -** Use examples from the text to model how to describe reasons that support points in a text.

[Learning Opportunities/Strategies:](#)
Lesson 4 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Possessive Pronouns -** Display sentences and guide scholars in using possessive pronouns.

Set the Purpose:
- **Use Linking Words -** Remind scholars that an opinion needs to be supported by facts and reasons, which should be organized so that they connect to , and build on, one another.

Teach and Model:
- **Use Linking Words -** Through discussion, help scholars find examples of how the writer uses reasons to support the opinion that Johnny Appleseed was a hero.

Prepare to Write:
- **Connect Opinions and Reasons with Linking Words -** Model writing an opinion, having scholars identify the linking words and tell how they connect opinion with reasons.

Independent Writing Practice:
- **Connect Opinions and Reasons with Linking Words -** Scholars write an answer to the question: *Was Johnny Appleseed a hero? Why or why not?* Remind them to support their opinion, use linking words, and provide a concluding statement.

- Shared Reading Routine TR10-11

- TE pg. 42
- *John Chapman: Planter and Pioneer,* pgs. 17-23
- Think-Pair-Share Routine TR2-4

- TE pg. 43
- *John Chapman: Planter and Pioneer,* pgs. 17-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 43-44
- By-the-Way Words - seedlings, great outdoors
- Benchmark Vocabulary - clever, planters, tattered
- Benchmark Vocabulary Routine for Informational Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 44
- *John Chapman: Planter and Pioneer* pg. 19

[Resources](#)
Lesson 4 - WRITING: Opinion Writing

- TE pg. 51
- *John Chapman: Planter and Pioneer*

- TE pg.48
- *John Chapman: Planter and Pioneer*

- TE pg. 48
- *John Chapman: Planter and Pioneer*, pg. 19

- TE pg. 49
- Teacher Modeled Writing
- *John Chapman: Planter and Pioneer*

- TE pg. 50
- *John Chapman: Planter and Pioneer*
- Digital Options

Grade 2 Reading/Writing

Share Writing:
- Volunteers share their writing with the class. Discuss the reasons that support scholar's opinions, and how the linking words clarify the connection between reasons and opinions.

- TE pg. 50
- Student Writing

Learning Opportunities/Strategies:
Lesson 5 - READING: Identify Author's Purpose

Resources:
Lesson 5 - READING: Identify Author's Purpose

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *scholars understand that personal journeys can affect historical events.*

- TE pg. 52

- **Engage Scholars -** Think about the Essential Questions: *How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?*

- TE pg. 52
- *John Chapman: Planter and Pioneer,* pgs. 24-32

- **Read** - Follow Shared Reading Routine to read pgs. 24-32, focusing on the author's purpose and what he wants to explain,

- TE pg. 52
- *John Chapman: Planter and Pioneer,* pgs. 24-32
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what common themes many of the stories about Johnny have.

- TE pg. 52
- *John Chapman: Planter and Pioneer,* pgs. 24-32
- Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 53
- *John Chapman: Planter and Pioneer,* pgs. 24-32
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

- TE pgs. 53-54
- By-the-Way Word - superman
- Benchmark Vocabulary - hero, creatures, legend
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

Language Analysis:
- **Determine Word Meaning -** Use examples from the text to model how to use strategies to determine the meaning of unfamiliar words or phrases.

- TE pg. 54
- *John Chapman: Planter and Pioneer,* pg. 25

Learning Opportunities/Strategies:
Lesson 5 - WRITING: Opinion Writing

Resources
Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Possessive Pronouns -** Display sentence and guide scholars in using possessive pronouns

- TE pg. 61
- *John Chapman: Planter and Pioneer*

Set the Purpose:
- **Share an Opinion -** Tell scholars that writers can share an opinion by writing a letter that tells how the

- TE pg.58
- *John Chapman: Planter and Pioneer*

writer feels about something and includes reasons and examples that support the writer's opinion.

Teach and Model:
- **Share an Opinion -** Help scholars identify and analyze examples of stories in the text.

- TE pg. 58
- *John Chapman: Planter and Pioneer,* pgs. 26-28

Prepare to Write:
- **Support an Opinion with Examples and Details -** Remind scholars of the Essential Question: *How do writers use reasons to support their opinions on a topic?* Model writing an opinion letter by stating an opinion and giving reasons.

- TE pg. 59
- Teacher Modeled Writing
- *John Chapman: Planter and Pioneer*

Independent Writing Practice:
- **Support an Opinion with Examples and Details -** Scholars write a letter to a friend giving their opinion and reasons that support their opinion telling whether or not they believe on of the stories in the text.

- TE pg. 50
- *John Chapman: Planter and Pioneer*
- Digital Options

Share Writing:
- Volunteers share their writing with a partner. Each partner identifies reasons that support the writer's opinion and suggest ways to make the opinion stronger.

- TE pg. 60
- Student Writing

Learning Opportunities/Strategies:
Lesson 6 - READING: Describe How Reasons Support Points in a Text

Resources:
Lesson 6 - READING: Describe How Reasons Support Points in a Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that personal journeys can affect historical events.*

- TE pg. 62

- **Engage Scholars -** Think about the Essential Questions: *How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?*

- TE pg. 62
- *John Chapman: Planter and Pioneer*

- **Read -** Follow Shared Reading Routine to reread the text, recalling what the text is mainly about.

- TE pg. 62
- *John Chapman: Planter and Pioneer*
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the most surprising thing scholars learned about Johnny Appleseed.

- TE pg. 62
- *John Chapman: Planter and Pioneer*
- Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 63
- *John Chapman: Planter and Pioneer*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 2 Reading/Writing

- **Benchmark Vocabulary -** Follow the Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Identify Reasons -** Display and complete the T-Chart with class to identify the author's points and reasons.

Learning Opportunities/Strategies:
Lesson 6 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Simple Sentences -** Display sentences and guide scholars in writing simple sentences.

Set the Purpose:
- **Write Conclusions to an Opinion -** Explain that every piece of writing has a conclusion to tie up loose ends and bring closure to the writing.

Teach and Model:
- **Write Conclusions to an Opinion -** Through discussion, help scholars determine the conclusion of the text.

Prepare to Write:
- **Write a Well-Developed Concluding Statement -** Model writing a well-developed concluding statement.

Independent Writing Practice:
- **Write a Well-Developed Concluding Statement -** Scholars think about the text and consider whether or not Johnny Appleseed's work make our world a better place. Then they write an opinion piece that is supported by reasons and ends with a well-developed concluding statement.

Share Writing:
- Volunteers share their writing with the class. The class discusses the opinions about Johnny and takes a survey about who thinks Johnny made the world a better place.

Learning Opportunities/Strategies:
Lesson 7 - READING: Use Text Features

Build Understanding:

Resources
Lesson 6 - WRITING: Opinion Writing

- TE pg. 71
- *John Chapman: Planter and Pioneer*

- TE pg.68
- *John Chapman: Planter and Pioneer*

- TE pg. 68
- *John Chapman: Planter and Pioneer*

- TE pg. 69
- Teacher Modeled Writing
- *John Chapman: Planter and Pioneer*

- TE pg. 70
- *John Chapman: Planter and Pioneer*
- Digital Options

- TE pg. 70
- Student Writing
- Writing Keystone Checklist

Resources:
Lesson 7 - READING: Use Text Features

Grade 2 Reading/Writing

- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that opinions need strong reasons to support them.*
- **Engage Scholars -** Think about the Essential Questions: *How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?*
- **Read** - Follow Shared Reading Routine to read pgs. 51-69, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why Johnny chose to plant apple trees.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Interpret a Timeline -** use examples from the text **to** model how to interpret a timeline.

Learning Opportunities/Strategies:
Lesson 7 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Expand Simple Sentences with Adjectives -** Display sentences and guide scholars in expanding simple sentences using adjectives.

Set the Purpose:
- **Analyze Text Features -** Review with scholars that writers of informational texts include special features such as charts, diagrams, timelines, photographs, captions, and other graphic aids to help with understanding.

Teach and Model:
- **Analyze Text Features -** Have scholars look at the photograph on pg. 52, and model how to form an opinion about the information that the photograph and caption provide. Continue the process by having scholars revisit pgs. 56-57

- TE pg. 72

- TE pg. 72
- *Johnny Appleseed,* Text Collection, pgs. 51-69

- TE pg. 72
- *Johnny Appleseed,* Text Collection, pgs. 51-69
- Shared Reading Routine TR10-11

- TE pg. 72
- *Johnny Appleseed,* Text Collection, pgs. 51-69
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- *Johnny Appleseed,* Text Collection, pgs. 51-69
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 74
- Benchmark Vocabulary - settlers
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 74
- *Johnny Appleseed,* Text Collection, pgs. 57, 62-63

Resources
Lesson 7 - WRITING: Opinion Writing

- TE pg. 81
- *Johnny Appleseed,* Text Collection, pgs. 51-69

- TE pg.78
- *Johnny Appleseed,* Text Collection, pgs. 51-69

- TE pg. 78
- *Johnny Appleseed,* Text Collection, pgs. 52, 56-57

Grade 2 Reading/Writing

Prepare to Write:
- **State and Support an Opinion About a Text Feature -** Model writing an opinion piece about the helpfulness of the captions in the text.

Independent Writing Practice:
- **State and Support an Opinion About a Text Feature -** Scholars write an opinion paragraph that states whether or not using the timeline helped them understand the text.

Share Writing:
- Volunteers share their writing with the class. The class discusses which reasons they thought most strongly supported the opinion.

Learning Opportunities/Strategies:
Lesson 8 - READING: Use Text Features to Locate Facts in a Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that opinions need strong reasons to support them.*
- **Engage Scholars -** Think about the Essential Questions: *How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?*
- **Read -** Follow Shared Reading Routine to read pgs. 52-61, focusing on what the text is mainly about.
- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how John was able to plant so many apple trees.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Use Text Features -** Use questions to guide discussion to explain that the author uses illustrations, photographs, and a timeline to give additional information that is not in the main text.

Resources:

- TE pg. 79
- Teacher Modeled Writing
- *Johnny Appleseed,* Text Collection, pgs. 51-69

- TE pg. 80
- *Johnny Appleseed,* Text Collection, pgs. 51-69
- Digital Options

- TE pg. 80
- Student Writing

Resources:
Lesson 8 - READING: Use Text Features to Locate Facts in a Text

- TE pg. 82

- TE pg. 82
- *Johnny Appleseed,* Text Collection, pgs. 52-61

- TE pg. 82
- *Johnny Appleseed,* Text Collection, pgs. 52-61

- TE pg. 82
- *Johnny Appleseed,* Text Collection, pgs. 52-61
- Think-Pair-Share Routine TR2-3

- TE pg. 83
- *Johnny Appleseed,* Text Collection, pgs. 52-61
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 83-84
- By-the-Way Words - collected, mills
- Benchmark Vocabulary - orchards
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 84
- *Johnny Appleseed,* Text Collection, pgs. 52-61

Grade 2 Reading/Writing

Learning Opportunities/Strategies: **Lesson 8 - WRITING: Opinion Writing** **Conventions Mini-Lesson:** ● **Expand Simple Sentences with Adverbs -** Display sentences and guide scholars in expanding simple sentences using adverbs.	**Resources** **Lesson 8 - WRITING: Opinion Writing** ● TE pg. 91 ● *Johnny Appleseed,* Text Collection
Set the Purpose: ● **Understand Text Features -** Review with scholars that informational texts often include text features such as charts, diagrams, timelines, photographs, caption, and other graphic aides.	● TE pg. 88 ● *Johnny Appleseed,* Text Collection
Teach and Model: ● **Understand Text Features -** Model your thinking while discussing the main sections of the text and the headings you might give to each section.	● TE pg. 88 ● *Johnny Appleseed,* Text Collection
Prepare to Write: ● **State and Support an Opinion About a Text Feature -** Ask scholars to share their opinions about whether additional text features, such as headings and a table of contents would be helpful in *Johnny Appleseed*. Model forming and writing an opinion based on the text.	● TE pg. 89 ● Teacher Modeled Writing ● *Johnny Appleseed,* Text Collection
Independent Writing Practice: ● **State and Support an Opinion About a Text Feature -** Scholars write an opinion on their thoughts about the usefulness of text features in *Johnny Appleseed.*	● TE pg. 90 ● *Johnny Appleseed,* Text Collection ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class identifies the opinion statement and reasons and evidence in each paragraph.	● TE pg. 90 ● Student Writing
Learning Opportunities/Strategies: **Lesson 9 - READING: Explain How Authors Support Specific Ideas** **Build Understanding:** ● **Set the Purpose -** Share the Enduring Understanding: *Writers understand that opinions need strong reasons to support them.* ● **Engage Scholars -** Discuss the illustrations and photographs on pgs. 62-69 of the text. Think about the Essential Questions: *How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?*	**Resources:** **Lesson 9 - READING: Explain How Authors Support Specific Ideas** ● TE pg. 92 ● TE pg. 92 ● *Johnny Appleseed,* Text Collection, pgs. 62-69

Grade 2 Reading/Writing

- **Read** - Follow Shared Reading Routine to read pgs. 62-29, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why John continued to move west to Ohio and Indiana.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Supporting Reasons -** Use examples from the text to show that an author provides reasons to support points made in a text.

Learning Opportunities/Strategies:
Lesson 9 - WRITING:Opinion Writing

Conventions Mini-Lesson:
- **Expand Simple Sentences with Compound Subjects -** Display sentences and guide scholars in expanding simple sentences using compound subjects.

Set the Purpose:
- **Support Opinions with Reasons -** Remind scholars of both the Essential Question: *How do writers use reasons to support their opinions on a topic?* and the Enduring Understanding: *Writers understand that opinions need strong reasons to support them.*

Teach and Model:
- **Support Opinions with Reasons -** Display the saying, "An apple a day keeps the doctor away." Discuss the meaning of the saying.

Prepare to Write:
- **State and Support an Opinion -** Model supporting an opinion with strong reasons.

- TE pg. 92
- *Johnny Appleseed,* Text Collection, pgs. 62-69
- Shared Reading Routine TR10-11

- TE pg. 92
- *Johnny Appleseed,* Text Collection, pgs. 62-69
- Think-Pair-Share Routine TR2-3

- TE pg. 93
- *Johnny Appleseed,* Text Collection, pgs. 62-69
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 93-94
- By-the-Way Words - gravesite
- Benchmark Vocabulary - nickname
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 94
- *Johnny Appleseed,* Text Collection, pg. 69

Resources
Lesson 9 - WRITING: Opinion Writing

- TE pg. 101
- *Johnny Appleseed,* Text Collection, pgs. 62-69

- TE pg. 98
- *Johnny Appleseed,* Text Collection, pgs. 62-69

- TE pg. 98
- *Johnny Appleseed,* Text Collection, pgs. 62-69

- TE pg. 99
- Teacher Modeled Writing
- *Johnny Appleseed,* Text Collection, pgs. 62-69

Independent Writing Practice:
- **State and Support an Opinion -** Scholars write an opinion statement on whether or not they agree with the message on Johnny Appleseed's gravestone.

Share Writing:
- Volunteers share their writing with the class. The class identifies the opinion statement, reasons, and evidence.

Learning Opportunities/Strategies:
Lesson 10 - READING: Use Details and Examples to Talk About Text Purpose

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that personal journeys can affect historical events.*
- **Engage Scholars -** Review the text. Think about the Essential Questions: *How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?*
- **Read -** Follow Shared Reading Routine to reread the text.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the purpose of the text.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Main Purpose -** Use examples from the text to model how to look for clues in the text, text features, and illustrations to figure out the main purpose of a text.

Learning Opportunities/Strategies:
Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- TE pg. 100
- *Johnny Appleseed,* Text Collection, pgs. 62-69
- Digital Options

- TE pg. 100
- Student Writing
- Writing Keystone Checklist

Resources:
Lesson 10 - READING: Use Details and Examples to Talk About Text Purpose

- TE pg. 102

- TE pg. 102
- *Johnny Appleseed,* Text Collection, pgs. 51-69

- TE pg. 102
- *Johnny Appleseed,* Text Collection, pgs. 51-69
- Shared Reading Routine TR10-11

- TE pg. 102
- *Johnny Appleseed,* Text Collection, pgs. 51-69
- Think-Pair-Share Routine TR2-3

- TE pg. 103
- *Johnny Appleseed,* Text Collection, pgs. 51-69
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 103-104
- By-the-Way Word - biography
- Benchmark Vocabulary - frontier
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 104
- *Johnny Appleseed,* Text Collection, pgs. 51-69

Resources
Lesson 10 - WRITING: Opinion Writing

Grade 2 Reading/Writing

● **Expand Simple Sentences -** Review combining two simple sentences to write a stronger sentence.	● TE pg. 111 ● *Johnny Appleseed,* Text Collection, pgs. 51-69
Set the Purpose: ● **Plan -** Review that reading different texts on the same topic can deepen their understanding of the topic.	● TE pg. 108 ● *Johnny Appleseed,* Text Collection, pgs. 51-69
Teach and Model: ● **Plan -** Scholars use a Venn Diagram to compare and contrast the two texts on Johnny Appleseed.	● TE pg. 108 ● *Johnny Appleseed,* Text Collection, pgs. 51-69
Prepare to Write: ● **Planning an Opinion Piece -** Review the writing process with scholars. Model creating a Venn diagram to compare the two texts about Johnny Appleseed.	● TE pg. 109 ● Teacher Modeled Writing ● *Johnny Appleseed,* Text Collection, pgs. 51-69
Independent Writing Practice: ● **Planning an Opinion Piece -** Using the Venn Diagram from the previous activity, scholars choose the text they feel was more informative, then write a list of points they can use in their writing. Scholars write an opinion statement about the text they think is more informative.	● TE pg. 110 ● *Johnny Appleseed,* Text Collection, pgs. 51-69 ● Digital Options
Share Writing: ● Scholars share their opinion statements with a partner, and discuss how their list of points supports their opinions.	● TE pg. 110 ● Student Writing
Learning Opportunities/Strategies: **Lesson 11 - READING: Describe Rhythm and Meaning to Compare Poems**	**Resources:** **Lesson 11 - READING: Describe Rhythm and Meaning to Compare Poems**
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Readers understand that texts on the same topic have similarities and differences.*	● TE pg. 112
● **Engage scholars -** Think about the Essential Questions:: *How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?*	● TE pg. 112 ● *Planting a Tree & Trees*, Text Collection, pgs. 118-119
● **Read** - Follow Shared Reading Routine to read the poems, focusing on what the poems are mainly about.	● TE pg. 112 ● *Planting a Tree & Trees*, Text Collection, ● pgs. 118-119 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what scholars learned from each poem.	● TE pg. 112 ● *Planting a Tree & Trees*, Text Collection, pgs. 118-119 ● Think-Pair-Share Routine TR2-3

Grade 2 Reading/Writing

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Word Choice -** Display and complete the Web B organizer with class to show how poets choose their words carefully.

- TE pg. 113
- *Planting a Tree & Trees*, TC, pgs. 118-119
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 113-114
- By-the-Way Words - dews, freshen
- Benchmark Vocabulary - boughs, drowsy
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 114
- Web B Graphic Organizer TR45
- *Planting a Tree & Trees*, Text Collection, pgs. 118-119

Learning Opportunities/Strategies:
Lesson 11 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Rearrange Simple Sentences -** Display sentences and guide scholars in rearranging words in sentences to make them read more smoothly.

Set the Purpose:
- **Draft -** Explain that children can now revisit their lists and opinion statements to write a more fully developed opinion piece about which text the found to be more useful.

Teach and Model:
- **Draft -** Using the Student Model, explain the steps in writing an opening to an opinion piece.

Prepare to Write:
- **Draft an Opinion Piece -** Model the steps in writing an opinion piece: introduce a topic, state an opinion, support an opinion, and write.

Independent Writing Practice:
- **Draft an Opinion Piece -** Scholars will revisit their lists of points they would like to include in their opinion piece and write a first draft.

Share Writing:
- Volunteers share their writing with a partner. Scholars identify their partner's opinion about the texts and at least one reason that supports the opinion.

Resources
Lesson 11 - WRITING: Opinion Writing

- TE pg. 121
- *Planting a Tree, Trees*, TC, pgs. 118-119

- TE pg. 118
- *Planting a Tree, Trees*, TC, pgs. 118-119

- TE pg. 118
- *Planting a Tree, Trees*, TC, pgs. 118-119
- Student Model

- TE pg. 119
- Teacher Modeled Writing

- TE pg. 120
- *Planting a Tree, Trees*, TC, pgs. 118-119
- Digital Options

- TE pg. 120
- Student Writing

Grade 2 Reading/Writing

Learning Opportunities/Strategies: Lesson 12 - READING: Use Facts, Details, and Examples to Compare Texts	**Resources:** Lesson 12 - READING: Use Facts, Details, and Examples to Compare Texts

Learning Opportunities/Strategies:
Lesson 12 - READING: Use Facts, Details, and Examples to Compare Texts

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that personal journeys can affect historical events.*
- **Engage Scholars -** Think about the Essential Questions: *How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?*
- **Read** - Follow Shared Reading Routine to review the texts, recalling what each text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how specific pages in each text are alike and different.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Compare Texts -** Guide scholars to revisit the text in both biographies to compare the most important points between the two texts.

Resources:
Lesson 12 - READING: Use Facts, Details, and Examples to Compare Texts

- TE pg. 122

- TE pg. 122
- *John Chapman: Planter and Pioneer*
- *Johnny Appleseed,* Text Collection

- TE pg. 122
- *John Chapman: Planter and Pioneer*
- *Johnny Appleseed,* Text Collection
- Shared Reading Routine TR10-11

- TE pg. 122
- *John Chapman: Planter and Pioneer*, pgs. 12-13
- *Johnny Appleseed,* TC, pgs. 56-57
- Think-Pair-Share Routine TR2-3

- TE pg. 123
- *John Chapman: Planter and Pioneer,*
- *Johnny Appleseed*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 124
- Benchmark Vocabulary - wild, hero
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 124
- *John Chapman: Planter and Pioneer*
- *Johnny Appleseed*

Learning Opportunities/Strategies:
Lesson 12 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Expand and Rearrange Sentences -** Display sentences and guide scholars in expanding and rearranging sentences.

Set the Purpose:
- **State and Support an Opinion -** Review with scholars that writers do not write only one draft of their writing.

Teach and Model:

Resources
Lesson 12 - WRITING: Opinion Writing

- TE pg. 131
- *John Chapman: Planter and Pioneer*

- TE pg. 128
- *John Chapman: Planter and Pioneer*

- **State and Support an Opinion -** Through discussion, help scholars find examples of reasons that support opinions.

  - TE pg. 128
  - *John Chapman: Planter and Pioneer,* pgs. 7-10

Prepare to Write:
- **Revise and Strengthen an Opinion Piece -** Before scholars revise their own writing, model revising, check organization, and sentence variety.

  - TE pg. 129
  - Teacher Modeled Writing

Independent Writing Practice:
- **Revise and Strengthen an Opinion Piece -** Have scholars think of ways they can make their opinion piece stronger, then have them revise their writing on a separate sheet of paper.

  - TE pg. 130
  - *John Chapman: Planter and Pioneer*
  - *Johnny Appleseed*
  - Digital Options

Share Writing:
- Scholars share their revised opinion piece with a partner. Each partner gives constructive feedback regarding the revisions.

  - TE pg. 130
  - Student Writing

Learning Opportunities/Strategies:
Lesson 13 - READING: Identify Main Ideas of Texts

Resources:
Lesson 13 - READING: Identify Main Ideas of Texts

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that texts on the same topic have similarities and differences.*

  - TE pg. 132

- **Engage Scholars -** Think about the Essential Questions: *How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?*

  - TE pg. 132
  - *John Chapman: Planter and Pioneer*
  - *Johnny Appleseed*

- **Read** - Follow Shared Reading Routine to revisit the texts

  - TE pg. 132
  - *John Chapman: Planter and Pioneer*
  - *Johnny Appleseed*
  - Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why apples were especially helpful for people who were moving west.

  - TE pg. 132
  - *John Chapman: Planter and Pioneer*
  - *Johnny Appleseed*
  - Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

  - TE pg. 133
  - *John Chapman: Planter and Pioneer*
  - *Johnny Appleseed*
  - Whole Class Discussion Routine TR4-5
  - Small Group Discussion Routine TR6-7

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

  - TE pg. 124
  - Benchmark Vocabulary - planters, orchards
  - Benchmark Vocabulary Routine for Informational Text TR24-27
  - Generative Vocabulary Chart TE pgs. 2-4

Grade 2 Reading/Writing

Reading Analysis:
- **Contrast Main Ideas -** Display and complete the T-Chart with class to contrast the main ideas in both texts.

- TE pg. 134
- *John Chapman: Planter and Pioneer*
- *Johnny Appleseed*
- T- Chart TR39

[Learning Opportunities/Strategies:](#)
Lesson 13 -WRITING: Opinion Writing

[Resources](#)
Lesson 13 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Rearrange Simple and Compound Sentences -** Display sentences and guide scholars in rearranging simple and compound sentences.

- TE pg. 141

Set the Purpose:
- **Edit and Publish -** Explain that today, scholars will edit and publish, or share, their opinion pieces.

- TE pg. 138

Teach and Model:
- **Edit and Publish -** Using the Editing Checklist, model editing and publishing a revised draft.

- TE pg. 138
- *John Chapman: Pioneer and Planter, pg. 31*

Prepare to Write:
- **Edit and Publish an Opinion Piece -** Remind scholars of both the Essential Question, *How can readers benefit from reading different texts on the same topic?,* and the Enduring Understanding, *Readers understand that texts on the same topic have similarities and differences.* Review the class revised draft, and model rereading it to make edits.

- TE pg. 139
- Teacher Modeled Writing

Independent Writing Practice:
- **Edit and Publish an Opinion Piece -** Scholars use the Editing Checklist to edit their revised drafts.

- TE pg. 140
- Student Written, Revised Drafts
- Editing Checklist
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class identifies the opinion statement and reasons in each paragraph.

- TE pg. 140
- Student Writing
- Writing Keystone Checklist

[Learning Opportunities/Strategies](#):
Performance-Based Assessment:
- **Opinion Task: Write About Lessons Learned -** Scholars will think about some of the lessons that we can learn from Johnny Appleseed such as: use what you have, share what you have, respect nature. Scholars will choose one of the lessons and write their opinion about why they think the lesson is still important in today's world.

- **Scholars will:**
  ○ introduce the lesson they learned.

[Resources:](#)
Performance-Based Assessment:
- TE pg. 142
- Student Reproducible page 146

- state an opinion about the lesson.
- supply reasons that support the opinion.
- use linking words (e.g., *because, and, also*) to connect opinion and reasons.
- provide a conclusion.

Learning Opportunities/Strategies:
Performance-Based Assessment:
Prepare:
- **Review** - Discuss the Essential Questions: *How can readers benefit from reading different texts on the same topic? How do writers use reasons to support their opinions on a topic?*
- **Revisit the Text** - Remind scholars that in *John Chapman: Planer and Pioneer*, readers learned about the real person John Chapman and how he made a difference by planting apple trees. Readers also learned how, through stories, John Chapman became the legend known as Johnny Appleseed. Spend time with scholars reviewing the selection. As a class search for the places in the text that demonstrate lessons learned, such as use what you have, share what you have, and respect nature. Display and read aloud excerpt from: *John Chapman, Planter and Pioneer,* pg. 19

Tell scholars they will choose a lesson they learned from the text and write their opinion of why they think this lesson is still important in today's world. Remind scholars to support their opinion with reasons. Have scholars use a Three-Column Chart to plan and organize their writing. Have them label the first column *Opinion,* the second column *Reasons* and the third column *Conclusion.* Briefly review the biography *Johnny Appleseed*. Scholars can use this text to support their opinions as well.

After scholars have planned their reasons, have them number them in the order they feel is best to present them as they write their opinion. Then have scholars add linking words before each reason, reflecting the order and its connection to the opinion and other reasons.

Performance-Based Assessment:
- **Create:** Have scholars decide which lesson they think is still important and why. Have scholars work in small groups based on which lessons they chose. Ask each small group to discuss why the chosen lesson is still important and how it relates to today's world. Remind scholars to use text evidence from both texts to support their writing. Provide the

Resources:
Performance-Based Assessment:

- TE pg. 143
- Performance-Based Assessment

- TE pg. 143
- *John Chapman: Planter and Pioneer*
- *Johnny Appleseed*

Performance-Based Assessment:
- TE pg. 144
- *John Chapman: Planter and Pioneer*
- *Johnny Appleseed*
- Three-Column Chart graphic organizer
- pencils
- paper for writing opinion
- Digital Options

Grade 2 Reading/Writing

Three-Column Chart graphic organizer for them to make notes in while they are brainstorming in the group and to use while the write independently. ● **Score Writing:** Use Opinion Writing Rubric ● **Present:** Follow suggestions for scholars to share their writing with the class or in small groups. ● **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then… suggestions to support them as they complete other Performance-Based Assessments.	● TE pg. 147 Opinion Writing Rubric ● TE pg. 148 ● Digital Options ● TE pg. 149

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Unlock Language Learning ● Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

Grade 2 Reading/Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Foundational Skill: Reading Language
- **L.RF.2.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A. -** Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D-** Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E. -** Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.3.F-** Read high-frequency and grade level irregular words with automaticity (e.g., friend,other, would).
- **L.RF.2.3.G-** Identify the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.2.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A. -** Read grade-level text with purpose and understanding.
- **L.RF.2.4.B. -** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C. -** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading
- **RL.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in a literary text to demonstrate understanding of key details in a text.
- **RI.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in an informational text to demonstrate understanding of key details in a text.
- **RL.CI.2.2-**Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RI.CI.2.2-**Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **RL.IT.2.3. -** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3-** Describe the connection between a series of historical events, scientific ideas or concepts or steps in a sequence within a text .
- **RL.TS.2.4. -** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4-** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5. -**Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5-** Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
- **RL.MF. 2.6. -** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- **RI.MF.2.6.-** Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7-** Describe and identify the logical connections of how reasons support specific points the author makes in a text.

NJSLS Foundational Skills/Writing Language
- **L.WF.2.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grade 2 Reading/Writing

- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphenes (letters or letter groups) for each phoneme.
- **L.WF.2.2**- Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
    - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
    - ii. Complex consonant blends (scr, str, squ).
    - iii. Less common vowel teams for long vowels (scr, str, squ).
    - iv. Vowel-r combinations (turn, star, third, four/for).
    - v. Contractions (we'll; i'm; they've; don't).
    - vi. Homophones (bear, bare; past, passed).
    - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B-** Regular two- and three- syllable words that:
    - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
    - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
    - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C-** Words with suffixes that require:
    - i. Consonant doubling (penning, slimmed).
    - ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D-** Most often used words in English:
    - i. Irregular words (against, many, enough, does).
    - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B**- Capitalize holidays, product names and geographic names
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D**- Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E**- Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G**- With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A**- Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B**- Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A**- Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B**- Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C**- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D**- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS ELA Writing
- **W.NW.2.3. -** Write narratives based on real or imagined experiences or events with basic story elements.
- **W.NW.2.3.A-** Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- **W.NW.2.3.B-** Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- **W.NW.2.3.C-** Use transitional words to manage the sequence of events.
- **W.NW.2.3.D-** Use concrete words and phrases and sensory details to convey experience and events.
- **W.NW.2.3.E-** Provide a conclusion or sense of closure related to the narrated experiences or events.
- **W.WP.2.4. -** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.A-** Identify audience and purpose before writing.
- **W.WP.2.4.B-** Participate in self-evaluation of written work.
- **W.WP.2.4.C-** With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.WR.2.5-** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6-** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.SE.2.7-** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening
- **SL.PE.2.1. -** Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A -** Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B -** Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C -** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2. -** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3. -** 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.
- **S.PI.2.4. -** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5. -** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6. -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Math
- **2.M.5. -** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

NJSLS Social Studies
- **6.1.2.HistorySE.3:** Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- **6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- **6.1.2.Geo.SV.1:** Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

Grade 2 Reading/Writing

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<u>NJSLS - Career Readiness, Life Literacies, and Key Skills</u>
- **9.4.2.CI.1**- Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2**- Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2**- Identify possible approaches and resources to execute a plan.
- **9.4.2.TL.2**- Create a document using a word processing application.

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<u>Central Idea / Enduring Understanding:</u>
- Readers understand that different types of texts can be used to learn about similar topics.
- Writers understand the importance of well-sequenced events, details, and conclusions in stories.
- Learners understand that people's journeys to settle in new places helped our country grow.

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<u>Essential/Guiding Question:</u>
How can readers use both literary and informational texts to learn about similar topics?

How do writers use details to describe characters and events?

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<u>Content</u>: (Module Goals)
- Readers will glean information about similar topics from both literary and informational texts.
- Writers will create sequenced narratives that include details and a conclusion.
- Learners will explain how people's journeys have helped our country grow.

Text Complexity Measures - TR48 - TR54
The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
  - Lexile
- **Qualitative Measures**
  - Literary/Informational Text
  - Text Structure
  - Language and Vocabulary
  - Theme and Knowledge Demands
- **Reader and Task Consideration**
  - Motivation, Knowledge, Experiences of Students
  - Difficulty of the Task or Questions Posed

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<u>Skills(Objectives):</u>
Reading:
- Text Features
- Identify Cause and Effect
- Temporal Words
- Main Purpose and Key Details
- Describe Connections
- Use Images
- Characters' Responses
- Dialogue
- Story Structure: Conclusion
- Central Message
- Author's Purpose
- Visual Images

Writing:
- Write a Narrative Using Facts and Details
- Ask and Answer Questions in Order to Write a Narrative
- Plan a Narrative
- Draft a Narrative
- Identify and Describe Connections
- Plan Out Illustrations for a Narrative
- Write a Summary Statement About a Point of View
- Rewrite the Point of View of a Scene
- Write a Narrative
- Revise a Narrative
- Use a Graphic Organizer to Plan a Narrative
- Revise Narrative Writing

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Stage 2: Assessment Evidence

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<u>Performance Task(s):</u>
Performance Based Assessment:
- **Narrative Task:** Write About a Journey West - Scholars will write a short story about a pioneer child who shows bravery using ideas and information from the texts they read.

- **Scholars will:**

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<u>Other Evidence:</u>
Beginning of Year Assessment:
- Baseline Assessment

Formative Assessments:
- Reading Keystones
  - Benchmark Vocabulary Practice
  - Text Analysis Practice/Application

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Grade 2 Reading/Writing

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○ 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.
○ provide a conclusion.

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○ Write in Response to Reading

● Reading Keystone Rubrics

○ Reading/Language Analysis
○ Write in Response to Reading
○ Benchmark Vocabulary

● Writing Keystones:

○ Checklists

● Writing Rubrics:

○ Narrative
○ Informative/Explanatory
○ Opinion

● Oral Reading Fluency Quick Checks

Summative Assessments:

● Selection Test - Anchor Text
● Performance-Based Assessment - Module A & B
● End-of-Unit Assessment

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Stage 3: Learning Plan

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Learning Opportunities/Strategies:
Lesson 1 - READING: Find Information Using Text Features

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand the importance of well-sequenced events, details, and conclusions in stories.*
- **Engage Scholars** - Introduce *Pioneers to the West* Think about the Essential Questions: *How can readers use both literary and informational texts to learn about similar topics? How do writers use details to describe characters and events?*
- **Read** - Follow Shared Reading Routine to read pgs. 1-9 of *Pioneers to the West,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss some reasons why pioneers left their homes to move west.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

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Resources:
Lesson 1 - READING: Find Information Using Text Features

- TE pg. 162

- TE pg. 162
- *Pioneers to the West,* pgs.1-9

- TE pg. 162
- *Pioneers to the West,* pgs. 1-9
- Shared Reading Routine TR10-11

- TE pg. 162
- *Pioneers to the West,* pgs. 1-9
- Think-Pair-Share Routine TR2-3

- TE pg. 163
- *Pioneers to the West,* pgs. 1-9
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 163-164
- By-the-Way Words - migrating, migration
- Benchmark Vocabulary - conflict, fortune
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

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Grade 2 Reading/Writing

Reading Analysis:
- **Text Features -** Use questions to guide scholars to discuss text features such as Table of Contents and text boxes.

Learning Opportunities/Strategies:
Lesson 1 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Use Simple Sentences -** Display sentences and guide scholars in locating complete sentences and identifying the subject and predicate.

Set the Purpose:
- **Use Text Features -** Review that the Contents page and Index, and how they help readers to locate information they need quickly.

Teach and Model:
- **Use Text Features -** Through discussion, help scholars examine how a writer can use text features to locate facts and details the writer may then use in his or her own writing.

Prepare to Write:
- **Write a Narrative Using Facts and Details -** Model looking for specific information in the text in order to develop a plan for writing.

Independent Writing Practice:
- **Write a Narrative Using Facts and Details -** Scholars write a story in which they are pioneers traveling across the country in search of opportunities and adventure, noting facts and details they used to support their stories.

Share Writing:
- Volunteers share their writing with the class. The class identifies the text evidence that supports their narratives.

Learning Opportunities/Strategies:
Lesson 2 - READING: Make Cause and Effect Connections

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people's journeys to settle in new places helped our country grow.*
- **Engage Scholars -** Review what scholars have read in the text so far. Think about the Essential

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- TE pg. 164
- *Pioneers to the West,* pgs. 1-9

Resources:
Lesson 1 - WRITING: Narrative Writing

- TE pg. 171
- *Pioneers to the West*

- TE pg. 168
- *Pioneers to the West*

- TE pg. 168
- *Pioneers to the West*, pgs. 3, 32

- TE pg. 169
- Teacher Modeled Writing
- *Pioneers to the West*

- TE pg. 170
- *Pioneers to the West*
- Digital Options

- TE pg. 170
- Student Writing

Resources:
Lesson 2 - READING: Make Cause and Effect Connections

- TE pg, 172

- TE pg. 172
- *Pioneers to the West,* pgs. 10-13

Questions: *How can readers use both literary and informational texts to learn about similar topics? How do writers use details to describe characters and events?*

- **Read** - Follow Shared Reading Routine to read pgs. 10-13 in *Pioneers to the West,* focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why John McWilliams and his friends decided to journey westward.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Identify Cause and Effect -** Display and complete the Cause and Effect Chart with class to record the events that happened and why.

	● TE pg. 172 ● *Pioneers to the West,* pgs. 10-13 ● Shared Reading Routine TR10-11
	● TE pg. 172 ● *Pioneers to the West,* pgs. 10-13 ● Think-Pair-Share Routine TR2-3
	● TE pg. 173 ● *Pioneers to the West,* pgs. 10-13 ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
	● TE pgs. 173-174 ● By-the-Way Words - inspired, flocking ● Benchmark Vocabulary - bound, typical ● Benchmark Vocabulary Routine for Informational Text TR24-27 ● Generative Vocabulary Chart TE pgs. 152-154
	● TE pg. 174 ● Cause and Effect Chart TR32 ● *Pioneers to the West,* pgs. 10-13

Learning Opportunities/Strategies:
Lesson 2 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Use Prepositional Phrases -** Display sentences and guide scholars in recognizing prepositional phrases in a text.

Set the Purpose:
- **Organize Answers -** Explain that when a writer is collecting information to use when writing, he or she can use a planning chart to record and organize the answers to important questions.

Teach and Model:
- **Organize Answers -** Model how to ask and answer questions to gather information about characters, and how to organize that information in a chart to prepare for writing.

Prepare to Write:
- **Ask and Answer Questions in Order to Write a Narrative -** Remind scholars of both the Essential Question: *How do writers use details to describe*

Resources
Lesson 2 - WRITING: Narrative Writing

- TE pg. 181
- *Pioneers to the West*

- TE pg. 178
- *Pioneers to the West*

- TE pg. 178
- *Pioneers to the West,* pgs. 7, 9

- TE pg. 179
- Teacher Modeled Writing
- *Pioneers to the West*

characters and events? and the Enduring Understanding: *Learners understand that people's journeys to settle in new places helped our country grow.* Model filling in information in a *"Who?, What?, When?, Where?, Why?"* chart.

Independent Writing Practice:
- **Ask and Answer Questions in Order to Write a Narrative** - Scholars fill in their chart with information about the life of John McWilliams.

- TE pg. 180
- *Pioneers to the West*
- Digital Options

Share Writing:
- Volunteers share their writing with the class.

- TE pg. 180
- Student Writing

Learning Opportunities/Strategies:
Lesson 3 - READING: Ask and Answer Questions

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people's journeys to settle in new places helped our country grow.*
- **Explore Poetry -** Scholars read and sing '*Home On the Range"* and discuss how a poem can also be a song.
- **Engage Scholars -** Think about the Essential Questions: *How can readers use both literary and informational texts to learn about similar topics? How do writers use details to describe characters and events?*
- **Read** - Follow Shared Reading Routine to read pgs. 14-19 of the text, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss some of the places the Ingalls family moved to and why they moved from place to place.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:

Resources:
Lesson 3 - READING: Ask and Answer Questions

- TE pg. 182

- TE pg. 182
- *Home On the Range*, Text Collection, pg. 120

- TE pg. 182
- *Pioneers to the West,* pgs. 14-19

- TE pg. 182
- *Pioneers to the West,* pgs. 14-19
- Shared Reading Routine TR10-11

- TE pg. 182
- *Pioneers to the West,* pgs. 14-19
- Think-Pair-Share Routine TR2-3

- TE pg. 183
- *Pioneers to the West,* pgs. 14-19
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 183-184
- By-the-Way Words - supplies, survive
- Benchmark Vocabulary - territory, opportunities
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

Grade 2 Reading/Writing

● **Temporal Words -** Display and complete the Story Sequence Chart with class using temporal words to list sequence of events.	● TE pg. 184 ● Story Sequence Chart , pg. TR37 ● *Pioneers to the West,* pgs. 14-19

Learning Opportunities/Strategies:
Lesson 3 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- ● **Use Prepositional Phrases -** Display sentences and guide scholars in using prepositional phrases.

Resources
Lesson 3 - WRITING: Narrative Writing

- ● TE pg. 191
- ● *Pioneers to the West*

Set the Purpose:
- ● **Identify Story Sequence -** Explain to scholars that they are going to plan a narrative about Laura Ingall's childhood, and then write about how the plan will help them write their narrative.

- ● TE pg. 188
- ● *Pioneers to the West*

Teach and Model:
- ● **Identify Story Sequence -** Through discussion, help scholars examine how the writer uses temporal words to signal when events happened and for how long each event took place.

- ● TE pg. 188
- ● *Pioneers to the West*

Prepare to Write:
- ● **Plan a Narrative -** Model how to create a story map to plan a narrative using an informational text as a source.

- ● TE pg. 189
- ● Teacher Modeled Writing
- ● *Pioneers to the West*

Independent Writing Practice:
- ● **Plan a Narrative -** Scholars consider what they have read and use a Story Sequence Chart to plan their own narratives, then write about how this planning chart will help them write their narratives.

- ● TE pg. 190
- ● *Pioneers to the West*
- ● Digital Options

Share Writing:
- ● Volunteers share their writing with the class.

- ● TE pg. 190
- ● Student Writing
- ● Writing Keystone Checklist

Learning Opportunities/Strategies:
Lesson 4 - READING: Identify Main Purpose and Key Details

Resources:
Lesson 4 - READING: Identify Main Purpose and Key Details

Build Understanding:
- ● **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people's journeys to settle in new places helped our country grow.*
- ● **Engage Scholars -**Think about the Essential Questions: *How can readers use both literary and informational texts to learn about similar topics? How do writers use details to describe characters and events?*

- ● TE pg. 192

- ● TE pg. 192
- ● *Pioneers to the West,* pgs. 20-25

Grade 2 Reading/Writing

- **Read** - Follow Shared Reading Routine to read pgs. 20-25, focusing on what the text is mainly about

- TE pg. 192
- *Pioneers to the West,* pgs. 20-25
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what life on the prairie was like for Ruth Chrisman and her family.

- TE pg. 192
- *Pioneers to the West*
- Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 193
- *Pioneers to the West,* pgs. 20-25
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

- TE pgs. 193-194
- By-the-Way Words - government, population
- Benchmark Vocabulary - blizzard
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

Reading Analysis:
- **Identify Main Purpose and Key Details -** Display and complete the Main Idea and Key Details Chart with class to help readers understand the author's purpose.

- TE pg. 194
- *Pioneers to the West,* pgs. 20-25
- Main Idea and Key Details Chart TR36

Learning Opportunities/Strategies:
Lesson 4 - WRITING: Narrative Writing

Resources
Lesson 4 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Use Prepositional Phrases -** Display sentences and guide scholars in finding prepositional phrases in a text.

- TE pg. 201
- *Pioneers to the West*

Set the Purpose:
- **Identify Character Traits -** Remind scholars that writers describe characters by proficing details about what the character thinks, says, and does. Readers can put these details together to understand the character's actions thoughts, and feelings.

- TE pg.198
- *Pioneers to the West*

Teach and Model:
- **Identify Character Traits -** Through discussion, help scholars examine how a writer provides information about the traits of a character.

- TE pg. 198
- *Pioneers to the West,* pg. 22
- Student Writing

Prepare to Write:
- **Draft a Narrative -** Model how to use a Character Web by writing the character's name in the middle, and brainstorming information to record in the surrounding ovals.

- TE pg. 199
- Teacher Modeled Writing
- *Pioneers to the West*

Grade 2 Reading/Writing

Independent Writing Practice: ● **Draft a Narrative -** Scholars use the Character Web and the Story Sequence Chart from Lesson 3 to write the first draft of their narrative.	● TE pg. 200 ● Digital Options
Share Writing: ● Volunteers share their writing with the class.	● TE pg. 200 ● Student Writing
Learning Opportunities/Strategies: **Lesson 5 - READING: Describe Connections in a Text**	**Resources:** **Lesson 5 - READING: Describe Connections in a Text**
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Readers understand that different types of texts can be used to learn about similar topics.*	● TE pg. 202
● **Engage Scholars -** Think about the Essential Questions: *How can readers use both literary and informational texts to learn about similar topics? How do writers use details to describe characters and events?*	● TE pg. 202 ● *Pioneers to the West,* pgs. 26-29
● **Read** - Follow Shared Reading Routine to read pgs. 26-29, focusing on what the text is mainly about.	● TE pg. 202 ● *Pioneers to the West,* pgs. 26-29 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why settlers followed trials when journeying to the West.	● TE pg. 202 ● *Pioneers to the West,* pgs. 26-29 ● Think-Pair-Share Routine TR2-3
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 203 ● *Pioneers to the West,* pgs.26-29 ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pgs. 203-204 ● By-the-Way Words - fate ● Benchmark Vocabulary - destiny, progress ● Benchmark Vocabulary Routine for Informational Text TR24-27 ● Generative Vocabulary Chart TE pgs. 152-154
Reading Analysis: ● **Describe Connections -** Display and complete the Venn Diagram with class to compare and contrast historical events.	● TE pg. 204 ● *Pioneers to the West,* pgs. 26-29 ● Venn Diagram TR43
Learning Opportunities/Strategies: **Lesson 5 - WRITING: Narrative Writing**	**Resources** **Lesson 5 - WRITING: Narrative Writing**
Conventions Mini-Lesson: ● **Prepositional Phrases -** Display sentences and guide scholars in identifying prepositional phrases.	● TE pg. 211 ● *Pioneers to the West*

Grade 2 Reading/Writing

Set the Purpose:
- **Identify Strong Conclusions -** Explain that a good piece of writing ends with a strong conclusion that summarizes what has been discussed so far, and leaves the reader with a final understanding of the points the author has made in the text.

- TE pg. 208
- *Pioneers to the West*

Teach and Model:
- **Identify Strong Conclusions -** Through discussion, help scholars examine how a writer writes a summary using the key details from a text.how a writer writes a strong conclusion.

- TE pg. 208
- *Pioneers to the West,* pgs. 27, 29
- Student Model

Prepare to Write:
- **Identify and Describe Connections -** Model forming, organizing, and writing the conclusion of a narrative, based on the text.

- TE pg. 209
- Teacher Modeled Writing
- *Pioneers to the West*

Independent Writing Practice:
- **Identify and Describe Connections -** Scholars work independently to identify and describe a connection between the Homestead Act and another event in the text, then write an original narrative about the connection.

- TE pg. 210
- *Pioneers to the West*
- Digital Options

Share Writing:
- Volunteers display their charts with the class. The class identifies the connection between an event and the Homestead Act.

- TE pg. 210
- Student Writing
- Writing Keystone Checklist

Learning Opportunities/Strategies:
Lesson 6 - READING: Use Images to Clarify Text

Resources:
Lesson 6 - READING: Use Images to Clarify Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand the importance of well-sequenced events, details, and conclusions in stories.*

- TE pg. 212

- **Engage Scholars -** Review *Pioneers to the West.* Think about the Essential Questions: *How can readers use both literary and informational texts to learn about similar topics? How do writers use details to describe characters and events?*

- TE pg. 212
- *Pioneers to the West*

- **Read** - Follow Shared Reading Routine to read *Pioneers to the West,* focusing on what the text is mainly about.

- TE pg. 212
- *Pioneers to the West*
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the new lives some pioneers led after migrating to the West.

- TE pg. 212
- *Pioneers to the West*
- Think-Pair-Share Routine TR2-3

Grade 2 Reading/Writing

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Use Images -** Display and complete the T-Chart with class to discuss how an image can show what an historical event or place looked like.

Learning Opportunities/Strategies:
Lesson 6 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Rearrange Simple Sentences -** Display sentences and guide scholars in rewriting simple sentences by rearranging their parts.

Set the Purpose:
- **Use Images -** Explain that writers of narratives can use images such as maps, illustrations, and photographs to clarify things about the events being described

Teach and Model:
- **Use Images -** Through discussion, help scholars examine how an image the writer includes can help the reader understand more about the life of the subject of a text.

Prepare to Write:
- **Plan Out Illustrations for a Narrative -** Explain that the class will work together to make a plan to follow for adding illustrations as part of the narrative they have already started. Model deciding on an illustration that will show more detail, and writing a caption based on the text.

Independent Writing Practice:
- **Plan Out Illustrations for a Narrative -** Scholars return to their Laura Ingalls Wilder narratives and plan out illustrations they want to include noting why each one would be useful to the reader.

- TE pg. 213
- *Pioneers to the West*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 213-214
- By-the-Way Word - trail
- Benchmark Vocabulary - advertisements
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 214
- T-Chart Graphic Organizer TR39
- *Pioneers to the West*

Resources
Lesson 6 - WRITING: Narrative Writing

- TE pg. 221
- *Pioneers to the West*

- TE pg. 218
- *Pioneers to the West*

- TE pg. 218
- *Pioneers to the West*
- Teacher Modeled Writing

- TE pg. 219
- Teacher Modeled Writing
- *Pioneers to the West*

- TE pg. 220
- *Pioneers to the West*
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class identifies how the illustrations and captions help them to understand main events.

- TE pg. 220
- Student Writing

Learning Opportunities/Strategies:
Lesson 7 - READING: Understand Different Point of View

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people's journeys to settle in new places helped our country grow.*
- **Engage Scholars -** Introduce *Going West.* Think about the Essential Questions: *How can readers use both literary and informational texts to learn about similar topics? How do writers use details to describe characters and events?*
- **Read** - Follow Shared Reading Routine to read pgs. 70-85, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss some of the challenges the characters faced as they traveled.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Describe Characters' Responses -** Use examples from text to model characters' responses to events to better understand the character.

Resources:
Lesson 7 - READING: Understand Different Points of View

- TE pg. 222

- TE pg. 222
- *Going West,* Text Collection, pgs. 70-85

- TE pg. 222
- *Going West,* Text Collection, pgs. 70-85
- Shared Reading Routine TR10-11

- TE pg. 222
- *Going West,* Text Collection, pgs. 70-85
- Think-Pair-Share Routine TR2-3

- TE pg. 223
- *Going West,* Text Collection, pgs. 70-85
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 223-224
- By-the-Way Word - trunks
- Benchmark Vocabulary - swaying
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152, 154

- TE pg. 224
- *Going West,* Text Collection, pgs. 75, 80

Learning Opportunities/Strategies:
Lesson 7 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Rearrange Simple Sentences -** Display sentences and guide scholars in rewriting simple sentences by rearranging their parts.

Set the Purpose:

Resources
Lesson 7 - WRITING: Narrative Writing

- TE pg. 231

Grade 2 Reading/Writing

● **Understand Point of View -** Review the meaning of Point of View and discuss the differences in first, second, and third Point of View.	● TE pg. 228 ● *Going West,* Text Collection
Teach and Model: ● **Understand Point of View -** Through discussion, model how readers will better understand the thoughts, actions, and feelings of the characters when they identify the Point of View.	● TE pg. 228 ● *Going West,* Text Collection
Prepare to Write: ● **Write a Summary Statement About Point of View -** Model how to write a summary statement from text evidence, and how to write from a character's point of view.	● TE pg. 229 ● Teacher Modeled Writing ● *Going West,* Text Collection
Independent Writing Practice: ● **Write a Summary Statement About Point of View -** Scholars flag text evidence that helps them understand a character's point of view, then write a summary statement that summarizes the character's point of view. Finally, scholars write a new beginning, including illustrations, from that character's point of view.	● TE pg. 230 ● *Going West,* Text Collection ● Digital Options
Share Writing: ● Volunteers share their writing and illustrations with the class. The class identify details that reveal the point of view of of the characters.	● TE pg. 230 ● Student Writing
Learning Opportunities/Strategies: Lesson 8 - READING: Understand Key Details	**Resources:** Lesson 8 - READING: Understand Key Details
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people's journeys to settle in new places helped our country grow.* ● **Explore Poetry -** Read and discuss poem.	● TE pg. 232 ● TE pg. 232 ● *The Gateway Arch*, Text Collection, pg. 121
● **Engage Scholars -** Think about the Essential Questions: *How can readers use both literary and informational texts to learn about similar topics? How do writers use details to describe characters and events?* ● **Read** - Follow Shared Reading Routine to read pgs. 86-99, focusing on what the text is mainly about.	● TE pg. 232 ● *Going West,* Text Collection, pgs. 86-99 ● TE pg. 232 ● *Going West,* Text Collection, pgs. 86-99 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the details that help you understand what the prairie was like.	● TE pg. 232 ● *Going West,* Text Collection, pgs. 86-99 ● Think-Pair-Share Routine TR2-3

Grade 2 Reading/Writing

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Interpret Dialogue -** Display and complete the Main Idea organizer with class to show that dialogue can help understand a character's point of view.

Learning Opportunities/Strategies:
Lesson 8 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Combine Sentences -** Display sentences and guide scholars in using a comma and a conjunction to combine simple sentences into more complex sentences.

Set the Purpose:
- **Understanding Rising Action and Climax -** Explain that a story is like a roller coaster with hills and valleys. As the story reaches the top of the hill, the exciting part happens, and then the action falls, or slows down.

Teach and Model:
- **Understanding Rising Action and Climax -** Through discussion, model rising action and climax from the text.

Prepare to Write:
- **Rewrite the Point of View of a Scene -** Explain that together the class will write a new scene about the planting the family did in the spring, to add to the story.

Independent Writing Practice:
- **Rewrite the Point of View of a Scene -** Scholars revisit the class's narrative scene and consider where the writing might change in order to write from Mama or Papa's point of view, then rewrite the scene from one of those characters' point of view.

- TE pg. 233
- *Going West,* Text Collection, pgs. 86-99
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 233-234
- By-the-Way Words - vast, lonesome
- Benchmark Vocabulary - baking, shriveling, squashed
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 234
- Main Idea Graphic Organizer   TR36
- *Going West,* Text Collection, pgs. 86-99

Resources
Lesson 8 - WRITING: Narrative Writing

- TE pg. 241

- TE pg. 238
- *Going West,* Text Collection

- TE pg. 238
- *Going West,* Text Collection, pgs. 82-83

- TE pg. 239
- Teacher Modeled Writing
- *Going West,* Text Collection

- TE pg. 240
- Digital Options
- *Going West,* Text Collection

Grade 2 Reading/Writing

Share Writing:
- Volunteers share their writing with the class. The class discusses how they can tell which character's point of view the scene is written from.

Learning Opportunities/Strategies:
Lesson 9 - READING: Use Details to Describe Characters and Events

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that different types of texts can be used to learn about similar topics.*
- **Engage Scholars -** Think about the Essential Questions: *How can readers use both literary and informational texts to learn about similar topics? How do writers use details to describe characters and events?*
- **Read** - Follow Shared Reading Routine to read pgs. 100-117, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the details that help the reader understand that winter is coming, and details that provide evidence about life on the prairie.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Understand Story Structure: Conclusion -** Display and complete the Story Sequence organizer to chart the beginning. middle, and end events.

Learning Opportunities/Strategies:
Lesson 9 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Prepositional Phrases -** Display sentences and guide scholars in writing sentences based on prepositional phrases.

Resources: (right column)

- TE pg. 240
- Student Writing
- Writing Keystone Checklist

Resources:
Lesson 9 - READING: Use Details to Describe Characters and Events

- TE pg. 242

- TE pg. 242
- *Going West,* Text Collection, pgs. 100-117

- TE pg. 242
- *Going West,* Text Collection, pgs. 100-117
- Shared Reading Routine TR10-11

- TE pg. 242
- *Going West,* Text Collection, pg. 103
- Think-Pair-Share Routine TR2-3

- TE pg. 243
- *Going West,* Text Collection, pgs. 100-117
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 244
- Benchmark Vocabulary - stable, howling
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 244
- *Going West,* Text Collection, pgs. 100-117
- Story Sequence A Graphic Organizer TR37

Resources
Lesson 9 - WRITING: Narrative Writing

- TE pg. 251
- *Going West,* Text Collection

Grade 2 Reading/Writing

Set the Purpose:
- **Write a Narrative -** Remind scholars that a narrative text has a beginning, middle, and an end, and that writers use linking words and phrases to help readers follow a story's sequence, along with details to describe characters and events in the story.

- TE pg. 248
- *Going West,* Text Collection

Teach and Model:
- **Write a Narrative -** Through discussion, model how a writer uses linking words and phrases while describing events and characters.

- TE pg. 248
- *Going West,* Text Collection

Prepare to Write:
- **Write a Narrative -** Explain to scholars that they will be writing a narrative about a child who wants to be a pioneer. Model brainstorming a list of ideas and details, then model aloud as you write the narrative.

- TE pg. 249
- Teacher Modeled Writing
- *Going West,* Text Collection

Independent Writing Practice:
- **Write a Narrative -** Scholars write a narrative about a child who wants to be a pioneer. Remind scholars that their narrative should have a beginning, middle, end, linking words and phrases, and details.

- TE pg. 250
- *Going West,* Text Collection
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class identifies the beginning, middle, end, and if the story has a satisfying conclusion.

- TE pg. 250
- Student Writing

Learning Opportunities/Strategies:
Lesson 10 - READING: Identify the Central Message

Resources:
Lesson 10 - READING: Identify the Central Message

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand that different types of texts can be used to learn about similar topics.*
- **Engage Scholars -** Think about the Essential Questions: *How can readers use both literary and informational texts to learn about similar topics? How do writers use details to describe characters and events?*
- **Read -** Follow Shared Reading Routine to review the text, focusing on the details in the text.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what details in the text focus main on the historical time period of the story, and what details could happen in modern times.

Close Read:

- TE pg. 252

- TE pg. 252
- *Going West,* Text Collection

- TE pg. 252
- *Going West,* Text Collection

- TE pg. 252
- *Going West,* Text Collection
- Think-Pair-Share Routine TR2-3

- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Determine Central Message -** Display and complete the Main Idea organizer with class to list details from the text to determine the central message.

- TE pg. 253
- *Going West,* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 253-254
- By-the-Way Word - hitched
- Benchmark Vocabulary - constant, mounds
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg.254
- Main Idea Graphic Organizer, TR36
- *Going West,* Text Collection

Learning Opportunities/Strategies:
Lesson 10 -WRITING: Narrative Writing

Resources
Lesson 10 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Expand Sentences -** Display sentences and guide scholars in expanding sentences by using adjectives and adverbs.

- TE pg. 261
- *Going West,* Text Collection

Set the Purpose:
- **Revise a Narrative -** Explain to scholars that today we are focusing on the process of revising, which is when writers strengthen what they have written.

- TE pg. 258

Teach and Model:
- **Revise a Narrative -** Through discussion, model revising a narrative using stronger, more effective wording and adding details.

- TE pg. 258
- *Going West,* Text Collection

Prepare to Write:
- **Revise a Narrative -** Explain to scholars that they will be revising the narrative they wrote in Lesson 9. Model revising a narrative.

- TE pg. 259
- Teacher Modeled Writing

Independent Writing Practice:
- **Revise a Narrative -** Scholars revise the narratives they wrote in Lesson 9.

- TE pg. 260
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class identifies details that describe characters and events, linking words and phrases that help them follow the story's sequence, and compound sentences in the narratives.

- TE pg. 260
- Student Writing

Grade 2 Reading/Writing

Learning Opportunities/Strategies: **Lesson 11 -READING: Compare and Contrast Texts** **Build Understanding:** ● **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people's journeys to settle in new places helped our country grow.* ● **Engage Scholars -** Think about the Essential Questions: *How can readers use both literary and informational texts to learn about similar topics? How do writers use details to describe characters and events?* ● **Read** - Follow Shared Reading Routine to read the texts, focusing on comparing details noting that *Going West* give readers more details through the eyes of the characters. ● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss one reason for moving west that both books share, and how Hannah's trip west was different from some of the pioneer children's trips in *Pioneers to the West.* **Close Read:** ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. ● **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words. **Reading Analysis:** ● **Determine Author's Purpose -** Use guiding questions to discuss the authors' purpose for writing *Pioneers to the West* and *Going West.*	**Resources:** **Lesson 11 - READING:Compare and Contrast Texts** ● TE pg. 262 ● TE pg. 262 ● *Pioneers to the West* ● *Going West* ● TE pg. 262 ● *Pioneers to the West* ● *Going West* ● Shared Reading Routine TR10-11 ● TE pg. 262 ● *Pioneers to the West* ● *Going West* ● Think-Pair-Share Routine TR2-3 ● TE pg. 263 ● *Pioneers to the West, Going West* ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7 ● TE pg. 264 ● Benchmark Vocabulary - territory, destiny ● Benchmark Vocabulary Routine for Informational and Literary Text TR24-31 ● Generative Vocabulary Chart TE pgs. 152-154 ● TE pg. 264 ● *Pioneers to the West* ● *Going West*
Learning Opportunities/Strategies: **Lesson 11 - WRITING: Narrative Writing** **Conventions Mini-Lesson:** ● **Rearrange Sentences -** Display sentences and review how to rearrange them to make them more interesting. **Set the Purpose:** ● **Plan and Draft a Narrative -** Tell scholars they will plan and draft their own pioneer narrative.	**Resources** **Lesson 11 - WRITING:Narrative Writing** ● TE pg. 271 ● *Pioneers to the West, Going West* ● TE pg. 268 ● *Pioneers to the West, Going West*

Grade 2 Reading/Writing

Teach and Model:
- **Plan and Draft a Narrative -** Using the Story Sequence A graphic organizer model how writers brainstorm and outline the order of events for their story, and how to use Web A to make a Character Web.

Prepare to Write:
- **Use Graphic Organizers to Plan a Narrative -** Model aloud as you demonstrate how to write a draft of a narrative using the Story Sequence and Character Web graphic organizers, then model writing a draft.

Independent Writing Practice:
- **Use Graphic Organizers to Plan a Narrative -** Scholars will use Story Sequence A and Web A graphic organizers to plan their narratives, and use temporal words and phrases, details, events, and a conclusion.

Share Writing:
- Volunteers share their writing with the class. Discuss each narrative to determine if it has the elements of a well-written story.

Learning Opportunities/Strategies:
Lesson 12 - READING: Understand Key Details

- **Set the Purpose -** Share the Enduring Understanding: *Learners understand that people's journeys to settle in new places helped our country grow.*
- **Engage Scholars -** Review both texts. Think about the Essential Questions: *How can readers use both literary and informational texts to learn about similar topics? How do writers use details to describe characters and events?*
- **Read** - Follow Shared Reading Routine to reread both texts to consider how the lives of Ingall's family and Hannah's family are alike and different.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why the families decided to journey west, which family continued to move, and why.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 268
- *Pioneers to the West*
- *Going West*
- Story Sequence A Graphic Organizer TR37
- Web A Graphic Organizer TR44

- TE pg. 269
- Teacher Modeled Writing
- *Pioneers to the West*
- *Going West*
- Story Sequence A Graphic Organizer TR37
- Web A Graphic Organizer TR44

- TE pg. 270
- Story Sequence A Graphic Organizer TR37
- Web A Graphic Organizer TR44
- Digital Options

- TE pg. 270
- Student Writing

Resources:
Lesson 12 - READING: Understand Key Details

- TE pg. 272

- TE pg. 272
- *Pioneers to the West*
- *Going West*

- TE pg. 272
- *Pioneers to the West*
- *Going West*
- Shared Reading Routine TR10-11

- TE pg. 272
- *Pioneers to the West*
- *Going West*
- Think-Pair-Share Routine TR2-3

- TE pg. 273
- *Pioneers to the West, Going West*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

Grade 2 Reading/Writing

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Analyze Images -** Using examples from text, model how the use of different types of images helps readers understand the information in the text and the author's central message.

- TE pg. 274
- Benchmark Vocabulary - progress
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 274
- *Pioneers to the West,* pg. 15
- *Going West,* pg. 89

Learning Opportunities/Strategies:
Lesson 12 - WRITING: Narrative Writing

Conventions Mini-Lesson:
- **Rearrange Sentences -** Guide scholars in rearranging sentences to make them more interesting.

Set the Purpose:
- **Revise and Edit a Narrative -** Review the writing process with scholars and explain that today they will revise the narratives they started writing in Lesson 11.

Teach and Model:
- **Revise and Edit a Narrative -** Through discussion, help scholars look at examples of expanded sentences in *Pioneers to the West* and *Going West.*

Prepare to Write:
- **Revise Narrative Writing -** Work with scholars to revise the draft that was written together in Lesson 11. Model revising and editing the narrative.

Independent Writing Practice:
- **Revise Narrative Writing -** Scholars revise the narratives they started in Lesson 11.

Share Writing:
- Volunteers share their writing with the class. The class discusses each narrative to determine if it is better now, and any further revisions that might be made.

Resources
Lesson 12 - WRITING: Narrative Writing

- TE pg. 281
- *Pioneers to the West, Going West*

- TE pg. 278
- *Pioneers to the West, Going West*

- TE pg. 278
- *Pioneers to the West, Going West*
- Student Model

- TE pg. 279

- TE pg. 280
- Digital Options

- TE pg. 280
- Student Writing
- Writing Keystone Checklist

Learning Opportunities/Strategies:
Performance-Based Assessment:
- **Narrative Task: Write About A Journey West -** Scholars will write a short story about a pioneer child who shows bravery using ideas and information from the texts they read.

  Scholars will:

Resources:
Performance-Based Assessment:
- TE pg. 282
- Reproducible pg. 286

Grade 2 Reading/Writing

- 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.
- provide a conclusion.

Performance-Based Assessment:
Prepare:
- **Review** - Discuss the Essential Questions: *How can readers use both literary and informational texts to learn about similar topics? How do writers use details to describe characters and events?*
- **Revisit the Text** - Remind scholars that in *Pioneers to the West,* and *Going West,* they read stories of westward settlement that illustrated the hardships faced and the bravery shown by pioneers, many of which were young people. Display and read aloud excerpts from:
    - Page 27, *Pioneers to the West*
    - Page 91, *Going West*

  Remind scholars that four real young pioneers are portrayed in *Pioneers to the West:* George Staples, who lived with the Sioux for a while; John McWilliams, who went west during the Gold Rush; Laura Ingalls, whose family farmed in the Dakota Territory; and Ruth Chrisman, whose family had a ranch in Nebraska. The story *Going West* is told by seven-year-old Hannah, who has younger siblings.
    - Have scholars plan a character based on one of these pioneer children or characters they have read about and the setting in which the child lived.
    - Have them include details to describe how the character feels, thinks, and acts.
    - Have them write a well-elaborated event or short sequence of events based on one or more of the events they have read about.
    - Have them use temporal words to show the sequence of events.
    - Have them write a conclusion.

Performance-Based Assessment:
- **Create:** Encourage scholars to look back through the texts for a character and event they would like to write a story about. Provide all children with a Story Sequence B graphic organizer for them to plan their narratives. Have scholars make notes in the graphic organizer while they are brainstorming with the

Performance-Based Assessment:

- TE pg. 283
- Performance-Based Assessment

- TE pg. 283
- *Pioneers to the West*
- *Going West*

Performance-Based Assessment:
- TE pg. 284
- text: *Pioneers to the West*
- text: *Going West*
- Story Sequence B Graphic Organizer TR38
- paper and pencils for narrative writing
- Digital Options

Grade 2 Reading/Writing

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group. They may then use these graphic organizers as they write their narratives.
- **Score Writing:** Use Narrative Writing Rubric.

- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.

- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then… suggestions to support them as they complete other Performance-Based Assessments.

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- TE pg. 287 Narrative Writing Rubric

- TE pg. 288
- Digital Options

- TE pg. 289

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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Unlock Language Learning ● Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

Grade 2 Reading/Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Foundational Skill: Reading Language
- **L.RF.2.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A. -** Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D-** Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E. -** Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.3.F-** Read high-frequency and grade level irregular words with automaticity (e.g., friend,other, would).
- **L.RF.2.3.G-** Identify the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.2.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A. -** Read grade-level text with purpose and understanding.
- **L.RF.2.4.B. -** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C. -** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading
- **RL.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in a literary text to demonstrate understanding of key details in a text.
- **RI.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in an informational text to demonstrate understanding of key details in a text.
- **RL.CI.2.2-**Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures)
- **RI.CI.2.2-**Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **RL.IT.2.3. -** Describe how characters in a story respond to major events and challenges using key details within a text.
- **RI.IT.2.3-** Describe the connection between a series of historical events, scientific ideas or concepts or steps in a sequence within a text .
- **RL.TS.2.4. -** Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
- **RI.TS.2.4-** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RL.PP.2.5. -**Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RI.PP.2.5-** Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
- **RL.MF. 2.6. -** With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- **RI.MF.2.6.-** Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7-** Describe and identify the logical connections of how reasons support specific points the author makes in a text.

NJSLS Foundational Skills/Writing Language
- **L.WF.2.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grade 2 Reading/Writing

- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphenes (letters or letter groups) for each phoneme.
- **L.WF.2.2-** Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
  - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
  - ii. Complex consonant blends (scr, str, squ).
  - iii. Less common vowel teams for long vowels (scr, str, squ).
  - iv. Vowel-r combinations (turn, star, third, four/for).
  - v. Contractions (we'll; i'm; they've; don't).
  - vi. Homophones (bear, bare; past, passed).
  - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B-** Regular two- and three- syllable words that:
  - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
  - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
  - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C-** Words with suffixes that require:
  - i. Consonant doubling (penning, slimmed).
  - ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D-** Most often used words in English:
  - i. Irregular words (against, many, enough, does).
  - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B-** Capitalize holidays, product names and geographic names
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D-** Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E-** Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G-** With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B-** Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D-** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Grade 2 Reading/Writing

- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS ELA Writing
- **W.AW.2.1. -** With prompts and support, write opinion pieces to present an idea with reasons or information.
- **W.AW.2.1.A-** Introduce an opinion.
- **W.AW.2.1.B-** Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.AW.2.1.C-** Provide a conclusion.
- **W.WP.2.4. -** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.A-** Identify audience and purpose before writing.
- **W.WP.2.4.B-** Participate in self-evaluation of written work.
- **W.WP.2.4.C-** With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.WR.2.5-** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6-** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.SE.2.7-** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening
- **SL.PE.2.1. -** Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A -** Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B -** Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C. -** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2. -** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3. -** 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.
- **S.PI.2.4. -** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5. -** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6. -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies
- **6.1.2.CivicsPI.3. -** Explain how individuals work with different levels of government to make rules.
- **6.1.2.CivicsPI.3. -** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.4. -** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.3. -** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.GeoHE.2. -** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.GeoHE.3. -** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.GeoHE.4. -** Investigate the relationship between the physical environment of a place and the economic activities found there.

Grade 2 Reading/Writing

NJSLS Science
- **2-LS2-1. -** Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- **2-LS2-2. -** Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- **2-LS4-1. -** Make observations of plants and animals to compare the diversity of life in different habitats

NJSLS Health and Physical Education
- **2.1.2.PGD.1**: Explore how activity helps all human bodies stay healthy.
- **2.1.2.EH.1**: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- **2.3.2.PS. 1:** Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

NJSLS - Career Readiness, Life Literacies, and Key Skills
- **9.4.2.CI.1**- Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.2**- Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3**- Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.TL.2**- Create a document using a word processing application.
- **9.4.5.CI.1**- Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.2**- Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

Central Idea / Enduring Understanding:	**Essential/Guiding Question:**
- Readers understand specific strategies they can use to improve their understanding of texts. - Writers understand that opinions and reasons are connected - Learners understand that people can change the world with strong commitment.	How can readers use story structure in literary texts and text features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?

Content: (Module Goals)	**Skills(Objectives):**
- Readers will identify and use story structure and text features to understand texts. - Writers will support an opinion with reasons and evidence from the texts they have read. - Learners will recount how people's commitments have made the world a better place. **Text Complexity Measures - TR48 - TR54** The following measures and considerations create a three-part model to gauge the difficulty of a particular text. **Quantitative Measures** - Lexile **Qualitative Measures** - Literary/Informational Text - Text Structure - Language and Vocabulary - Theme and Knowledge Demands **Reader and Task Consideration** - Motivation, Knowledge, Experiences of Students - Difficulty of the Task or Questions Posed	**Reading:** - Main Topic - Text Features - Words and Phrases - Images - Ask and Answer Questions - Main Purpose - Characters' Responses - Word Choice - Use Illustrations - Story Structure - Central Message - Connect Concepts - Identify the Author's Purpose **Writing:** - Choose an Opinion and Describe Its Supporting Details - Find Text Evidence and Organize Thoughts - Link Reasons and Opinions - Write an Opinion Piece - Give Reasons to Support an Opinion - Write a Conclusion for an Opinion

Grade 2 Reading/Writing

	- Use Linking Words to Connect Opinions and Reasons - Plan and Write a Short Book Review - Strengthen Opinion Writing - Plan an Opinion Piece - Revisit the Plan and Draft an Opinion Piece - Write a Strong Conclusion - Complete an Opinion Piece

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
Performance Based Assessment: ● **Opinion Task:** Write A Book Review - Scholars will write a book review about which of the selections they liked best, *68 Ways to Save the Planet Before Bedtime* or *On Meadowview Street.* ● **Scholars will:** ○ introduce the book they choose. ○ state an opinion about the book. ○ supply three or more reasons that support their opinion. ○ use linking words (e.g., *because, and, also*) to connect opinion and reasons. ○ provide a conclusion.	**Beginning of Year Assessment:** ● Baseline Assessment **Formative Assessments:** ● Reading Keystones ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading ● Reading Keystone Rubrics ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary ● Writing Keystones: ○ Checklists ● Writing Rubrics: ○ Narrative ○ Informative/Explanatory ○ Opinion ● Oral Reading Fluency Quick Checks **Summative Assessments:** ● Selection Test - Anchor Text ● Performance-Based Assessment - Module A & B ● End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
Lesson 1 - READING: Identify the Main Topic to Understand a Text **Build Understanding:** ● **Set the Purpose -** Enduring Understanding: *Readers understand specific strategies they can use to improve their understanding of texts.* ● **Engage Scholars** - Essential Questions: *How do readers use story structure in literary texts and text features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?* ● **Read** - Follow Shared Reading Routine to read pgs. 2-3 focusing on what the text is mainly about.	**Lesson 1 - READING: Identify the Main Topic to Understand a Text** ● TE pg. 12 ● TE pg. 12 ● *68 Ways to Save the Planet Before Bedtime* ● TE pg. 12 ● Shared Reading Routine TR10-11 ● *68 Ways to Save the Planet Before Bedtime,* pgs. 2-3

Grade 2 Reading/Writing

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the effects of global warming.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Main Topic -** Display and complete the Main Idea Chart with class to identify the main topic of the second paragraph on pg. 2.

Learning Opportunities/Strategies:
Lesson 1 - WRITING: Opinion Writing

Set the Purpose:
- **State and Support an Opinion -** Tell scholars that they will focus today on learning how to write an opinion by stating a main topic and giving details that support that opinion.

Teach and Model:
- **State and Support an Opinion -** With scholars, use the text from pg. 2 to complete a Main Idea graphic organizer titled *Save Our Planet*.

Prepare to Write:
- **Choose an Opinion and Describe Its Supporting Details -** Work as a class to choose a main topic and key details from the text and complete a Main Idea graphic organizer, then model writing a paragraph that summarizes the graphic organizer.

Independent Writing Practice:
- **Choose an Opinion and Describe Its Supporting Details -** Scholars decide which main topic and key details they found most interesting, and create a Main Idea graphic organizer, then write an opinion on their choices.

Share Writing:

- TE pg. 12
- Think-Pair-Share Routine TR2-3
- *68 Ways to Save the Planet Before Bedtime*, pgs. 2-3

- TE pg. 13
- *68 Ways to Save the Planet Before Bedtime*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 13-14
- By-the Way Words - global warming, greenhouse gases, atmosphere
- Benchmark Vocabulary - reflected, resources
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 14
- Main Idea Chart TR36
- *68 Ways to Save the Planet Before Bedtime*, pg. 2

Resources:
Lesson 1 - WRITING: Opinion Writing

- TE pg. 18
- *68 Ways to Save the Planet Before Bedtime*

- TE pg. 18
- *68 Ways to Save the Planet Before Bedtime*, pg. 2
- Main Idea Chart Graphic Organizer TR36

- TE pg. 19
- Teacher Modeled Writing
- *68 Ways to Save the Planet Before Bedtime*, pg. 3

- TE pg. 20
- *68 Ways to Save the Planet Before Bedtime*
- Digital Options

Grade 2 Reading/Writing

● Volunteers share their writing with a partner. Each partner summarizes the other's main topic and key details.	● TE pg. 20 ● Student Writing
Learning Opportunities/Strategies: **Lesson 2 - READING: Use Text Features**	**Resources:** **Lesson 2 - READING: Use Text Features**
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Readers understand specific strategies they can use to improve their understanding of texts.*	● TE pg. 22
● **Engage Scholars** - Think about the Essential Questions: *How do readers use story structure in literary texts and text features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?*	● TE pg. 22 ● *68 Ways to Save the Planet Before Bedtime*
● **Read** - Follow Shared Reading Routine to read pgs. 4-7, focusing on what the text is about.	● TE pg. 22 ● Shared Reading Routine TR10-11 ● *68 Ways to Save the Planet Before Bedtime,* pgs. 4-7
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what would happen if one kind of living thing disappeared from the food chain.	● TE pg. 22 ● Think-Pair-Share Routine TR2-3 ● *68 Ways to Save the Planet Before Bedtime,* pgs. 4-7
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 23 ● *68 Ways to Save the Planet Before Bedtime* ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pgs. 23-24 ● By-the-Way Words - food chain, charity ● Benchmark Vocabulary - dangerous, litter, waste ● Benchmark Vocabulary Routine for Informational Text TR24-27 ● Generative Vocabulary Chart TE pgs. 2-4
Reading Analysis: ● **Text Features -** Display and complete the T-Chart with class to show how text features help readers to better understand the text.	● TE pg. 24 ● T-Chart TR39 ● *68 Ways to Save the Planet Before Bedtime,* pgs. 4-7
Learning Opportunities/Strategies: **Lesson 2 - WRITING: Opinion Writing**	**Resources** **Lesson 2 - WRITING: Opinion Writing**
Set the Purpose: ● **Identify a Main Purpose -** Review with scholars the main purpose of a text is the writer's reason for writing the text.	● TE pg. 28 ● *68 Ways to Save the Planet Before Bedtime*
Teach and Model:	

- **Identify a Main Purpose -** Through discussion, help scholars see connections among the main purpose of the text, the unit title, and the author's opinion.

Prepare to Write:
- **Find Text Evidence and Organize Thoughts -** Model aloud for scholars as you write to show how to incorporate text evidence into a paragraph that gives an opinion about how the text connects to the unit title, *Changing the World.*

Independent Writing Practice:
- **Find Text Evidence and Organize thoughts -** Following the teacher's writing example, scholars return to the text and flag evidence that shows how tips in the text can help change the world and create a Main Idea chart to organize their thoughts, then write a paragraph connecting the text to the unit title.

Share Writing:
- Volunteers share their writing with the class. The class identifies one detail that best connected to the theme and title of the unit.

Learning Opportunities/Strategies:
Lesson 3 - READING: Connect Scientific Ideas

Build Understanding:
- **Set the Purpose -** Enduring Understanding: *Learners understand that people can change the world with strong commitment.*
- **Explore Poetry -** Read the poem aloud and help scholars determine the central message.

- **Engage scholars -** Essential Questions: *How do readers use story structure in literary texts and text features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?*
- **Read -** Follow Shared Reading Routine to read pgs. 8-11, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what the author wants readers to do with items that use electricity.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 28
- *68 Ways to Save the Planet Before Bedtime,* pg. 6

- TE pg. 29
- Teacher Modeled Writing
- *68 Ways to Save the Planet Before Bedtime,* pg. 6

- TE pg. 30
- *68 Ways to Save the Planet Before Bedtime*
- Digital Options

- TE pg. 30
- Student Writing

Resources:
Lesson 3 - READING: Connect Scientific Ideas

- TE pg. 32

- TE pg. 32
- *Walk Lightly,* Text Collection, pg. 186

- TE pg. 32
- *68 Ways to Save the Planet Before Bedtime,* pgs. 8-11

- TE pg. 32
- Shared Reading Routine TR10-11
- *68 Ways to Save the Planet Before Bedtime,* pgs. 8-11

- TE pg. 32
- Think-Pair-Share Routine TR2-3
- *68 Ways to Save the Planet Before Bedtime,* pgs. 8-11

- TE pg. 33
- *68 Ways to Save the Planet Before Bedtime*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

- TE pgs. 33-34
- By-the-Way Words - standby mode, device
- Benchmark Vocabulary - impossible, persuade, switch, completely
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

Reading Analysis:
- **Words and Phrases -** Display and complete the Web B organizer with class to discuss tools readers can use to find the meaning of words.

- TE pg. 34
- Web B Graphic Organizer TR45
- *68 Ways to Save the Planet Before Bedtime,* pgs. 8-11

[Learning Opportunities/Strategies:](#)
Lesson 3 - WRITING: Opinion Writing

[Resources](#)
Lesson 3 - WRITING: Opinion Writing

Set the Purpose:
- **Make Connections -** Remind scholars that writers use reasons to support their opinions and to connect the reasons to the opinions so readers can better understand the opinion.

- TE pg. 38
- *68 Ways to Save the Planet Before Bedtime*

Teach and Model:
- **Make Connections -** Through discussion, model making connections between the author's opinions and reasons.

- TE pg. 38
- *68 Ways to Save the Planet Before Bedtime*
- Student Model

Prepare to Write:
- **Write an Opinion -** Model writing an opinion paragraph about a tip from the text.

- TE pg. 39
- Teacher Modeled Writing
- *68 Ways to Save the Planet Before Bedtime*

Independent Writing Practice:
- **Write an Opinion -** Scholars reread tip 25 from the text and write about whether they agree or disagree with the tip, using reasons from the text and experiences, and linking words to connect reasons to opinions.

- TE pg. 40
- Digital Options
- *68 Ways to Save the Planet Before Bedtime*

Share Writing:
- Volunteers share their writing with the class. The class identifies the reasons in each paragraph and how they connect to the writer's opinion.

- TE pg. 40
- Student Writing

[Learning Opportunities/Strategies:](#)
Lesson 4 - READING: Explain How Images Clarify Text

[Resources:](#)
Lesson 4 - READING: Explain How Images Clarify Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that opinions and reasons are connected.*
- **Engage scholars -** Think about the Essential Questions: *How do readers use story structure in literary texts and text features in informational texts*

- TE pg. 42

- TE pg. 42
- *68 Ways to Save the Planet Before Bedtime,* pgs. 12-15

to better comprehend what they read? How can writers connect opinions and reasons?
- **Read** - Follow Shared Reading Routine to read pgs. 12-15, focusing on how specific images contribute to and clarify text.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how the images in the text help you better understand the text.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Images -** Display and complete the T-Chart with class to show that images in informational texts help clarify facts and details.

<u>Learning Opportunities/Strategies:</u>
Lesson 4 - WRITING: Opinion Writing

Set the Purpose:
- **Use Linking Words -** Remind scholars that opinions should be supported by reasons, and that writers use linking words to link an opinion to a reason.

Teach and Model:
- **Use Linking Words -** Through discussion, help scholars find examples of how the author supports opinions with reasons.

Prepare to Write:
- **Write an Opinion -** Model writing an opinion, having scholars identify the linking words and tell how they connect opinion with reasons.

Independent Writing Practice:
- **Write an Opinion -** Scholars write a paragraph about whether they think the tips in the text are good ideas, incorporating linking words to connect reasons and opinions.

- TE pg. 42
- Shared Reading Routine TR10-11
- *68 Ways to Save the Planet Before Bedtime,* pgs. 12-15

- TE pg. 42
- Think-Pair-Share Routine TR2-4
- *68 Ways to Save the Planet Before Bedtime,* pgs. 12-15

- TE pg. 43
- *68 Ways to Save the Planet Before Bedtime*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 43-44
- By-the-Way Words - landfills, recycle
- Benchmark Vocabulary - reduce, produce, reuse
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 44
- T-Chart Graphic Organizer TR39
- *68 Ways to Save the Planet Before Bedtime,* pgs. 12-15

<u>Resources</u>
Lesson 4 - WRITING: Opinion Writing

- TE pg.48
- *68 Ways to Save the Planet Before Bedtime*

- TE pg. 48
- *68 Ways to Save the Planet Before Bedtime,* pg. 12

- TE pg. 49
- Teacher Modeled Writing
- *68 Ways to Save the Planet Before Bedtime*

- TE pg. 50
- *68 Ways to Save the Planet Before Bedtime,* pg 15
- Digital Options

Grade 2 Reading/Writing

Share Writing:
- Volunteers share their writing with the class. Discuss the reasons that support scholar's opinions, and how the linking words clarify the connection between reasons and opinions.

Learning Opportunities/Strategies:
Lesson 5 - READING: Use Text to Ask and Answer Questions

Build Understanding:
- **Set the Purpose -** Enduring Understanding: *Learners understand that people can change the world with strong commitment.*
- **Engage Scholars -** Essential Questions: *How do readers use story structure in literary texts and text features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?*
- **Read** - Follow Shared Reading Routine to read pgs. 16-19, focusing on author's purpose and what he wants to explain.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss one question you had about the text and how you found your answer.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

  Language Analysis:
  - **Ask and Answer Questions -** Display and complete the T-Chart with class to show that asking questions about a text can help to better understand it.

Learning Opportunities/Strategies:
Lesson 5 - WRITING: Opinion Writing

Set the Purpose:

Resources:
Lesson 5 - READING: Use Text to Ask and Answer Questions

- TE pg. 50
- Student Writing

- TE pg. 52

- TE pg. 52
- *68 Ways to Save the Planet Before Bedtime,* pgs. 16-19

- TE pg. 52
- Shared Reading Routine TR10-11
- *68 Ways to Save the Planet Before Bedtime,* pgs. 16-19

- TE pg. 52
- Think-Pair-Share Routine TR2-3
- *68 Ways to Save the Planet Before Bedtime,* pgs. 16-19

- TE pg. 53
- *68 Ways to Save the Planet Before Bedtime*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 53-54
- By-the-Way Words - carbon dioxide, traffic jams, pollution
- Benchmark Vocabulary - reason, passenger, packaging
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 54
- T-Chart TR39
- *68 Ways to Save the Planet Before Bedtime,* pg. 25

Resources
Lesson 5 - WRITING: Opinion Writing

Grade 2 Reading/Writing

● **Support Opinions -** Explain that when writing opinions, it's important to support opinions with reasons.	● TE pg.58 ● *68 Ways to Save the Planet Before Bedtime*
Teach and Model: ● **Support Opinions -** Through discussion, help scholars find examples of opinions in the text, and examples of how the writer supports the opinions with reasons.	● TE pg. 58 ● *68 Ways to Save the Planet Before Bedtime,* pg. 16
Prepare to Write: ● **Give Reasons to Support an Opinion -** Model writing an opinion paragraph, stating and linking opinions and reasons, and restating your opinion in the conclusion.	● TE pg. 59 ● Teacher Modeled Writing ● *68 Ways to Save the Planet Before Bedtime*
Independent Writing Practice: ● **Give Reasons to Support an Opinion -** Scholars write a paragraph, giving reasons for their opinions, and using linking words to connect reasons and opinions.	● TE pg. 50 ● *68 Ways to Save the Planet Before Bedtime* ● Digital Options
Share Writing: ● Scholars pair up with someone who argued in favor of different tips, and have them discuss which reasons most strongly supported each writer's point of view.	● TE pg. 60 ● Student Writing
Learning Opportunities/Strategies: Lesson 6 - READING: Identify the Main Purpose of a Text	**Resources:** Lesson 6 - READING: Identify the Main Purpose of a Text
Build Understanding: ● **Set the Purpose -** Enduring Understanding: *Learners understand that people can change the world with strong commitment.*	● TE pg. 62
● **Engage Scholars -** Essential Questions: *How do readers use story structure in literary texts and text features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?*	● TE pg. 62 ● *68 Ways to Save the Planet Before Bedtime,* pgs. 20-23
● **Read -** Follow Shared Reading Routine to read pgs. 20-23, focusing on what the text is mainly about.	● TE pg. 62 ● *68 Ways to Save the Planet Before Bedtime,* pgs. 20-23 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the most interesting thing you learned about on these pages.	● TE pg. 62 ● *68 Ways to Save the Planet Before Bedtime,* pgs. 20-23 ● Think-Pair-Share Routine TR2-3
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine	● TE pg. 63 ● *68 Ways to Save the Planet Before Bedtime,*

asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

- pgs. 20-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 63-64
- By-the-Way Words - cavewoman
- Benchmark Vocabulary - selfish, sponsored, monitor, dragging
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

Reading Analysis:
- **Main Purpose -** Use examples to show that readers can ask and answer questions to find clues to the purpose of the text.

- TE pg. 64
- *68 Ways to Save the Planet Before Bedtime,* pg. 20

Learning Opportunities/Strategies:
Lesson 6 - WRITING: Opinion Writing

Resources
Lesson 6 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Compound Words -** Display sentences and guide scholars in determining the meaning of compound words by looking at each separate word and its meaning.

- TE pg. 71
- *68 Ways to Save the Planet Before Bedtime*

Set the Purpose:
- **Analyze a Conclusion -** Remind scholars that every piece of writing has a conclusion where the author ends the writing and ties up loose ends to give readers a sense of finality.

- TE pg.68
- *68 Ways to Save the Planet Before Bedtime*

Teach and Model:
- **Analyze a Conclusion -** Through discussion, help scholars analyze conclusions from the text.

- TE pg. 68
- *68 Ways to Save the Planet Before Bedtime,* pgs. 22-23

Prepare to Write:
- **Write a Concluding Opinion -** Model writing an opinion about the book, reasons that support the opinion, and a concluding statement.

- TE pg. 69
- Teacher Modeled Writing
- *68 Ways to Save the Planet Before Bedtime*

Independent Writing Practice:
- **Write a Concluding Opinion-** Scholars write a concluding opinion about the text, telling whether the book was helpful, and why.

- TE pg. 70
- *68 Ways to Save the Planet Before Bedtime*
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class discusses how reading the text inspired them to take small steps to save the world.

- TE pg. 70
- Student Writing

Grade 2 Reading/Writing

 Lesson 7 - READING: Describe How Characters Respond to Events	 **Lesson 7 - READING: Describe How Characters Respond to Events**

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand specific strategies they can use to improve their understanding of texts.*
- **Engage Scholars -** Introduce *On Meadowview Street.* Think about the Essential Questions: *How do readers use story structure in literary texts and text features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?*
- **Read** - Follow Shared Reading Routine to introduce the text, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss some of the ways Caroline and her family changed their yard.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Characters' Responses -** Use examples from text to discuss the text evidence that shows how the characters respond to the challenges of creating a nature preserve in the story.

Resources column:
- TE pg. 72

- TE pg. 72
- *On Meadowview Street,* Text Collection

- TE pg. 72
- *On Meadowview Street,* Text Collection
- Shared Reading Routine TR10-11

- TE pg. 72
- *On Meadowview Street,* Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- *On Meadowview Street,* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 73-74
- By-the-Way Words - meadow
- Benchmark Vocabulary - pleaded
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 74
- *On Meadowview Street,* Text Collection

Lesson 7 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Compound Words -** Display sentences and guide scholars in determining the meaning of compound words by looking at each separate word and its meaning.

Set the Purpose:

Lesson 7 - WRITING: Opinion Writing

- TE pg. 81
- *On Meadowview Street,* Text Collection

- **State and Support an Opinion -** Review with scholars that most stories have a challenge or event, and the characters respond in some way.

  - TE pg.78
  - *On Meadowview Street,* Text Collection

Teach and Model:
- **State and Support an Opinion -** Have scholars reread pg. 25 and discuss how one change can lead to other changes.

  - TE pg. 78
  - *On Meadowview Street,* Text Collection, pg. 25

Prepare to Write:
- **Write an Opinion About a Text -** Tell scholars that when they write their opinion about a story or text, they must include specific reasons, details, and examples to support their opinion. Model supporting an opinion based on the text.

  - TE pg. 79
  - Teacher Modeled Writing
  - *On Meadowview Street,* Text Collection

Independent Writing Practice:
- **Write an Opinion About a Text -** Scholars write an opinion piece about how Caroline and her family inspired others to get involved in making a change.

  - TE pg. 80
  - *On Meadowview Street,* Text Collection
  - Digital Options

Share Writing:
- Volunteers share their opinions with the class. The class points out reasons and examples that helped them understand the writer's opinion

  - TE pg. 80
  - Student Writing

[Learning Opportunities/Strategies:](#)
Lesson 8 - READING: Describe How Word Choice Affects a Story

[Resources:](#)
Lesson 8 - READING: Describe How Word Choice Affects a Story

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that opinions and reasons are connected.*

  - TE pg. 82

- **Engage Scholars -** Think about the Essential Questions: *How do readers use story structure in literary texts and text features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?*

  - TE pg. 82
  - *On Meadowview Street,* Text Collection, pgs. 1-13

- **Read -** Follow Shared Reading Routine to read pgs. 1-13, focusing on what the text is mainly about.

  - TE pg. 82
  - *On Meadowview Street,* Text Collection, pgs. 1-13

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how Caroline and her father feel about making changes to their yard.

  - TE pg. 82
  - *On Meadowview Street,* Text Collection, pgs. 1-13
  - Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

  - TE pg. 83
  - *On Meadowview Street,* Text Collection
  - Whole Class Discussion Routine TR4-5
  - Small Group Discussion Routine TR6-7

Grade 2 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Word Choice - Use examples from text to** explain that authors choose words carefully not only to give and support ideas, but also to make their writing more vivid and descriptive and to make us feel different ways.

- TE pgs. 83-84
- By-the-Way Words - poked
- Benchmark Vocabulary - unpacked
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 84
- *On Meadowview Street,* Text Collection, pgs. 6, 12

Learning Opportunities/Strategies:
Lesson 8 - WRITING: Opinion Writing

Resources
Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Prefixes -** Display sentences and guide scholars in identifying the prefix and root word.

- TE pg. 91
- *On Meadowview Street,* Text Collection

Set the Purpose:
- **Write a Book Review -** Remind scholars that a book review is a reader's opinion about a book he/she has read, and provides support using specific reasons and details.

- TE pg. 88
- *On Meadowview Street,* Text Collection

Teach and Model:
- **Write a Book Review -** Using the Student Model, discuss with scholars how they can give reasons to support their opinion.

- TE pg. 88
- *On Meadowview Street,* Text Collection
- Student Model

Prepare to Write:
- **Plan and Write a Short Book Review -** Model writing a book review by brainstorming, stating an opinion, and writing an opinion supported by reasons and text evidence.

- TE pg. 89
- Teacher Modeled Writing
- *On Meadowview Street,* Text Collection

Independent Writing Practice:
- **Plan and Write a Short Book Review-** Scholars plan and write a short review of the text, *On Meadowview Street.*

- TE pg. 90
- *On Meadowview Street,* Text Collection
- Digital Options

Share Writing:
- Volunteers share their opinions with the class. The class points out reasons and examples that helped them understand the writer's opinion.

- TE pg. 90
- Student Writing
- Writing Keystone Checklist

Learning Opportunities/Strategies:
Lesson 9 - READING: Use Illustrations to Understand and Talk About Text

Resources:
Lesson 9 - READING: Use Illustrations to Understand and Talk About Text

Build Understanding:

Grade 2 Reading/Writing

- **Set the Purpose -** Enduring Understanding: *Learners understand that people can change the world with strong commitment.*
- **Explore Poetry -** Read and discuss poem.

- **Engage Scholars -** Scholars summarize story. Essential Questions: *How do readers use story structure in literary texts and text features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?*
- **Read** - Follow Shared Reading Routine to read pgs.14-21 of the text, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the new changes Caroline makes to her yard.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Use Illustrations -** Discuss how illustrations help readers understand the text.

Learning Opportunities/Strategies:
Lesson 9 - WRITING:Opinion Writing

Conventions Mini-Lesson:
- **Prefixes -** Display sentences and guide scholars in using their knowledge of the prefix and base word to determine meaning.

Set the Purpose:
- **Revise -** Remind scholars that a book review is a reader's opinion about a book he or she has read, along with an overview of the book.

Teach and Model:

- TE pg. 92

- TE pg. 92
- *Every Time I Climb a Tree,* Text Collection, pgs. 184-185

- TE pg. 92
- *On Meadowview Street,* Text Collection, pgs. 14-21

- TE pg. 92
- Shared Reading Routine TR10-11
- *On Meadowview Street,* Text Collection, pgs. 14-21

- TE pg. 92
- Think-Pair-Share Routine TR2-3
- *On Meadowview Street,* Text Collection, pgs. 14-21

- TE pg. 93
- *On Meadowview Street,* Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 93-94
- By-the-Way Words - delivery, admired
- Benchmark Vocabulary - zipping
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 94
- *On Meadowview Street*, TC, pgs. 14-19

Resources
Lesson 9 - WRITING: Opinion Writing

- TE pg. 101
- *On Meadowview Street,* Text Collection

- TE pg. 98
- *On Meadowview Street,* Text Collection

Grade 2 Reading/Writing

- **Revise -** Review with scholars that words such as *should, shouldn't, must, good, better, best, bad, worse,* and *worst* are used to express opinions to make opinions clear to the reader.

- TE pg. 98
- *On Meadowview Street,* Text Collection

Prepare to Write:
- **Strengthen Opinion Writing -** Explain that the class will revise the book review they have been working on. Model the steps a writer takes to revise a text.

- TE pg. 99
- Teacher Modeled Writing
- *On Meadowview Street,* Text Collection

Independent Writing Practice:
- **Strengthen Opinion Writing -** Scholars will revise and edit the book review they have been working on.

- TE pg. 100
- *On Meadowview Street,* Text Collection
- Digital Options

Share Writing:
- Volunteers share their revised reviews with the class. The class points out examples of powerful words the writer used.

- TE pg. 100
- Student Writing

Learning Opportunities/Strategies:
Lesson 10 - READING: Use Story Structure to Understand Text

Resources:
Lesson 10 - READING: Use Story Structure to Understand Text

Build Understanding:
- **Set the Purpose -** Enduring Understanding: *Readers understand specific strategies they can use to improve their understanding of texts.*

- TE pg. 102

- **Engage Scholars -** Review text. Essential Questions: *How do readers use story structure in literary texts and text features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?*

- TE pg. 102
- *On Meadowview Street,* Text Collection, pgs. 22-31

- **Read -** Follow Shared Reading Routine to read pgs. 22-31, focusing on what the text is mainly about.

- TE pg. 102
- *On Meadowview Street,* Text Collection, pgs. 22-31
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what happened after Caroline and her family changed their yard.

- TE pg. 102
- *On Meadowview Street,* Text Collection, pgs. 22-31
- Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 103
- *On Meadowview Street,* Text Collection, pgs. 22-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use

- TE pgs. 103-104
- By-the-Way Words - caverns
- Benchmark Vocabulary - shallow

the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Story Structure - Display and c**omplete the Story Sequence organizer with class to list the order in which events happen..

Learning Opportunities/Strategies:
Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Using Root Words -** Display sentences and guide scholars in using their knowledge of the root word to determine meaning.

Set the Purpose:
- **Plan an Opinion Piece -** Remind scholars that before writing, writers plan what they are going to write by thinking about their audience and purpose and brainstorming ideas, which will support their purpose for writing.

Teach and Model:
- **Plan an Opinion Piece -** Through discussion, help scholars find examples of positive changes made in the text, and how used these examples to support the big idea of the story.

Prepare to Write:
- **Plan an Opinion Piece -** Model planning, brainstorming, organizing, and writing an opinion piece including reasons and examples to support the opinion.

Independent Writing Practice:
- **Plan an Opinion Piece -** Scholars write a paragraph in which they state their opinion about why it is important to take care of Earth and supporting reasons they plan to use in their opinion piece.

Share Writing:
- Volunteers share their writing with the class. Ask listeners to identify the reasons they feel are the strongest in each paragraph.

Learning Opportunities/Strategies:
Lesson 11 - READING: Determine a Fable's Central Message

Build Understanding:

- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 104
- Story Sequence A Organizer TR37
- *On Meadowview Street,* TC, pgs. 22-31

Resources
Lesson 10 - WRITING: Opinion Writing

- TE pg. 111
- *On Meadowview Street,* Text Collection

- TE pg. 108
- *On Meadowview Street,* Text Collection

- TE pg. 108
- *On Meadowview Street,* Text Collection

- TE pg. 109
- Teacher Modeled Writing
- *On Meadowview Street,* Text Collection

- TE pg. 110
- *On Meadowview Street,* Text Collection
- Digital Options

- TE pg. 110
- Student Writing

Resources:
Lesson 11 - READING: Determine a Fable's Central Message

Grade 2 Reading/Writing

- **Set the Purpose -** Share the Enduring Understanding: *Readers understand specific strategies they can use to improve their understanding of texts.*
- **Engage Scholars -** Introduce the fables. Think about the Essential Questions: *How do readers use story structure in literary texts and text features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?*
- **Read -** Follow Shared Reading Routine to read fables, focusing on what each text is about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what happened after Mouse freed Lion.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Central Message -** Use examples from text to model how authors have a central message that they want to communicate to their readers.

Learning Opportunities/Strategies:
Lesson 11 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Shades of Meaning -** Explain that there are often many different words to describe the same thing, but usually have slightly different meanings.

Set the Purpose:
- **Draft an Opinion Piece -** Tell scholars that as they draft, writers think about how they can really make their audience listen to them.

Teach and Model:
- **Draft an Opinion Piece-** Using the Student Model, explain that a writer's opinions, ideas, and reasons

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- TE pg. 112

- TE pg. 112
- *The Lion and the Mouse, The Crow and the Pitcher*, Text Collection, pgs. 69-70

- TE pg. 112
- *The Lion and the Mouse, The Crow and the Pitcher*, Text Collection, pgs. 69-70
- Shared Reading Routine TR10-11

- TE pg. 112
- *The Lion and the Mouse*
- Think-Pair-Share Routine TR2-3

- TE pg. 113
- *The Lion and the Mouse, The Crow and the Pitcher*, Text Collection, pgs. 69-70
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 113-114
- By-the-Way Words - pitcher
- Benchmark Vocabulary - hunters, pebble
- Benchmark Vocabulary Routine for Literary Text TR28-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 114
- *The Lion and the Mouse, The Crow and the Pitcher*, Text Collection, pgs. 69-70

Resources
Lesson 11 - WRITING: Opinion Writing

- TE pg. 121
- *The Lion and the Mouse, The Crow and the Pitcher*, Text Collection, pgs. 69-70

- TE pg. 118
- *The Lion and the Mouse, The Crow and the Pitcher*, Text Collection, pgs. 69-70

- TE pg. 118
- *The Lion and the Mouse, The Crow and the Pitcher*, Text Collection, pgs. 69-70

are like puzzle pieces that together form a strong piece or writing.

Prepare to Write:
- **Revise the Plan to Write a Draft -** Model forming and stating an opinion about why people should take care of Earth, and writing a paragraph supporting an opinion.

Independent Writing Practice:
- **Revise the Plan to Write a Draft -** Scholars write an opinion about why it is important for people to take care of Earth by revising their plans and using them to draft their opinion piece.

Share Writing:
- Volunteers share their writing with the class. The class identifies the opinion statement, as well as the supporting reasons and details, in each paragraph.

Learning Opportunities/Strategies:
Lesson 12 - READING: Describe Connections in a Text

Build Understanding:
- **Set the Purpose -** Enduring Understanding: *Learners understand that people can change the world with strong commitment.*
- **Engage Scholars -** Reintroduce the text. Essential Questions: *How do readers use story structure in literary texts and text features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?*
- **Read** - Follow Shared Reading Routine to review the text, focusing on the most important ideas and details and how they are connected.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss some of Earth's resources that we use, and why this is an important idea in the text.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:

- Student Model

- TE pg. 119
- Teacher Modeled Writing

- TE pg. 120
- *The Lion and the Mouse, The Crow and the Pitcher*, Text Collection, pgs. 69-70
- Digital Options

- TE pg. 120
- Student Writing

Resources:
Lesson 12 - READING: Describe Connections in a Text

- TE pg. 122

- TE pg. 122
- *68 Ways to Save the Planet Before Bedtime*

- TE pg. 122
- *68 Ways to Save the Planet Before Bedtime*
- Shared Reading Routine TR10-11

- TE pg. 122
- *68 Ways to Save the Planet Before Bedtime*
- Think-Pair-Share Routine TR2-3

- TE pg. 123
- *68 Ways to Save the Planet Before Bedtime,*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 124
- Benchmark Vocabulary - resources, persuade
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 2-4

Grade 2 Reading/Writing

● **Connect Concepts - Display and** complete the Main Idea organizer with class to show how to connect the different concepts the author presents to understand the text.	● TE pg. 124 ● *68 Ways to Save the Planet Before Bedtime* ● Main Idea Graphic Organizer TR36
Learning Opportunities/Strategies: **Lesson 12 - WRITING: Opinion Writing**	**Resources** **Lesson 12 - WRITING: Opinion Writing**
Conventions Mini-Lesson: ● **Shades of Meaning -** Review with scholars that there are often many different words to describe the same thing, but they usually have slightly different meanings.	● TE pg. 131 ● *68 Ways to Save the Planet Before Bedtime*
Set the Purpose: ● **Revise an Opinion Piece -** Review with scholars that writers reread their first draft and revise their writing to make sure they have included strong reasons and evidence to support their opinions, and also make sure they have a strong conclusion that wraps up the writing in a memorable way.	● TE pg. 128 ● *68 Ways to Save the Planet Before Bedtime*
Teach and Model: ● **Revise an Opinion Piece -** Explain to scholars that good writers know that the conclusion really counts and the often revise it many times to get it just right. Through discussion, analyze the conclusion in the text.	● TE pg. 128 ● *68 Ways to Save the Planet Before Bedtime*
Prepare to Write: ● **Write a Strong Conclusion -** Explain that the class will focus on a strong conclusion as they revise their opinion piece convincing people to take care of Earth. Model writing a strong conclusion.	● TE pg. 129 ● Teacher Modeled Writing
Independent Writing Practice: ● **Write a Strong Conclusion -** Scholars revise their writing, focusing on a strong conclusion.	● TE pg. 130 ● *68 Ways to Save the Planet Before Bedtime* ● *On Meadowview Street* ● Digital Options
Share Writing: ● Scholars share their revised opinion piece with the class. The class gives feedback.	● TE pg. 130 ● Student Writing
Learning Opportunities/Strategies: **Lesson 13 - READING: Identify the Author's Purpose**	**Resources:** **Lesson 13 - READING: Identify the Author's Purpose**
Build Understanding: ● **Set the Purpose -** Enduring Understanding: *Readers understand specific strategies they can use to improve their understanding of texts.* ● **Engage Scholars -**Essential Questions: *How do readers use story structure in literary texts and text*	● TE pg. 132 ● TE pg. 132 ● *68 Ways to Save the Planet Before Bedtime*

Grade 2 Reading/Writing

features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?

- **Read** - Follow Shared Reading Routine to revisit the texts, focusing on how they are alike and different.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss ways the two books are alike and different.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Compare Author's Purposes -** Display and complete the T-Chart to record each author's purposes.

Learning Opportunities/Strategies:
Lesson 13 -WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Shades of Meaning -** Remind scholars that they can often choose among many different adjectives, or describing words, to describe people or things.

Set the Purpose:
- **Edit and Publish an Opinion Piece -** Have scholars review their revised drafts as they move to the editing step of the writing process.

Teach and Model:
- **Edit and Publish an Opinion Piece-** Encourage scholars to make revisions, then model conventions they should check while editing.

Prepare to Write:
- **Complete an Opinion Piece -** Model editing an opinion piece, focusing on editing for correct capitalization and punctuation.

- *On Meadowview Street*

- TE pg. 132
- Shared Reading Routine TR10-11
- *68 Ways to Save the Planet Before Bedtime*
- *On Meadowview Street*

- TE pg. 132
- Think-Pair-Share Routine TR2-3
- *68 Ways to Save the Planet Before Bedtime*
- *On Meadowview Street*

- TE pg. 133
- *68 Ways to Save the Planet Before Bedtime*
- *On Meadowview Street*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pg. 124
- Benchmark Vocabulary - produce, pleaded
- Benchmark Vocabulary Routine for Informational and Literary Text TR24-31
- Generative Vocabulary Chart TE pgs. 2-4

- TE pg. 134
- *68 Ways to Save the Planet Before Bedtime*
- *On Meadowview Street*
- T- Chart TR39

Resources
Lesson 13 - WRITING: Opinion Writing

- TE pg. 141

- TE pg. 138
- *68 Ways to Save the Planet Before Bedtime*
- *On Meadowview Street*

- TE pg. 138
- *68 Ways to Save the Planet Before Bedtime*
- *On Meadowview Street*

- TE pg. 139
- Teacher Modeled Writing

Grade 2 Reading/Writing

Independent Writing Practice:
- **Complete an Opinion Piece -** Scholars read their revised draft multiple times, looking for ways to improve their writing, then copy their final, edited opinion pieces on a clean sheet of paper.

Share Writing:
- Volunteers share their opinion pieces with the class. The class identifies the opinion statement and reasons in each paragraph.

- TE pg. 140
- Student Revised Draft
- Digital Options

- TE pg. 140
- Student Writing
- Writing Keystone Checklist

[Learning Opportunities/Strategies:](#)
Performance-Based Assessment:
- **Opinion Task: Write A Book Review** - Scholars will write a book review about which of the selections they liked best, *68 Ways to Save the Planet Before Bedtime* or *On Meadowview Street.*

- **Scholars will:**
    - introduce the book they choose.
    - state an opinion about the book.
    - supply three or more reasons that support their opinion.
    - use linking words (e.g., *because, and, also*) to connect opinion and reasons.
    - provide a conclusion.

[Resources:](#)
Performance-Based Assessment:
- TE pg. 142
- Student Reproducible page 146

[Learning Opportunities/Strategies:](#)
Performance-Based Assessment:
Prepare:
- **Review** - Discuss the Essential Questions: *How do readers use story structure in literary texts and text features in informational texts to better comprehend what they read? How can writers connect opinions and reasons?*
- **Revisit the Text** - Remind scholars that *68 Ways to Save the Planet Before Bedtime* is an informational text that provides scholars with 68 different ways to conserve Earth's resources. *On Meadowview Street* is a fictional story about a young girl that makes a small wildflower preserve in her backyard.Display and read aloud excerpts from:
    - *68 Ways to Save the Planet Before Bedtime,* pg. 3
    - *On Meadowview Street,* pg. 8-11

    Briefly review the informational text *68 Ways to Save the Planet Before Bedtime.* As a class, make a list of the tips that children liked best, and which they would like to try at home. then review *On Meadowview Street* with scholars. Make another class list of the things that scholars like about this

[Resources:](#)
Performance-Based Assessment:

- TE pg. 143
- Performance-Based Assessment

- TE pg. 143
- *68 Ways to Save the Planet Before Bedtime*
- *On Meadowview Street*

Grade 2 Reading/Writing

story. Have scholars choose which of these two texts they liked best and would like to write a book review about.

Learning Opportunities/Strategies:
Performance-Based Assessment:
- **Create:** Have scholars who prefer to work alone work at their desks. Have scholars who need support or may be struggling meet in two small groups for 10 minutes to discuss which of the two selections their book review will be about and the reasons for their choice. Then have them write their book reviews. Provide the Three-Column Chart graphic organizer for them to make notes in while they are brainstorming in the first column *Opinion*, the second column *Reasons*, and the third column *Conclusion.*
- **Score Writing:** Use Opinion Writing Rubric

- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.

- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then… suggestions to support them as they complete other Performance-Based Assessments.

Resources:
Performance-Based Assessment:
- TE pg. 144
- *68 Ways to Save the Planet Before Bedtime*
- *On Meadowview Street*
- paper for opinion writing
- Digital Options

- TE pg. 147 Opinion Writing Rubric

- TE pg. 148
- Digital Options

- TE pg. 149

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook:

Grade 2 Reading/Writing

Using Small Group Discussion Routine	Using Small Group Discussion Routine	• Unlock the Writing • Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	• Unlock the Text • Unlock the Writing • Unlock Language Learning • Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

Unit Six: Changing the World - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Foundational Skill: Reading Language
- **L.RF.2.3. -** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A. -** Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D**- Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E. -** Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.3.F-** Read high-frequency and grade level irregular words with automaticity (e.g., friend,other, would).
- **L.RF.2.3.G**- Identify the parts of high-frequency words that are regular and the parts that are irregular
- **L.RF.2.4. -** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A. -** Read grade-level text with purpose and understanding.
- **L.RF.2.4.B. -** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C. -** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading
- **RI.CR.2.1. -** Ask and answer such questions as *who, what, where, when, why,* and *how* in an informational text to demonstrate understanding of key details in a text.
- **RI.CI.2.2**-Recount a text in oral and written form and determine central message (in multi-paragraph informational text, focusing on specific paragraphs)
- **RI.IT.2.3-** Describe the connection between a series of historical events, scientific ideas or concepts or steps in a sequence within a text .
- **RI.TS.2.4-** Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- **RI.PP.2.5-** Identify the main purpose of a text, including what the author seeks to explore, answer, explain or describe.
- **RI.MF.2.6.-** Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- **RI.AA.2.7-** Describe and identify the logical connections of how reasons support specific points the author makes in a text.

NJSLS Foundational Skills/Writing Language

Grade 2 Reading/Writing

- **L.WF.2.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphenes (letters or letter groups) for each phoneme.
- **L.WF.2.2-** Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
  - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
  - ii. Complex consonant blends (scr, str, squ).
  - iii. Less common vowel teams for long vowels (scr, str, squ).
  - iv. Vowel-r combinations (turn, star, third, four/for).
  - v. Contractions (we'll; i'm; they've; don't).
  - vi. Homophones (bear, bare; past, passed).
  - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B-** Regular two- and three- syllable words that:
  - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
  - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
  - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C-** Words with suffixes that require:
  - i. Consonant doubling (penning, slimmed).
  - ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D-** Most often used words in English:
  - i. Irregular words (against, many, enough, does).
  - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B-** Capitalize holidays, product names and geographic names
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D-** Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E-** Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G-** With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B-** Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D-** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Grade 2 Reading/Writing

- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS ELA Writing
- **W.AW.2.1. -** With prompts and support, write opinion pieces to present an idea with reasons or information.
- **W.AW.2.1.A-** Introduce an opinion.
- **W.AW.2.1.B-** Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.AW.2.1.C-** Provide a conclusion.
- **W.WP.2.4. -** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.WP.2.4.A-** Identify audience and purpose before writing.
- **W.WP.2.4.B-** Participate in self-evaluation of written work.
- **W.WP.2.4.C-** With feedback and digital or print tools such as a primary dictionary, find and correct errors.
- **W.WR.2.5-** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
- **W.SE.2.6-** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
- **W.SE.2.7-** Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

NJSLS ELA Speaking and Listening
- **SL.PE.2.1. -** Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A -** Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.B -** Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.C. -** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2. -** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3. -** 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.
- **S.PI.2.4. -** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.UM.2.5. -** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.2.6. -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies
- **6.1.2.CivicsPI.3. -** Explain how individuals work with different levels of government to make rules.
- **6.1.2.CivicsPI.3. -** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.4. -** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.3. -** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.GeoHE.2. -** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- **6.1.2.GeoHE.3. -** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.GeoHE.4. -** Investigate the relationship between the physical environment of a place and the economic activities found there.

Grade 2 Reading/Writing

- **6.1.2.GeoGI.1 -** Explain why and how people, goods, and ideas move from place to place.
- **6.1.2.GeoGI.2. -** Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.EconET.5. -** Describe how local and state governments make decisions that affect individuals and the community.

NJSLS Science Standards
- **2-PS1-1. -** Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- **2-PS1-2. -** Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- **2-PS1-3. -** Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- **K-2-ETS1-1. -** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2. -** Develop a simple sketch, drawing, or physical model to illustrate now the shape of an object helps it function as needed to solve a given problem.
- **K-2-ETS1-3. -** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

NJSLS - Career Readiness, Life Literacies, and Key Skills
- **9.4.2.CI.1**- Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.2**- Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3**- Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.TL.2**- Create a document using a word processing application.

Central Idea / Enduring Understanding:	Essential/Guiding Question:
- Readers understand an author's purpose by identifying what the author wants to answer, explain, or describe. - Writers understand that opinions can be supported with facts, details, and a strong conclusion. - Learners understand how people's lives can affect the world.	How can readers determine an author's purpose? How do writers support their opinions?

Content: (Module Goals)	Skills(Objectives):
- Readers will identify the author's purpose using details from the text. - Writers will support an opinion with clearly stated facts, details, and a conclusion. - Learners will identify ways in which people's lives have affected the world. **Text Complexity Measures - TR48 - TR54** The following measures and considerations create a three-part model to gauge the difficulty of a particular text. **Quantitative Measures** - Lexile **Qualitative Measures** - Literary/Informational Text - Text Structure - Language and Vocabulary - Theme and Knowledge Demands **Reader and Task Consideration**	**Reading:** - Author's Purpose - Determine the Main Topic - Word Choice - Cause and Effect - Text Features - Identify Reasons - Connect Historical Events - Purposes of Texts - Make Connections Between Historical Events and People **Writing:** - Write an Opinion Paragraph About the Author's Purpose - Explain How Authors Get the Attention of the Reader - Supply Reasons and Choose Words Carefully - Draft a Letter to the Editor - Write an Opinion Paragraph

Grade 2 Reading/Writing

○ Motivation, Knowledge, Experiences of Students ○ Difficulty of the Task or Questions Posed	● Use Persuasive Phrases to Support an Opinion ● Use Strong Reasons from the Text to Support an Opinion ● Write a List of Facts from the Text ● Write a Plan ● Write a Draft of an Opinion Piece ● Revise and Strengthen Writing ● Edit a Draft

Stage 2: Assessment Evidence

Performance Task(s):	Other Evidence:

Performance Based Assessment:
 	
● **Opinion Task:** Agree or Disagree - Using *Alfred Nobel: The Man Behind the Peace Prize* or *A PIcture Book of Eleanor Roosevelt*, scholars will identify an opinion the author includes about Nobel or Roosevelt. Scholars will then agree or disagree with the opinion, using text-based evidence.
 	
● **Scholars will:**
    ○ introduce the selection and the part of the text they are writing about.
    ○ state an opinion about that part of the text.
    ○ answer the questions: Do you agree or disagree with the author?
    ○ supply three or more reasons that support their opinion.
    ○ use linking words to connect the opinion and reasons.
    ○ provide a conclusion.
	Beginning of Year Assessment:
	● Baseline Assessment
	
	Formative Assessments:
	● Reading Keystones
	    ○ Benchmark Vocabulary Practice
	    ○ Text Analysis Practice/Application
	    ○ Write in Response to Reading
	● Reading Keystone Rubrics
	    ○ Reading/Language Analysis
	    ○ Write in Response to Reading
	    ○ Benchmark Vocabulary
	● Writing Keystones:
	    ○ Checklists
	● Writing Rubrics:
	    ○ Narrative
	    ○ Informative/Explanatory
	    ○ Opinion
	● Oral Reading Fluency Quick Checks
	
	Summative Assessments:
	● Selection Test - Anchor Text
	● Performance-Based Assessment - Module A & B
	● End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Lesson 1 - READING: Identify Author's Main Purpose **Build Understanding:** ● **Set the Purpose -** Enduring Understanding: *Readers understand an author's purpose by identifying what the author wants to answer, explain, or describe.* ● **Engage Scholars** - Remind scholars that when they read about Theodore Roosevelt, they learned that he had won the Nobel Peace Prize. Essential Questions: *How do readers determine an author's purpose? How do writers support their opinions?* ● **Read** - Follow Shared Reading Routine to introduce text, focusing on what the text is mainly about.	**Lesson 1 - READING: Identify Author's Main Purpose** ● TE pg. 162 ● TE pg. 162 ● *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection ● TE pg. 162 ● Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why Alfred Nobel gave up his dream of writing literature and poetry.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Author's Purpose -** Use guiding questions to discuss why an author might write, such as to answer a question, to describe something, or to explain something.

Learning Opportunities/Strategies:
Lesson 1 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Connections Between Words -** Explain that some groups of words are connected because they can be used together to help a reader better understand a topic.

Set the Purpose:
- **Determine Writer's Purpose -** Explain to scholars that writers of informational texts set their purpose for writing before they begin by identifying a main idea they want to get across to readers.

Teach and Model:
- **Determine Writer's Purpose -** Through discussion, help scholars find text evidence that shows the writer's purpose is to describe Alfred's true purpose for inventing dynamite.

Prepare to Write:
- **Write an Opinion Paragraph About the Author's Purpose -** Model aloud the writer's purpose and provide evidence made up of key details and reasons that support the text.

Independent Writing Practice:

- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

- TE pg. 162
- Think-Pair-Share Routine TR2-3
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

- TE pg. 163
- *Alfred Nobel: The Man Behind the Peace Prize*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 163-164
- By-the-Way Word - anvil
- Benchmark Vocabulary - liquid, ignite
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 164
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

Resources:
Lesson 1 - WRITING: Opinion Writing

- TE pg. 171
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

- TE pg. 168
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

- TE pg. 168
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

- TE pg. 169
- Teacher Modeled Writing
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

- **Write an Opinion Paragraph About the Author's Purpose** - Scholars write a paragraph explaining their opinion on the writer's purpose for writing the text. They should include reasons and evidence from the text.

Share Writing:
- Volunteers share their writing with the class. The class identifies the opinion statement, including the reasons and evidence, in each paragraph.

Learning Opportunities/Strategies:
Lesson 2 - READING: Determine the Main Topic of a Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand an author's purpose by identifying what the author wants to answer, explain, or describe.*
- **Engage Scholars** - Think about the Essential Questions: *How do readers determine an author's purpose? How do writers support their opinions?*

- **Read** - Follow Shared Reading Routine to read pgs. 124-131, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how the illustrations help you understand Alfred and how he worked.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Determine the Main Topic -** Display and complete the Main Idea organizer with class to determine the main topic using evidence from the text.

Learning Opportunities/Strategies:
Lesson 2 - WRITING: Opinion Writing

Resources:

- TE pg. 170
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection
- Digital Options

- TE pg. 170
- Student Writing

Resources:
Lesson 2 - READING: Determine the Main Topic of a Text

- TE pg, 172

- TE pg. 172
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection, pgs. 124-131

- TE pg. 172
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection, pgs. 124-131
- Shared Reading Routine TR10-11

- TE pg. 172
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection, pgs. 124-131
- Think-Pair-Share Routine TR2-3

- TE pg. 173
- *Alfred Nobel: The Man Behind the Peace Prize*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 173-174
- By-the-Way Words - plug, blasting cap
- Benchmark Vocabulary - startled, ports
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 174
- Main Idea Graphic Organizer TR36
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection, pgs. 124-131

Resources
Lesson 2 - WRITING: Opinion Writing

Grade 2 Reading/Writing

Conventions Mini-Lesson:
- **Connections Between Words -** Review that some words or groups of words are connected because they can be used together to help a reader better understand a topic.

- TE pg. 181
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

Set the Purpose:
- **Grab Readers' Attention -** Tell scholars that today they are going to look at how a writer chooses specific words to grab their readers' attention.

- TE pg. 178
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

Teach and Model:
- **Grab Readers' Attention -** Through discussion, help scholars explore how the writer of the text grabs readers' attention and creates suspense from the beginning of the biography.

- TE pg. 178
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

Prepare to Write:
- **Explain a Connection Between Ideas -** Explain that the class will write a piece about how the writer's purpose for writing the text connects to the unit's title: Changing the World. Model writing a paragraph explaining the connection.

- TE pg. 179
- Teacher Modeled Writing
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

Independent Writing Practice:
- **Explain a Connection Between Ideas -** Scholars will write about how the author of the text connects text details to the unit title: Changing the World.

- TE pg. 180
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection
- Digital Options

Share Writing:
- Volunteers share their writing with the class. The class identifies the opinion statement, including the reasons and the evidence.

- TE pg. 180
- Student Writing

Learning Opportunities/Strategies:
Lesson 3 - READING: Describe How Reasons Support Author's Points

Resources:
Lesson 3 - READING: Describe How Reasons Support Author's Points

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that opinions can be supported with facts, details, and a strong conclusion.*

- TE pg. 182

- **Explore Poetry -** Read and discuss poem.

- TE pg. 182
- *Hug O' War*, Text Collection, pg. 187

- **Engage Scholars -** Essential Questions: *How do readers determine an author's purpose? How do writers support their opinions?*

- TE pg. 182
- *Alfred Nobel: The Man Behind the Peace Prize,* pgs. 132-141 Text Collection

- **Read -** Follow Shared Reading Routine to read pgs. 132-141, focusing on what the text is mainly about.

- TE pg. 182
- Shared Reading Routine TR10-11

Grade 2 Reading/Writing

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how the invention of dynamite changed Alfred's life.

  - *Alfred Nobel: The Man Behind the Peace Prize,* pgs. 132-141 Text Collection

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking learners to support their answers with evidence.

  - TE pg. 182
  - Think-Pair-Share Routine TR2-3
  - *Alfred Nobel: The Man Behind the Peace Prize,* pgs. 132-141 Text Collection

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

  - TE pg. 183
  - *Alfred Nobel: The Man Behind the Peace Prize*
  - Whole Class Discussion Routine TR4-5
  - Small Group Discussion Routine TR6-7

Language Analysis:
- **Word Choice -** Use guiding questions to discuss the effect of the author's word choice on the reader's understanding of the text.

  - TE pgs. 183-184
  - By-the-Way Words - tragedy, loss
  - Benchmark Vocabulary - invention, dynamite, prevent
  - Benchmark Vocabulary Routine for Informational Text TR24-27
  - Generative Vocabulary Chart TE pgs. 152-154
  - TE pg. 184
  - *Alfred Nobel: The Man Behind the Peace Prize,* pgs. 132-141 Text Collection

[Learning Opportunities/Strategies:](#)
Lesson 3 - WRITING: Opinion Writing

[Resources](#)
Lesson 3 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Connections Between Words -** Review how some groups of words are connected

  - TE pg. 191
  - *Alfred Nobel: The Man Behind the Peace Prize* Text Collection

Set the Purpose:
- **Examine Word Choice -** Explain that the words writers choose to use in a text provide clues to their opinions about the things being discussed.

  - TE pg. 188
  - *Alfred Nobel: The Man Behind the Peace Prize* Text Collection

Teach and Model:
- **Examine Word Choice -** Help scholars understand how a writer's message can change if different words are used in a text.

  - TE pg. 188
  - *Alfred Nobel: The Man Behind the Peace Prize* Text Collection

Prepare to Write:
- **Supply Reasons and Choose Words Carefully -** Explain to scholars that they will write an opinion piece, and will decide if they would have done the same thing as Alfred. Model writing an opinion piece.

  - TE pg. 189
  - Teacher Modeled Writing
  - *Alfred Nobel: The Man Behind the Peace Prize* Text Collection

Independent Writing Practice:

Grade 2 Reading/Writing

- **Supply Reasons and Choose Words Carefully -** Scholars will write an opinion about what Alfred did after the tragedy, and if they would have done the same thing.

Share Writing:
- Volunteers share their writing with the class. The class identifies the opinion statement, including the reasons and evidence.

Learning Opportunities/Strategies:
Lesson 4 - READING: Describe Connections

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Writers understand that opinions can be supported with facts, details, and a strong conclusion.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers determine an author's purpose? How do writers support their opinions?*
- **Read** - Follow Shared Reading Routine to read pgs. 142-149, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what Alfred's life was like toward the very end.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Cause and Effect -** Display and Complete the Cause and Effect Chart with class to show the ways historical events are connected.

Learning Opportunities/Strategies:
Lesson 4 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- TE pg. 190
- *Alfred Nobel: The Man Behind the Peace Prize* Text Collection
- Digital Options

- TE pg. 190
- Student Writing

Resources:
Lesson 4 - READING: Describe Connections

- TE pg. 192

- TE pg. 192
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection, pgs. 142-149

- TE pg. 192
- *Alfred Nobel: The Man Behind the Peace Prize* Text Collection pgs. 142-149
- Shared Reading Routine TR10-11

- TE pg. 192
- *Alfred Nobel: The Man Behind the Peace Prize* Text Collection pgs. 142-149
- Think-Pair-Share Routine TR2-3

- TE pg. 193
- *Alfred Nobel: The Man Behind the Peace Prize*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 193-194
- By-the-Way Words - shocked, obituary
- Benchmark Vocabulary - will, estate
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 194
- *Alfred Nobel: The Man Behind the Peace Prize* Text Collection pgs. 142-149
- Cause and Effect Chart TR32

Resources
Lesson 4 - WRITING: Opinion Writing

- **Connections Between Words -** Review how some groups of words are connected because they have similar meanings.

Set the Purpose:
- **Identify Point of View -** Explain that people have different points of view on a subject, which affects their opinion of the subject.

Teach and Model:
- **Identify Point of View -** Discuss the point of view that other people had about Alfred, which was conveyed in the obituary he read.

Prepare to Write:
- **Draft a Letter to the Editor -** Explain to scholars that they will be drafting a letter to the editor in response to the editorial the class will be writing today. Model aloud as you write an editorial opinion.

Independent Writing Practice:
- **Draft a Letter to the Editor -** Scholars draft a letter to the editor in response to the editorial the class wrote.

Share Writing:
- Volunteers share their writing with the class. The class compares their opinions and the reasons they have included.

Learning Opportunities/Strategies:
Lesson 5 - READING: Identify Causes and Effects of Events

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand how people's lives can affect the world.*
- **Engage Scholars -** Scholars review what they have learned about Alfred Nobel. Think about the Essential Questions: *How do readers determine an author's purpose? How do writers support their opinions?*
- **Read** - Follow Shared Reading Routine to reread the text, focusing on the key details of Alfred Nobel's personality and the real purposes he had for his work.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the effect Alfred's family had on his success in life.

Close Read:

- TE pg. 201
- *Alfred Nobel: Man Behind the Peace Prize,* pgs. 142-149, Text Collection

- TE pg.198
- *Alfred Nobel: Man Behind the Peace Prize,* pgs. 142-149, Text Collection

- TE pg. 198
- *Alfred Nobel: Man Behind the Peace Prize,* pg. 142, Text Collection

- TE pg. 199
- Teacher Modeled Writing
- *Alfred Nobel: Man Behind the Peace Prize,* pgs. 142-149, Text Collection

- TE pg. 200
- Digital Options

- TE pg. 200
- Student Writing

Resources:
Lesson 5 - READING: Identify Causes and Effects of Events

- TE pg. 202

- TE pg. 202
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

- TE pg. 202
- Shared Reading Routine TR10-11
- *Alfred Nobel: Man Behind the Peace Prize,* Text Collection

- TE pg. 202
- Think-Pair-Share Routine TR2-3
- *Alfred Nobel: Man Behind the Peace Prize,* Text Collection

Grade 2 Reading/Writing

● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 203 ● *Alfred Nobel: Man Behind the Peace Prize* ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pgs. 203-204 ● By-the-Way Words - experimented, testing ● Benchmark Vocabulary - terribly, escape ● Benchmark Vocabulary Routine for Informational Text TR24-27 ● Generative Vocabulary Chart TE pgs. 152-154
Reading Analysis: ● **Cause and Effect -** Display and complete the Cause and Effect Chart with class to identify cause and effect relationships.	● TE pg. 204 ● *Alfred Nobel: Man Behind the Peace Prize,* Text Collection ● Cause and Effect Chart TR32
Learning Opportunities/Strategies: **Lesson 5 - WRITING: Opinion Writing**	**Resources** **Lesson 5 - WRITING: Opinion Writing**
Conventions Mini-Lesson: ● **Connections Between Words -** Review how some groups of words are connected because they can be used together to convey information about the same topic.	● TE pg. 211 ● *Alfred Nobel: Man Behind the Peace Prize,* Text Collection
Set the Purpose: ● **Use Linking Words -** Tell scholars that today they will examine linking words that a writer can use to connect opinions and supporting reasons.	● TE pg. 208 ● *Alfred Nobel: Man Behind the Peace Prize,* Text Collection
Teach and Model: ● **Use Linking Words -** Explain that when they write to express an opinion, scholars should include linking words and phrases to connect their opinion with the reasons that support it.	● TE pg. 208 ● *Alfred Nobel: Man Behind the Peace Prize,* Text Collection ● Student Model
Prepare to Write: ● **Write an Opinion Paragraph -** Explain to scholars that they will write an opinion paragraph on how Alfred's work impacted communities. Model aloud as you write an opinion paragraph.	● TE pg. 209 ● Teacher Modeled Writing ● *Alfred Nobel: Man Behind the Peace Prize,* Text Collection
Independent Writing Practice: ● **Write an Opinion Paragraph -** Scholars work on their own paragraphs expressing an opinion about how Alfred's invention impacted communities.	● TE pg. 210 ● *Alfred Nobel: Man Behind the Peace Prize,* Text Collection ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class identifies the opinion statement, including the reasons and evidence.	● TE pg. 210 ● Student Writing ● Writing Keystone Checklist

Grade 2 Reading/Writing

Learning Opportunities/Strategies:	Resources:

Learning Opportunities/Strategies:
Lesson 6 - READING: Determine the Purpose of a Text Feature

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand how people's lives can affect the world.*
- **Engage Scholars -** Introduce today's lesson by having scholars consider how they would like to be remembered. Essential Questions: *How do readers determine an author's purpose? How do writers support their opinions?*
- **Read -** Follow Shared Reading Routine to reread pgs. 146-151, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the effect Alfred thought the Nobel Prizes would have on the world.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Text Features -** Display and complete the Three Sorting Circles with class to show how authors include text features to make it easier to understand information.

Learning Opportunities/Strategies:
Lesson 6 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Use Root Words -** Review how scholars can use their knowledge of the meaning of a root word to figure out the meaning of an unknown word.

Set the Purpose:
- **Use Persuasive Phrases -** Explain that when writing to express an opinion, a writer uses phrases that indicate that opinion.

Resources:
Lesson 6 - READING: Determine the Purpose of a Text Feature

- TE pg. 212

- TE pg. 212
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection, pgs. 146-151

- TE pg. 212
- Shared Reading Routine TR10-11
- *Alfred Nobel: Man Behind the Peace Prize,* pgs. 146-151, Text Collection

- TE pg. 212
- Think-Pair-Share Routine TR2-3
- *Alfred Nobel: Man Behind the Peace Prize,* pgs. 146-151, Text Collection

- TE pg. 213
- *Alfred Nobel: Man Behind the Peace Prize*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 213-214
- By-the-Way Words - humankind
- Benchmark Vocabulary - accomplishment, legacy
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152 - 154

- TE pg. 214
- Three Soring Circles Graphic Organizer TR41
- *Alfred Nobel: Man Behind the Peace Prize,* pgs. 146-151, Text Collection

Resources
Lesson 6 - WRITING: Opinion Writing

- TE pg. 221
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

- TE pg. 218
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

Grade 2 Reading/Writing

Teach and Model:
- **Use Persuasive Phrases -** Explain that readers look for phrases and sentences that show the writer's opinion. Using the student model, guide scholars in identifying persuasive phrases and the writer's opinion.

Prepare to Write:
- **Use Persuasive Phrases to Support an Opinion -** Explain to scholars that they are going to write an opinion paragraph about Alfred's will from the point of view of one of his family members. Model aloud a relative's opinion about Alfred Nobel's will.

Independent Writing Practice:
- **Use Persuasive Phrases to Support an Opinion -** Scholars will write their opinions about the will from the point of view of one of Alfred's family members.

Share Writing:
- Volunteers share their writing with a partner. The partners evaluate how persuasive the piece of writing is.

Learning Opportunities/Strategies:
Lesson 7 - READING: Identify the Main Purpose of Text

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Readers understand an author's purpose by identifying what the author wants to answer, explain, or describe.*
- **Engage Scholars -** Introduce *A Picture Book of Eleanor Roosevelt.* Essential Questions: *How do readers determine an author's purpose? How do writers support their opinions?*
- **Read** - Follow Shared Reading Routine to read the text, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss the important things Eleanor did as an adult.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for

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- TE pg. 218
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection
- Student Model

- TE pg. 219
- Teacher Modeled Writing
- *Alfred Nobel: The Man Behind the Peace Prize,* Text Collection

- TE pg. 220
- *Alfred Nobel: Man Behind the Peace Prize,* pgs. 146-148, Text Collection
- Digital Options

- TE pg. 220
- Student Writing

Resources:
Lesson 7 - READING: Identify the Main Purpose of a Text

- TE pg. 222

- TE pg. 222
- *A Picture Book of Eleanor Roosevelt,* Text Collection

- TE pg. 222
- *A Picture Book of Eleanor Roosevelt,* Text Collection
- Shared Reading Routine TR10-11

- TE pg. 222
- *A Picture Book of Eleanor Roosevelt,* Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 223
- *A Picture Book of Eleanor Roosevelt*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 223-224
- By-the-Way Words - wealthy, servants

Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Author's Purpose -** Display and complete the Web organizer with class to understand author's purpose by seeing how the author sums up a text.

- Benchmark Vocabulary - awkward, serious
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 224
- *A Picture Book of Eleanor Roosevelt,* Text Collection
- Web A Graphic Organizer TR44

Learning Opportunities/Strategies:
Lesson 7 - WRITING: Opinion Writing

Resources
Lesson 7 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Use Root Words -** Remind scholars that they can use known root words as a clue to determine the meaning of unknown words with the same roots.

- TE pg. 231

Set the Purpose:
- **Make Connections -** Remind scholars that an opinion is a belief that is not necessarily based on fact, but is supported with facts and reasons.

- TE pg. 228
- *A Picture Book of Eleanor Roosevelt,* Text Collection

Teach and Model:
- **Make Connections -** Through discussion, help scholars find details that tell Eleanor Roosevelt's beliefs.

- TE pg. 228
- *A Picture Book of Eleanor Roosevelt,* pgs. 174-175, Text Collection

Prepare to Write:
- **Use Strong Reasons from the Text to Support an Opinion -** Model writing an opinion paragraph explaining why Harry Truman called Eleanor Roosevelt "First Lady of the World", while including text evidence that supports the honorary title.

- TE pg. 229
- Teacher Modeled Writing
- *A Picture Book of Eleanor Roosevelt,* Text Collection

Independent Writing Practice:
- **Use Strong Reasons from the Text to Support an Opinion -** Scholars will write a paragraph in which they give Eleanor Roosevelt a new honorary title, using strong reasons to support their opinion.

- TE pg. 230
- *A Picture Book of Eleanor Roosevelt,* Text Collection
- Digital Options

Share Writing:
- Volunteers share their writing with a partner. The partners tell whether or not they feel the title is appropriate, and if there were enough reasons to support it.

- TE pg. 230
- Student Writing
- *A Picture Book of Eleanor Roosevelt,* Text Collection

Learning Opportunities/Strategies:
Lesson 8 - READING: Use Reasons to Support Points

Build Understanding:

Resources:
Lesson 8 - READING: Use Reasons to Support Points

Grade 2 Reading/Writing

- **Set the Purpose -** Enduring Understanding: *Writers understand that opinions can be supported with facts, details, and a strong conclusion.*
- **Explore Poetry -** Read and discuss poem.

- **Engage Scholars -** Essential Questions: *How do readers determine an author's purpose? How do writers support their opinions?*

- **Read** - Follow Shared Reading Routine to read pgs. 154-160, focusing on what the text is mainly about.

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss why the author includes information about Eleanor's childhood.

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Identify Reasons -** Display and complete the Cause and Effect Chart with class to show how authors provide reasons for the main points in a text.

[Learning Opportunities/Strategies:]
Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Identify Root Words -** Remind scholars that if they know the meaning of a root word, they can figure out the meaning of the longer word with the same root.

Set the Purpose:
- **Support an Opinion with Facts -** Remind scholars that writers must back up their opinions with facts so that readers will believe what they write.

Teach and Model:

- TE pg. 232

- TE pg. 232
  Heroes and She-roes, Text Collection, pgs. 188-191

- TE pg. 232
- *A Picture Book of Eleanor Roosevelt,* Text Collection, pgs. 154-160

- TE pg. 232 Shared Reading Routine TR10-11
- *A Picture Book of Eleanor Roosevelt,* Text Collection, pgs. 154-160

- TE pg. 232 Think-Pair-Share Routine TR2-3
- *A Picture Book of Eleanor Roosevelt,* Text Collection, pgs. 154-160

- TE pg. 233
- *A Picture Book of Eleanor Roosevelt*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion Routine TR6-7

- TE pgs. 233-234
- By-the-Way Words - boarding school, headmistress
- Benchmark Vocabulary - pure
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 234
- Cause and Effect Chart TR32
- *A Picture Book of Eleanor Roosevelt,* Text Collection, pgs. 154-160

Resources
Lesson 8 - WRITING: Opinion Writing

- TE pg. 241

- TE pg. 238
- *A Picture Book of Eleanor Roosevelt,* Text Collection

● **Support an Opinion with Facts -** Remind scholars that as they read, they should be aware of how the writer uses facts and details to support an opinion.	● TE pg. 238 ● *A Picture Book of Eleanor Roosevelt,* Text Collection
Prepare to Write: ● **Write a List of Facts from the Text -** Remind scholars that if writers support their opinions with facts, readers will be more likely to agree with them. Model forming statements based on the text, and using facts.	● TE pg. 239 ● Teacher Modeled Writing ● *A Picture Book of Eleanor Roosevelt,* Text Collection
Independent Writing Practice: ● **Write a List of Facts from the Text -** Scholars write a list of facts from the text that support Eleanor's opinion about boarding school, listing facts from her life that support her opinion.	● TE pg. 240 ● *A Picture Book of Eleanor Roosevelt,* Text Collection ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class identifies facts and opinions based on the text.	● TE pg. 240 ● Student Writing ● *A Picture Book of Eleanor Roosevelt,* Text Collection
Learning Opportunities/Strategies: **Lesson 9 - READING: Understand Key Details**	**Resources:** **Lesson 9 - READING: Understand Key Details**
Build Understanding: ● **Set the Purpose -** Enduring Understanding: *Writers understand that opinions can be supported with facts, details, and a strong conclusion.*	● TE pg. 242
● **Engage Scholars -** Essential Questions: *How do readers determine an author's purpose? How do writers support their opinions?*	● TE pg. 242 ● *A Picture Book of Eleanor Roosevelt,* Text Collection, pgs. 161-171
● **Read** - Follow Shared Reading Routine to read pgs. 161-171 of the text, focusing on what the text is mainly about.	● TE pg. 242 ● *A Picture Book of Eleanor Roosevelt,* Text Collection, pgs. 161-171 ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how Eleanor took to heart what the headmistress taught her.	● TE pg. 242 ● *A Picture book of Eleanor Roosevelt,* Text Collection, pgs. 161-171 ● Think-Pair-Share Routine TR2-3
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 243 ● *A Picture Book of Eleanor Roosevelt* ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words.	● TE pgs. 243-244 ● By-the-Way Words - devotion ● Benchmark Vocabulary - stricken

Grade 2 Reading/Writing

Use the Generative Vocabulary chart to generate related words.

Language Analysis:
- **Word Choice -** Display and complete the T-Chart with class to show how authors choose their words carefully to bring a topic alive.

- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 244
- *A Picture Book of Eleanor Roosevelt,* Text Collection, pgs. 161-171
- T-Chart TR39

Lesson 9 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Identify and Use the Prefix *re-* -** Remind scholars that knowing the meaning of the prefix and the root word will help them determine the meanings of many words.

Set the Purpose:
- **Follow the Writing Process -** Remind scholars that good writers have a plan before they begin to write.

Teach and Model:
- **Follow the Writing Process -** Using the Student Model, guide scholars in using a plan for writing.

Prepare to Write:
- **Write a Plan -** Model writing a plan by forming and stating an opinion and organizing details in time order.

Independent Writing Practice:
- **Write a Plan -** Scholars write a plan to answer the prompt, using the main idea to find evidence that gives reasons, and to record the evidence as key details.

Share Writing:
- Partners compare the key details they made note of to support the main idea.

Lesson 9 - WRITING: Opinion Writing

- TE pg. 251
- *A Picture Book of Eleanor Roosevelt,* Text Collection

- TE pg. 248
- *A Picture Book of Eleanor Roosevelt,* Text Collection

- TE pg. 248
- *A Picture Book of Eleanor Roosevelt,* Text Collection
- Student Model

- TE pg. 249
- Teacher Modeled Writing
- *A Picture Book of Eleanor Roosevelt,* Text Collection

- TE pg. 250
- *A Picture Book of Eleanor Roosevelt,* Text Collection
- Digital Options

- TE pg. 250
- Student Writing
- Writing Keystone Checklist

Lesson 10 - READING: Identify Key Details

Build Understanding:
- **Set the Purpose -** Share the Enduring Understanding: *Learners understand how people's lives can affect the world.*
- **Engage Scholars -** Think about the Essential Questions: *How do readers determine an author's purpose? How do writers support their opinions?*

Lesson 10 - READING: Identify Key Details

- TE pg. 252

- TE pg. 252
- *A Picture Book of Eleanor Roosevelt,* Text Collection, pgs. 172-182

Grade 2 Reading/Writing

- **Read** - Follow Shared Reading Routine to read pgs. 172-182, focusing on what the text is mainly about.

  - TE pg. 252
  - *A Picture Book of Eleanor Roosevelt,* Text Collection, pgs. 172-182
  - Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss some of the ways that Eleanor Roosevelt helped people.

  - TE pg. 252
  - *A Picture Book of Eleanor Roosevelt,* Text Collection, pgs. 172-182
  - Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

  - TE pg. 253
  - *A Picture Book of Eleanor Roosevelt*
  - Whole Class Discussion Routine TR4-5
  - Small Group Discussion Routine TR6-7

- **By-the Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

  - TE pgs. 253-254
  - By-the-Way Words - motto, newspaper column
  - Benchmark Vocabulary - rights, minorities
  - Benchmark Vocabulary Routine for Informational Text TR24-27
  - Generative Vocabulary Chart TE pgs. 152-154

Reading Analysis:
- **Connect Historical Events -** Display and complete the Main Idea organizer with class to look for connections between historical events to help readers better understand both actions and events.

  - TE pg.254
  - Main Idea Graphic Organizer, TR36
  - *A Picture Book of Eleanor Roosevelt,* Text Collection, pgs. 172-182

Learning Opportunities/Strategies:
Lesson 10 -WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Use Dictionaries -** Remind scholars that they can use a print or digital dictionary when they do not know the meaning of a word.

Resources
Lesson 10 - WRITING: Opinion Writing

  - TE pg. 261
  - *A Picture Book of Eleanor Roosevelt,* Text Collection

Set the Purpose:
- **Draft an Opinion -** Remind scholars that in the previous lesson, they planned an opinion piece about the impact of Eleanor Roosevelt.

  - TE pg. 258

Teach and Model:
- **Draft an Opinion -** Through discussion, model well written paragraphs.

  - TE pg. 258
  - *A Picture Book of Eleanor Roosevelt,* Text Collection pgs. 174-178

Prepare to Write:
- **Write a Draft of an Opinion Piece -** Model writing an opening paragraph that grabs the reader's attention, supporting each paragraph using key details, and include a strong conclusion.

  - TE pg. 259
  - Teacher Modeled Writing

Independent Writing Practice:

Grade 2 Reading/Writing

● **Write a Draft of an Opinion Piece -** Scholars write a draft of their opinion piece, using their list of key details from the previous lesson, and support their opinions with reasons.	● TE pg. 260 ● Digital Options
Share Writing: ● Volunteers share their writing with the class. The class determines if each draft tells about Eleanor Roosevelt's impact, uses important details, and includes reasons that support the writer's opinion.	● TE pg. 260 ● Student Writing
[Learning Opportunities/Strategies:](#) **Lesson 11 -READING: Compare Texts**	[Resources:](#) **Lesson 11 - READING:Compare Texts**
Build Understanding: ● **Set the Purpose -** Share the Enduring Understanding: *Learners understand how people's lives can affect the world.*	● TE pg. 262
● **Engage Scholars -** Think about the Essential Questions: *How do readers determine an author's purpose? How do writers support their opinions?*	● TE pg. 262 ● *Alfred Nobel: Man Behind the Peace Prize* ● *A Picture Book of Eleanor Roosevelt*
● **Read** - Follow Shared Reading Routine to read the texts*,* focusing on how tragedy affected the lives of both Alfred Nobel and Eleanor Roosevelt.	● TE pg. 262 ● *Alfred Nobel: Man Behind the Peace Prize* ● *A Picture Book of Eleanor Roosevelt* ● Shared Reading Routine TR10-11
● **Turn and Talk -** Follow Think-Pair-Share Routine to discuss how tragedy affected the lives of both Alfred Nobel and Eleanor Roosevelt.	● TE pg. 262 ● *Alfred Nobel: Man Behind the Peace Prize* ● *A Picture Book of Eleanor Roosevelt* ● Think-Pair-Share Routine TR2-3
Close Read: ● **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.	● TE pg. 263 ● *Alfred Nobel: Man Behind the Peace Prize* ● *A Picture Book of Eleanor Roosevelt* ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion Routine TR6-7
● **By-the-Way Words & Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.	● TE pgs. 263-264 ● By-the-Way Words - mourned ● Benchmark Vocabulary - invention, stricken ● Benchmark Vocabulary Routine for Informational Text TR24-31 ● Generative Vocabulary Chart TE pgs. 152-154
Reading Analysis: ● **Purposes of Texts -** Use guiding questions to discuss how an author's purpose is his or her reason for writing.	● TE pg. 264 ● *Alfred Nobel: Man Behind the Peace Prize* ● *A Picture Book of Eleanor Roosevelt*
[Learning Opportunities/Strategies:](#) **Lesson 11 - WRITING: Opinion Writing**	[Resources](#) **Lesson 11 - WRITING: Opinion Writing**
Conventions Mini-Lesson:	

- **Use Dictionaries -** Remind scholars that if they cannot use context or word parts to figure out the meaning of a word, they can look it up in a print or digital dictionary.

- TE pg. 271
- *Alfred Nobel: Man Behind the Peace Prize*
- *A Picture Book of Roosevelt*

Set the Purpose:
- **Revise a Draft -** Review with scholars that writers do not write only one draft of their writing.

- TE pg. 268
- *Alfred Nobel Man Behind the Peace Prize*
- *A Picture Book of Roosevelt*

Teach and Model:
- **Revise a Draft -** Through discussion, analyze examples of weak and strong text evidence to support an opinion.

- TE pg. 268
- *A Picture Book of Eleanor Roosevelt,* Text Collection, pgs. 160, 175

Prepare to Write:
- **Revise and Strengthen Writing -** Model revising by adding additional or stronger examples of reasons that support opinions to the writing from Lesson 10.

- TE pg. 269
- Teacher Modeled Writing
- *A Picture Book of Eleanor Roosevelt,* Text Collection

Independent Writing Practice:
- **Revise and Strengthen Writing -** Scholars will think of ways they can revise their writing to make their opinion piece on Eleanor Roosevelt stronger.

- TE pg. 270
- Digital Options

Share Writing:
- Volunteers share their revised draft with a partner. Each partner gives constructive feedback regarding the revisions.

- TE pg. 270
- Student Writing

Learning Opportunities/Strategies:
Lesson 12 - READING: Compare Texts

Resources:
Lesson 12 - READING: Compare Texts

- **Set the Purpose -** Share the Enduring Understanding: *Learners understand how people's lives can affect the world.*

- TE pg. 272

- **Engage Scholars -** Review both texts. Think about the Essential Questions: *How do readers determine an author's purpose? How do writers support their opinions?*

- TE pg. 272
- *Alfred Nobel: Man Behind the Peace Prize*
- *A Picture Book of Eleanor Roosevelt*

- **Read** - Follow Shared Reading Routine to reread the texts, focusing on what was important to Alfred Nobel and Eleanor Roosevelt.

- TE pg. 272
- *Alfred Nobel: Man Behind the Peace Prize*
- *A Picture Book of Eleanor Roosevelt*
- Shared Reading Routine TR10-11

- **Turn and Talk -** Follow Think-Pair-Share Routine to discuss what Alfred Nobel and Eleanor Roosevelt did to make them famous.

- TE pg. 272
- *Alfred Nobel: Man Behind the Peace Prize*
- *A Picture Book of Eleanor Roosevelt*
- Think-Pair-Share Routine TR2-3

Close Read:
- **Cite Text Evidence -** Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 273
- *Alfred Nobel: Man Behind the Peace Prize*
- *A Picture Book of Eleanor Roosevelt*
- Whole Class Discussion Routine TR4-5

Grade 2 Reading/Writing

- **Benchmark Vocabulary -** Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary chart to generate related words.

Reading Analysis:
- **Make Connections Between Historical Events and People -** Use guiding questions to discuss how to make connections between historical events and the people involved.

Learning Opportunities/Strategies:
Lesson 12 - WRITING: Opinion Writing

Conventions Mini-Lesson:
- **Use Dictionaries -** As scholars proofread their work, they may consult a dictionary to check spelling.

Set the Purpose:
- **Edit and Publish -** Scholars edit their revised drafts.

Teach and Model:
- **Edit and Publish -** Using an editing checklist, model editing a revised draft.

Prepare to Write:
- **Edit a Draft -** Model editing a revised draft using an editing checklist, and sharing drafts with a partner to proofread each other's writing.

Independent Writing Practice:
- **Edit a Draft -** Scholars edit their draft, then exchange papers with a partner to edit each other's draft.

Share Writing:
- Scholars decide how to publish their finished opinion piece.

Learning Opportunities/Strategies:
Performance-Based Assessment:
- **Opinion Task: Agree or Disagree** - Using *Alfred Nobel: The Man Behind the Peace Prize* or *A PIcture Book of Eleanor Roosevelt*, scholars will identify an opinion the author includes about Nobel or Roosevelt. Scholars will then agree or disagree with the opinion, using text-based evidence.

- **Scholars will**:

- Small Group Discussion Routine TR6-7

- TE pg. 274
- Benchmark Vocabulary - legacy, pure
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE pgs. 152-154

- TE pg. 274
- *Alfred Nobel: Man Behind the Peace Prize*
- *A Picture Book of Eleanor Roosevelt*

Resources
Lesson 12 - WRITING: Opinion Writing

- TE pg. 281

- TE pg. 278
- *A Picture Book of Eleanor Roosevelt,* Text Collection

- TE pg. 278
- *A Picture Book of Eleanor Roosevelt,* Text Collection
- Editing Checklist

- TE pg. 279
- Editing Checklist

- TE pg. 280
- Editing Checklist
- Digital Options

- TE pg. 280
- Student Writing
- Writing Keystone Checklist

Resources:
Performance-Based Assessment:
- TE pg. 282
- Reproducible pg. 286

- introduce the selection and the part of the text they are writing about.
- state an opinion about that part of the text.
- answer the questions: Do you agree or disagree with the author?
- supply three or more reasons that support their opinion.
- use linking words to connect the opinion and reasons.
- provide a conclusion.

Learning Opportunities/Strategies:
Performance-Based Assessment:
Prepare:
- **Review** - Discuss the Essential Questions: *How do readers determine an author's purpose? How do writers support their opinions?*
- **Revisit the Text** - Remind scholars that they have two biographies in this module, *Alfred Nobel: The Man Behind the Peace Prize* and *A Picture Book of Eleanor Roosevelt.* In each biography, the writer expresses several opinions about the person and how he or she changed the world. Display and read aloud excerpt from:
  - *Alfred Nobel: The Man Behind the Peace Prize, p. 141*
  - *A Picture Book of Eleanor Roosevelt,* p. 173

  Briefly review each biography. Tell scholars they will choose an opinion the author includes about Alfred Nobel or Eleanor Roosevelt on which to focus their opinion piece. They will decide whether they agree with the author. They will provide reasons to support their opinion.

  Tell scholars that when writing an opinion, there isn't a right or wrong view. However, to make their opinion convincing to their readers, they should clearly support it with reasons that will make readers agree with them.

Resources:
Performance-Based Assessment:

- TE pg. 283
- Performance-Based Assessment

- TE pg. 283
- *Alfred Nobel: The Man Behind the Peace Prize*
- *A Picture Book of Eleanor Roosevelt*

Learning Opportunities/Strategies:
Performance-Based Assessment:
- **Create:** Provide the Three-Column Chart graphic organizer on p. TR40 for scholars to make notes in while they are brainstorming, and to refer to as they write independently. Have them label the first column *Opinion,* the second column *Reasons,* and the third column *Conclusion.* Remind scholars to use text evidence to support their writing.
- **Score Writing:** Use Opinion Writing Rubric.

Resources:
Performance-Based Assessment:
- TE pg. 284
- *Alfred Nobel: The Man Behind the Peace Prize*
- *A Picture Book of Eleanor Roosevelt*
- Three-Column Chart TR40
- Paper and pencils for opinion writing
- Digital Options

- TE pg. 287 Opinion Writing Rubric

Grade 2 Reading/Writing

● **Present:** Follow suggestions for scholars to share their writing with the class or in small groups. ● **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then… suggestions to support them as they complete other Performance-Based Assessments.	● TE pg. 288 ● Digital Options ● TE pg. 289

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth Realize Online Platform ● Games/Videos ● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Reader's & Writer's Journal ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice Small Group Options: ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing Realize Online Platform ● Games/Videos ● Listen to Reading Scaffolded Strategies Handbook: ● Unlock the Text ● Unlock the Writing ● Unlock Language Learning ● Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

Grade 2 Reading/Writing

ReadyGen 2024-2025 Pacing Guide - Grade 2

	Units	Unit Days	Cumulative TOTAL

MP 1	**ReadyGEN Unit 1 - Understanding Communities**
	● **Module A**
	   ○ *Trouble at the Sandbox (7)*
	   ○ *Snowshoe Hare's Winter Home (3)*
	   ○ **Climate Change Lesson 9 -** Display and complete Main Idea organizer with class to look for details that tell more about the main idea. Discuss how plants and animals adapt to the changing weather in different seasons.
	TE p.94
	   ○ *Compare Trouble at the Sandbox and Snowshoe Hare's Winter Home (2)*
	● **Generative Vocabulary to Unlock Text**
	   ○ Pages 2-5
	   ○ All vocabulary/generative vocabulary must be taught using module resources as needed.
	● **Foundational Skills (Use Foundational Skills Lessons FS 1-13)**
	   ○ *Short vowels: (had, when, big, hot, sun, truck, ran, tell, did, stop, bank, web, pick, lot, rung, back, rang, sank, buck, ring, rung sink, sunk, rid, rod, let, lit, mad, set, pit, got, up, hill, peck, tank, sung, job, hunk, dock, bed, bang, tip)*
	   ○ *Long vowels spelled VCe: (nice, race, rage, huge, take, came, safe, time, like, cute, use, nose, place, hide, ice, rose, spice, pine, home, pile)*
	   ○ *High Frequency Words: (FS 3, 5, 7, 9, 11, 13)*
		12	

	● *Holidays & Observances*
	   ○ *Labor Day-1st Monday*
	   ○ *Hispanic Heritage Month - September 15-October 15*
	   ○ *Commodore Barry Day - September 13th*
	   ○ *Constitution Day - September 17th*
		4	

	● **Flex Days (2 days)**	**2**	
	● **Notes:**		**18**

MP 1	**ReadyGEN Unit 1 - Understanding Communities**
	● **Module B**
	   ○ *Friends Around the World (7)*
	● **Generative Vocabulary to Unlock Text**
	   ○ Pages 152-155
	   ○ All vocabulary/generative vocabulary must be taught using module resources as needed.
	● **Foundational Skills (Use Foundational Skills Lessons FS 14-25)**
	   ○ *Consonant Blends pl, sk, spl, gr, gl, spr, st, gr, str, fr, bl, nd, scr: (great, small, place, found, fast, speak, scarf, skirt smog, snow, street, fruit, sports, breakfast, weekend, most, frozen, cricket, drilled, behind, drive, sled, brown, help, round, skeletons, spring, dry, floods, great, streets, playing)*
	   ○ *Endings -s, -ed, -ing: (stopped, arrived, mailed, look, move, tap, learned, like, clap, wait, named, roared, hop, following, changed, slips, slipped, slipping, jumped, raced, trembled, camped, hired,*
		7	

Grade 2 Reading/Writing

		Unit Days	Cumulative TOTAL

	filled, flipped, hugged, called, love, look, stop, live, pave, remain, call, stop
	  ○ *High Frequency Words: (FS 15, 17, 19, 21, 23, 25)*
	● ***Holidays & Observances***
	  ○ *National Indigenous People Day - 2nd Monday*
	● **Flex Days (2 days)**
	● **Unit 1-Assessments (1-4 days)**
	● **PBA Assessment - Narrative (use writing block)**
	● **Unit Assessment**
	● **Notes:**
		1
		
		2
		4
			32

	Units	**Unit Days**	**Cumulative TOTAL**

MP 1	**ReadyGEN Unit 2 - Making Decisions**
	● **Module A**
	  ○ *Alexander, Who Used to Be Rich Last Sunday (5)*
	  ○ *A Chair for My Mother (4)*
	  ○ *Alexander, Who Used to Be Rich Last Sunday and A Chair for My Mother (3)*
	● **Generative Vocabulary to Unlock Text**
	  ○ Pages 2-5
	  ○ All vocabulary/generative vocabulary must be taught using module resources as needed.
	● **Foundational Skills (Use Foundational Skills Lessons FS 1-13)**
	  ○ *Consonant digraphs ch, tch, sh, th, wh: (rich, chick, match, ship, wash, thin, bath, what, that, when, this, shut, chop, patch, dish, lunch, which, when, who, thin, them, chair, kitchen, such, white, pitch, shoes, thank, bunch, with, what, dishes, change, wash, then, whole, mother, catch switch)*
	  ○ *r-Controlled ar, or, ore, oar: (jar, for, store, roar, marble, more, worn, card, soar, star, bar, starling, form, garlic, chores, coarse, export, ignore, boar, corner, format, uproar, tarnish, car, farm, park, port, sore, roar, hard, store, started, harder, fort, tarmac, import, arcade, ignore)*
	  ○ *High Frequency Words: (FS 3, 5, 7, 9, 11, 13)*
	● ***Holidays & Observances***
	  ○ *Veteran's Day November 11th*
	● **Flex Days (2 days)**
	● **Notes:**
		12
		
		1
		
		2
			47

MP 2	**ReadyGEN Unit 2 - Making Decisions**
	● **Module B**
	  ○ *Money Matters (6)*
	  ○ *I Wanna Iguana (4)*
	  ○ *Money Matters and I Wanna Iguana (2)*
	● **Generative Vocabulary to Unlock Text**
	  ○ Pages 152-155
	  ○ All vocabulary/generative vocabulary must be taught using module resources as needed.
	● **Foundational Skills (Use Foundational Skills Lessons FS 14-25)**
		12	

		Unit Days	
	○ *Contractions: (let's, don't, you'll, that's, isn't, didn't, wasn't, hadn't, what's, he'll, she's, haven't, it's, did not, does not, is not, was not, have not)* ○ *r-Controlled -er, -ir, -ur: (first, herd, surf, Lurch, girl, concerned, fern, bird, curl, girl, burps, perk, third, hurt, certain, circus, surgeon perfect, currency, purchases, transfers, services,* ○ *High Frequency Words: (FS 15, 17, 19, 21, 23, 25)* ● **Holidays & Observances** ○ *Thanksgiving 4th Thursday* ● **Flex Days (3 days)** ● **Unit 2-Assessments (1-4 days)** ● **PBA Assessment - Opinion (use writing block)** ● **Unit Assessment** ● **Notes:**	1 3 4	67

	Units	**Unit Days**	**Cumulative TOTAL**

MP 2	**ReadyGEN Unit 3 - Building Ideas**
	● **Module A**
	  ○ *Theodore Roosevelt: The Adventurous President (6)*
	● **Generative Vocabulary to Unlock Text**
	  ○ Pages 2-5
	  ○ All vocabulary/generative vocabulary must be taught using module resources as needed.
	● **Foundational Skills (Use Foundational Skills Lessons FS 1-13)**
	  ○ *Regular and Irregular Plurals -s, -es: (friends, bushes, cities, leaves, families, bosses, stories, prices, businesses, wishes, puppies, calves, cars, busses, halves)*
	  ○ *Long a Spelled a, ay, ai: (stayed, trail, favor, gave, paid, baby, today, again, main, lay, paper, lady, painted, way, waving, raise, claim, say, may, play, gray, stain, mail, acorn, table, snail, hay, paper, naval, painter, labor, raised, days)*
	  ○ *Long e Spelled e, ee, ea, y: (me, feed, speak, penny, he, even, see, free, teeth, leaf, breathe, please, party, ruddy, fancy, zebras, lead, fifty)*
	  ○ *High Frequency Words: (FS 3, 5, 7, 9, 11, 13)*
	● **Holidays & Observances**
	  ○ *No Holidays or Observances*
	● **Flex Days (2 days)**
	● **Notes:**
		6
		
		0
		
		2
			
			75

MP 2	**ReadyGEN Unit 3 - Building Ideas**
	● **Module B**
	  ○ *Change Makers (6)*
	  ○ *City Green (4)*
	  ○ **Climate Change Lesson 8-** Scholars write a letter to their town's city council to explain how they might improve their community by adding a community garden, including an illustration or diagram that shows the details of their plan. Students will present their letter to another adult in the school. Students will ask and answer questions regarding their proposed community garden.
	  ○ *Compare Change Makers and City Green (1)*
		11	

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- **Generative Vocabulary to Unlock Text**
  - Pages 152-155
  - All vocabulary/generative vocabulary must be taught using module resources as needed.
- **Foundational Skills (Use Foundational Skills Lessons FS 14-25)**
  - *Long e Spelled e, ee, ea, y: (we, meet, family, dream, keep, teach, he, happy, trees, leaders, many, e-mails, sunny, clean, feel, being, need, team, re-use, lucky, seeds, eating, healthy, be, create)*
  - *Long o Spelled o, oa, ow: (so, both, thrown, blow, road, goat, most, show, goal, go, told, Rosa, slow, blows, window, roam, float, coast, folds, snow, coat, row, open, over, nobody, know, rose, grown, loaf, soak, coach)*
  - *Compound Words: (overlook, lookout, treetop, windstorm, anyone, something, everyone, strawberries, sometimes, hardworking,)*
  - *High Frequency Words: (FS 15, 17, 19, 21, 23, 25)*
- **Holidays & Observances**
  - *Muslim Heritage month*
  - *Dr. Martin Luher King, Jr. Day - 3rd Monday in January*
  - *Holocaust Remembrance Day - January 27th*
- **Flex Days (2 days)**
- **Unit 3 - Assessments (1-4 days)**
- **PBA Assessment - Informative (use writing block)**
- **Unit Assessment**
- **Notes:**

</td><td>

2

2
4

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94

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	Units	**Unit Days**	**Cumulative TOTAL**
MP 3	**ReadyGEN Unit 4 - Facing Challenges and Change** ● **Module A** ○ *Seek the Sun (3)* ● **Generative Vocabulary to Unlock Text** ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● **Foundational Skills (Use Foundational Skills Lessons FS 1-13)** ○ *Compound Words: (gripman, streetlamps, skyscrapers, Chinatown, earthquakes, bookcase, grasshopper, hallway, cobblestones, doorway, sideways, waterfront, steamships, sailboats, tugboats, everyone, fireman, downtown, wallpaper, doorknobs, newspaper, fireplace, doorbell)* ○ *Long i: i, ie, igh, y: (China, died, night, fly, find, pie, high, cry, sigh, kind, tie, sky, child, dried, light, fry, tying, shining, right)* ○ *Comparative Endings -er, -est: (greater, greatest; taller, tallest; older, oldest)* ○ *High Frequency Words: (FS 3, 5, 7, 9, 11, 13)* ● **Holidays & Observances** ○ *Black History Month - February* ○ *Freedom Day - February 1st* ● **Flex Days (2 days)** ● **Notes:**	3 2 2	 101
MP 3	**ReadyGEN Unit 4 - Facing Challenges and Change**	11	

Grade 2 Reading/Writing

	Module B *Disaster Alert (5)* **Climate Change Lesson 4-** Students will describe how the illustrations help them understand what happens during a volcanic eruption. Discuss after reading and viewing pages 22-23. View the interactive anchor on page 22. *Danger! Earthquakes (4)* *Compare Disaster Alert and Danger! Earthquakes (2)* **Generative Vocabulary to Unlock Text** - Pages 152-155 - All vocabulary/generative vocabulary must be taught using module resources as needed. **Foundational Skills (Use Foundational Skills Lessons FS 14-25)** *Final Syllable -le: (gen/tle, peb/ble, jun/gle, gig/gle, han/dle, crum/ble, ma/ple, gog/gles, ap/ple, puz/zle, lit/tle, ta/ble, can/dle, ti/tle, pud/dle, nee/dle, tur/tle, jug/gle, scram/ble,daz/zle, no/ble, sin/gle, la/dle,rat/tle)* *Vowel Patterns oo,ou: (shook, pull, brook, put, foot, hood, full, bully, push, took, look, boot, run, cook, cut, bull, moon, good, pushed, pulled)* *Diphthongs ou, ow, oi, oy: (house, power, soil, destroy, without, ground, about, outdoors, hour, waterspouts, town, poisons, mouse, owl, oil, boy, around, down, cloud, how, soil, found, towns, mouth, allow)* *High Frequency Words: (FS 15, 17, 19, 21, 23, 25)* **Holidays & Observances** *President's Day - 3rd Monday in February* *Women's History Month - March* **Flex Days (2 days)** **Unit 4 - Assessments (1-4 days)** **PBA Assessment - Informative (use writing block)** **Unit Assessment** **Notes:**	**2** **2** **4**	
			120
	Units	**Unit Days**	**Cumulative TOTAL**
MP 3	**ReadyGEN Unit 5 - Pioneering New Ideas and New Worlds** **Module A** *John Chapman (6)* **Generative Vocabulary to Unlock Text** - Pages 2-5 - All vocabulary/generative vocabulary must be taught using module resources as needed. **Foundational Skills (Use Foundational Skills Lessons FS 1-13)** *Syllable Patterns VCCV: (Chap/man, na/tion, wild/life, sum/mer, win/ter, din/ner, won/der, hap/pen, ber/ries, un/der, ho/low)* *Syllable Patterns VCV: (na/tion, pa/per, fi/nal, ci/der, so/lo, ex/pert, fla/vor, na/ture, o/ver, fro/zen)* *Compound Words: (wild/life, back/pack, day/time, near/by, camp/fire, out/side, corn/meal, in/side, bare/foot)*	**6**	

	○ *Vowel Digraphs oo, ue, ew, ui: (food, true, new, juice, blue, grew, too, fruit, knew, clue, suit, glue, hook, tool, flew, low, huge, due, cruise, pull)* ○ *Suffixes -ly, -ful, -er, -or, -ish: (simply, firm, plant, harm, green, planter, thankful, friendly, visit, new, visitor, newish, settle, collect, help, young)* ○ *High Frequency Words: (FS 3, 5, 7, 9, 11, 13)* ● **Holidays & Observances** 　○ *No Holidays or Observances* ● **Flex Days (2 days)** ● **Notes:**	0 2	128
MP 3-4	**ReadyGEN Unit 5 - Pioneering New Ideas and New Worlds** ● **Module B** 　○ *Pioneers to the West (6)* 　○ *Going West (4)* 　○ *Pioneers to the West & Going West (2)* ● **Generative Vocabulary to Unlock Text** 　○ Pages 152-155 　○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● **Foundational Skills (Use Foundational Skills Lessons FS 14-25)** 　○ *Prefixes -un, -re, -pre, -dis: (return, unfair, distrust, pretest, unlike, rewrite, pregame, disagree, retrace, preheat, dishonest, unusual, prepay, unwind, disconnect, reuse, freeze, claimed, school, liked, reclaimed, preschool, disliked, unknown, unexplored, retell, precook, displease)* 　○ *Consonant Patterns kn, wr, gn, mb: (wrote, known, crumb, gnome, knew, note, wren/rag, gnat/nod, lamb/hum, wrecks, knock, gnaw, climb, knees, limb, know, writer, gnash, numb)* 　○ *Consonant Patterns ph, gh, ck, ng: (orphan, enough, luck, spring, quick, buckets, running, photo, cough, tough, hung, photograph, stuck, coughed, sang, orphan, cracks)* 　○ *High Frequency Words: (FS 15, 17, 19, 21, 23, 25)* ● **Holidays & Observances** 　○ *Celebrate Diversity Month - April* 　○ *Emancipation Day - April 16th* 　○ *Earth Day - April 22nd* ● **Flex Days (2 days)** ● **Unit 5 - Assessments (1-4 days)** ● **PBA Assessment - Narrative (use writing block)** ● **Unit Assessment** ● **Notes:**	2 3 2 4	149
	Units	**Unit Days**	**Cumulative TOTAL**
MP 4	**ReadyGEN Unit 6 - Changing the World** ● **Module A** 　○ *68 Ways to Save the Planet Before Bedtime (6)* 　○ *On Meadowview Street (4)* 　○ *68 Ways to Save the Planet Before Bedtime & On Meadowview Street (1)*	11	

Grade 2 Reading/Writing

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Generative Vocabulary to Unlock Text

  Pages 2-5
  All vocabulary/generative vocabulary must be taught using module resources as needed.

Foundational Skills (Use Foundational Skills Lessons FS 1-13)

  Vowel Patterns aw, au, augh, al: (always, causes, taught, saw, caught, walk, dawn, fault, author, salt, flaw, alter, yawn, haul, Walt, Paul, draw,)
  Inflected Endings -s, -es, -ed, -ing, -er, -est: (saving, needed, celebrated, buses, explaining, places, later, wonders, sounds, sticks, landed, raced, thinking, bigger, seems, boxes, popped, mowing, closer, taller, needs, birds, replied, admired, looking zipping, fix, patch, bright, large)
  Abbreviations: (Saturday, Doctor, Road, April, January, February, March, August, September, October, November, December, Street, Doctor, Avenue, minutes, Thursday)
  High Frequency Words: (FS 3, 5, 7, 9, 11, 13)

Holidays & Observances

  Arbor Day - Last Friday in April
  Asian American Pacific Islander Month - May

Flex Days (2 days)
Notes:

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ReadyGEN Unit 6 - Changing the World

Module B

  Alfred Nobel: The Man Behind the Peace Prize (6)

Generative Vocabulary to Unlock Text

  Pages 152-155
  All vocabulary/generative vocabulary must be taught using module resources as needed.

Foundational Skills (Use Foundational Skills Lessons FS 14-25)

  Final Syllables -tion, -ture, -ion: (mix/ture, dis/rup/tion, o/pin/ion, ignite, ig/ni/tion, fea/ture, un/ion, in/ven/tion, cap/ture, min/ion, create, cre/a/tion, ad/ven/ture, mil/lion, fu/ture, men/tion, bil/lion, na/tion, crea/ture, re/bel/lion, pas/ture, op/tion, cush/ion)
  Suffixes -ness, -less, -able, -ible: (useless, washable, collectible, homeless, darkness, packable, reversible, readable, laziness, fearless, accessible, goodness, helpless, lovable, reducible, hopeless, doable, flexible, sickness)
  Prefixes micro-, mid-, mis-, non-: (microdrop, mishandle, midday, nonliquid, nonstop, midyear, microbus, misspell)
  High Frequency Words: (FS 15, 17, 19, 21, 23, 25)

Holidays & Observances

  Memorial Day - Last Monday in May
  Flag Day - June 14th
  Juneteenth - June 19th

Flex Days (3 days)
Unit 6 - Assessments (1-4 days)
PBA Assessment - Opinion (use writing block)
Unit Assessment
Notes:

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