Park Hill School District

Building Successful Futures • Each Student • Every Day

2nd Grade ELA-Reading Curriculum

Scope and Sequence:

Quarter	Knowledge Strand	Unit
1		0: Foundations and Routines
1	Life Science	1: Plants and Animals in Their Habitats
1	Characters Matter	2: Characters Facing Challenges
2	Government and Citizenship	3: Government at Work
2	Perspectives in Technology	4: Many Characters, Many Points of View
2	Technology and Society	5: Solving Problems Through Technology
3	Themes Across Cultures	6: Tales to Live By
3	History, Culture, and Geography	7: Investigating the Past
3	Earth Science	8: Wind and Water Change Earth
4	Economics	9: Buyers and Sellers
4	Physical Science	10: States of Matter

Unit 0: Foundations and Routines

Subject: Reading - Writing - Foundational Skills
Grade: 2nd Grade
Name of Unit: Review and Routines
Length of Unit: 10 Days
Overview of Unit:
In this unit, students build the foundation for a strong classroom community by learning routines, expectations, and how to participate in learning. They begin developing early literacy habits through reading, writing, and word work experiences. They deepen their ability to think, talk, and respond during reading and writing while continuing to build foundational literacy skills.

This unit should be used in place of the Foundations and Routines in Benchmark Advance.

In Topic 1 (Week 1)
In week one, students build classroom routines while learning how words work and how to participate in a learning community. In phonics, they study words using their names, blend and build words with short vowels, consonant blends, digraphs, and silent e patterns. In reading, students practice listening, turn and talk, and have constructive conversations while learning their roles in a reading community. In writing, they generate ideas using tools like heart maps and begin expressing themselves through simple writing forms such as acrostic and list poems.

In Topic 2 (Week 2)
In week two, students apply and extend these skills to more complex reading and writing tasks. In phonics, they work with multisyllabic words by identifying open and closed syllables, dividing words into syllables, and blending them to read. In reading, students use comprehension strategies such as using pictures to build understanding, making and confirming predictions, retelling using a structured routine, making connections, and asking questions. In writing, they use conjunctions to combine simple sentences into compound sentences to connect ideas, write a quick personal narrative, respond to texts with opinions and reasons, and write to teach others.

Getting Ready for the Unit:
- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 1 materials
- Print Decodable Texts from Foundation and Routines
- Print Speaking and Listening Protocols from Foundations and Routines
- Gather a variety of fiction and nonfiction read-alouds
- Consider how you want to teach your classroom routines and expectations
    - Prepare visuals or think about the visuals you will use in your classroom.
- Prepare partner cards, selector tools, or Kagan groups and partnerships
- Gather materials - chart paper, markers, sticky notes, dry-erase materials, large letter cards, letter tiles, Benchmark Work Mats, etc.
- Consider what materials students will need for ELA and how they will be organized.

Essential Questions:

- How do sounds and patterns help us read and figure out words?
- How do readers and writers think and talk to understand texts and share ideas?
- How do writers plan and add details to make their writing clear?
- How do classroom routines and teamwork help us learn and grow?

Enduring Understanding/Big Ideas:

- Readers use knowledge of sounds, patterns, and word parts to read and figure out words.
- Strong readers and writers think, talk, and use strategies to understand texts and share ideas.
- Writers plan, organize, and add details to communicate ideas clearly for different purposes.
- Classroom routines and collaboration help students learn, communicate, and grow as independent learners.

Priority Standards for Unit:

- **2.R.1.A.c:** Ask questions and support answers with evidence from the text.
- **2.R.1.A.d, 2.SL.3.A.b:** Retell key details of texts read aloud and independently and determine its central message, lesson or moral.
- **2.R.2.A.a:** Describe the setting, problems, solutions, sequence of events (plot), and big ideas or moral lessons
- **2.R.2.A.b:** Describe main characters in works of fiction, including other traits, motivations, and feelings
- **2.R.3.A.a:** Use text features to locate specific information.
- **2.RF.3.A.a**, **2.RF.3.A.c, 2.RF.3.A.h**: Decode unknown multisyllabic words
- **2.RF.4.A:** Read text with fluency, purpose, and for comprehension
- **2.W.1.B:** Appropriate to genre, develop a draft from prewriting
- **2.W.2.A:** Write an opinion texts
- **2.W.2.B:** Write informative/explanatory texts
- **2.W.2.C:** Write fiction or nonfiction narratives and poems
- **2.L.1.A.h:** Produce simple declarative, imperative, exclamatory, and interrogative sentence
- **2.L.1.B:** Use grade-level appropriate spelling
- **2.L.1.B.c, 2.L.1.B.d:** Uses grade-level appropriate capitalization and punctuation

Standard	Unwrapped Concepts (Students Need to Know)	Unwrapped Skills (Students Need to Be Able to Do)	Webb's DOK
2.R.1.A.c	Ask questions and support answers with evidence from the text	Ask questions when something is the text is confusing or unclear Seek clarification from the teacher, peers, or the text itself (rereading, examining pictures and illustrations) Locate facts and key details and use those to answer questions correctly Support answers with evidence from the text.	3
2.R.1.A.d **2.SL.3.A.b**	Retell key details of texts read aloud and independently	Retell events in logical sequence (beginning, middle, and end) Include key details in the retell to confirm understanding of what was read or heard Determine the story's central message, lesson, or moral	2
2.R.2.A.a	Describe the setting, problems, solutions, sequence of events (plot), and big ideas or moral lessons	Describe the setting using details from the text Identify and explain the problems characters face and describe the solution to the problem Retell or describe the sequence of events in correct order Identify the big idea, central message, or moral lesson the author wants the reader to learn Use evidence to support descriptions and explanations	3
2.R.2.A.b	Describe main characters in works of fiction, including other traits, motivations,and feelings	Identify and explain the traits of characters (physical, emotional, and behavioral) Explain motivations behind a character's actions Discuss how characters' feelings influence their decisions and interactions	3

2.R.3.A.a	Use text features to locate specific information	Use text features to locate information Use text features and details to make inferences and draw conclusions Explain how text features help understand information in the text	3
2.RF.3.A.a **2.RF.3.A.c** **2.RF.3.A.h**	Decode unknown multisyllabic words	Break longer words into syllables to make them easier to read. Use knowledge of common syllable types (closed, open, CVCe, r-controlled, vowel teams) to determine vowel sounds. Apply phonics patterns and letter-sound relationships when reading each syllable. Blend the syllables together smoothly to read the entire word. Decode multisyllabic words that contain prefixes, suffixes, and roots. Use known spelling patterns and word parts to read unfamiliar longer words accurately.	1
2.RF.4.A	Read text with fluency, purpose, and for comprehension	Read with appropriate speed, accuracy, expression and phrasing Reread and use context to self-correct word recognition and understanding Adjust reading rate based on purpose Demonstrate comprehension through discussion, writing, or other responses	1
2.W.1.B	Appropriate to genre, develop a draft from prewriting	Sequence ideas into clear and coherent sentences Generate paragraphs into one main idea Create evidence of a beginning, middle, and end Address an appropriate audience	3

2.W.2.A	Write opinion texts	Introduce a topic or text being studied using complete sentences State an opinion about the topic and provide reasons for the opinion Use linking/transition words and phrases to signal order Provide evidence of a beginning, middle, and concluding statement or section	3
2.W.2.B	Write informative/explanatory texts	Introduce a topic or text being studied, using complete sentences Use facts and definitions to develop points in generating paragraphs Use specific words that are related to the topic and audience Use linking words and phrases to signal order Create a concluding sentence or paragraph	3
2.W.2.C	Write fiction or nonfiction narratives and poems	Establish a topic based on the students experience or imagination Introduce a main character and setting Develop sensory details Follow a logical sequence of events to create a beginning, middle, and end Use linking/transition words that signal event order	3
2.L.1.A.h	Produce simple declarative, imperative, exclamatory, and interrogative sentence	Produce simple statements, commands, exclamations, and questions that are complete and clear Use correct ending punctuation for each sentence type	1

2.L.1.B	Use grade-level appropriate spelling	Use knowledge of phonics, syllable types, and word parts (prefixes, suffixes, roots) to spell words Spell regular and irregular plural nouns Apply spelling strategies when writing independently	1
2.L.1.B.c **2.L.1.B.d**	Uses grade-level appropriate capitalization and punctuation	Capitalize the first word of a sentence and proper nouns including people, places, days, months, and holidays Use correct ending punctuation Use apostrophes correctly in contractions	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Foundational Skills Screeners • Phonological Awareness Assessment	• Interim Assessment #1 (Pre-Test)

Unit Vocabulary:

General Academic Cross-Curricular Words **(***Words that are used across many subjects to help students understand and express ideas***)**	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Community Idea Explain Connection Predict Question Opinion Detail	Syllable Vowel Blend Digraph

*This is a great time to practice using the **Define/Example/Ask** routine as you encounter each word throughout the unit.*

Week #1

Day 1

Phonics and Word Study	Reading	Writing
Readers and Writers Study Words	Readers Build Good Listening Habits	Writers Use Many Tools
	Routine: Quiet Signals and Transitions	

Engaging Experience 1 (Phonics and Word Study):
Teaching Point: Today I am going to teach you that readers and writers study words to help them read and spell better.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that their names are important words they can study to learn about sounds and patterns. Model thinking aloud using your own name (e.g., identifying the first sound, a vowel, comparing vowel and consonant sounds, or identifying how many syllables), emphasizing that this is about noticing. Introduce the Quiz Quiz Trade routine by modeling: ask a question, listen, help if needed, and trade cards. Then have students stand, partner up, and begin the activity using the Names Quiz Quiz Trade Question Cards. Close by reinforcing that words follow patterns, and studying them will help them read and write.

Blooms: Analyze
Webb's DOK: 2

Engaging Experience 2 (Reading):
Teaching Point: Today I am going to teach you how to build good listening habits.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that listening is important for learning at school. Create the What is a Listener? anchor chart to help everyone remember how to be a good listener, and begin recording student ideas by adding an initial example (e.g. A listener pays attention). Display the chart in the classroom and revisit it regularly, rereading and adding new ideas

with students over time to reinforce strong listening habits.

Then read a back-to-school themed book aloud to the students and engage them in a brief discussion about how people prepare for school the night before, while reinforcing expectations for whole-group conversations. Remind students to raise their hands and wait to be called on before speaking. Add these expectations to the What is a Listener? anchor chart, then reread the chart together to reinforce strong listening and speaking habits.

Blooms: Understand
Webb's DOK: 1
Suggestion*: Use part of this time to teach your students expectations for quiet signals and transitioning to the meeting area. A specific lesson can be found on Day 1 in your TRS.*

<u>Engaging Experience 3 (Writing):</u>
Teaching Point: Today I am going to teach you that we will use many tools this year during writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that writers use tools to help them brainstorm, write, revise, and edit their work. Introduce each writing material by briefly modeling how it is used, showing students how writers keep ideas in a notebook, organize their work in folders, and use tools to help with revising and editing.

  Demonstrate how these materials support different parts of the writing process, emphasizing care, organization, and independence.

  Then guide students in practicing how to access, use, and put away each item correctly. Close by reinforcing that using writing tools responsibly helps them become stronger, more independent writers.

Blooms: Apply
Webb's DOK: 2
Suggestions: *Consider what tools your students will use during writing (i.e. notebooks, folders, editing pens, colored pencils, markers, etc.) and ensure materials are organized and accessible. Also, consider students' independence levels, limit how many tools are introduced at once, and provide visuals and repeated practice to build consistent habits.*

Day 2

Phonics and Word Study	Reading	Writing
Blend and Build Words with Closed Syllables	Readers Build a Strong Reading Community	Writers Generate Ideas
	Routine: Carpet Rules & Whole Body Listening	

Engaging Experience 4 (Phonics and Word Study):
Teaching Point: Today I am going to teach you that when a vowel is "closed in" by consonants, the vowel makes a short sound.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.h
Detailed Description/Instructions:

- **One way to do this** is to gather students together and display the short vowel Sound-Spelling cards (a, e, i, o, u). Introduce each sound: "This sound is /a/. The /a/ sound is spelled a," and repeat for each vowel. Provide a sample word and write it, underlining the vowel: *cat, red, big, hop, sun*.

  Model how closed syllables work by stretching and blending a word like *cat*, explaining that the vowel is closed in by consonants, so it makes a short sound. Continue by modeling blending with letter cards (*sad, get, hit, box, fun*), running your hand under the letters, then have students chorally blend words (*map, let, pig, top, rug*), providing feedback as needed.

  Guide students in building words by changing one sound at a time (e.g., *man → pan → tan → tap*), then continue with additional chains (*bed, beg, leg, let, get; him, hit, sit, pit, pig; not, hot, hop, mop, map; fun, run, rug, bug, bag, big*), reinforcing the short vowel sound in each closed syllable.

  Extend the learning by explaining that closed syllables can also be in longer words. Model examples such as *pic-nic, bas-ket, nap-kin,* and *rab-bit*, showing that each syllable has a short vowel because it is closed in by consonants.

  Close by reinforcing that readers can look for vowels that are closed in to help them read and spell words.

Blooms: Apply
Webb's DOK: 1

Engaging Experience 5 (Reading):
Teaching Point: Today, I am going to teach you that readers work together to build a strong community of readers by establishing expectations for our literacy time.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- **One way to do this** is to gather students and introduce the idea of a classroom community of readers. Explain that together you will create an anchor chart to show what a reading community *looks like* and *sounds like*. Model by noticing current behaviors: "We are sitting together looking at a book—let's add that under *Looks Like*," and "You hear the teacher talking—let's add that under *Sounds Like*." Create a T-chart titled A Community of Readers and guide students to add ideas such as listening to stories, looking at the speaker, and taking turns talking. Reread and revisit the chart regularly, adding new ideas as students deepen their understanding.

  Continue the lesson by explaining that strong reading communities have constructive conversations, and co-create a second anchor chart with rules such as looking at the speaker and listening respectfully. Read aloud a text, either a text of your choosing or the big book *Postcard Clues*. Teach, model, and practice how to Turn and Talk to a partner about the book. Include directions on how to listen, respond, and build on each other's ideas.

Blooms: Apply

Webb's DOK: 2

Suggestion*: Use part of this time to review active listening and to teach your students expectations for when they are sitting on the carpet. A specific lesson can be found on Day 2 in your TRS.*

Engaging Experience 6 (Writing):

Teaching Point: Today, I am going to teach you that writers think of ideas by choosing topics they know a lot about or care about.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B

Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that writers don't wait for ideas—they think about their lives and choose topics they know a lot about or ones that are important to them. Model by thinking aloud topics you know a lot about or you really care about.

  Show students how writers keep their ideas in one place by creating a heart map or a simple list. Model using the Heart Map Writing Ideas organizer and filling it with people, places, and things you know a lot about or care about, or writing a list of possible topics. Emphasize that these are ideas writers can come back to anytime.

  Then guide students to create their own heart map or idea list, encouraging them to think about what they know, love, or have experienced. Close by reinforcing

that writers choose topics they care about and keep their ideas in their writing folder so they always have something to write about.

Blooms: Create
Webb's DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Blend and Build Words with Consonant Blends	Students and Teachers Have Roles in the Reading Community	Writers Write Acrostic Poems
	Routine: *Turn and Talk: Because* Protocol	

Engaging Experience 7 (Phonics and Word Study):
Teaching Point: Today, I am going to teach you that consonants can work together to create a consonant blend where each sound is still heard in the word.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to gather students and display the l-blend Sound-Spelling cards (bl, cl, gl, pl, fl, sl). Introduce each blend: "These sounds are /bl/. The /bl/ sound is spelled *bl*," and repeat for the remaining blends. Provide a sample word for each (black, clock, glad, plant, flag, sled), writing each word and underlining the blend. Extend to r- and s-blends using the same routine. You can use the Consonant Blends Presentation to practice blending and reading words.

  Model blending by displaying the word *slip*, running your hand under each letter as you blend the sounds together. Continue modeling with *drop* and *stop*. Then write words (black, grass, swim, clap, brick, snap) and have students chorally blend, providing immediate feedback.

  Guide students in building words by changing one sound at a time. Start with the word *lip*, then add a sound to make the word *slip*, change to *flip*, then *flop*. Continue with word chains (brick, trick, track, crack; rip, trip, strip, strap), reinforcing how blends work in different positions. Extend learning by having students read the decodable passage, "Sled Hill," and respond to a comprehension question, applying their blending skills in connected text.

Blooms: Apply
Webb's DOK: 1
***Suggestions**: "Sled Hill" (Decodable Passage #1) can be found by clicking on the Additional Materials in your online TRS on Day 3. Use part of this time to teach your students about appropriate Voice Levels.*

Engaging Experience 8 (Reading):

Teaching Point: Today, I am going to teach you that readers build a strong community by understanding their roles.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is to gather students and say, "Today we are thinking about our jobs or roles in our classroom as a community of readers." Briefly connect to prior learning about listening and constructive conversations (listening, speaking, and working with partners).

  Invite students to turn and talk to generate ideas about what the student's role is in our community of readers and what the teacher's role is in our community of readers, then create a T-Chart titled "Roles in Our Classroom." Record ideas together. Reinforce that when both students and the teacher follow their roles, we build a strong community of readers.

  Continue to practice and reinforce constructive conversation habits by choosing a fiction book from your classroom library or Recommended Trade Books in Additional Resources. After reading, model having a constructive conversation using the *Turn and Talk: Because* protocol.

  Choose a volunteer and model a constructive conversation. Have the student use the sentence frame, "My favorite character in the book was _____ because _____," to begin the conversation. Then model responding to what the student said and building on it with a question or comment. Prompt the student to respond to what you said.

Blooms: Apply

Webb's DOK: 2

Suggestions: *The Turn and Talk: Because protocol can be found in the Additional Resources - Speaking and Listening Protocols. Specific lessons on student roles and teacher rules can be found on Days 3 and 4 in your TRS.*

Engaging Experience 9 (Writing):

Teaching Point: Today, I am going to teach you that writers can create an acrostic poem by using the letters in their name to share words and ideas that describe who they are.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.2.C, 2.L.1.B

Detailed Description/Instructions:

- **One way to do this** is to explain that an acrostic poem is a poem where each letter of a word (like your name) starts a new line. Writers use each letter to add a word or phrase that describes the topic. Model by writing your name vertically and thinking aloud as you add a describing word for each letter.

Then, invite students to turn and talk to a partner to generate ideas of words to describe each other. Listen in as students brainstorm. Bring students back together and share some ideas to support all learners.

Next, have students write their names vertically and complete their own acrostic poems, using classroom resources such as the sound wall to help with spelling. Close by having a few students share and reminding them that writers can use their names to share ideas about themselves.

Blooms: Create
Webb's DOK: 3
Suggestion: *Students can write additional acrostic poems using words related to back to school.*

Day 4

Phonics and Word Study	Reading	Writing
Blend and Build Words with Digraphs and Trigraphs	Readers Have Constructive Conversations	Writers Write List Poems
	Routine: *My Partner Said* Protocol and Book Shopping Procedures	

Engaging Experience 10 (Phonics and Word Study):
Teaching Point: Today, I am going to teach you that some letters work together to make one new sound. We call these digraphs and trigraphs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to gather students together and display the Sound-Spelling Cards for /sh/, /ch/, /tch/, /dge/, /th/, /ph/, /ck/ and /wh/. Introduce each sound (e.g., "This sound is /sh/. The /sh/ sound is spelled sh.") using the Digraphs Presentation. Provide a sample word, write it, and underline the digraph or trigraph (*ship, chop, snatch, fudge, thin/that, phone, duck, whale*), explaining that these letters work together to make one sound.

  Model blending with letter cards (e.g., *shop, chin, catch, edge, that, path, Phil, when*), running your hand under each word. Then have students chorally blend additional words (*chop, switch, ledge, this, with, graph, whip*), providing feedback as needed.

  Guide students in building word chains by changing one part at a time (*hip* → *ship* → *shop* → *chop*), reinforcing how the beginning sound changes while the rest of the word stays the same. Continue with additional examples (*hat, that,*

than, thin, thick), helping students notice and apply digraph patterns.

Close by reinforcing that when readers see these letter patterns, they should read them as one sound to help them decode words.

Blooms: Apply
Webb's DOK: 1

Engaging Experience 11 (Reading):
Teaching Point: Today, I am going to teach you that readers build a strong community by practicing constructive conversations—listening, speaking, and responding to others.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A
Detailed Description/Instructions:

- **One way to do this** is to gather students and present two books—a familiar fiction read aloud and a nonfiction text. Briefly remind students that fiction texts tell made-up stories, while nonfiction texts share real information about people, places, or things. Model noticing a key feature, such as illustrations in fiction texts and photographs in nonfiction texts.

  Students then engage in a turn and talk to share what they remember or notice about fiction and nonfiction texts. After partner conversations, the teacher introduces the *My Partner Said* protocol, prompting students to share something they heard from their partner. As students share, the class co-constructs a T-Chart anchor chart titled *"Fiction and Nonfiction."* Close by reinforcing that listening to partners and sharing ideas helps build a strong community of readers.

Blooms: Understand
Webb's DOK: 2
Suggestions*: The My Partner Said protocol can be found in the Additional Resources - Speaking and Listening Protocols in your online TRS. Specific lessons about differences between fiction and nonfiction texts can be found in your TRS on Days 7, 9, and 10. Use part of this time to introduce your own classroom library and your procedures for book shopping.*

Engaging Experience 12 (Writing):
Teaching Point: Today I am going to teach you that writers can create poems by listing things they like.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.C, 2.L.1.B
Detailed Description/Instructions:

- **One way to do this** is to explain that an "I Like" list poem is a poem where writers list things they like and can add a little detail to make their ideas more interesting. Model by thinking aloud and writing a few lines (e.g., *I like ice cream… I like playing outside with my dog… I like reading books at bedtime*), showing how each line starts the same way and shares something meaningful.

Then, invite students to turn and talk to a partner to generate ideas of things they like. Listen in and encourage them to add small details to their ideas. Bring students back together and share some ideas to support all learners.

Next, have students write their own "I Like" list poems, reminding them to start each line with "I like" and use classroom resources like the sound wall to help with spelling. Close by inviting a few students to share their poems and reinforcing that writers can use lists to express their ideas and feelings.

Blooms: Create
Webb's DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Blend and Build Words with CVCe	Readers Build and Strengthen Ideas	Writers Write List Poems
	Routine: *Build Up an Idea* Protocol	

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today, I am going to teach you that when a vowel is followed by a consonant and a silent e, the vowel sound in the word is long.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.c, 2.RF.3.A.h
Detailed Description/Instructions:

- **One way to do this** is to gather students together and display the long vowel Sound-Spelling cards. Introduce the pattern: "This sound is /ā/. The /ā/ sound can be spelled a_e as in *cake*. The a and e work together to make the vowel say its name." Repeat with the other patterns (*e_e, i_e, o_e, u_e*), writing sample words (*cake, Steve, kite, home, cube*), and underlining the vowel team.

  Model how to blend words by displaying *make* and running your hand under each letter. Continue modeling with *Eve, ride, hope, use*. Then have students chorally blend additional words (*same, these, bike, rope, cute*), providing feedback as needed.

  Guide students in building words by showing how adding silent e changes the vowel sound (*mad → made → make → take*). Continue with additional word chains (*rid → ride → hide → hid; hop → hope → rope → rode*), reinforcing how the vowel sound shifts from short to long.

  Extend the learning by having students read a decodable passage, "Animals at

Home", and respond to a comprehension question, applying their understanding of silent e patterns in connected text. Close by reinforcing that when readers see a vowel followed by a consonant and a silent e, the vowel usually says its name, helping them read longer and more complex words.

Blooms: Apply
Webb's DOK: 1
***Suggestion**: "Animals at Home" (Decodable Passage #2) can be found by clicking on the Additional Materials in the online version of your TRS on Day 5. For additional practice, you can place Quiz Quiz Trade with CVCe Words.*

Engaging Experience 14 (Reading):
Teaching Point: Today, I am going to teach you that readers build stronger ideas by sharing their thinking, listening to others, and supporting ideas with reasons and evidence during discussion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to gather students in the meeting area using the established signal and read a familiar text. Read aloud a fiction or nonfiction text. Introduce the *Build Up an Idea* protocol as a structure to support small group discussions and explain that it helps readers clarify and support their thinking while listening to others. Review the three steps of the protocol:
  - **Express:** Share an idea or invite others to share
  - **Clarify:** Restate or ask for clarification
  - **Support:** Provide reasons, evidence, or examples

  Students are then arranged into small groups and given a discussion prompt connected to the read-aloud. Groups engage in conversation using the protocol, taking turns expressing, clarifying, and supporting ideas.

  As students talk, circulate and listen for use of the steps, and provide support as needed. The lesson closes by reinforcing that using structured conversations helps readers grow ideas and learn from one another.

Blooms: Analyze
Webb's DOK: 3
***Suggestion**: The Build Up an Idea protocol can be found in the Additional Resources - Speaking and Listening Protocols in your online TRS.*

Engaging Experience 15 (Writing):
Teaching Point: Today, I am going to teach you that writers can create poems by listing things they like.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.C, 2.L.1.B

Detailed Description/Instructions:

- **One way to do this** is to explain that an “I Am” list poem is a poem where each line begins with the words *I am* and shares something about the writer. Model by writing a few lines (e.g., “I am kind. I am a good friend. I am a soccer player.”) and think aloud about choosing ideas that describe yourself.

  Then, have students turn and talk with a partner to generate ideas, sharing things that describe who they are. Bring the group back together and briefly share a few ideas to reinforce strong examples.

  Next, have students write their own “I Am” list poems, repeating "I am” at the start of each line and generating ideas about their interests, feelings, and traits. Support them with spelling resources as needed. Close by inviting a few students to share and reminding them that writers can use list poems to express who they are.

Blooms: Create
Webb’s DOK: 3

Week #2

Day 1

Phonics and Word Study	Reading	Writing
Blend and Build Multisyllabic Words with Open Syllables	Readers Use Pictures to Build Knowledge	Writers Can Combine Sentences
	Routine: *Turn and Talk: Because* protocol	

Engaging Experience 16 (Phonics and Word Study):
Teaching Point: Today, I am going to teach you that when a word or syllable that ends in a vowel, the vowel sound is long.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Detailed Description/Instructions:

- **One way to do this** is to gather students together and explain that words follow patterns that help us read, especially longer words. Display the Open Syllables Sound-Spelling cards and review that words and syllables that end in a vowel make a long vowel sound. Model with simple words like *me, go, hi*, showing that the vowel is at the end and makes a long sound because the syllable is open.

  Model blending words by stretching the sounds in *me* and *go*, running your hand

under each letter. Then explain that this same pattern helps when reading multisyllabic words. Model by breaking words into syllables and clapping them: *he-ro, pho-to, be-gin, ro-bot, me-nu, a-cord*. Show that in each word, at least one syllable is open and has a long vowel sound (e.g., *he* in *hero*, *pho* in *photo*, *ro* in *robot*, *me* in *menu*).

Guide students in reading these words together, clapping and identifying the open syllables. Prompt them to notice which syllables end in vowels and how that helps them read the word.

Extend by having students practice reading and sorting the words based on which syllable is open, reinforcing how this pattern supports decoding longer words. Close by reinforcing that recognizing open syllables helps readers break apart and read multisyllabic words more easily.

Blooms: Apply
Webb's DOK: 1

<u>Engaging Experience 17 (Reading):</u>
Teaching Point: Today, I am going to teach you that readers use pictures to build knowledge.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.a, 2.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to gather students and display a fiction or nonfiction book. Explain that pictures help readers understand what the author wants them to know and often add information not found in the words. Briefly review that fiction texts usually have illustrations, while nonfiction texts often include photographs.

  Read a few pages aloud, prompting students to closely observe the pictures. After reading, have students share how the pictures helped them understand something beyond the text. Introduce the *Turn and Talk: Why Do You Think That?* protocol and have students engage with a partner to discuss what they learned from the pictures, practicing constructive conversation skills such as listening, taking turns, and responding to one another.

  As students talk, circulate to observe and support. The lesson closes by reinforcing that readers use both words and pictures—and conversations with others—to deepen their understanding.

Blooms: Analyze
Webb's DOK: 3
Suggestion: *The Turn and Talk: Why Do You Think That? protocol can be found in the Additional Resources - Speaking and Listening Protocols in your online TRS.*

Engaging Experience 18 (Writing):
Teaching Point: Today, I am going to teach you that writers use conjunctions like *and, but,* and *so* to combine sentences and make their writing smoother.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to explain that writers use special connecting words called conjunctions to put sentences together. Introduce and (adds ideas), but (shows a change), and so (shows a result).

  Model with short sentences, "I like apples. I like bananas." Think aloud and combine, "I like apples and bananas," explaining that *and* adds ideas. Then, model, "I wanted to play outside. It was raining." Combine, "I wanted to play outside, but it was raining," explaining that *but* shows a change. Next, "I was tired. I went to bed." Combine, "I was tired, so I went to bed," explaining that *so* shows what happened next.

  Guide students to orally combine a sentence pair using a given conjunction. Have students turn and talk to combine another pair, then independently combine 2–3 sentence sets using *and*, *but*, or *so*. Remind them to reread for smoothness and correct punctuation. Close by sharing examples and reinforcing that conjunctions help writing sound smooth and connected.

Blooms: Apply
Webb's DOK: 1
Suggestion: *You can create your own simple sentences or use the Sentence Combining - Teacher Sentence Bank. See Schoology for more information about Combining Sentences from The Writing Revolution 2.0.*

Day 2

Phonics and Word Study	Reading	Writing
Segment Multisyllabic Words Into Syllables	Readers Make and Confirm Predictions	Writers Use Conjunctions to Connect Ideas
	Routine: *Preview. Predict. Prove.* protocol	

Engaging Experience 19 (Phonics and Word Study):
Teaching Point: Today, I am going to teach you that every syllable has a vowel sound, and this helps us break words apart into syllables.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h

Detailed Description/Instructions:

- **One way to do this** is to show students how to spot the vowels to help them divide the word into syllables. Teach students to spot the vowels and ask, "Are the vowels together or separate?" Place a dot under or above each vowel sound. Then divide the word into syllables and look for syllable patterns.

  Model this process with a word like *robot*: mark the vowels (*o, o*), notice they are separate, and divide (*ro-bot*). Think aloud about each syllable type (open in *ro*, closed in *bot*) and how that helps with reading.

  Then guide students in practicing with additional words (e.g., *tiger, music, begin, napkin*). Have students mark the vowels, divide the word, and identify the syllable type with a partner. Prompt with questions such as, "What type of syllable do you see?" and "What sound will the vowel make?" Have students read each syllable and then blend the full word, reinforcing that breaking words into syllables helps them read longer words more accurately.

Blooms: Analyze
Webb's DOK: 1
Suggestion: *Use the Spot Dot Divide routine to help students spot the vowel.*

Engaging Experience 20 (Reading):
Teaching Point: Today, I am going to teach you that readers make predictions to help them understand what they are reading and to adjust their thinking.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to gather students and display a fiction text. Introduce the *Preview. Predict. Prove.* protocol as a way to structure this thinking:
  - **Preview:** Look at the title, table of contents, and pictures
  - **Predict:** Think about what the text might be about
  - **Prove:** Read or listen to confirm or adjust the prediction using evidence

  Model how to preview the text by looking at the title and pictures, thinking aloud to make a prediction about what the book might be about. Explain that good readers continue reading to confirm or adjust their predictions based on new information.

  Students then engage in a turn and talk using the *Preview. Predict. and Prove.* protocol with a partner to make predictions as you read to help them better understand a text, practicing constructive conversation skills such as taking turns, speaking clearly, listening carefully, and building on each other's ideas.

  As students talk, circulate to monitor and support conversations. The lesson closes by reinforcing that readers preview, predict, and prove their thinking to deepen understanding.

Blooms: Apply
Webb's DOK: 3
Suggestion*: The Preview. Predict. Prove. protocol can be found in the Additional Resources - Speaking and Listening Protocols.*

<u>Engaging Experience 21 (Writing):</u>
Teaching Point: Today I am going to teach you that writers use the conjunctions *because, but,* and *so* to connect ideas
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to explain that writers connect ideas using special words: *because* (gives a reason), *but* (shows a contrast), and *so* (shows a result or effect). Tell students these words help us explain our thinking about what we read.

  Read a short section of the nonfiction text aloud, such as *National Geographic Kids: Storms* (Available on Epic). Then model using the same sentence stem each time: The storm was strong…
  - The storm was strong <u>because</u> it had powerful winds.
  - The storm was strong, <u>but</u> it did not last long.
  - The storm was strong, <u>so</u> people stayed inside.

  Think aloud about how each word changes the meaning while keeping the same main idea.

  Guide students in creating sentences together using a shared stem, such as: *The sky was dark…* Have students complete it using *because, but,* or *so*, and connect their ideas to the text. Have students turn and talk to create one sentence for each word (*because, but, so*) using the same sentence stem. Circulate and support students in forming complete, text-based sentences.

  Then, have students independently write 2–3 sentences using a shared stem and *because, but,* or *so*. Remind them to reread their sentences to make sure they make sense. Close by inviting a few students to share and briefly discuss how the conjunction changed the meaning of their sentence.

Blooms: Apply
Webb's DOK: 1
Suggestion: *See Schoology for more information about Because, But, So from The Writing Revolution 2.0.*

Day 3

Phonics and Word Study	Reading	Writing
Use Syllable Division Rules to Break Apart Multisyllabic Words	Readers Check Their Understanding by Retelling Key Details	Writers Write About Personal Experiences
	Routine: *Five-Finger Retell*	

Engaging Experience 22 (Phonics and Word Study):
Teaching Point: Today, I am going to teach you that readers break unknown words into smaller parts or syllables to decode them.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Detailed Description/Instructions:

- **One way to do this** is to gather students together and review from yesterday that longer words can be broken into smaller parts called syllables. Remind students that we can spot and mark the vowels, reminding them that every syllable has a vowel sound. Review and discuss the Syllable Division Rules anchor chart. Remind students of different syllable types and how longer words could be broken into smaller syllables.

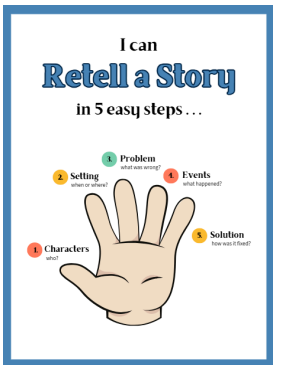
  Model with a word like *basket*: mark the vowels, then place a line (syllable wall) to divide the word (*bas* | *ket*). Read each part and blend the word. Think aloud about the vowel sounds and how the pattern helps. Continue with additional words (*pa* | *per, la* | *bel, win* | *ter*), guiding students to mark vowels and divide the word. Emphasize that readers must think about the vowel sounds and be flexible—if one break doesn't sound right, try another way and adjust.
  Have students practice marking vowels, adding a syllable line, and reading each part before blending the whole word. Close by reinforcing that readers use vowel clues and flexible thinking to break apart and read longer words.

Blooms: Analyze
Webb's DOK: 1
Suggestion*: Print the Syllable Division Rules anchor chart, cut apart, and glue onto chart paper. Keep this posted to use as a reference throughout the year.*

Engaging Experience 23 (Reading):
Teaching Point: Today, I am going to teach you that readers retell a story using the *Five Finger Retell* to help you remember the most important parts.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.SL.3.A.b

Detailed Description/Instructions:

- **One way to do this** is to gather students and explain that strong readers think about what happened and can retell it in order. Introduce the *Five-Finger Retell* by holding up a hand and naming each part:
    - **Thumb:** Characters (Who is in the story?)
    - **Index Finger:** Setting (When or where does the story take place?)
    - **Middle Finger:** Beginning/Problem (What went wrong?)
    - **Ring Finger:** Middle (What events happen in the middle?)
    - **Pinky:** End/Solution (How was it fixed?)



Read a familiar fiction text aloud. Model a retell using your fingers, thinking aloud to include key details in order.

Have students turn and talk with a partner to practice retelling, using their fingers to guide their thinking. Prompt students to take turns, listen carefully, and add on or ask questions. Circulate to support and prompt for important details and sequence. Close by reinforcing that using the Five-Finger Retell helps readers remember and understand stories.

Blooms: Apply
Webb's DOK: 2
Suggestion*: Students can also read a familiar text on their own and post a retelling in Seesaw.*

Engaging Experience 24 (Writing):
Teaching Point: Today, I am going to teach you to write a personal narrative.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C, 2.L.1.A.h, 2.L.1.B, 2.L.1.B.c, 2.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to explain that writers think of a personal experience, make a simple sketch, and orally share their story before they write. Tell students that their sketch helps them get their idea ready so they can quickly turn it into words. Remind them to look at their sketch and say their idea aloud before writing.

  Model by thinking of an idea, sketching it quickly, and then orally rehearsing it. Then write a few sentences that match your idea, thinking aloud as you turn your sketch into words. Emphasize writing a complete sentence and adding details.

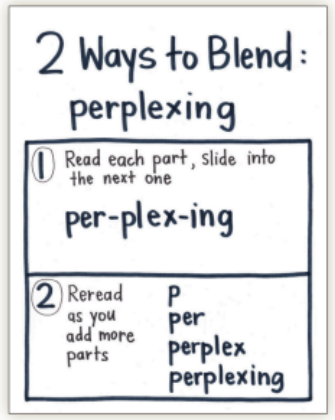
  Then, read aloud How I Spent My Summer Vacation and have students think of something they did over summer break, sketch it, tell it across their fingers, and write a few sentences or a paragraph to match their sketch. Encourage them to include details and use classroom resources to support spelling. Close by inviting a few students to share and reinforcing that writers can quickly turn their ideas into clear sentences.

Blooms: Apply
Webb's DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Blend Syllables to Decode Multisyllabic Words	Readers Make Connections	Writers Share Opinions to Respond to Reading
	Routine: *Turn and Talk: Connections* Protocol	

Engaging Experience 25 (Phonics and Word Study):
Teaching Point: Today, I am going to teach you that readers blend syllables together to read multisyllabic words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c
Detailed Description/Instructions:



- **One way to do this** is to gather students together and explain that after breaking a word into syllables, readers need to blend the parts smoothly to read the whole word.

  Model using a word like *fantastic*. Write and divide the word (*fan* | *tas* | *tic*). Show students how to read each part and slide into the next: *fan…tas…tic* → *fantastic*. Think aloud about keeping the sounds connected so the word flows.

  Then model a second strategy by starting with the first syllable and adding on one part at a time (successive blending): *fan* → *fantas* → *fantastic*. Explain that readers can reread and build the word step by step. Guide students to practice with additional words (*paper, sunset, rabbit, music*), having them:
  - read each syllable
  - slide the parts together
  - or build the word one syllable at a time

  Close by reinforcing that readers blend syllables smoothly and flexibly to figure out longer words.

Blooms: Apply
Webb's DOK: 1
Suggestion: *See Schoology for Lesson 3.28: Two Ways to Blend from The Reading Strategies Book 2.0 by Jennifer Serravallo.*

Engaging Experience 26 (Reading):
Teaching Point: Today, I am going to teach you that readers make connections to help them better understand what they have read.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to gather students and explain that readers think about how a text connects to their own lives, other books, or the world. Model making a connection from a familiar read aloud, thinking aloud to show how the connection deepens understanding.
  Read a portion of a text aloud. As students listen, have them jot a connection on a sticky note to capture their thinking. Introduce the *Turn and Talk: Connections* protocol:
  - **Partner A:** States their connection
  - **Partner B:** Asks for more information
  - **Partner A:** Explains and adds more detail

  Have students turn and talk, reminding them to take turns, listen carefully, and ask questions to build understanding. Circulate to support and prompt deeper thinking. Close by reinforcing that jotting connections and talking about them helps readers think more deeply about what they read.

Blooms: Analyze
Webb's DOK: 3
Suggestion*: The Turn and Talk: Connections protocol can be found in the Additional Resources - Speaking and Listening Protocols.*

Engaging Experience 27 (Writing):
Teaching Point: Today, I am going to teach you that writers give their opinions about stories.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.A, 2.L.1.A.h, 2.L.1.B, 2.L.1.B.c, 2.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to explain that after listening to a story, writers can share their thinking by telling their opinion. Tell students that an opinion is what you think or feel about something. After sharing a favorite read aloud, such as *Stand Tall Molly Lou Melon*, give students a moment to quietly think about the story and decide what their opinion of a character in the story is.

  Model by stating your opinion about the text (e.g., "I think the character was brave.") and then adding a reason (e.g., "because she stayed true to herself even others teased her."). Think aloud to show how your reasoning connects to the story.

  Then, have students turn and talk with a partner to share their opinion and a

reason. Listen in and support students in using sentence stems like "I think…" and "because…".

Next, have students write their opinion response, reminding them to include both their opinion and a reason. Encourage them to use classroom resources for spelling and to reread their writing to make sure it makes sense. Close by inviting a few students to share and reinforcing that writers can respond to texts by sharing their opinions and supporting them with reasons.

Blooms: Create
Webb's DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Readers Have an Attack Plan to Decode Unfamiliar Words	Readers Ask Questions	Writers Write to Teach Others
	Routine: *Student-Generated Questions* Protocol	

Engaging Experience 28 (Phonics and Word Study):
Teaching Point: Today, I am going to teach you that readers come up with an attack plan to decode unfamiliar words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Detailed Description/Instructions:

- **One way to do this** is to gather students together and introduce the idea that when readers come to a tricky word, they don't guess—they make an attack plan. Display the chart and explain the two strategies: "Will you figure it out left to right?" or "Will you look ahead for parts that will help you?"



  Model with a word such as *sunset*. Think aloud: "I'm going to go left to right—sun…set…sunset." Then model with a different word like *teacher*: "I see a part I know—teach—then I'll add -er…teacher." Emphasize that readers choose a strategy that helps the word make sense.

  Guide students in practicing with several words, prompting them to decide which plan to use before reading. Ask, "Will you go left to right, or look for parts you know?" Have students try the word, then explain their thinking. Close by encouraging students to be flexible—if one plan doesn't work, try another.

Blooms: Analyze
Webb's DOK: 1

Suggestion: *See Schoology for Lesson 3.27: Come Up with an Attack Plan from The Reading Strategies Book 2.0 by Jennifer Serravallo.*

<u>Engaging Experience 29 (Reading):</u>
Teaching Point: Today, I am going to teach you that readers ask questions before, during, and after reading to help them understand and think more deeply about a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to gather students and explain that good readers are always thinking and wondering as they read. Introduce that questions can be asked:
    - **Before** reading to get ready and make predictions
    - **During** reading to understand what is happening
    - **After** reading to think more deeply about the text

  Model by previewing a text and asking a question before reading, pausing during reading to ask a wondering, and then sharing a question after reading that shows deeper thinking.

  After reading a selection, guide students through the *Student-Generated Questions* protocol*:*
    - **Step 1: Develop a Question**
      Have students pause and reflect quietly to think of one question they have about the text.
    - **Step 2: Partner Share**
      Have students turn and share their questions with a partner.
    - **Step 3: Class Share and Document**
      Invite students to share questions with the class and record them, noting the type of thinking (e.g., meaning, vocabulary, author's purpose).
    - **Step 4: Choose and Discuss**
      Select one or two questions to discuss as a class, modeling how to think through possible answers using the text.

  Circulate and support students in asking meaningful questions. Close by reinforcing that asking questions before, during, and after reading helps readers stay engaged and understand texts more deeply.

Blooms: Apply
Webb's DOK: 3
Suggestion*: The Student-Generated Questions protocol can be found in the Additional Resources - Speaking and Listening Protocols.*

Engaging Experience 30 (Writing):

Teaching Point: Today, I am going to teach you that writers teach others by writing about a topic they know a lot about.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.2.B, 2.L.1.A.h, 2.L.1.B, 2.L.1.B.c, 2.L.1.B.d

Detailed Description/Instructions:

- **One way to do this** is to explain that writers are experts in many things, like games they play, hobbies, or things they do at home or school. Tell students that today they will write to teach someone about something they know well. Give students a moment to quietly think about a topic they are an expert on.

  Model by choosing a familiar topic (e.g., "how to play a game") and thinking aloud as you say what you would teach first, next, and last. Then quickly write a few sentences, showing how to include clear steps or information.

  Then, have students turn and talk with a partner to share their topic and rehearse what they will teach. Encourage them to say their ideas in order.

  Next, have students complete a quick write, teaching about their topic. Remind them to include clear information and topic-specific words. Support students with classroom resources as needed. Close by inviting a few students to share and reinforcing that writers can teach others by writing about what they know.

Blooms: Create

Webb's DOK: 3

Unit 1: Plants and Animals in Their Habitats

Subject: Reading - Writing - Foundational Skills
Grade: 2nd Grade
Name of Unit: Plants and Animals in Their Habitat
Length of Unit: 16 Days
Overview of Unit:
In this unit, students read informational science texts and fiction stories about the interrelationship of plants, animals, and habitats.

In Topic 1 (Week 1)
In Week 1, during phonics and word study, students will focus on short vowels, blends, and digraphs. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will ask questions and create mental images. They will also identify the main topic and key details, explain how images contribute to and clarify a text, recount stories and determine their central message, lesson, or moral, and describe the overall structure of a story. Vocabulary learning will focus on using context as a clue to determine word meaning. In writing, students will prepare to write an informative/explanatory essay by analyzing a mentor text. In grammar and language, students will study contractions and possessives and review sentence types.

In Topic 2 (Week 2)
In Week 2, during phonics and word study, students will focus on open and closed syllables. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. In reading, students will continue to work on asking questions and identifying the main topic and key details. They will explain how images contribute to and clarify a text and will compare and contrast the most important points in two texts on the same topic. Vocabulary learning will focus on using context as a clue to determine word meaning. In writing, students will begin an informative/explanatory essay by analyzing a prompt, finding facts, and organizing ideas. In grammar and language, students will study proper nouns and subjects and predicates.

In Topic 3 (Week 3)
In Week 3, during phonics and word study, students will focus on long /ā/ vowel teams. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. In reading, students create mental images as they read. They will continue to recount stories and determine their central message, lesson or moral and will describe the overall structure of a story. Vocabulary learning will continue to focus on using context as a clue to determine word meaning. In writing, students will write an informative/explanatory essay. They will draft, edit, and reflect on writing. In grammar and language, students will study irregular past-tense verbs.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 1 materials
- Preview the Unit 1 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Print Additional Word Study Resources: Build Automaticity and Connected Texts
- Preview mentor texts for reading and writing lessons
- Gather Knowledge-Building Library text sets and Dynamite Decodables

Essential Questions:

- How do living things get what they need to survive?

Enduring Understanding/Big Ideas:

- The world has many types of habitats, with different weather, seasons, animals, and plants.
- Living things have different features that help them meet their needs in their habitat.
- Reading about animal characters in literature can help us understand animals and their habitats.

Priority Standards for Unit:

- **2.R.1.A.c:** Ask questions and support answers with evidence from the text.
- **2.R.1.A.d, 2.SL.3.A.b:** Retell key details of texts read aloud and independently and determine its central message, lesson or moral.
- **2.R.1.B.a:** Use prefixes, base words, and suffixes to determine the meaning of words
- **2.R.1.B.c:** Use context to determine the meaning of words
- **2.R.1.B.h:** Use every day, academic, and topic-specific words when talking about reading and writing
- **2.R.2.A.a:** Describe the setting, problems, solutions, sequence of events (plot), and big ideas or moral lessons
- **2.R.3.A.a:** Use text features to locate specific information
- **2.R.3.C.a:** Explain main ideas and supporting details
- **2.RF.3.A.a**, **2.RF.3.A.c, 2.RF.3.A.h**: Decode unknown multisyllabic words
- **2.RF.3.A.i:** Read irregularly spelled high-frequency words
- **2.RF.4.A:** Read text with fluency, purpose, and for comprehension
- **2.W.1.B:** Appropriate to genre, develop a draft from prewriting
- **2.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **2.W.2.B:** Write informative/explanatory texts
- **2.W.3.A:** Apply research process to use information from a variety of sources
- **2.L.1.A.h:** Produce simple declarative, imperative, exclamatory, and interrogative sentence
- **2.L.1.B:** Use grade-level appropriate spelling
- **2.L.1.B.c, 2.L.1.B.d:** Uses grade-level appropriate capitalization and punctuation

Standard	Unwrapped Concepts (Students Need to Know)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
2.R.1.A.c	Ask questions and support answers with evidence from the text	Ask questions when something is the text is confusing or unclear Seek clarification from the teacher, peers, or the text itself (rereading, examining pictures and illustrations) Locate facts and key details and use those to answer questions correctly Support answers with evidence from the text.	3
2.R.1.A.d **2.SL.3.A.b**	Retell key details of texts read aloud and independently	Retell events in logical sequence (beginning, middle, and end) Include key details in the retell to confirm understanding of what was read or heard Determine the story's central message, lesson, or moral	2
2.R.1.B.a	Use prefixes, root words, and suffixes to determine the meaning of words	Develop an understanding of unknown vocabulary word in context Identify the root/base word and common prefixes and suffixes Determine the meaning of words using prefixes, root words, and/or suffixes Explain how a prefix or suffix can change the meaning of a root/base word	2
2.R.1.B.c	Using context to determine the meaning of a new word or multiple-meaning word in text	Use surrounding words, sentences, and text clues to determine meaning of an unfamiliar word Determine which meaning of a multiple meaning word fits the context Use picture clues and text details to support understanding of vocabulary	2
2.R.1.B. h	Use every day, academic, and topic-specific words	Use conversational words and phrases in speaking and in reading (e.g., C'mon, Hey,	3

		See ya) Use general academic words and phrases (e.g., describe, explain, sort) when talking about texts or learning tasks. Use domain-specific words and phrases (e.g., community, habitat, measure) when discussing content areas. Choose precise words to clearly express ideas and understanding.	
2.R.2.A.a	Describe the setting, problems, solutions, sequence of events (plot), and big ideas or moral lessons	Describe the setting using details from the text Identify and explain the problems characters face and describe the solution to the problem Retell or describe the sequence of events in correct order Identify the big idea, central message, or moral lesson the author wants the reader to learn Use evidence to support descriptions and explanations	3
2.R.3.A.a	Use text features to locate specific information	Use text features to locate information Use text features and details to make inferences and draw conclusions Explain how text features help understand information in the text	3
2.R.3.C.a	Explain main ideas and supporting details	Determine what the text is mostly about Identify the main idea of a nonfiction text or section that is directly instated or inferred from the text Locate supporting details and explain how details support the main idea.	3
2.RF.3.A.a **2.RF.3.A.c** **2.RF.3.A.h**	Decode unknown multisyllabic words	Break longer words into syllables to make them easier to read.	1

		Use knowledge of common syllable types (closed, open, CVCe, r-controlled, vowel teams) to determine vowel sounds. Apply phonics patterns and letter-sound relationships when reading each syllable. Blend the syllables together smoothly to read the entire word. Decode multisyllabic words that contain prefixes, suffixes, and roots. Use known spelling patterns and word parts to read unfamiliar longer words accurately.	
2.RF.3.A.i	Read irregularly spelled high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
2.RF.4.A	Read text with fluency, purpose, and for comprehension	Read with appropriate speed, accuracy, expression and phrasing Reread and use context to self-correct word recognition and understanding Adjust reading rate based on purpose Demonstrate comprehension through discussion, writing, or other responses	1
2.W.1.B	Appropriate to genre, develop a draft from prewriting	Sequence ideas into clear and coherent sentences Generate paragraphs into one main idea Create evidence of a beginning, middle, and end	3

		Address an appropriate audience	
2.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Strengthen writing as needed by revising: main idea, details, word choice, sentence construction, audience and voice Edit for language conventions	2
2.W.2.B	Write informative/explanatory texts	Introduce a topic or text being studied, using complete sentences Use facts and definitions to develop points in generating paragraphs Use specific words that are related to the topic and audience Use linking words and phrases to signal order Create a concluding sentence or paragraph	3
2.W.3.A	Apply research process to use information from a variety of sources	Gather evidence from available sources, literacy and informational Record basic information from literary and informational text in simple visual formats	2
2.L.1.A.h	Produce simple declarative, imperative, exclamatory, and interrogative sentence	Produce simple statements, commands, exclamations, and questions that are complete and clear Use correct ending punctuation for each sentence type	1
2.L.1.B	Use grade-level appropriate spelling	Use knowledge of phonics, syllable types, and word parts (prefixes, suffixes, roots) to spell words Spell regular and irregular plural nouns Apply spelling strategies when writing independently	1
2.L.1.B.c **2.L.1.B.d**	Uses grade-level appropriate capitalization and punctuation	Capitalize the first word of a sentence and proper nouns including people, places, days, months, and holidays Use correct ending punctuation Use apostrophes correctly in contractions	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 1 Weekly Assessment • Unit 1 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Survive Paddle Unique Shallow Took advantage of Domestic Presence	Habitats Burrow Nature Tropical Clinic

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine.

Week #1

Day 1

Phonics and Word Study	Reading	Writing
Short Vowels, Consonant Blends, Digraphs/Trigraphs	"Emperor Penguin Habitat" First Reading: Ask Questions to Learn About Animal Habitats	Write an Informative/Explanatory Essay: Read a mentor text

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to explore different habitats, or natural environments, and the animals and plants that live in these habitats.
Suggested Length of Time: 1 lesson
Standards Addressed: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 1 multimedia video. Use the Unit 1 Opener to introduce the essential question, *How do living things get what they need to survive?* Explain that we will read informational science texts and fiction stories about the interrelationships of plants, animals, and habits. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 2 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and build words with short vowels, consonant blends, and digraphs/trigraphs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.B, 2.RF.1.A.a, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice orally blending and segmenting CVC words. Introduce the short vowels /a/, /e/, /i/, /o/, /u/ and l-blends, r-blends, and s-blends using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Then model and practice how to blend and build words that use short vowels, consonant blends, and digraphs/trigraphs. Next, model for students how they can use a single syllable word to help them read a multisyllabic word. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high-frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of short vowels, consonant blends, and digraphs/trigraphs.*

Engaging Experience 3 (Reading):
Teaching Point: Today I am going to teach you to ask and answer questions before, during, and after reading to learn about animal habitats.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "Emperor Penguin Habitat." Help students recognize nonfiction text features as they preview the text, specifically pointing out the captions. Model asking questions before reading, as well as answering your questions and asking more questions during reading. Explain that readers can also ask text-dependent questions to clarify a word or idea in the text. Create an Ask Questions anchor chart and have students read the next section of the text to answer questions and generate their own questions.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 4 (Writing):
Teaching Point: Today I am going to teach you how to read and analyze an informative/explanatory essay.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to guide students in studying the mentor text, "Emperor Penguins in Antarctica" (Found in Unit 1 Additional Materials), to identify the features of strong informative writing. Read and analyze the prompt, model how to determine important information to include, and discuss how writers introduce topics, organize ideas, and support thinking with facts and details. Have students reread and discuss key details with partners while recording important observations on an anchor chart. Prepare students for independent writing by encouraging them to reread, annotate,

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Short Vowels, Consonant Blends, Digraphs/Trigraphs	"Emperor Penguin Habitat" Identify Main Topic and Key Details	Write an Informative/Explanatory Essay: Analyze Facts and Details From a Print Source
	Build Vocabulary: Use Sentence-Level Clues to Determine the Meaning of Words	

Engaging Experience 5 (Phonics and Word Study):

Teaching Point: Today I am going to teach you blend and build words with short vowels, consonant blends and digraphs/trigraphs

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.L.1.B, 2.RF.3.A.i

Detailed Description/Instructions:

- **One way to do this** is to model and practice orally blending and segmenting CVC words and contrast short and long vowel sounds. Then blend and build words that use short vowels, consonant blends, and digraphs/trigraphs. Next, guide students in reading connected text, "The Frogs and the Well," and applying their skills, as well as sorting words by short vowel patterns to notice spelling generalizations. Finally, use the Read, Spell, Write, Apply routine to review and practice this week's high frequency words.

Bloom's: Apply

DOK: 1

Engaging Experience 6 (Reading):

Teaching Point: Today I am going to teach you how to identify the main topic of a text and find key details that support the main topic.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.SL.3.A, 2.R.3.A.a, 2.R.3.C.a

Detailed Description/Instructions:

- **One way to do this** is to display "Emperor Penguin Habitat" and model identifying the main topic as you read the first paragraph. Think aloud about how the title and key sentences tell what the text is mostly about. Underline the details that support your thinking. Continue reading and model how to select key details that support the main topic. Record ideas in a Main Topic/Key Details Chart. Have partners use the *Turn and Talk: Because* protocol as they answer text evidence questions. Show students that key details add important information that helps readers understand the topic.

Bloom's: Apply

DOK: 3

Engaging Experience 7 (Reading):
Teaching Point: Today I am going to teach you to use sentence-level clues to determine the meaning of words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to introduce strategies readers can use to determine the meaning of unfamiliar words while reading. Model how to use context clues, synonyms, and antonyms within a sentence to clarify meaning and record examples on a context clues chart. Guide partners to reread sections of the text, identify unfamiliar words, and discuss the clues that support understanding.

Bloom's: Apply
DOK: 2

Engaging Experience 8 (Writing):
Teaching Point: Today I am going to teach you how to pull relevant facts from an informational text to support an informative essay.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.3.A, 2.W.2.B.b
Detailed Description/Instructions:

- **One way to do this** is to introduce the mentor prompt and explain that students will be gathering facts and details for an informative essay. Model by reading from "Emperor Penguin Habitat" while thinking aloud about which details directly address the prompt and adding useful information to the Note-Taking Chart to show how students will organize their ideas. Guide partners to continue taking notes on additional sections and discuss how strong readers stay focused on information that supports the writing task.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Short Vowels, Consonant Blends, Digraphs/Trigraphs	"Emperor Penguin Habitat" Explain How Images Contribute to Clarify a Text	"Emperor Penguin Habitat" Grammar in Context: Contractions and Possessives
	Begin the Knowledge Blueprint	Write an Informative/Explanatory Essay: Listen and View to Find Facts and Details

Engaging Experience 9 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with short vowels, consonant blends and digraphs/trigraphs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.B, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to reinforce short vowels /a/, /e/, /i/, /o/, /u/ and consonant blends and digraphs/trigraphs through decoding the connected text, "Meet Ranger Diaz." Model and support students as they blend decodable words and reread to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of sound spelling patterns. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 10 (Reading):
Teaching Point: Today I am going to teach you how to use text features to deepen your understanding of a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.3.A
Detailed Description/Instructions:

- **One way to do this** is to display the opening page of "Emperor Penguin Habitat" and model how the photograph, caption, and map each add important information to the text. Think aloud about how images provide additional details not directly stated in the text. Model how you jot notes about your thinking. Then have students work in pairs using the *Annotate, Pair, Share* protocol to discuss the images by answering text-evidence questions.

  Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Analyze
DOK: 3
Suggestion: *Consider having students record answers to the Build-Reflect-Write questions in a reader's notebook.*

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you to look for and analyze words with apostrophes.
Standards Addressed
Priority: 2.L.1.B.c
Detailed Description/Instructions:

- **One way to do this is to** explain that paying attention to an author's language helps readers better understand a text and become stronger writers. Model how to identify and analyze words with apostrophes in "Emperor Penguin Habitat" by determining whether

they are contractions or possessives. Think aloud about how contractions combine words and how possessives show ownership. Guide students to practice identifying and discussing examples with partners, explaining how the apostrophe is being used in each word.

Bloom's: Analyze
DOK: 1

Engaging Experience 12 (Writing):
Teaching Point: Today I am going to teach you to listen and view to find facts for an informative/explanatory essay.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.B, 2.W.3.A
Detailed Description/Instructions:

- **One way to do this** is to model how to use a Note-Taking Chart to gather information from a multimedia source. Think aloud while listening and viewing to identify important facts, details, and visual information, then record key ideas on the chart. Guide students to continue adding information to their Note-Taking Charts as they watch and listen, discussing the details they notice with partners and the class

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Short Vowels, Consonant Blends, Digraphs/Trigraphs	"Postcards from Alex" First Reading: Create Mental Images to Learn About Plant and Animal Habitats	Write an Informative/Explanatory Essay: Analyze the Author's Organization
	Recount Stories Add to the Knowledge Blueprint	

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to spell words with short vowels including consonant blends and digraphs/trigraphs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to reinforce short vowels /a/, /e/, /i/, /o/, /u/ and consonant blends

and digraphs/trigraphs through multisyllabic decoding and word analysis. Model how to break apart words using common endings such as -ing and blend syllables to read longer words. Then model and practice how to build and write words using short vowel patterns. Next, model for students how to use known words to decode unfamiliar words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to create mental images to learn about plant and animal habitats.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to teach new vocabulary for the selection. Then display "Postcards from Alex" and point out features of a postcard such as the salutation and signature. Model how readers create mental images using text descriptions and illustrations. Demonstrate how to combine details from the words and pictures to visualize characters, settings, and events in the story. Guide partners to reread, annotate, and discuss how mental images help readers better understand characters' feelings, actions, and experiences.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to use key details to recount events in the story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to use "Postcards from Alex" and to model how readers recount story events by identifying and sequencing key details from the beginning, middle, and end of a story. Demonstrate how to determine which events are most important, describe them in order, and explain how the events connect to the character's problem and solution. Guide partners to reread, annotate, and discuss how sequencing key events helps readers retell and better understand the story.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Understand
DOK: 2

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you to organize and plan an informative/essay.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.3.A
Detailed Description/Instructions:

- **One way to do this** is to model how to organize notes from multiple sources using a planning guide. Think aloud about how to group related ideas into an introduction, body paragraphs, and conclusion while selecting important details that support the topic. Guide students to reread portions of the mentor text, revisit notes, and identify how information is organized within each paragraph. Prepare students for independent writing by having them complete their own planning guides using evidence from their notes.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Postcards from Alex" Describe the overall structure of a story	Grammar: Produce Complete Simple Sentences: Sentence Types
	Build Knowledge: *Plants and Animals in Their Habitats* - Discuss the Knowledge Blueprint	

Engaging Experience 17 (Phonics and Word Study):
Teaching Point: Today we are going to review words with short vowels, consonant blends and digraphs/trigraphs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A.h, 2.RF.3.A.a, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to review and assess short vowels /a/, /e/, /i/, /o/, /u/ and consonant blends and digraphs/trigraphs through fluency, word building, and spelling. Model and provide practice blending and building words that use short vowels and blends. Then review multisyllabic words by modeling how to read words with common endings such as -ing. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 18 (Reading):
Teaching Point: Today I am going to teach you to describe the overall structure of a story.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.h, 2.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to guide students in analyzing the overall structure of "Postcards from Alex" by identifying the beginning, middle, and end. Model how to describe the setting, characters, problem, key events, and solution while thinking aloud about how each part contributes to the story structure. Have partners continue reading and discussing how events connect across the story and support the resolution of the problem.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Plants and Animals in Their Habitats* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 19 (Grammar):
Teaching Point: Today I am going to teach you how to write complete simple sentences using the four sentence types.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.L.1.a.h

Detailed Description/Instructions:

- **One way to do this** is to display examples of each of the four sentence types and explain the structure and purpose of each one. Create a "4 Kinds of Sentence" anchor chart. Ask partners to generate four simple sentences using vocabulary from the week's reading. Then have students compose a quick write that incorporates all four sentence types.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Phonics and Word Study	Reading	Writing
Closed and Open Syllables	"Habitats Around the World" First Reading: Ask Questions to Learn About Plant and Animal Habitats	Write an Informative/Explanatory Essay: Read and Analyze the Text-Based Prompt

Engaging Experience 20 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and build words with closed and open syllables.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice orally blending and segmenting CVC words. Introduce closed and open syllables using the Sound-Spelling Cards. Model the articulatory gestures and provide example words to distinguish between closed syllables with short vowel sounds and open syllables with long vowel sounds. Then model and practice how to blend and build words with closed and open syllables, including combining syllables to form multisyllabic words. Next, model for students how to divide and read multisyllabic words using syllable types and patterns. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of closed and open syllables.*

Engaging Experience 21 (Reading):
Teaching Point: Today I am going to teach you to ask and answer questions before, during, and after reading to learn about plant and animal habitats.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.1.B.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "Habitats Around the World." Help students recognize nonfiction text features as they preview the text. Display the Ask Questions anchor chart. Model asking questions before reading, as well as answering your questions and asking more questions during reading. Think aloud about how questioning supports

understanding while reading. Then have students continue reading, recording their own questions and answers, and discussing their thinking with partners and the class.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 22 (Writing):
Teaching Point: Today I am going to teach you to read and analyze a writing prompt.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B
Detailed Description/Instructions:

- **One way to do this** is to review the features of informative/explanatory writing and guide students in analyzing a new writing prompt. Model how to determine the topic, identify the sources that will provide information, and think about the facts and details needed to respond to the prompt. Review the writing checklist and connect it to the qualities of strong informative writing. Ask students to explain the steps they will take to write an informative/explanatory essay.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Closed and Open Syllables	"Habitats Around the World" Identify Main Topic and Key Details	Write an Informative/Explanatory Essay: Find Facts and Details in a Print Source
	Build Vocabulary: Use Sentence-Level Context Clues to Determine Word Meaning	

Engaging Experience 23 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with closed and open syllables.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice orally blending and segmenting

multisyllabic words by syllable. Then model and practice how to blend and build words with closed and open syllables, including words with three letter blends. Next, guide students in reading the connected text, “A Venus Flytrap,” and applying their understanding of syllable types through sorting and word analysis. Finally, use the Read, Spell, Write, Apply routine to review and practice this week’s high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 24 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic and key details.
Standards Addressed

Priority: 2.R.3.A.a, 2.R.3.C.a

Detailed Description/Instructions:

- **One way to do this** is to display “Habitats Around the World" and model how to use the title, headings, and key details to determine what the text is mostly about and what each paragraph explains. Record thinking on a Main Topic/Key Details Chart to organize important information from the text. Have students reread sections of the text, underline important details, and discuss the focus of each paragraph with partners.

Bloom's: Apply
DOK: 3

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to use sentence-level clues to determine the meaning of a word.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.c

Detailed Description/Instructions:

- **One way to do this** is to remind students that readers can use strategies to determine the meaning of unfamiliar words and deepen understanding of a text. Model how to use context clues and multiple-meaning words to clarify meaning while reading aloud. Think aloud about how the context of a paragraph supports understanding of unfamiliar vocabulary. Then guide partners to continue reading and use context clues to define additional unfamiliar words.

Bloom's: Apply
DOK: 2

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you to find facts and details in a print source.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display the student writing prompt and model how to reread “Habitats Around the World” and model how to gather relevant facts and details from a

print source using a Note-Taking Chart. Think aloud about which information connects to the writing prompt and record important facts, details, and domain-specific words on the chart. Guide partners to continue reading and adding relevant information to their Note-Taking Charts while focusing on details that support the writing task.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Closed and Open Syllables	"Habitats Around the World" Close Reading: Recount Key Details and Explain How They Support the Main Topic	"Habitats Around the World" Language in Context: Capitalize Geographic Names
		Write an Informative/Explanatory Essay: Listen and View to Find Facts and Details

Engaging Experience 27 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with closed and open syllables.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to reinforce closed and open syllables through decoding the connected text, "Bats, Bats, Bats!" Model and support students as they blend decodable words and reread to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of closed and open syllable patterns. Next, model and practice building and reading words by combining syllables. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 28 (Reading):
Teaching Point: Today I am going to teach you how to recount key details to explain how they support the main topic of a text.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.3.A.a, 2.R.3.C.a

Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading question before modeling how to answer it. Model how to answer questions by identifying the focus of a section and explaining how key details connect to the main topic of the text. Think aloud about how headings, paragraphs, and important details help determine the focus of a section. Annotate or note important details from the text. Students will then work in groups to find the main focus and key details for additional sections of the text.

  Students will then answer Build-Reflect-Write question #1.

Bloom's: Analyze

DOK: 3

Suggestion*: This is one of your students' first Close Reading experiences of the year, so make sure to spell out your expectations for their Close Reading conversations.*

<u>Engaging Experience 29 (Grammar):</u>

Teaching Point: Today I am going to teach you to identify proper nouns in a text.

Standards Addressed

Priority: 2.L.1.B.d

Detailed Description/Instructions:

- **One way to do this** is to explain that proper nouns name specific people, places, or things and begin with capital letters. Model how to identify proper nouns in sentences and think aloud about why certain words are capitalized while others are not. Guide students in discussing how geographic names are proper nouns and how common nouns are only capitalized when they begin a sentence.

Bloom's: Apply

DOK: 1

<u>Engaging Experience 30 (Writing):</u>

Teaching Point: Today I am going to teach you to listen and view to find facts and details.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.2.B.b, 2.W.3.A

Detailed Description/Instructions:

- **One way to do this** is to model how to use a Note-Taking Chart to gather information from a multimedia source. Listen and view attentively, focusing on both visual details and the narrator's words. Think aloud about which information connects to the writing prompt, then record important facts and details on the chart. Guide students to continue watching, listening, and adding relevant information to their Note-Taking Charts to support their writing.

Bloom's: Analyze

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Closed and Open Syllables	"Habitats Around the World" Close Reading: Explain How Images Contribute to and Clarify a Text Add to the Knowledge Blueprint	Write an Informative/Explanatory Essay: Organize Your Ideas

Engaging Experience 31 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with closed and open syllables.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to reinforce closed and open syllables through multisyllabic decoding. Model how to divide and blend words with closed and open syllables. Then model and practice how to build and write multisyllabic words using known syllable patterns. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 32 (Reading):
Teaching Point: Today I am going to teach you how to use photographs and maps to deepen your understanding of a text by noticing the key facts and ideas they show and explaining how these images help clarify and build your knowledge.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that readers pay attention to images (photographs and maps) in a text because they give information that the text may not have. Display "Habitats Around the World" and the Close Reading question. Model how to answer close reading questions by rereading the text, examining visuals, and annotating details that help expand understanding beyond the written words. Then have students work in pairs to discuss and answer another Close Reading question.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 33 (Writing):
Teaching Point: Today I am going to teach you how to organize your notes and ideas for an informative/explanatory essay.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to model how to organize notes from multiple sources using an Informative/Explanatory Essay Planning Guide. Think aloud about how to sort notes into related categories, group similar facts and details together, and transfer those groups into a planning organizer that includes an introduction, body paragraphs in logical order, and a clear conclusion. Guide partners to use their Note-Taking Charts to sort and add related information to their own planning guides.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	Close Reading: Compare and Compare and Contrast Key Points in Two Texts on the Same Topic	Grammar: Produce Complete Simple Sentences: Subjects & Predicates
	Build Knowledge: *Plants and Animals in Their Habitats* - Discuss the Knowledge Blueprint	

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today we are going to review words with closed and open syllables.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to review and assess closed and open syllables through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with closed and open syllables. Then review multisyllabic words by modeling how to divide and blend syllables. Finally, provide review and practice of this

week's high frequency words and assess students' accuracy and fluency in reading connected text.

Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to compare and contrast key points from two texts on the same topic.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to explain to students that one important goal of reading is to build knowledge and connect information from one text to information from another. Display "Habitats Around the World" and read the Close Reading question. Model how to reread closely, gather evidence from multiple texts, and compare and contrast information to answer the question. Think aloud while identifying important details from each text, underlining evidence, and explaining how the information is similar and different across the selections. Students will work in pairs to answer an additional close reading question.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Plants and Animals in Their Habitats* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 36 (Grammar):
Teaching Point: Today I am going to teach you how to identify subjects and predicates to write complete simple sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to model how to identify the complete subject and complete predicate in a sentence and explain how both parts work together to form a complete sentence. Think aloud while identifying who or what the sentence is about and what the subject does. Then guide partners to complete sentences by adding appropriate subjects or predicates and share their responses with the class.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Phonics and Word Study	Reading	Writing
Long /ā/ Vowel Teams (a, ai, ea, ay, a_e)	"Filiberto in the Valley" First Reading: Create Mental Images About Plant and Animal Habitats	Write an Informative/Explanatory Essay: Introduce Your Topic

Engaging Experience 37 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and build words with long /ā/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice orally blending and segmenting words with initial blends. Introduce long /ā/ vowel teams using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Next, support students in blending and building words with long /ā/ vowel teams and transitioning to multisyllabic words by recognizing familiar word parts. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of long /ā/ vowel teams.*

Engaging Experience 38 (Reading):
Teaching Point: Today I am going to teach you to create mental images about plant and animal habitats.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "Filiberto in the Valley." Model how readers create mental images while reading. Think aloud about how visualizing characters, settings, and events helps readers connect to the text and better understand what they read. Use the

Annotate, Pair, Share protocol to have partners discuss and share the mental image they created using the author's description and illustrations.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 39 (Writing):
Teaching Point: Today I am going to teach you how to introduce the topic of an informative/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to model how to write an introductory paragraph by explaining how writers introduce the topic, provide important background information, and engage the reader's interest. Think aloud while analyzing an example introduction and explaining how details and examples prepare the reader for the essay. Have partners orally rehearse ideas for their own introductions before discussing their thinking with the class and preparing for independent writing.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Long /ā/ Vowel Teams (a, ai, ea, ay, a_e)	"Filiberto in the Valley" Close Reading: Use Context Glues to Determine the Meaning of Words and Phrases	"Filiberto in the Valley" Grammar in Context: Irregular Past Tense Verbs
		Write an Informative/Explanatory Essay: Develop Your Points and Include a Conclusion

Engaging Experience 40 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with long /ā/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.i, 2.L.1.B

Detailed Description/Instructions:

- **One way to do this** is to model and practice deleting initial sounds in blends. Then model and provide practice for building and reading words with long /ā/ vowel teams. Next, guide students in reading the connected text, "Rain, Rain, Go Away!" and sorting words by long /ā/ vowel teams spelling patterns to notice spelling generalizations. Finally, provide review and practice of this week's high frequency words.

Bloom's: Analyze
DOK: 3

<u>Engaging Experience 41 (Reading):</u>
Teaching Point: Today I am going to teach you to use sentence-context as a clue to the meaning of a word or phrase.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.c

Detailed Description/Instructions:

- **One way to do this** is to display "Filiberto in the Valley" and guide partners in closely rereading the text to use context clues and text evidence to deepen understanding of Filiberto. Model how to think about the meaning of the phrase in the Close Reading questions and explain how it helps readers better understand the character's actions and traits. Have partners annotate the text, discuss their thinking, and work together to develop a response supported with evidence from the text.

  Students will answer Build-Write-Reflect question #2.

Bloom's: Analyze
DOK: 2

<u>Engaging Experience 42 (Grammar):</u>
Teaching Point: Today I am going to teach you how to identify irregular past tense verbs.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to review how past tense verbs describe actions that already happened and explain that irregular past tense verbs do not follow the usual -ed spelling pattern. Model how to identify irregular past tense verbs in sentences from "Filiberto in the Valley" and think aloud about how the verb changes from present tense to past tense. Have partners reread sentences from the text, identify additional irregular past tense verbs, and determine each verb's present tense form.

Bloom's: Apply
DOK: 1

Engaging Experience 43 (Writing):
Teaching Point: Today I am going to teach you how to develop your ideas and write a conclusion for an informative/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A.
Detailed Description/Instructions:

- **One way to do this** is to model how writers develop informative/explanatory essays by referencing a mentor text to add details, explanations, and definitions that make ideas clearer and more cohesive for the reader. Think aloud while revising a body paragraph to include more specific information gathered from notes and sources. Model how to write a strong conclusion by summing up ideas. Have partners add details by consulting their notes and planning guides before they continue drafting.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Long /ā/ Vowel Teams (a, ai, ea, ay, a_e)	"Filiberto in the Valley" Close Reading: Recount Stories Add to the Knowledge Blueprint	Write an Informative/Explanatory Essay: Edit to Correct Fragments and Produce Complete Simple Sentences

Engaging Experience 44 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with long /ā/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to reinforce the long /ā/ vowel teams through decoding the connected text, "My Desert Blog." Model and support students as they blend decodable and multisyllabic words and reread to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of long /ā/ vowel teams. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 45 (Reading):
Teaching Point: Today I am going to teach you recount stories by retelling key events in sequential order.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d
Detailed Description/Instructions:

- **One way to do this** is to use "Filiberto in the Valley" and to model how readers recount story events using key details and text evidence. Demonstrate how to identify important events in the story, retell them in order, and use evidence from the text to explain ideas about the setting and events. Guide partners to reread, annotate, and discuss how recounting key events helps readers deepen their understanding of the story.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 2

Engaging Experience 46 (Writing):
Teaching Point: Today I am going to teach you how to edit to correct fragments and produce complete simple sentences in an informative/explanatory text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A.h, 2.W.1.C
Detailed Description/Instructions:

- **One way to do this** is to display a draft paragraph and model how to identify sentence fragments by checking for a subject and predicate, then revise the fragments into complete simple sentences. During independent writing time, remind students to continue drafting and revising their essays by checking for complete sentences, cohesive paragraphs, and correct use of grammar and conventions using the Informative/Explanatory Essay Writing Checklist.

Bloom's: Understand
DOK: 2
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Long /ā/ Vowel Teams (a, ai, ea, ay, a_e)	"Filiberto in the Valley" Close Reading: Determine the Overall Structure of a Story	Write an Informative/Explanatory Essay: Edit to Check Capitalization, Punctuation, and Spelling

	Build Knowledge: *Plants and Animals in Their Habitats* - Discuss the Knowledge Blueprint	

Engaging Experience 47 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell multisyllabic words with long /ā/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to reinforce the long /ā/ vowel teams through multisyllabic decoding. Model how to divide and blend words with vowel teams and common endings. Then model and practice how to build and write multisyllabic words with long /ā/ vowel teams. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 48 (Reading):
Teaching Point: Today I am going to teach you to determine the overall structure of a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.R.1.B.a, 2.R.1.B.h, 2.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to review how the beginning introduces the story and the ending concludes it. Display "Filiberto in the Valley" and discuss the Close Reading question. Guide partners in closely rereading the text to identify the events that occur in the middle of the story and explain how those events contribute to the overall story structure. Model how readers ask questions and look for clues in the text to determine how events connect and support understanding of the story structure. Have partners discuss and develop responses together, using evidence from the text to support their thinking

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Plants and Animals in Their Habitats* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 49 (Writing):
Teaching Point: Today I am going to teach you how to edit your informative/explanatory essay.
Suggested Length of Time: 1 lesson
Standards Addressed:
Priority: 2.W.1.C, 2.L.1.B, 2.L.1.B.c, 2.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display a draft paragraph and model how to reread it carefully and think aloud as you check for correct capitalization, punctuation, and spelling. Highlight errors and demonstrate how to fix them. Then guide students in editing their own informative/explanatory essays using the Informative/Explanatory Essay Writing Checklist.

Bloom's: Apply
DOK: 1
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"The Bat" Introduce the Genre: Poetry	Write an Informative/Explanatory Essay: Evaluate and Reflect on Writing

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review words with long /ā/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to review and assess the long /ā/ vowel teams through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with long /ā/ vowel teams. Then review multisyllabic words by modeling how vowel teams remain in the same syllable when reading and writing multisyllabic words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you about the poetry genre.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.a, 2.R.1.B.h, 2.SL.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to introduce "The Bat" and guide students in exploring how poetry differs from fiction and informational text. Model how to identify poetic features such as stanzas, rhyme, rhythm, and couplets while thinking aloud about how these elements create mood and meaning in the poem. Create a Features of Poetry anchor chart with students as you analyze the poem together. Have partners reread a stanza, discuss the poetic features they notice, and explain how those features contribute to the mood of the poem before sharing their thinking with the class.

Bloom's: Analyze
DOK: 3

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you to evaluate and reflect on your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display the Informative/Explanatory Essay Writing Rubric and model how to use the rubric by rereading your writing and analyzing specific criteria such as organization, facts and details, and complete sentences. Think aloud while explaining how evidence from the writing supports a score for each criterion. Have students evaluate one area of their own writing, identify examples that support their score, and continue independently using the rubric to reflect on and assess their final draft.

Bloom's: Evaluate
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about different habitats, or natural environments, and the animals and plants that live in these habitats.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See *Weekly and Unit Assessment Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 1 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.

Bloom's: Apply
DOK: 3
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 2 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task
Detailed Description/Instructions:
Students will create a postcard that shows and describes a specific habitat. They will draw and label the habitat, include details about the plants, animals, and weather, and write information about how living things survive there. Students will also discuss their ideas with peers and reflect on what they learned about habitats and survival.

Unit 2: Characters Facing Challenges

Subject: Reading - Writing - Foundational Skills
Grade: 2nd Grade
Name of Unit: Characters Facing Challenges
Length of Unit: 16 Days
Overview of Unit:
In this unit, students read stories in a range of genres including fable, fairy tale, and realistic fiction in which characters must confront and overcome a problem.

In Topic 1 (Week 1)
In Week 1, during phonics and word study, students will focus on long /ō/ vowel teams. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will work on drawing inferences, recounting stories, and determining the central message. Students will also make connections, describe how characters respond to events and challenges, and use illustration to understand characters, setting, and plot. Vocabulary learning will focus on distinguishing shades of meaning among related verbs. In writing students will be writing opinion essays from a text-based prompt. In grammar and language, students will study adjectives and adverbs and singular, plural, and irregular plural nouns.

In Topic 2 (Week 2)
In Week 2, during phonics and word study, students will focus on long /ē/ vowel teams. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will work on drawing inferences about characters. They will recount stories, determine the central message, and describe how characters respond to major events and challenges. Students will also use illustrations and words to demonstrate understanding of characters, setting, and plot. Vocabulary learning will focus on distinguishing shades of meaning among related verbs. In writing, students will begin writing opinion essays by analyzing a prompt, developing an opinion and reasons, and organizing their piece. In grammar and language, students will study irregular plural nouns and collective nouns.

In Topic 3 (Week 3)
In Week 3, during phonics and word study, students will focus on long /ī/ vowel teams. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will make connections, determine the central message, and compare and contrast how characters respond to major events and challenges. They will also build understanding of figurative language. Vocabulary learning will focus on distinguishing shades of meaning among related verbs. In writing, students will be writing opinion essays from a text-based prompt. In grammar and language, students will study reflexive pronouns.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 2 materials
- Preview the Unit 2 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Print Additional Word Study Resources: Build Automaticity and Connected Texts
- Preview mentor texts for reading and writing lessons
- Gather Knowledge-Building Library text sets and Dynamite Decodables

Essential Questions:

- What can we learn when we face problems?

Enduring Understanding/Big Ideas:

- All stories, whether traditional or modern, have characters who face problems.
- Characters in stories face problems caused by internal and external challenges.
- Readers can build knowledge about solving problems in the real world by looking at how characters face challenges in stories.

Priority Standards for Unit:

- **2.R.1.A.d, 2.SL.3.A.b:** Retell key details of texts read aloud and independently and determine its central message, lesson or moral.
- **2.R.1.B.h:** Use every day, academic, and topic-specific words when talking about reading and writing
- **2.R.2.A.a:** Describe the setting, problems, solutions, sequence of events (plot), and big ideas or moral lessons
- **2.R.2.A.b:** Describe main characters in works of fiction, including other traits, motivations, and feelings
- **2.R.2.A.d:** Describe cause and effect relationships
- **2.RF.3.A.a**, **2.RF.3.A.c, 2.RF.3.A.h**: Decode unknown multisyllabic words
- **2.RF.3.A.i:** Read irregularly spelled high-frequency words
- **2.RF.4.A:** Read text with fluency, purpose, and for comprehension
- **2.W.1.B:** Appropriate to genre, develop a draft from prewriting
- **2.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **2.W.2.A:** Write opinion texts
- **2.L.1.A.h:** Produce simple declarative, imperative, exclamatory, and interrogative sentence
- **2.L.1.B:** Use grade-level appropriate spelling
- **2.L.1.B.c, 2.L.1.B.d:** Uses grade-level appropriate capitalization and punctuation

Standard	Unwrapped Concepts (Students Need to Know)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
2.R.1.A.d 2.SL.3.A.b	Retells key details of texts read aloud and independently	Retell a story's beginning, middle, and end Include key details in the retell to confirm understanding of what was read or heard Determine the story's central message, lesson, or moral	2
2.R.1.B. h	Use every day, academic, and topic-specific words	Use conversational words and phrases in speaking and in reading (e.g., C'mon, Hey, See ya) Use general academic words and phrases (e.g., describe, explain, sort) when talking about texts or learning tasks. Use domain-specific words and phrases (e.g., community, habitat, measure) when discussing content areas. Choose precise words to clearly express ideas and understanding.	3
2.R.2.A.a	Describe the setting, problems, solutions, sequence of events (plot), and big ideas or moral lessons	Describe the setting using details from the text Identify and explain the problems characters face and describe the solution to the problem Retell or describe the sequence of events in correct order Identify the big idea, central message, or moral lesson the author wants the reader to learn Use evidence to support descriptions and explanations	3
2.R.2.A.b	Describe main characters in works of fiction, including other traits, motivations,and feelings	Identify and explain the traits of characters (physical, emotional, and behavioral) Explain motivations behind a character's actions	3

		Discuss how characters' feelings influence their decisions and interactions	
2.R.2.A.d	Describe cause-and-effect relationships	Identify the cause and effect relationships in texts they read or hear Explain how one event leads to another Use specific examples from the text, illustrations or text features to describe relationships between actions and outcomes	3
2.RF.3.A.a **2.RF.3.A.c** **2.RF.3.A.h**	Decode multisyllabic words	Break longer words into syllables to make them easier to read. Use knowledge of common syllable types (closed, open, CVCe, r-controlled, vowel teams) to determine vowel sounds. Apply phonics patterns and letter-sound relationships when reading each syllable. Blend the syllables together smoothly to read the entire word. Decode multisyllabic words that contain prefixes, suffixes, and roots. Use known spelling patterns and word parts to read unfamiliar longer words accurately.	1
2.RF.3.A.i	Read irregularly spelled high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
2.W.1.B	Appropriate to genre, develop a draft from prewriting	Sequence ideas into clear and coherent sentences Generate paragraphs with one main idea	3

		Create evidence of a beginning, middle, and end Address an appropriate audience	
2.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Strengthen writing as needed by revising: main idea, details, word choice, sentence construction, audience and voice Edit for language conventions	2
2.W.2.A	Write opinion texts	Introduce a topic or text being studied using complete sentences State an opinion about the topic and provide reasons for the opinion Use specific words that are related to the topic and audience Use linking/transition words and phrases to signal order Provide evidence of a beginning, middle, and concluding statement or section	3
2.W.3.A	Apply research process to use information from a variety of sources	Gather evidence from available sources, literacy and informational Record basic information from literary and informational text in simple visual formats	2
2.L.1.A.h	Produce simple declarative, imperative, exclamatory, and interrogative sentence	Produce simple statements, commands, exclamations, and questions that are complete and clear Use correct ending punctuation for each sentence type	1
2.L.1.B	Use grade-level appropriate spelling	Use knowledge of phonics, syllable types, and word parts (prefixes, suffixes, roots) to spell words Spell regular and irregular plural nouns Spell high frequency words accurately in writing	1
2.L.1.B.c **2.L.1.B.d**	Uses grade-level appropriate capitalization and punctuation	Capitalize the first word of a sentence and proper nouns including people, places, days, months, and holidays	1

		Use correct ending punctuation Use apostrophes correctly in contractions	

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 2 Weekly Assessments • Unit 2 Assessment • Narrative Performance Task

Unit Vocabulary:

General Academic Cross-Curricular Words **(***Words that are used across many subjects to help student understand and express ideas***)**	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Jealous Foolish Dash Crept Hardworking Announced Exclaimed Clumsy Graceful Generous accurate	Disqualification

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):

Teaching Point: For the next three weeks, we are going to explore the different types of challenges characters face and how they overcome these challenges.

Suggested Length of Time: 1 lesson

Standards Addressed: 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to view the Unit 2 multimedia video. Use the Unit 2 Opener to introduce the essential question, *What can we learn from the problems we face?* Explain that as we will read stories in a range of genres including fable, fairy tale, and realistic fiction, in which characters must confront and overcome a problem. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Apply

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Phonics and Word Study	Reading	Writing
Long /ō/ Vowel Teams (oa, o, oe, ow, o_e)	"The Foolish Milkmaid" First Reading: Draw Inferences About How Characters Face Challenges	Write an Opinion Essay: Read a Mentor Text

Engaging Experience 2 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to identify, blend, and build words with long /ō/ vowel teams.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.i

Detailed Description/Instructions:

- **One way to do this** is to model and practice blending and segmenting words with final blends. Introduce long /ō/ vowel teams using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Next, support students in blending and building words with long /ō/ vowel teams and transitioning to multisyllabic and compound words by recognizing familiar word parts. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of long /ō/ vowel teams.*

<u>Engaging Experience 3 (Reading):</u>
Teaching Point: Today I am going to teach you how to use illustrations and text evidence to draw inferences about how characters face challenges.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h, 2.R.2.A.a, 2.R.2.A.b, 2.R.2.A.d
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "The Foolish Milkmaid." Help students recognize the text features as they preview the text, specifically pointing out the title, author's name, and illustrations. Read and think aloud as you model how to infer the main character's motivations using her traits, feelings, and author illustrations. Continue to model using a Draw Inferences Anchor Chart that students can reference as they draw inferences about the character's feelings.

Bloom's: Analyze
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 4 (Writing):</u>
Teaching Point: Today I am going to teach you how to read a mentor opinion essay and identify the author's opinion and the reasons used to support it.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to analyze the mentor opinion essay, "A Silly Showoff" (Found in Unit 2 Additional Materials), to identify the key features of opinion writing. Students will examine how an author clearly introduces a topic, states an opinion, supports ideas with reasons and evidence from a text, and concludes the essay. Through modeling, discussion, and collaborative rereading, students will identify how supporting details strengthen an author's opinion and organize their thinking about effective opinion writing.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Long /ō/ Vowel Teams (oa, o, oe, ow, o_e)	"The Foolish Milkmaid" Recount Stories	Write an Opinion Essay: Find Text Evidence to Analyze Character
	The Foolish Milkmaid Build Vocabulary: Distinguish Shades of Meaning Among Related Verbs	

Engaging Experience 5 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with long /ō/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.c, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice blending and segmenting final sounds in blends. Then model and provide practice for building and reading words with long /ō/ vowel teams to strengthen phonics skills. Next, guide students in reading the connected text, "Lion and Mouse" and sorting words by long /ō/ vowel teams to notice spelling generalizations. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 6 (Reading):
Teaching Point: Today I am going to teach you how to use key details to recount events in the story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.SL.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to display "The Foolish Milkmaid" and review how we recount stories by including the key, important details. Review *sequence* as the order in which events happen. Model how to retell the sequence of events by using signal words like *First*, *Next*, *Last* to transition students between the key details in the text. Pose text evidence questions to help students recount key events and details in the text. Then students will recount key details in a text of their own choosing.

Bloom's: Understand
DOK: 2

Engaging Experience 7 (Reading):
Teaching Point: Today I am going to teach you to distinguish shades of meaning among related verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Supporting: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to revisit "The Foolish Milkmaid" and look closely at the verbs the author uses. Explain how authors use word relationships and shades of meaning to help readers better understand characters' actions, thoughts, and feelings within a story. Model how to compare related verbs, discuss subtle differences in meaning, and explain how an author's precise language choices add detail and depth to a text. Guide partners to reread and annotate sections of the text to identify related verbs and discuss their shades of meaning.

Bloom's: Recall
DOK: 1
Suggestion*: Consider briefly reviewing what a verb is at the start of the lesson so students can activate prior knowledge and more easily identify verbs during the activity.*

Engaging Experience 8 (Writing):
Teaching Point: Today I am going to teach you how to find text evidence about a character and use it to form and support an opinion in your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to explain that readers analyze a character's actions, thoughts, words, and feelings to form and support an opinion. Model how to reread "The Foolish Milkmaid," record evidence, and draw inferences about the character's traits and motivations. Guide students to connect text evidence to their thinking and discuss how these details can support reasons in an opinion essay.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Long /ō/ Vowel Teams (oa, o, oe, ow, o_e)	"The Foolish Milkmaid" Determine the Central Message	"The Foolish Milkmaid" Grammar in Context: Adjectives and Adverbs

	Begin the Knowledge Blueprint	Write an Opinion Essay: Use Text Evidence to Form an Opinion

Engaging Experience 9 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with long /ō/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.c, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce long /ō/ vowel teams through decoding the connected text, "King Midas." Model and support students as they blend decodable words and reread text to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of long /ō/ vowel teams. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 10 (Reading):
Teaching Point: Today I am going to teach you to determine the central message of a fable.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display "The Foolish Milkmaid" and model how readers identify key details and clues in a story to determine the central message. Explain that the central message is often not directly stated and readers must use evidence from the text to infer meaning. Record important story details and what readers learn from those details on a Central Message Chart, then guide partners to use the evidence to infer a possible central message supported by the text. Continue using text-dependent questions and discussion to help students explain how characters' actions, choices, and consequences contribute to the overall message of the story.

  Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Analyze
DOK: 3

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you how to analyze how adjectives and adverbs are used to describe characters.
Suggested Length of Time: 1 lesson
Standards Addressed
Supporting: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to use “The Foolish Milkmaid" to model how authors use adjectives and adverbs to describe characters, actions, and events. Explain that adjectives and adverbs add detail and meaning to a text, and model how to identify and annotate these describing words in sentences. Guide partners to analyze additional sentences, identify adjectives and adverbs, and discuss how the author’s word choices strengthen descriptions.

Bloom's: Analyze
DOK: 1

Engaging Experience 12 (Writing):
Teaching Point: Today I am going to teach you to use text evidence to form an opinion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to use the notes and evidence gathered from “The Foolish Milkmaid” to model how readers form opinions about a character. Demonstrate how a character’s thoughts, actions, and choices can lead readers to develop opinions supported by evidence from the text. Guide students to discuss and form their own opinions using details from their notes and reinforce that opinions may differ as long as they are supported with evidence from the story.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Long /ō/ Vowel Teams (oa, o, oe, ow, o_e)	“The Daydreaming Sprinter” First Reading: Make Connections to Learn About How Characters Face Challenges	Write an Opinion Essay: Analyze the Author’s Concluding Statement
	Describe How Characters Respond to Major Events and Challenges	

	Add to the Knowledge Blueprint	

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with long /ō/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce the long /ō/ vowel teams through multisyllabic decoding. Model how to divide and blend words with vowel teams and common endings. Then model and practice how to build and write multisyllabic words with long /ō/ vowel teams. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to make connections to learn about how characters face challenges.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h, 2.R.2.A.a, 2.R.2.A.b, 2.R.2.A.d
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "The Daydreaming Sprinter." Explain how you can make connections to a text you've read, your own experiences, or different things you've learned about the world, which can help you relate to characters and events in a story. Model way to make connections with the texts while reading and thinking aloud. Construct a Make Connections anchor chart and guide students to make text to self or text to text connections.

Bloom's: Analyze
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to describe how characters respond to major events and challenges.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.2.A.b, 2.R.2.A.d

Detailed Description/Instructions:

- **One way to do this** is to use "The Daydreaming Sprinter" to explain how readers pay attention to characters' feelings, traits, and responses to major events or challenges to gain a deeper understanding of the characters, story, and lesson. Model how to identify character traits, feelings, and responses using evidence from the text and demonstrate how these responses reveal important information about the character. Guide partners to reread, annotate, and discuss text evidence while providing additional modeling and support as needed.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Analyze

DOK: 3

Suggestion*: This could be a good time to distinguish the difference between traits and feelings for students.*

<u>Engaging Experience 16 (Writing):</u>

Teaching Point: Today I am going to teach you how to analyze and write a concluding statement.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display and/or distribute the mentor opinion essay, "A Silly Show-Off," and focus on the concluding paragraph. Highlight how the author restates the opinion and brings the essay to a strong close. Model writing a conclusion that clearly restates an opinion, using the Opinion Essay anchor chart. Guide partners to identify and write concluding statements that connect to an opinion while avoiding repetition.

Bloom's: Create

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

<u>Day 5</u>

Phonics and Word Study	Reading	Writing
Review and Assess	"The Daydreaming Sprinter" Use Illustrations and Words to Understand Characters, Setting, and Plot	Grammar: Singular, Plural, and Irregular Plural Nouns

	Build Knowledge: *Characters Facing Challenges* - Discuss the Knowledge Blueprint	

Engaging Experience 17 (Phonics and Word Study):
Teaching Point: Today we are going to review words with long /ō/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess long /ō/ vowel teams through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with long /ō/ vowel teams. Then review multisyllabic words by modeling how vowel teams remain in the same syllable when reading and writing multisyllabic words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 18 (Reading):
Teaching Point: Today I am going to teach you to use illustrations and words to understand characters, setting, and plot.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h, 2.R.2.A.a, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to use "The Daydreaming Sprinter" to model how readers use illustrations and text together to better understand characters, setting, and plot. Explain that illustrations can provide clues about important events, character actions, and story details that support understanding of the text. Model how to connect details from illustrations with evidence from the story, then guide partners to analyze illustrations and explain how they support understanding of the characters, setting, and plot.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Characters Facing Challenges* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3

Engaging Experience 19 (Grammar):
Teaching Point: Today I am going to teach you how to identify and use singular, plural, and irregular plural nouns correctly in your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Supporting: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to model how singular nouns change into plural and irregular plural nouns and explain how these nouns are used in writing. Review thow regular plural nouns are formed by adding endings while irregular plural nouns change spelling. Create an anchor chart to record examples, then guide partners to identify and write singular, plural, and irregular plural nouns using a chart and discussion.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Phonics and Word Study	Reading	Writing
Long /ē/ Vowel Teams (ee, ea, e, y, ey, ie, e-e)	"Yeh-Shen" First Reading: Draw Inferences About How Characters Face Challenges	Write an Opinion Essay: Read and Analyze the Text-Based Prompt

Engaging Experience 20 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and build words with long /ē/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice blending and segmenting words with initial blends. Introduce long /ē/ vowel teams using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Next, support students in blending and building words with long /ē/ vowel teams and transitioning to multisyllabic words by recognizing familiar word parts. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of long /ē/ vowel teams.*

Engaging Experience 21 (Reading):

Teaching Point: Today I am going to teach you to use illustrations and text evidence to draw inferences about how characters face challenges.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.B.h, 2.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "Yeh-Shen." Ask students to preview the story and look at the illustrations. Explain to students that "Yeh-Shen" is a Chinese story that is similar to "Cinderella." Display the Draw Inferences anchor chart and then read aloud and model how to identify the stepmother's traits, motivations, and feelings to draw inferences about her actions. Refer to the Draw Inferences anchor chart and point out that readers can use the text and what they already know to make an inference about what will happen next in a story. Have students work in partnerships to continue reading and drawing additional inferences.

Bloom's: Analyze

DOK: 3

Suggestions: *Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word. This unit provides opportunities to compare and contrast "Cinderella" stories. More "Cinderella" stories can be found on pages 16-17 of the Read-Aloud Handbook.*

Engaging Experience 22 (Writing):

Teaching Point: Today I am going to teach you how to read and understand an opinion writing prompt.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to use "Yeh-Shen" to model how readers analyze an opinion writing prompt and identify the key elements of an opinion essay. Review the Opinion Essay anchor chart and Opinion Essay Writing Checklist to discuss how writers clearly state opinions, support ideas with evidence from the text, and include introductions and conclusions. Guide partners to review the checklist, discuss the writing process, and identify text evidence they can use to support their opinions about the main character.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Long /ē/ Vowel Teams (ee, ea, e, y, ey, ie, e-e)	"Yeh-Shen" Recount Stories	Write and Opinion Essay: Gather Text Evidence
	Build Vocabulary: Distinguish Shades of Meaning Among Related Verbs	

Engaging Experience 23 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with long /ē/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.c, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice initial sound deletion in a blend. Then model and provide practice for building and reading words with long /ē/ vowel teams. Next, guide students in reading the connected text, "Why Monkeys Live in Trees" and sorting words by long /ē/ vowel teams to notice spelling generalizations. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 24 (Reading):
Teaching Point: Today I am going to teach you to recount story events in order.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.SL.3.A.b, 2.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Yeh-Shen" and explain that today they will practice recounting story events in the order they happen. Model recounting story events and thinking aloud about the problem, key events, and how each event influences the plot and what happens next. During partner work, have students reread, underline key story events, and answer questions, including how the problem is ultimately resolved.

Bloom's: Apply
DOK: 3

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to distinguish shades of meaning among related verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to use "Yeh-Shen" and explain that they will continue practicing shades of meaning among verbs to deepen comprehension of the text. Model how related verbs can convey different levels of emotion, tone, or intensity, and record examples on a Shades of Meaning Chart. During partner work, have students identify additional verbs, discuss how the author's word choices add meaning to the story, and share their thinking with the class.

Bloom's: Analyze
DOK: 3

Engaging Experience 26 (Writing)
Teaching Point: Today I am going to teach you how to gather text evidence to support reasons in your opinion essay
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to use "Yeh-Shen" to model how readers gather text evidence and draw inferences about a character to support an opinion in writing. Demonstrate how to record important details, actions, thoughts, and feelings on a Note-Taking Chart and explain how these details help readers form opinions about a character. Guide partners to reread, identify additional evidence, draw inferences, and add their thinking to the chart.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Long /ē/ Vowel Teams (ee, ea, e, y, ey, ie, e-e)	"Yeh-Shen" Close Reading: Describe How Characters Respond to Major Events and Challenges	"Yeh-Shen" Grammar In Context: Irregular Plural Nouns
		Write an Opinion Essay: Develop Opinion and Reasons

Engaging Experience 27 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with long /ē/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.c, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce long /ē/ vowel teams through decoding the connected text, "Bee and Daisy." Model and support students as they blend decodable words and reread text to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of long /ē/ vowel teams. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 28 (Reading):
Teaching Point: Today I am going to teach you to describe how characters respond to major events and challenges.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.a, 2.R.2.A.b, 2.R.2.A.d
Detailed Description/Instructions:

- **One way to do this** is to use "Yeh-Shen" to explain how readers analyze characters' feelings, traits, and responses to challenges and major events in a story. Model how to answer a close reading question by examining a character's actions and citing text evidence to infer character traits. Guide partners to annotate, discuss, and support their thinking with evidence from the text, then have students write a short evidence-based response explaining what a character's reactions reveal about them.

  Students will answer Build-Write-Reflect question #1.

Bloom's: Analyze
DOK: 3

Engaging Experience 29 (Grammar):
Teaching Point: Today I am going to teach you to identify irregular plural nouns in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this is to** use "Yeh-Shen" to model how readers identify and form irregular plural nouns in text. Review how plural nouns can follow different spelling patterns and explain that irregular plural nouns do not follow the usual rules for adding endings. Model how to identify and annotate irregular plural nouns in sentences, then

guide students to locate additional examples in the text and discuss what makes the nouns irregular.

Bloom's: Apply
DOK: 3

Engaging Experience 30 (Writing):
Teaching Point: Today I am going to teach you to develop a clear opinion and choose strong reasons from the text to support it in your writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to use "Yeh-Shen" and the Note-Taking Chart to model how readers use evidence and inferences to form and support an opinion about a character. Demonstrate how details from the text can be used to develop an opinion statement and supporting reasons. Guide partners to discuss their opinions and support their thinking with text evidence.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Long /ē/ Vowel Teams (ee, ea, e, y, ey, ie, e-e)	"Yeh-Shen" Close Reading: Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot Add to the Knowledge Blueprint	Write an Opinion Essay: Organize Your Opinion Essay

Engaging Experience 31 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with long /ē/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce the long /ē/ vowel teams through multisyllabic decoding. Model how to divide and blend words with vowel teams and common endings. Then model and practice how to build and write multisyllabic words with long /ē/ vowel

teams. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 32 (Reading):
Teaching Point: Today I am going to teach you to use illustrations and words to describe characters, setting, or plot.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is to use "Yeh-Shen" and to explain how readers use both words and illustrations to better understand characters, setting, and plot. Model how to closely examine illustrations, connect visual details to information from the text, and use evidence from both sources to deepen understanding of characters and events. Guide partners to respond to a close reading question by citing details from the text and illustrations, discussing what those details reveal about the character.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Analyze
DOK: 3

Engaging Experience 33 (Writing):
Teaching Point: Today I am going to teach you how to organize an opinion essay.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to use Yeh-Shen and the Note-Taking Chart to model how writers organize an opinion essay. Review the structure of an opinion essay and demonstrate how to plan an introduction, supporting reasons with text evidence, body paragraphs, and a conclusion using an Opinion Essay Organization Chart. Guide partners to use their notes to organize their own ideas.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Yeh-Shen" Determine the Central Message	Grammar: Collective Nouns
	Build Knowledge: *Characters Facing Challenges* - Discuss the Knowledge Blueprint	

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today we are going to review words with long /ē/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess long /ē/ vowel teams through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with long /ē/ vowel teams. Then review multisyllabic words by modeling how vowel teams remain in the same syllable when reading and writing multisyllabic words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to determine the central message of a folktale.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.SL.3.A.b, 2.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Yeh-Shen and explain that today they will use key details about characters to determine the central message of the folktale. Model how to identify important details by reading and thinking aloud about character actions and descriptions and use evidence from the text to infer the story's central message. During partner work, have students reread and annotate the text, underlining key details and discussing how these details reveal the characters and support the central message.

Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Characters Facing Challenges* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3

Engaging Experience 36 (Grammar):
Teaching Point: Today I am going to teach you to use collective nouns to strengthen writing.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.h, 2.L.1.A

- **One way to do this** is to explain how collective nouns name groups of people, animals, or things and help make writing more precise. Create a Collective Nouns Anchor Chart and model how to revise writing by replacing general group words with specific collective nouns. Guide partners to revise sentences using collective nouns and discuss how these changes strengthen writing.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Phonics and Word Study	Reading	Writing
Long ī Vowel Teams (ie, i, y, igh, i-e)	"Great Girls Contest" First Reading: Make Connections About How Characters Face Challenges	Write an Opinion Essay: Draft an Effective Opening for Your Essay

Engaging Experience 37 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and build words with long /ī/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.i

Detailed Description/Instructions:

- **One way to do this** is to model and practice blending and segmenting words with initial blends. Introduce long /ī/ vowel teams using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Next, support students in blending and building words with long /ī/ vowel teams and transitioning to multisyllabic words by recognizing familiar word parts. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Recall
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of long /ī/ vowel teams.*

Engaging Experience 38 (Reading):
Teaching Point: Today I am going to teach you how to read to make connections about how characters face challenges.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display "Great Girls' Contest" and ask students to preview the text. Explain that making connections between the text and personal experiences, other texts, or the world helps readers better understand the characters and events. Display the Make Connections Anchor Chart and read aloud to model how to make a connection to personal experience and another text. Guide partners to annotate the text, discuss meaningful connections, and explain how those connections deepen their understanding of the story.

Bloom's: Apply
DOK: 3

Engaging Experience 39 (Writing):
Teaching Point: Today I am going to teach you how to draft a strong introduction for an opinion essay.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to review the writing prompt and compare opening paragraph examples to demonstrate how writers can improve introductions by making them more detailed, engaging, and clearly connected to the opinion and supporting reasons. Guide partners to orally rehearse their introductions, discuss possible improvements, and prepare to draft effective opening paragraphs independently.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Long ī Vowel Teams (ie, i, y, igh, i-e)	"Great Girls Contest" Close Reading: Distinguish Shades of Meaning Among Related Verbs	"Great Girls Contest" Grammar in Context: Use Reflexive Pronouns.
		Write an Opinion Essay: Draft Body Paragraphs That Support Your Opinion

Engaging Experience 40 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with long /ī/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.c, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting sounds in final blends. Then model and provide practice for building and reading words with long /ī/ vowel teams. Next, guide students in reading the connected text, "Mice on Ice" and sorting words by long /ī/ vowel teams to notice spelling generalizations. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you how to distinguish shades of meaning among related verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to use "Great Girls' Contest" and model how readers distinguish shades of meaning among related verbs to better understand characters and events. Demonstrate how to examine related verbs, use surrounding text clues to determine differences in meaning and tone, and explain how an author's word choices reveal character traits and behaviors. Guide partners to annotate the text, discuss their thinking, and use evidence from the story to explain how the verbs deepen understanding of the character.

  Students will answer Build-Write-Reflect question #1.

Bloom's: Apply
DOK: 3

Engaging Experience 42 (Grammar):
Teaching Point: Today I am going to teach you to identify reflexive pronouns and analyze how they are used in text.
Suggested Length of Time: 1 lesson
Standards Addressed
Supporting: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to use "Great Girls' Contest" to model how reflexive pronouns are formed and used in sentences. Explain that reflexive pronouns are created by adding self or selves to personal pronouns and are used when the subject and object refer to the same person or thing. Model how to identify and annotate reflexive pronouns in the text, then guide partners to identify additional examples and explain which nouns the pronouns refer to.

Bloom's: Apply
DOK: 1

Engaging Experience 43 (Writing):
Teaching Point: Today I am going to teach you to draft body paragraphs of an opinion essay.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to use the Note-Taking Chart to model how writers draft body paragraphs for an opinion essay. Demonstrate how to clearly state a reason, support it with evidence from the text, and explain details in your own words to strengthen writing. Review an example body paragraph and highlight how the supporting details connect to the opinion. Guide partners to orally rehearse their ideas, discuss supporting evidence, and prepare to draft their own body paragraphs.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Long ī Vowel Teams (ie, i, y, igh, i-e)	"Great Girls Contest" Close Reading: Determine the Central Message Add to the Knowledge Blueprint	Write an Opinion Essay: Revise to Include More Descriptive Words

Engaging Experience 44 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to read a connected text by decoding words with long /ī/ vowel teams.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.c, 2.RF.3.A.i

Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to reinforce long /ī/ vowel teams through decoding the connected text, "Firefly Tricks Spider." Model and support students as they blend decodable words and reread text to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of long /ī/ vowel teams. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply

DOK: 1

Engaging Experience 45 (Reading):

Teaching Point: Today I am going to teach you recount stories and determine their central message, lesson, or moral.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.d, 2.SL.3.A.b, 2.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to use "Great Girls' Contest" and to model how readers use character details and events to determine the central message of a story. Demonstrate how to analyze descriptions of characters, ask questions about the author's purpose, and use text evidence to infer the lesson the author wants readers to understand. Guide partners to reread, annotate, and discuss how character actions and traits contribute to the central message.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply

DOK: 3

Engaging Experience 46 (Writing):

Teaching Point: Today I am going to teach you to revise to include more descriptive words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.C, 2.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to model how writers revise opinion essays by adding descriptive words and phrases that help readers create clear mental images. Compare your draft and revised draft to demonstrate how adding specific details strengthens understanding and

makes writing more engaging. Guide partners to revise sentences by adding descriptive language, then have students independently revise their opinion essays to include more precise and vivid details.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Long ī Vowel Teams (ie, i, y, igh, i-e)	"Great Girls Contest" Close Reading: Compare and Contrast How Characters Respond to Major Events and Challenges	Write an Opinion Essay: Edit for Correct Use of Nouns
	Build Knowledge: *Characters Facing Challenges* - Discuss the Knowledge Blueprint	

Engaging Experience 47 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with long /ī/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority:2.RF.3.A.a, 2.RF.3.A.c
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce the long /ī/ vowel teams through multisyllabic decoding. Model how to divide and blend words with vowel teams and common endings. Then model and practice how to build and write multisyllabic words with long /ī/ vowel teams. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 48 (Reading):
Teaching Point: Today I am going to teach you to compare and contrast how characters respond to major events and challenges
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.a, 2.R.2.A.b, 2.R.2.A.d

Detailed Description/Instructions:

- **One way to do this** is to explain that readers compare and contrast characters and their responses to major events and challenges to better understand stories. Use “Great Girls' Contest” and “Yeh-Shen" to guide partners in rereading, annotating, and discussing similarities and differences in characters’ reactions using evidence from both texts. Encourage students to share their thinking with others, ask questions, and build on ideas while supporting responses with textual evidence.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Characters Facing Challenges* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 49 (Writing):
Teaching Point: Today I am going to teach you how to edit your opinion essay for correct use of nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C
Detailed Description/Instructions:

- **One way to do this** is to model how writers edit opinion essays for the correct use of singular, regular plural, irregular plural, and collective nouns. Demonstrate how to check noun spelling, plural forms, and subject-verb agreement when using collective nouns in writing. Guide partners to discuss and review their writing for correct noun usage, then share strategies for editing and improving their essays.

Bloom's: Apply
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	“Since Hannah Moved Away” Read a Poem: Understand Figurative Language	Write an Opinion Essay: Evaluate and Reflect on Writing

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review words with long /ī/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.i
Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to review and assess long /ī/ vowel teams through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with long /ī/ vowel teams. Then review multisyllabic words by modeling how vowel teams remain in the same syllable when reading and writing multisyllabic words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Recall
DOK: 1

<u>Engaging Experience 51 (Reading):</u>
Teaching Point: Today I am going to teach you to identify figurative language in poetry and to determine the meaning of words and phrases in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.h, 2.SL.3.A.b

Detailed Description/Instructions:

- **One way to do this** is to use "Since Hanna Moved Away" and explain that poets use figurative language to express thoughts and feelings. Model how to identify figurative language by thinking aloud about how exaggeration and comparisons reveal emotions and add meaning to the poem. Construct a Figurative Language anchor chart. Have students annotate examples of figurative language, discuss what is being exaggerated or compared, and explain what the language reveals about the narrator's feelings.

Bloom's: Analyze
DOK: 3

<u>Engaging Experience 52 (Writing):</u>
Teaching Point: Today I am going to teach you to evaluate and reflect on your writing.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.C, 2.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to display the Opinion Essay Writing Rubric and model how to use the rubric by rereading your writing and analyzing specific criteria such as clear opinion, supporting reasons and evidence, use of the writer's own words, and an effective conclusion. Think aloud while explaining how evidence from the writing supports a score for each criterion. Have students evaluate one area of their own writing, identify examples that support their score, and continue independently using the rubric to reflect on and assess their final draft.

Bloom's: Apply
DOK: 3

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about the different types of challenges characters face and how they overcome these challenges.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See *Weekly and Unit Assessment Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 2 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 3
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 3 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task
Detailed Description/Instructions:
Students will create a guide to solving problems by identifying internal and external challenges and explaining strategies to overcome them. They will write and organize their ideas into a guide, include examples from texts or personal experiences, and explain how their strategies help solve problems. Students will also discuss their ideas with peers and reflect on what they learned about facing challenges.

Unit 3: Government At Work

Subject: Reading - Writing - Foundational Skills
Grade: 2nd Grade
Name of Unit: Government At Work
Length of Unit: 16 Days
Overview of Unit:
In this unit, students will read informational texts about present-day government workers and laws, as well as historical fiction stories set during the American Revolution.

In Topic 1 (Week 1)
In Week 1, during phonics and word study, students will focus on long /ū/ vowel teams. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will identify main topics and key details, summarize and synthesize ideas, describe connections, and use illustrations and words to understand characters, setting, plot, and point of view. Vocabulary learning will focus on using context clues to determine the meaning of words and phrases. In writing, students will write informative/explanatory essays analyzing a mentor text, recalling and gathering information, and organizing an essay. In grammar and language, students will study collective nouns and action verbs.

In Topic 2 (Week 2)
In Week 2, during phonics and word study, students will focus on r-controlled vowel /är/. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will distinguish between important and unimportant information to identify the main topic and key details. They will compare and contrast key points in two texts on the same topic and make connections across texts. Vocabulary learning will focus on using context clues to determine the meaning of words and phrases. In writing, students will write informative/explanatory essays by introducing a topic, adding details and linking words, and drafting a conclusion. In grammar and language, students will study collective nouns and linking verbs.

In Topic 3 (Week 3)
In Week 1, during phonics and word study, students will focus on r-controlled vowel /ûr/. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will summarize and synthesize ideas and use illustrations and words to show understanding of characters, setting, and plot. They will also recognize differences in characters' points of view. Vocabulary learning will focus on using context clues to determine the meaning of words and phrases. In writing, students will revise, edit, and publish informative/explanatory texts. In grammar and language, students will study reflexive pronouns.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 3 materials
- Preview the Unit 3 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Print Additional Word Study Resources: Build Automaticity and Connected Texts
- Preview mentor texts for reading and writing lessons
- Gather Knowledge-Building Library text sets and Dynamite Decodables

Essential Questions:

- Why do we need a government?

Enduring Understanding/Big Ideas:

- The U.S. government provides laws and services to help protect the freedom and safety of the people.
- People can contribute to their communities and their government in many different ways.
- The United States can be represented by symbols and documents.
- Historical fiction is a genre that bases its stories and characters on actual events and people from the past.

Priority Standards for Unit:

- **2.R.1.A.c:** Seek clarification and use information/facts and details about texts and supporting answers with evidence from text
- **2.R.1.B.c:** Use context to determine the meaning of words
- **2.R.1.B.h:** Use every day, academic, and topic-specific words when talking about reading and writing
- **2.R.2.A.f:** Compare and contrast the differences in points of view of characters and how stories are narrated
- **2.R.3.A.a:** Use text features to locate specific information
- **2.R.3.C.a:** Explain main ideas and supporting details
- **2.RF.3.A.a**, **2.RF.3.A.c, 2.RF.3.A.h**: Decode unknown multisyllabic words
- **2.RF.3.A.i:** Read irregularly spelled high-frequency words
- **2.RF.4.A:** Read text with fluency, purpose, and for comprehension
- **2.W.1.B:** Appropriate to the genre develop a draft from prewriting
- **2.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **2.W.2.B:** Write informative/explanatory texts
- **2.W.3.A:** Apply research process to use information from a variety of sources
- **2.L.1.A.h:** Produce simple declarative, imperative, exclamatory, and interrogative sentence
- **2.L.1.B:** Use grade-level appropriate spelling
- **2.L.1.B.c, 2.L.1.B.d:** Uses grade-level appropriate capitalization and punctuation

Standard	Unwrapped Concepts (Students Need to Know)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
2.R.1.A.c	Ask questions and support answers with evidence from the text	Ask questions when something is the text is confusing or unclear Seek clarification from the teacher, peers, or the text itself (rereading, examining pictures and illustrations) Locate facts and key details and use those to answer questions correctly Support answers with evidence from the text.	3
2.R.1.B.c	Using context to determine the meaning of a new word or multiple-meaning word in text	Use surrounding words, sentences, and text clues to determine meaning of an unfamiliar word Determine which meaning of a multiple meaning word fits the context Use picture clues and text details to support understanding of vocabulary	2
2.R.1.B. h	Use every day, academic, and topic-specific words	Use conversational words and phrases in speaking and in reading (e.g., C'mon, Hey, See ya) Use general academic words and phrases (e.g., describe, explain, sort) when talking about texts or learning tasks. Use domain-specific words and phrases (e.g., community, habitat, measure) when discussing content areas. Choose precise words to clearly express ideas and understanding.	3
2.R.2.A.f	Compare and contrast the differences in points of view of characters and how stories are narrated	Identify the points of view of different characters in a story Compare and contrast how characters think or feel about events.	3

		Identify who is telling the story (narrator) and explain how the narration changes what the reader knows or understands Use details from the text to support comparisons of point of view	
2.R.3.A.a	Use text features to locate specific information	Use text features to locate information Use text features and details to make inferences and draw conclusions Explain how text features help understand information in the text	3
2.R.3.C.a	Explain main ideas and supporting details	Determine what the text is mostly about Identify the main idea of a nonfiction text or section that is directly instated or inferred from the text Locate supporting details and explain how details support the main idea.	3
2.RF.3.A.a **2.RF.3.A.c** **2.RF.3.A.h**	Decode unknown multisyllabic words	Break longer words into syllables to make them easier to read. Use knowledge of common syllable types (closed, open, CVCe, r-controlled, vowel teams) to determine vowel sounds. Apply phonics patterns and letter-sound relationships when reading each syllable. Blend the syllables together smoothly to read the entire word. Decode multisyllabic words that contain prefixes, suffixes, and roots. Use known spelling patterns and word parts to read unfamiliar longer words accurately.	1
2.RF.3.A.i	Read irregularly spelled high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, books)	1

		Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	
2.RF.4.A	Read text with fluency, purpose, and for comprehension	Read with appropriate speed, accuracy, expression and phrasing Reread and use context to self-correct word recognition and understanding Adjust reading rate based on purpose Demonstrate comprehension through discussion, writing, or other responses	1
2.W.1.B	Appropriate to genre, develop a draft from prewriting	Sequence ideas into clear and coherent sentences Generate paragraphs into one main idea Create evidence of a beginning, middle, and end Address an appropriate audience	3
2.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Strengthen writing as needed by revising: main idea, details, word choice, sentence construction, audience and voice Edit for language conventions	2
2.W.2.B	Write informative/explanatory texts	Introduce a topic or text being studied, using complete sentences Use facts and definitions to develop points in generating paragraphs Use specific words that are related to the topic and audience Use linking words and phrases to signal order Create a concluding sentence or paragraph	3
2.W.3.A	Apply research process to use information from a variety of sources	Gather evidence from available sources, literacy and informational	2

		Record basic information from literary and informational text in simple visual formats	
2.L.1.A.h	Produce simple declarative, imperative, exclamatory, and interrogative sentence	Produce simple statements, commands, exclamations, and questions that are complete and clear Use correct ending punctuation for each sentence type	1
2.L.1.B	Use grade-level appropriate spelling	Use knowledge of phonics, syllable types, and word parts (prefixes, suffixes, roots) to spell words Spell regular and irregular plural nouns Apply spelling strategies when writing independently	1
2.L.1.B.c **2.L.1.B.d**	Uses grade-level appropriate capitalization and punctuation	Capitalize the first word of a sentence and proper nouns including people, places, days, months, and holidays Use correct ending punctuation Use apostrophes correctly in contractions	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 3 Weekly Assessments • Unit 3 Assessment • Interim Assessment #2

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Gear Strength Symbol Allowed Programs Local Ticket Eager Urgent Puzzled Enemy	Citizens

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to explore our government, its laws and services, and ways people can contribute to their government and community.
Suggested Length of Time: 1 lesson
Standards Addressed: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 3 multimedia video. Use the Unit 3 Opener to introduce the essential question, *Why do we need government?* Explain that we will read students will read informational texts about present-day government workers and laws, as well as historical fiction stories set during the American Revolution. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Apply
DOK: 3
Suggestion*: Model vocabulary using visuals and examples, and have students work with a partner to discuss their ideas and set personal learning goals using sentence frames.*

Phonics and Word Study	Reading	Writing
Long /ū/ Vowel Teams (u, ew, ue, u_e)	"Smoke Jumpers" First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge About Government	Write an Informative/Explanatory Essay: Read and Analyze a Mentor Text

Engaging Experience 2 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, blend, and build words with long /ū/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice adding initial and final sounds. Introduce long /ū/ vowel teams using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Next, support students in blending and building words with long /ū/ vowel teams and transitioning to multisyllabic and compound words by recognizing

familiar word parts. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of long /ū/ vowel teams.*

Engaging Experience 3 (Reading):
Teaching Point: Today I am going to teach you to distinguish between important and unimportant information to build knowledge about government.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.A.c, 2.R.1.B.h, 2.R.3.C.a

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display and preview "Smoke Jumpers." Model how to identify important details by reading and thinking aloud about how the title, topic sentences, and examples show what readers need to know to understand smoke jumpers' work, while other details are extra. Construct a Determine Text Importance anchor chart with students. During partner work, have students continue reading, annotate one important detail and one unimportant detail, discuss their choices with a partner, and use the anchor chart to support their thinking.

Bloom's: Analyze
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 4 (Writing):
Teaching Point: Today I am going to teach you how to read and analyze a mentor text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to introduce the informative/explanatory writing process and review the writing checklist students will use throughout the unit. Model how to analyze a mentor informative/explanatory essay, "The Role of the President" (Found in Unit 3 Additional Materials) by identifying features such as a clear topic, facts and details, content vocabulary, and definitions. Have partners reread the mentor text to identify additional examples of informative writing features and discuss how those features strengthen the essay.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Long /ū/ Vowel Teams (u, ew, ue, u_e)	"Smoke Jumpers" Identify Main Topic and Key Details	Write an Informative/Explanatory Essay: Recall Information from Experiences
	Build vocabulary: Use Sentence-Level Context to Determine the Meanings of Words and Phrases	

Engaging Experience 5 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with long /ū/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting medial vowel sounds. Then model and provide practice for building and reading words with long /ū/ vowel teams. Next, guide students in reading the connected text, "Rules and Laws" and sorting words by long /ū/ vowel teams to notice spelling generalizations. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 6 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic of a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.A.a, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Smoke Jumpers" and explain that today they will learn how to identify the main topic of a text and the focus of individual paragraphs. Display the Identify Main Topic anchor chart and model how to use the title and the first paragraph to determine the topic of the text and the paragraph's focus. Read and think aloud about the action words and details to show how to find the focus of the next paragraph. During partner work, have students continue reading, annotating the focus and key details, and answer text evidence questions about the main topic and paragraph focus. Bring students together to share annotations and conclusions.

Bloom's: Apply
DOK: 3

Engaging Experience 7 (Reading):
Teaching Point: Today I am going to teach you to use sentence-level context as a clue to the meaning of a word or phrase.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.c, 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open "Smoke Jumpers" and explain that today they will practice using context clues to figure out the meaning of unfamiliar words and phrases. Model how to reread surrounding sentences, think aloud about clues in the text, and use those clues to determine word meaning. During partner work, have students reread sections of "Smoke Jumpers," underline context clues, discuss possible meanings, and explain how using context clues supports comprehension.

Bloom's: Understand
DOK: 3

Engaging Experience 8 (Writing):
Teaching Point: Today I am going to teach you to brainstorm by recalling information from your own experiences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to revisit the Informative/Explanatory Essay anchor chart and model how writers brainstorm possible topics by thinking about personal experiences and prior knowledge connected to the unit topic. Think aloud while generating ideas and recording them on a Brainstorming Chart to show how writers narrow broad ideas into a focused topic. Have partners share and discuss their own ideas before independently creating a brainstorming chart with possible essay topics.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Long /ū/ Vowel Teams (u, ew, ue, u_e)	"Smoke Jumpers" Describe a Connection Between a Series of Events	"Smoke Jumpers" Grammar in Context: Collective Nouns
	Begin the Knowledge Blueprint	Write an Informative/Explanatory Essay: Gather Information from Sources

Engaging Experience 9 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to read a connected text by decoding words with long /ū/ vowel teams.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to reinforce long /ū/ vowel teams through decoding the connected text, "Vote for Lulu." Model and support students as they blend decodable words and reread text to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of long /ū/ vowel teams. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply

DOK: 1

Engaging Experience 10 (Reading):

Teaching Point: Today I am going to teach you to describe the connection between a series of events.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.C.a

Detailed Description/Instructions:

- **One way to do this** is to have students open "Smoke Jumpers" and explain that today they will practice identifying and describing the sequence of events in an informational text. Model how to find the order of events by reading and thinking aloud about signal words such as first, next, and then to describe how smoke jumpers and their tools get to a fire. During partner work, have students continue reading and underline the signal words that show the order of events while answering text evidence questions about the skills smoke jumpers learn and why the order matters. Invite students to share their annotations and describe the sequence using the event/action chart to connect events and signal words.

  Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Apply

DOK: 3

Engaging Experience 11 (Grammar):

Teaching Point: Today I am going to teach you how authors use collective nouns in a text to name groups and make ideas clearer for readers.

Suggested Length of Time: 1 lesson

Standards Addressed

Supporting: 2.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to introduce collective nouns and explain how authors use them to name groups and avoid repeating words in a text. Model how to identify collective nouns in "Smoke Jumpers" and think aloud about what groups the nouns represent and why the author chose to use them. Have partners reread sentences from the text, identify additional collective nouns, discuss what they refer to, and reflect on how understanding collective nouns supports comprehension.

Bloom's: Apply
DOK: 1

Engaging Experience 12 (Writing):
Teaching Point: Today I am going to teach you how to gather information from different sources for an informative essay.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.B, 2.W.3.A
Detailed Description/Instructions:

- **One way to do this** is to explain that writers gather information from sources to become more knowledgeable about their topic before drafting an essay. Model how to use a Note-Taking Chart to record important facts, details, page numbers, and content vocabulary from sources while researching a topic. Have partners discuss possible research topics and sources they could use before independently selecting a source and beginning to gather information for their essays.

Bloom's: Apply
DOK: 3
Suggestions: *Assemble a collection of books related to government and citizenship that students may draw on as they gather information for their essays. Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Long /ū/ Vowel Teams (u, ew, ue, u_e)	"Can You Sew a Flag, Betsy Ross?" First reading: Summarize and Synthesize to Build Knowledge About Government	Write an Informative/Explanatory Essay: Organize Your Essay
	Can You Sew a Flag, Betsy Ross? Use Illustrations and Words to Demonstrate Understanding of Characters, Setting or Plot Add to the Knowledge Blueprint	

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with long /ū/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce the long /ū/ vowel teams through multisyllabic decoding. Model how to divide and blend words with vowel teams and common endings. Then model and practice how to build and write multisyllabic words with long /ū/ vowel teams. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to summarize and synthesize to build knowledge about government.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Display and preview "Can You Sew a Flag, Betsy Ross?? Model how to summarize and synthesize by reading and thinking aloud about how the main characters, setting, and key events show what is most important to know, while minor details are extra. Construct a Summarize vs. Synthesize anchor chart with students, and refer to it during guided practice. During partner work, have students continue reading, underline important details, write a short summary, and then combine that with prior knowledge to synthesize new ideas.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to use the illustrations and words in a text to demonstrate understanding of its characters, setting, and plot.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students open "Can You Sew a Flag, Betsy Ross?" and

explain that today they will practice using both the text and illustrations to understand characters, setting, and plot. Model how to connect details with the illustrations to identify the setting , the key characters, and the narrator. During partner work, have students continue reading the story, underlining text that matches the illustrations and discussing how the illustrations help them understand each character's ideas and actions. Invite students to share their observations and discuss how the words and pictures together give a deeper understanding of the story.

Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you how to organize an informative essay.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to explain that writers organize facts and details into categories before drafting an informative/explanatory essay. Model how to use a Planning Guide to group related information into an introduction, body paragraphs with focused topics, and a conclusion that restates the main idea. Have partners review their notes, identify categories of related information, and begin organizing ideas for their own essays.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Can You Sew a Flag, Betsy Ross?" Acknowledge Differences in Points of View of Characters	Grammar: Action Verbs: Past, Present, Irregular
	Build Knowledge: *Government at Work* - Discuss the Knowledge Blueprint	

Engaging Experience 17 (Phonics and Word Study):
Teaching Point: Today we are going to review words with long /ū/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to review and assess long /ū/ vowel teams through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with long /ū/ vowel teams. Then review multisyllabic words by modeling how vowel teams remain in the same syllable when reading and writing multisyllabic words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Recall
DOK: 1

Engaging Experience 18 (Reading):
Teaching Point: Today I am going to teach you to identify the points of view of characters in a story and acknowledge differences in the points of view of characters by speaking in a different voice for each character.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.2.A.f

Detailed Description/Instructions:

- **One way to do this** is to have students open "Can You Sew a Flag, Betsy Ross?" and explain that today they will explore the characters' points of view. Model how to identify what each character thinks by reading aloud, speaking in a different voice for each character's dialogue, and thinking aloud about what the mouse narrator tells us about General Washington and Betsy Ross. During partner work, have students continue reading, annotate text that shows differences in the characters' thoughts, and answer text evidence questions about what General Washington and Betsy Ross think and why.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Government at Work* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3

Engaging Experience 19 (Grammar):
Teaching Point: Today I am going to teach you how to identify and use present-tense, past-tense, and irregular past tense verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Supporting: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review how regular past tense verbs typically end in -ed and explain that irregular past tense verbs change form in different ways. Model how to compare present tense and past tense verbs and identify irregular verb forms in sentences. Create an irregular verbs anchor chart with students and have partners generate and share oral sentences using irregular past tense verbs.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /är/	"Our Government's Laws" First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge About Government	Write an Informative/Explanatory Essay: Introduce your topic

Engaging Experience 20 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, build, and blend words with r-controlled vowel /är/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting initial and final sounds. Introduce r-controlled vowel /är/ using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Next, support students in blending and building words with r-controlled vowel /är/ and transitioning to multisyllabic and compound words by recognizing familiar word parts. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Recall
DOK: 1
***Suggestion**: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of r-controlled vowel /är/.*

Engaging Experience 21 (Reading):

Teaching Point: Today I am going to teach you to distinguish between important and unimportant information to build knowledge about government.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.B.h, 2.R.3.C.a

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "Our Government's Laws" and explain that today they will practice identifying important and unimportant information in an informational text. Model how to determine text importance by reading and thinking aloud about which details are essential to understanding how laws help the government maintain order and which details are extra. During partner work, have students continue reading, underline two important details and one unimportant detail, annotate their reasoning, and discuss with a partner.

Bloom's: Analyze

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 22 (Writing):

Teaching Point: Today I am going to teach you how to introduce the topic of an informative essay.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to model how writers draft an effective introductory paragraph that clearly introduces the topic, engages readers, and prepares them for the ideas in the essay. Think aloud while analyzing how the model introduction is cohesive and uses topic-specific vocabulary to develop the topic. Have partners discuss the strengths of the introduction, orally rehearse their own introductory paragraphs, and explain how their introductions will capture readers' interest and introduce their topics clearly.

Bloom's: Create

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /är/	"Our Government's Laws" Identify the Main Topic and Key Details	Write an Informative/Explanatory Essay: Develop Your Topic with Specific Details
	Build vocabulary: Use Sentence-Level Context to Determine the Meanings of Words and Phrases	

Engaging Experience 23 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and build words with r-controlled vowel /är/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting medial vowel sounds. Then model and provide practice for building and reading words with r-controlled vowel /är/. Next, guide students in reading the connected text, "A Special Lady." Then write words with r-controlled vowel /är/ and have students read and chorally spell each word. Model how to identify rhyming words, then have students generate additional rhyming words and record the rhyming sets on the board. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 24 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic and key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.3.A.a, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Our Government's Laws" and explain that today they will continue practicing how to identify the main topic, key details, and the focus of sections and paragraphs in an informational text. Model how to determine the main topic and focus by rereading the title and beginning paragraphs aloud, underlining key details, and thinking aloud about how definitions and examples explain the topic. Use the key details to model identifying the focus of the section. Construct a Determine Text Importance anchor chart with students. During partner work, have students work with

subheadings to identify the main focus of each section and paragraph, underline supporting details, and answer text evidence questions.

Bloom's: Apply
DOK: 3

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to use context as a clue to determine the meanings of unknown words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.c, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students open "Our Government's Laws" and explain that today they will practice using context clues to determine the meaning of unfamiliar words and phrases. Model how readers use context clues from surrounding sentences to determine the meaning of unfamiliar and multiple-meaning words. Think aloud while identifying clues in the text and recording ideas on a Context Clue Chart. During partner work, have students reread sections of the text, identify context clues, discuss possible meanings, and add new words and clues to their charts.

Bloom's: Understand
DOK: 3

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you how to develop your topic by writing body paragraphs that use clear facts and specific details.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display a model body paragraph and model how writers develop a clear main idea with supporting facts, details, definitions, and topic-specific vocabulary. Think aloud while explaining how linked sentences create a cohesive paragraph focused on one topic. Have partners discuss and orally rehearse the facts and details they plan to include before using their notes to draft body paragraphs that clearly explain their topics.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /är/	"Our Government's Laws" Close Reading: Identify Main Topic and Key Details	"Our Government's Laws" Grammar in Context: Collective Nouns
		Write an Informative/Explanatory Essay: Use Linking Words and Phrases to Connect Ideas

Engaging Experience 27 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with r-controlled vowel /är/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce the r-controlled vowel /är/ through decoding the connected text, "Community Workers." Model and support students as they blend decodable words and reread text to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of the r-controlled vowel /är/. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 28 (Reading):
Teaching Point: Today I am going to teach you to analyze the main topic and key details of a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.A.a, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Our Government's Laws" and explain that today they will practice close reading by using key details to answer a question about the text. Display the Close Reading question and model how to reread paragraph 4, think about how it supports the focus of the section "Why Does the Government Make Laws?" and use text evidence to explain how it connects to the main topic. During partner work, have students annotate their text, write ideas in the margin, and discuss their answers with another pair of partners. Invite volunteers to share their findings with the class, encouraging students to build on each other's ideas and ask questions for clarification.

Students will answer Build-Reflect-Write Question #1.

Bloom's: Apply
DOK: 3

Engaging Experience 29 (Grammar):

Teaching Point: Today I am going to teach you how to identify and use collective nouns by recognizing words that name groups of people, animals, or things and explaining what group they represent in a sentence.

Suggested Length of Time: 1 lesson

Standards Addressed

Supporting: 2.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to review how collective nouns name groups of people, places, animals, or things and explain how authors use them to simplify ideas in a text. Model how to identify collective nouns in "Our Government's Laws" and think aloud about what groups the nouns represent. Have partners discuss additional collective nouns from the text, explain what they refer to, and create their own sentences using collective nouns.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Writing):

Teaching Point: Today I am going to teach you how to use linking words and phrases to connect ideas in an informative essay.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display a model paragraph and highlight how linking words and phrases connect ideas, facts, and details to create a cohesive flow. Model how writers use linking words to show relationships between ideas and make informative writing easier to understand. Review a linking words chart with students and guide partners in revising their own body paragraphs by orally rehearsing and adding appropriate linking words and phrases.

Bloom's: Create
DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /är/	"Our Government's Laws" Close Reading: Describe the Connection Between a Series of Events Add to the Knowledge Blueprint	Write an Informative/Explanatory Essay: Draft a Concluding Statement or Section

Engaging Experience 31 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with r-controlled vowel /är/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce r-controlled vowel /är/ through multisyllabic decoding. Model how to divide and blend words with vowel teams and common endings. Then model and practice how to build and write multisyllabic words with r-controlled vowel /är/. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 32 (Reading):
Teaching Point: Today I am going to teach you to analyze the connection between a series of events in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Our Government's Laws" and explain that today they will practice describing connections between a series of events to answer a Close Reading question. Display and read aloud the question. Model how to infer what might happen by rereading and using details from the text to support the answer. During partner work, have students reread the paragraphs, annotate their texts by underlining key details and writing notes in the margins, and discuss their inferences.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 33 (Writing):
Teaching Point: Today I am going to teach you how to write a concluding statement that restates your topic and brings your informative essay to a strong, clear ending.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display a model conclusion and explain how conclusions restate the main topic, summarize key ideas, and bring closure to an informative/explanatory essay. Think aloud while analyzing how the conclusion connects back to the main topic without introducing new information. Have partners discuss and orally rehearse ideas for their own conclusions before independently drafting a concluding paragraph.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Our Government's Laws" Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic	Grammar: Linking Verbs
	Build Knowledge: *Government at Work* - Discuss the Knowledge Blueprint	

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today we are going to review words with r-controlled vowel /är/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess r-controlled vowel /är/ through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with r-controlled vowel /är/. Then review multisyllabic words by modeling how vowel teams remain in the same syllable when reading and writing multisyllabic words. Finally, provide review and practice of this week's high frequency words and assess

students' accuracy and fluency in reading connected text.

Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to compare and contrast key points in two texts on the same topic
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.A.c, 2.R.3.C.a

Detailed Description/Instructions:

- **One way to do this** is to have students open "Smoke Jumpers" and "Our Government's Laws" and explain that today they will answer a Close Reading question that asks them to integrate information from both texts. Display and read aloud the question about how smoke jumpers are similar to police officers. Model how to compare the two by rereading the texts and underlining evidence that shows what each does to help people. During small-group work, have students reread the texts, annotate key details, and discuss their comparisons with group members.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Government at Work* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3

Engaging Experience 36 (Grammar):
Teaching Point: Today I am going to teach you how to identify and use linking verbs.
Suggested Length of Time: 1 lesson
Standards Addressed

Supporting: 2.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to introduce linking verbs and explain how they connect the subject of a sentence to words that describe or identify it rather than showing action. Create a Linking Verbs Anchor Chart and model how to identify linking verbs in sentences by thinking aloud about how the subject and predicate are connected. Review present and past tense forms of linking verbs and have partners identify linking verbs in sentences and explain how each verb links the subject to the predicate.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /ûr/ (er, ir, ur)	"Getting a Message to General Washington" First Reading: Summarize and Synthesize to Build Knowledge About Government	Write an Informative/Explanatory Essay: Revise to Improve Sentence Fluency

Engaging Experience 37 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, build, and blend words with r-controlled vowel /ûr/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting initial and final sounds. Introduce r-controlled vowel /ûr/ using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Next, support students in blending and building words with r-controlled vowel /ûr/ and transitioning to multisyllabic and compound words by recognizing familiar word parts. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of r-controlled vowel /ûr/.*

Engaging Experience 38 (Reading):
Teaching Point: Today I am going to teach you summarize and synthesize to build knowledge about government.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary. Have students open "Getting a Message to General Washington" and explain that today they will practice identifying important details and synthesizing information in an informational text. Model how to determine text importance by reading aloud and thinking aloud about which details are essential for understanding the setting, characters, and main events and which details are extra. During partner work, have students continue reading, underline key details to summarize each section, write a short summary, and then

combine their summary with prior knowledge to synthesize new understanding of the story.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 39 (Writing):
Teaching Point: Today I am going to teach you how to revise your informative essay to improve sentence fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display a draft with short, choppy sentences. Model how writers revise for sentence fluency by combining related ideas and varying sentence length and structure. Think aloud while identifying choppy sentences and using linking words and phrases to create smoother connections between ideas. Have partners review their drafts, identify opportunities to combine sentences, and orally rehearse revisions before independently revising their essays for fluency.

Bloom's: Apply
DOK: 2
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /ûr/ (er, ir, ur)	"Getting a Message to General Washington" Close Reading: Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot	*Getting a Message to General Washington* Grammar in Context: Reflexive Pronouns
		Write an Informative/Explanatory Essay: Revise to Include Domain-Specific Vocabulary

Engaging Experience 40 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with r-controlled vowel /ûr/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting medial vowel sounds. Then model and provide practice for building and reading words with r-controlled vowel /ûr/. Next, guide students in reading the connected text, "The New Guy" and sorting words by r-controlled vowel /ûr/ to notice spelling generalizations. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you to use information from illustrations and words to describe characters, setting, and plot.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.a, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students open "Getting a Message to General Washington" and explain that today they will answer a Close Reading question using both the text and illustrations. Display and read aloud the question about what clues text and the illustrations show who the characters are and when and where the story takes place. Model how to analyze the text and illustration by rereading, underlining key details, and thinking aloud about what the illustration shows. During partner work, have students reread the paragraph, examine the illustration, annotate key details, and discuss their ideas with a partner.

  Students will answer Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 42 (Grammar):
Teaching Point:Today I am going to teach you how to identify and use reflexive pronouns in sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Supporting: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review how reflexive pronouns refer back to the subject of a sentence and often end in -self or -selves. Model how to identify reflexive pronouns in

"Getting a Message to General Washington" and think aloud about which noun or pronoun they refer to. Have partners reread sentences from the text, identify reflexive pronouns, explain what they refer to, and reflect on how to recognize them in sentences.

Bloom's: Apply
DOK: 1

Engaging Experience 43 (Writing):
Teaching Point: Today I am going to teach you how to revise your informative essay by adding domain-specific vocabulary.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display a draft with general words. Model how writers revise informative writing by replacing general words with domain-specific vocabulary that makes ideas clearer and more formal. Think aloud while identifying opportunities to use more precise social studies terms in a draft. Have partners review each other's writing, identify places where domain-specific vocabulary could strengthen the essay, and orally rehearse revisions before independently revising their drafts.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /ûr/ (er, ir, ur)	"Getting a Message to General Washington" Close Reading: Use Sentence-Level Context Clues to Determine Word Meaning Add the Knowledge Blueprint	Write an Informative/Explanatory Essay: Edit for Correct Use of Verbs

Engaging Experience 44 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with r-controlled vowel /ûr/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce the r-controlled vowel /ûr/ through decoding the

connected text, “The President’s House.” Model and support students as they blend decodable words and reread text to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of the r-controlled vowel /ûr/. Finally, provide practice with this week’s high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 45 (Reading):
Teaching Point: Today I am going to teach you to use sentence-level context as a clue to the meaning of a word or phrase.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.c, 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open “Getting a Message to General Washington” and explain that today they will practice using context clues to determine word meanings. Display and read aloud the Close Reading question about what the word defeat means in paragraph 5. Model how to find clues by rereading the sentence with the word, underlining hints, and thinking aloud about how the surrounding text helps define it. During partner work, have students reread the sentence, identify context clues, annotate their texts, and discuss their definitions with a partner.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 46 (Writing):
Teaching Point: Today I am going to teach you how to edit your informative essay for correct use of verbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.L.1.B
Detailed Description/Instructions:

- **One way to do this** is to model how writers edit their essays for correct verb tense and linking verb use. Think aloud while checking present, past, and irregular verbs to make sure they are spelled correctly and agree with the sentence. Have partners read their drafts aloud, identify possible verb errors, rehearse corrections, and continue editing for grammar skills taught throughout the unit.

Bloom's: Apply
DOK: 1
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /ûr/ (er, ir, ur)	"Getting a Message to General Washington" Close Reading: Acknowledge Differences in Points of View of Characters	Write an Informative/Explanatory Essay: Edit to Check Capitalization, Punctuation, and Spelling
	Build Knowledge: *Government at Work* - Discuss the Knowledge Blueprint	

Engaging Experience 47 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with r-controlled vowel /ûr/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce r-controlled vowel /ûr/ through multisyllabic decoding. Model how to divide and blend words with vowel teams and common endings. Then model and practice how to build and write multisyllabic words with r-controlled vowel /ûr/. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 48 (Reading):
Teaching Point: Today I am going to teach you to acknowledge differences in the points of view of characters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to have students open "Getting a Message to General Washington" and explain that today they will practice identifying and comparing characters' points of view. Display and read aloud the Close Reading question about Ben Franklin's and Tom's points of view. Model how to determine each character's point of view by rereading dialogue in different voices, underlining text evidence, and thinking aloud about how the characters feel and act. During partner work, have students reread the paragraphs, annotate their texts with each character's point of view, and discuss how the points of

view are different, citing evidence.

Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Government at Work* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 49 (Writing):
Teaching Point: Today I am going to teach you how to edit your informative essay by checking capitalization, punctuation, and spelling.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.L.1.B, 2.L.1.B.c, 2.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model how writers edit their essays by checking for errors in capitalization, punctuation, and spelling. Think aloud while correcting mistakes and using tools, such as a dictionary, to confirm spelling. Have partners review each other's drafts, mark possible errors, orally rehearse corrections, and make edits to strengthen their final writing.

Bloom's: Apply
DOK: 1
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Words Like Freedom" Read a Poem: Understand Rhyme and Structure	Publish the Writing: Create a Title and Use Technology to Include Images

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review words with r-controlled vowel /ûr/.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess r-controlled vowel /ûr/ through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with r-controlled vowel /ûr/. Then review multisyllabic words by modeling how

vowel teams remain in the same syllable when reading and writing multisyllabic words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Recall
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you how to identify rhyme and structure in poetry by noticing patterns in stanzas, line breaks, repetition, and rhyming words
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open "Words Like Freedom" and explain that today they will identify the structure and rhyme in the poem. Construct and reference the Features of Poetry anchor chart. Model how to determine rhyme and structure by reading aloud the first stanza, thinking aloud about line breaks, stanzas, repetition, and rhyming words, and annotating the text to show patterns. During partner work, have students read the second stanza, identify rhyming words, annotate features, and discuss how the rhyme and structure help the poet express ideas and feelings

Bloom's: Understand
DOK: 2

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you how to publish your informative essay by creating a title, adding visuals, and preparing a final copy using technology.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.B, 2.W.1.C
Detailed Description/Instructions:

- **One way to do this** is to model how writers prepare a final published piece by creating a descriptive title, selecting visuals that support the topic, and using technology to present their writing clearly. Have partners review their drafts, discuss possible titles and images, and reflect on the strengths and challenges of their writing process. During independent time, guide students in using the writing rubric to evaluate their essays, make final revisions if needed, and publish a final copy using technology.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner. Students can use Google, Canva, or Book Creator to publish their informative essays.*

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about our government, its laws and services, and ways people can contribute to their government and community.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See *Weekly and Unit Assessment Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 3 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 3
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 4 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task
Detailed Description/Instructions:
Students will design a government flag that represents important ideas such as laws, services, and the role of government. They will create a flag using symbols, colors, and images, and write an explanation of what each part represents. Students will also discuss their ideas with peers and reflect on why government is important and how it serves communities.

Unit 4: Many Characters, Many Points of View

Subject: Reading - Writing - Foundational Skills
Grade: 2nd Grade
Name of Unit: Many Characters, Many Points of View
Length of Unit: 16 Days
Overview of Unit:
In this unit, students will read classic folktales from different cultures, plus a reimagined version of a classic tale in a contemporary urban setting.

In Topic 1 (Week 1)
In Week 1, during phonics and word study, students will focus on r-controlled vowel /ôr/. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will ask questions about characters and events and describe the overall structure of a story. Students will also acknowledge differences in points of view, create mental images, determine the central message, and describe how characters respond to events and challenges. Vocabulary lessons will focus on how words and phrases supply rhythm and meaning to the story. In writing, students will write a fictional diary entry by analyzing a mentor text, identifying a sequence of events, and using details to develop the character. In grammar and language, lessons will focus on adjectives and adverbs and pronouns and reflexive pronouns.

In Topic 2 (Week 2)
In Week 2, during phonics and word study, students will focus on r-controlled vowel /îr/ (ear, eer, and ere). They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will ask questions about characters and events and describe the overall structure of a story. Students will also acknowledge differences in points of view, determine the central message, and describe how characters respond to events and challenges. Vocabulary lessons will focus on how words and phrases supply rhythm and meaning to the story. In writing students will write a fictional diary entry. They will read the prompt and checklist, identify the sequence of events, find details, and plan their writing. In grammar and language, lessons will focus on adjectives and adverbs.

In Topic 3 (Week 3)
In Week 3, during phonics and word study, students will focus on r-controlled vowel /âr/ (air, are, ear, and ere). They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will create mental images, acknowledge differences in points of view, and compare and contrast two versions of the same story. Vocabulary lessons will focus on how words and phrases supply rhythm and meaning to the story. In writing students will write a fictional diary entry. They will describe actions, thoughts, and feelings, write a closing, edit and revise, and reflect on writing. In grammar and language, lessons will focus on irregular past tense verbs.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 4 materials
- Preview the Unit 4 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Print Additional Word Study Resources: Build Automaticity and Connected Texts
- Preview mentor texts for reading and writing lessons
- Gather Knowledge-Building Library text sets and Dynamite Decodables

Essential Questions:

- How can a story change depending on who tells it?

Enduring Understanding/Big Ideas:

- Folktales are traditional stories that often teach a lesson and are part of many cultures.
- Every story is narrated from a unique point of view and that point of view shapes the story.
- We can learn valuable lessons about understanding others, working together, and problem-solving through stories.

Priority Standards for Unit:

- **2.R.1.A.d, 2.SL.3.A.b:** Retell key details of texts read aloud and independently and determine its central message, lesson or moral.
- **2.R.1.B.a:** Use prefixes, base words, and suffixes to determine the meaning of words
- **2.R.1.B.c:** Use context to determine the meaning of words
- **2.R.1.B.h:** Use every day, academic, and topic-specific words when talking about reading and writing
- **2.R.2.A.a:** Describe the setting, problems, solutions, sequence of events (plot), and big ideas or moral lessons
- **2.R.2.A.b:** Describe main characters in works of fiction, including other traits, motivations, and feelings
- **2.R.2.A.d:** Describe cause and effect relationships
- **2.R.2.A.f:** Compare and contrast the differences in points of view of characters and how stories are narrated
- **2.RF.3.A.a**, **2.RF.3.A.c, 2.RF.3.A.h**: Decode unknown multisyllabic words
- **2.RF.3.A.i:** Read irregularly spelled high-frequency words
- **2.RF.4.A:** Read text with fluency, purpose, and for comprehension
- **2.W.1.B:** Appropriate to genre, develop a draft from prewriting
- **2.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **2.W.2.C:** Write fiction or nonfiction narratives and poems
- **2.L.1.A.h:** Produce simple declarative, imperative, exclamatory, and interrogative sentence
- **2.L.1.B:** Use grade-level appropriate spelling
- **2.L.1.B.c, 2.L.1.B.d:** Uses grade-level appropriate capitalization and punctuation

Standard	Unwrapped Concepts (Students Need to Know)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
2.R.1.A.d **2.SL.3.A.b**	Retells key details of texts read aloud and independently	Retell a story's beginning, middle, and end Include key details in the retell to confirm understanding of what was read or heard Determine the story's central message, lesson, or moral	2
2.R.1.B.a	Using prefixes, root words, and suffixes to determine the meaning of words	Develop an understanding of unknown vocabulary word in context Identify the root/base word and common prefixes and suffixes Determine the meaning of words using prefixes, root words, and/or suffixes Explain how a prefix or suffix can change the meaning of a root/base word	2
2.R.1.B.c	Using context to determine the meaning of a new word or multiple-meaning word in text	Use surrounding words, sentences, and text clues to determine meaning of an unfamiliar word Determine which meaning of a multiple meaning word fits the context (i.e. bat, bark, ring).	2
2.R.1.B. h	Using conversation, general academic, and domain-specific words and phrases	Use conversational words and phrases in reading (e.g., C'mon, Hey, See ya) Use general academic words and phrases (e.g., describe, explain, sort, circle, title, author, answer, table of contents) when talking about texts or in writing. Use domain-specific words and phrases (e.g., community, habitat, region, key, measure) when discussing content areas. Choose precise words to clearly express their ideas.	3

2.R.2.A.a	Describe the setting, problems, solutions, sequence of events (plot), and big ideas or moral lessons	Describe the setting using details from the text Identify and explain the problems characters face Describe the solution to the problem Retell or describe the sequence of events in correct order Identify the big idea, central message, or moral lesson the author wants the reader to learn Use evidence to support descriptions and explanations	3
2.R.2.A.b	Describe main characters in works of fiction, including other traits, motivations,and feelings	Identify and explain the traits of characters (physical, emotional, and behavioral) Explain motivations behind a character's actions Discuss how characters' feelings influence their decisions and interactions	3
2.R.2.A.d	Describe cause-and-effect relationships	Identify the cause and effect relationships in texts they read or hear Explain how one event leads to another Use specific examples from the text, illustrations or text features to describe relationships between actions and outcomes	3
2.R.2.A.f	Compare and contrast the differences in points of view of characters and how stories are narrated	Identify the points of view of different characters in a story Compare and contrast how characters think or feel about events. Identify who is telling the story (narrator) and explain how the narration changes what the reader knows or understands	3

		Use details from the text to support comparisons of point of view	
2.RF.3.A.a **2.RF.3.A.c** **2.RF.3.A.h**	Decode unknown multisyllabic words	Break longer words into syllables to make them easier to read. Use knowledge of common syllable types (closed, open, CVCe, r-controlled, vowel teams) to determine vowel sounds. Apply phonics patterns and letter-sound relationships when reading each syllable. Blend the syllables together smoothly to read the entire word. Decode multisyllabic words that contain prefixes, suffixes, and roots. Use known spelling patterns and word parts to read unfamiliar longer words accurately.	1
2.RF.3.A.i	Read irregularly spelled high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
2.RF.4.A	Read text with fluency, purpose, and for comprehension	Read with appropriate speed, accuracy, expression and phrasing Reread and use context to self-correct word recognition and understanding Adjust reading rate based on purpose Demonstrate comprehension through discussion, writing, or other responses	1
2.RF.4.A	Read text with fluency, purpose, and for comprehension	Reread and use context to self-correct word recognition and understanding	1

		Read with appropriate speed, accuracy, expression and phrasing Demonstrate comprehension through discussion, writing, or other responses	
2.W.1.B	Appropriate to genre, develop a draft from prewriting	Sequence ideas into clear and coherent sentences Generate paragraphs into one main idea Create evidence of a beginning, middle, and end Address an appropriate audience	3
2.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Strengthen writing as needed by revising: main idea, details, word choice, sentence construction, audience and voice Edit for language conventions	2
2.W.2.C	Write fiction or nonfiction narratives and poems	Establish a situation/topic based on the student's experience Introduce main characters and settings in their writing Develop a logical sequence of events with a clear beginning, middle, and end Develop sensory details Use linking/transition words to signal event order Use specific words that are related to the topic and audience	3
2.L.1.A.h	Produce simple declarative, imperative, exclamatory, and interrogative sentence	Produce simple statements, commands, exclamations, and questions that are complete and clear Use correct ending punctuation for each sentence type	1
2.L.1.B	Use grade-level appropriate spelling	Use knowledge of phonics, syllable types, and word parts (prefixes, suffixes, roots) to spell words	1

		Spell regular and irregular plural nouns Apply spelling strategies when writing independently	
2.L.1.B.c **2.L.1.B.d**	Uses grade-level appropriate capitalization and punctuation	Capitalize the first word of a sentence and proper nouns including people, places, days, months, and holidays Use correct ending punctuation Use apostrophes correctly in contractions	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 4 Weekly Assessments • Unit 4 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words **(***Words that are used across many subjects to help student understand and express ideas***)**	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Cultures Interrupted Admired Boasted	

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):

Teaching Point: For the next three weeks, we are going to read folktales. We will think about the lessons they teach and the unique points of view that shape the stories.

Suggested Length of Time: 1 lesson

Standards Addressed: 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to view the Unit 4 multimedia video. Use the Unit 4 Opener to introduce the essential question, *How can a story change depending on who tells it?* Explain that we will read students will read classic folktales from different cultures, plus a reimagined version of a classic tale in a contemporary urban setting . Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Apply

DOK: 3

Suggestion*: Model vocabulary with visuals and examples, and have students work with a partner to discuss ideas and set personal learning goals using sentence frames.*

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /ôr/ (or, oar, ore)	"The Blind Men and the Elephant" First Reading: Ask Questions About Characters and Events in a Folktale	Write a Fictional Diary Entry: Read a Prompt and Mentor Text

Engaging Experience 2 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to identify, build, and blend words with r-controlled vowel /ôr/ (or, oar, ore).

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Detailed Description/Instructions:

- **One way to do this** is to model and practice adding initial and final sounds. Introduce r-controlled vowel /ôr/ with spellings or, oar, and ore using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Next, support students in blending and building words with r-controlled vowel /ôr/ and transitioning to multisyllabic and compound words by recognizing familiar word parts. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply

DOK: 1

***Suggestion**: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of r-controlled vowel /ôr/.*

Engaging Experience 3 (Reading):

Teaching Point: Today I am going to teach you to ask and answer questions about characters and story events in a folktale.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c., 2.R.1.B.h, 2.R.2.A.a, 2.R.2.A.b

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "The Blind Men and the Elephant" and explain that today they will practice asking before-reading and during-reading questions to monitor comprehension. Model asking a before-reading question using the title and guide students to make predictions about the characters. Read aloud and model asking during-reading questions, thinking aloud about details that help understand the characters and events, and annotating the text. During partner work, have students read the rest of the story, write during-reading questions in the margins, and discuss with a partner how their questions helped them understand the characters and events. Refer to the Ask Questions anchor chart to guide the questions that students are asking throughout the lesson.

Bloom's: Apply

DOK: 3

***Suggestion**: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 4 (Writing):

Teaching Point: Today I am going to teach you how to read and analyze a mentor writing prompt and fictional diary entry.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to introduce fictional diary entries and explain how writers use first-person point of view to describe a character's thoughts, feelings, and experiences. Model how to analyze a writing prompt and identify the key features of a mentor diary entry (Found in Unit 4 Additional Materials), including sequential events, character voice, and opening and closing elements. Create a Fictional Diary Entry anchor chart with students and have partners annotate the mentor text to identify and discuss the features of effective diary writing.

Bloom's: Analyze

DOK: 3

***Suggestion:** Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /ôr/ (or, oar, ore)	"The Blind Men and the Elephant" Describe the Overall Structure of a Story	Write a Fictional Diary Entry: Reread to Identify Sequence of Events
	The Blind Men and the Elephant Build Vocabulary: Describe How Words and Phrases Supply Meaning	

Engaging Experience 5 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with r-controlled vowel /ôr/ (or, oar, ore).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice deleting initial sounds in a blend. Then model and provide practice for building and reading words with r-controlled vowel /ôr/ spelling patterns. Next, guide students in reading the connected text, "The Perfect Pet" and sorting words by r-controlled vowel /ôr/ spelling patterns to notice spelling generalizations. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 6 (Reading):
Teaching Point: Today I am going to teach you to describe the beginning, middle, and end of a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.R.2.A.a, 2.SL.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students open "The Blind Men and the Elephant" and explain that today they will practice identifying the beginning, middle, and end of a story to understand its overall structure. Display and read aloud the text evidence prompt about key events. Model how to identify the beginning, middle, and end by rereading passages, underlining important events, and thinking aloud about how each part contributes to the story's structure. During small-group work, have students reread the story, annotate their texts with beginning, middle, and end events, and discuss their observations with their group, citing evidence from the text.

Bloom's: Apply
DOK: 3

<u>Engaging Experience 7 (Reading):</u>
Teaching Point: Today I am going to teach you to describe how words and phrases supply rhythm and meaning in a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open "The Blind Men and the Elephant" and explain that today they will practice noticing repeated words and phrases to understand rhythm and meaning in a story. Display and read aloud the focus: identifying repeated phrases. Model how to reread, underline the repeated phrases, and think aloud about how each blind man's description reflects a different perspective and how repetition emphasizes these differences. During partner work, have students continue to reread, underline the repeated phrases, and discuss why the author repeats them and how it helps them understand the story.

Bloom's: Analyze
DOK: 3

<u>Engaging Experience 8 (Writing):</u>
Teaching Point: Today I am going to teach you how to identify the sequence of events to show what happened in a fictional diary entry.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how writers retell important story events in sequence when writing a fictional diary entry. Use a Mentor Diary Entry Planning Chart to identify major events, supporting details, and character thoughts and feelings from "The Blind Men and the Elephant." Think aloud while explaining how signal words and phrases help readers follow the order of events. Have partners identify events and sequence words in the mentor text and add additional events to the class chart before independently recording another event from the story.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /ôr/ (or, oar, ore)	"The Blind Men and the Elephant" Acknowledge Differences in Points of View	"The Blind Men and the Elephant" Grammar in Context: Adjectives and Adverbs
	Begin the Knowledge Blueprint	Write a Fictional Diary Entry: Reread to Find Supporting Details

Engaging Experience 9 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with r-controlled vowel /ôr/ (or, oar, ore).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to reinforce the r-controlled vowel /ôr/ through decoding connected text, "Fox Makes Friends." Model and support students as they blend decodable words and reread to build accuracy and fluency. Then guide students in applying their understanding of r-controlled vowel /ôr/ spelling patterns through spelling activities using word clues. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 10 (Reading):
Teaching Point: Today I am going to teach you to acknowledge differences in the points of view of characters in a folktale.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to have students open "The Blind Men and the Elephant" and explain that today they will practice identifying different points of view of the characters. Display and read aloud the text evidence question about the five blind men's perspectives. Model how to reread the dialogue using a different voice for each character, underline text evidence, and think aloud about how each character's point of view is expressed. During small-group work, have students reread the dialogue, annotate their texts with each character's point of view, and discuss how the points of view are different, citing evidence from the text.

Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Analyze
DOK: 3

<u>Engaging Experience 11 (Grammar):</u>
Teaching Point: Today I am going to teach you how authors use adjectives and adverbs to describe characters, actions, and events in a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to review how adjectives describe nouns and adverbs describe verbs, adjectives, or other adverbs. Model how to identify adjectives and adverbs in "The Blind Men and the Elephant" and think aloud about how these words help readers better understand characters, actions, and events. Have partners reread sentences from the text, identify adjectives and adverbs, discuss what words they modify, and reflect on how descriptive language strengthens a story.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 12 (Writing):</u>
Teaching Point: Today I am going to teach you how to use characters' words and actions from a story to add details to a fictional diary entry.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how writers use characters' words and actions from the source text to make a fictional diary entry believable and detailed. Use the Mentor Diary Entry Planning Guide to record supporting details connected to important story events and think aloud about how those details reveal character personality and support the retelling. Have partners reread "The Blind Men and the Elephant" to identify additional details from the text and add them to their planning guides

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /ôr/ (or, oar, ore)	"How the Beetle Got Its Gorgeous Coat" First Reading: Create Mental Images About Characters and Their Point of View	Write a Fictional Diary Entry: Use Details to Develop the Character
	Describe How Characters Respond to Major Events and Challenges Add to the Knowledge Blueprint	

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with r-controlled vowel /ôr/ (or, oar, ore).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce the r-controlled vowel /ôr/ through multisyllabic decoding. Model how to divide and blend words with r-controlled vowels and common endings. Then model and practice how to build and write multisyllabic words with r-controlled vowel /ôr/. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to create mental images about characters and their point of view using information from illustrations and words in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h, 2.R.2.A.a, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to teach new vocabulary for the selection. Have students open "How the Beetle Got Its Gorgeous Coat" and explain that today they will practice creating mental images to better understand characters, events, and the setting. Model creating a mental image by rereading,

underlining key details, and using illustrations and text. During partner work, have students continue to read, underline details that help them form mental images, and discuss how these details help them understand the story. Remind students to reference the Create Mental Images anchor chart as they annotate and discuss.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to describe how characters respond to major events and challenges in a folktale.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.2.A.b, 2.R.2.A.d

Detailed Description/Instructions:

- **One way to do this** is to have students open "How the Beetle Got Its Gorgeous Coat" and explain that today they will practice identifying how characters respond to events and challenges. Display and read aloud the text evidence questions about the rat's and beetle's responses during the race. Model how to reread key paragraphs, underline details that show the characters' reactions, and think aloud about what these responses reveal about feelings and character traits. During small-group work, have students reread the story, annotate their texts with character responses, and discuss how the rat and beetle react differently to the same events, citing evidence from the text.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Analyze
DOK: 3

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you how to infer a character's thoughts and feelings from story details to develop the character's voice in a fictional diary entry.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to model how writers infer a character's thoughts and feelings by using the character's words, actions, and reactions from the story. Use the Mentor Diary Entry Planning Guide to connect story events and supporting details to possible character thoughts and emotions. Think aloud while explaining how these inferences help develop the character's voice in a fictional diary entry. Have partners discuss evidence from "The Blind Men and the Elephant," record character thoughts and feelings on their planning guides, and share their ideas with the class.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"How the Beetle Got Its Gorgeous Coat" Determine the Central Message	Grammar: Pronouns and Reflexive Pronouns
	Build Knowledge: *Many Characters, Many Points of View* - Discuss the Knowledge Blueprint	

Engaging Experience 17 (Phonics and Word Study):
Teaching Point: Today we are going to review words with r-controlled vowel /ôr/ (or, oar, ore).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to review and assess r-controlled vowel /ôr/ spelled or, oar, ore through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with r-controlled vowel /ôr/ spelled or, oar, ore. Then review multisyllabic words by modeling how r-controlled vowels remain in the same syllable when reading and writing multisyllabic words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 18 (Reading):
Teaching Point: Today I am going to teach you to determine the central message of a folktale.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "How the Beetle Got Its Gorgeous Coat"

and explain that today they will practice determining the central message of the story. Review that the central message is the main point or lesson a story teaches. Display and read aloud the text evidence questions about events in the race and the rat's and beetle's actions. Model how to annotate key details, summarize what happens, and think aloud about how these details point to the central message. During small-group work, have students reread, annotate their texts with key details, and discuss how these details help determine the central message, citing evidence.

Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Many Characters, Many Points of View* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Apply
DOK: 3

Engaging Experience 19 (Grammar):
Teaching Point: Today I am going to teach you how to use adjectives and adverbs correctly by choosing the right type of describing word to add detail to your diary entry.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review how pronouns replace nouns and how reflexive pronouns refer back to the subject of a sentence. Create a Pronouns and Reflexive Pronouns anchor chart and model how they are used in the Mentor Fictional Diary Entry to support first-person point of view and avoid repetition. Think aloud while identifying pronouns and reflexive pronouns in the text and explaining what nouns they refer to. Have partners identify additional pronouns and reflexive pronouns in the mentor text and use them in their own sentences.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /îr/ (ear, eer, ere)	"Stone Soup" First Reading: Ask Questions About Character and Events in a Folktale	Write a Fictional Diary Entry: Read the Anchor Chart, Prompt, and Checklist

Engaging Experience 20 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, build, and blend words with r-controlled vowel /ĭr/ (ear, eer, and ere).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting initial and final sounds. Introduce r-controlled vowel /ĭr/ with spellings or, oar, and ore using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Next, support students in blending and building words with r-controlled vowel /ĭr/ and transitioning to multisyllabic and compound words by recognizing familiar word parts. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of r-controlled vowel /ĭr/.*

Engaging Experience 21 (Reading):
Teaching Point: Today I am going to teach you to ask and answer questions about characters and events in a folktale.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.R.1.B.h, 2.R.2.A.a, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is use the Define/Example/Ask routine to introduce new vocabulary for the selections. Have students open "Stone Soup" and explain that today they will practice asking before-reading and during-reading questions to monitor comprehension. Model asking a before-reading question using the title and illustration to predict what the characters are doing. Read aloud and model asking during-reading questions, thinking aloud about details that reveal the characters' actions and events, and annotating the text. During partner work, have students read the rest of the story, write questions in the margins, and discuss with a partner how their questions helped them understand the characters and events. Reference the Ask Questions anchor chart throughout the lesson and as they annotate and discuss.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 22 (Writing):
Teaching Point: Today I am going to teach you how to plan a fictional diary entry by recounting story events from a character's point of view.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to review the key features of fictional diary writing and model how to analyze the writing prompt and checklist for "Stone Soup." Discuss how writers recount important events using first-person point of view, sequence words, and character thoughts and feelings. During independent writing time, have students explain the steps they will follow to plan and write their diary entries.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /ĭr/ (ear, eer, ere)	"Stone Soup" Describe the Overall Structure of a Story	Write a Fictional Diary Entry: Reread to Identify Sequence of Events
	Build Vocabulary: Describe How Words and Phrases Supply Meaning in a Story	

Engaging Experience 23 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to blend, build, and spell words with r-controlled vowel /ĭr/ (ear, eer, and ere).

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting medial sounds. Then model and provide practice for building and reading words with r-controlled vowel /ĭr/. Next, guide students in reading the connected text, "The Shoemaker and the Elves" and sorting words by r-controlled vowel /ĭr/ spelling patterns to notice spelling generalizations. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply

DOK: 1

Engaging Experience 24 (Reading):
Teaching Point: Today I am going to teach you to recount or describe key ideas or details from a text to describe the overall structure of a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Stone Soup" and explain that today they will practice identifying the story's overall structure by describing the characters, setting, events, and story elements. Display and read aloud the text evidence prompt. Model how to underline key events, annotate the text with story elements, and think aloud about how the beginning introduces the setting and characters, the middle presents the problem and events, and the end shows the solution. During small-group work, have students reread the story, annotate key details, and discuss how the events reveal the story's overall structure, citing evidence.

Bloom's: Apply
DOK: 3

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to describe how words and phrases supply meaning in a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open "Stone Soup" and explain that today they will practice analyzing how an author uses words and phrases to supply meaning in a story. Remind students that in previous lessons they explored repetition in "The Blind Men and the Elephant" to understand how an author adds meaning. Model how to identify descriptive words and phrases by rereading, underlining key details, and thinking aloud about how these details reveal character traits and add meaning. During partner work, have students continue to reread, annotate phrases, and discuss how the author's words and phrases convey meaning about the characters and their actions.

Bloom's: Understand
DOK: 3

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you how to identify and retell major events in sequence for a fictional diary entry.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to reread "Stone Soup" and model how to identify major events and record them in the Fictional Diary Entry Planning Guide in sequential order. Think

aloud while explaining how signal words help readers follow the order of events. Have partners identify additional major events from the story, discuss their ideas together, and add events to their planning guides.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /îr/ (ear, eer, ere)	"Stone Soup" Close Reading: Acknowledge Differences in Points of View of Characters	"Stone Soup" Grammar in Context: Adjectives and Adverbs
		Write a Fictional Diary Entry: Reread to Find Details About Actions, Thoughts, and Feelings

Engaging Experience 27 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with r-controlled vowel /îr/ (ear, eer, and ere).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce the r-controlled vowel /ôr/ through decoding the connected text, "Fearless Jess." Model and support students as they blend decodable words and reread to build accuracy and fluency. Then guide students in applying their understanding of r-controlled vowel /îr/ spelling patterns through spelling activities using word clues. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 28 (Reading):
Teaching Point: Today I am going to teach you to acknowledge differences in the points of view of characters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.f

Detailed Description/Instructions:

- **One way to do this** is to have students open "Stone Soup" and explain that today they will practice identifying different points of view of the characters. Remind students that in previous lessons they explored characters' perspectives in "The Blind Men and the Elephant." Display and read aloud the Close Reading question about the villagers' and the old man's points of view. Model how to answer the question by rereading dialogue using a different voice for each character, underlining text evidence, and thinking aloud about how the characters' words and actions reveal their points of view. During small-group work, have students reread the paragraphs, annotate their texts with each character's point of view, and discuss how the points of view are different, citing evidence.

  Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Analyze
DOK: 3

<u>Engaging Experience 29 (Grammar):</u>
Teaching Point: Today I am going to teach you how authors use adjectives and adverbs to describe characters, actions, and details in a story.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to model how to identify adjectives and adverbs in "Stone Soup" and think aloud about the words they describe. Explain how adjectives describe nouns and how adverbs describe verbs by telling when, where, or how something happens. Have partners identify additional adjectives and adverbs in the text, discuss the words they modify, and reflect on how descriptive language helps readers better understand a story.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 30 (Writing):</u>
Teaching Point: Today I am going to teach you how to use characters' actions, words, thoughts, and feelings to write from a character's point of view in a fictional diary entry.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to use a Fictional Diary Entry Planning Guide to identify major events, supporting details, and character thoughts and feelings from "Stone Soup." Think aloud while using details from the story to infer how the villagers might feel during different events. Have partners use evidence from the text to complete additional sections of the chart and discuss how story details help develop a believable character perspective.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /ĭr/ (ear, eer, ere)	"Stone Soup" Close Reading: Describe How Characters Respond to Major Events and Challenges Add to the Knowledge Blueprint	Write a Fictional Diary Entry: Plan Your Writing

Engaging Experience 31 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with r-controlled vowel /ĭr/ (ear, eer, and ere).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce the r-controlled vowel /ĭr/ through multisyllabic decoding. Model how to divide and blend words with r-controlled vowels and common endings. Then model and practice how to build and write multisyllabic words with r-controlled vowel /ĭr/. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 32 (Reading):
Teaching Point: Today I am going to teach you to describe how characters respond to major events and challenges in a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.b, 2.R.2.A.d
Detailed Description/Instructions:

- **One way to do this** is to have students open "Stone Soup" and explain that today they will practice analyzing how characters respond to events and challenges. Remind students that in previous lessons they explored character responses in "How the Beetle Got Its Gorgeous Coat." Display and read aloud the Close Reading question. Model how to

reread the paragraphs, underline evidence, annotate the text, and think aloud about the villagers' words and actions to determine their response. During partner work, have students reread the paragraphs, annotate their texts with key details about the villagers' responses, and discuss their observations.

Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Analyze
DOK: 3

Engaging Experience 33 (Writing):
Teaching Point: Today I am going to teach you how to plan a fictional diary entry.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to use a Fictional Diary Entry Planning Guide to outline a diary entry with an introduction, sequenced events, supporting details, and a conclusion. Think aloud while using sequence words and complete sentences to organize events from "Stone Soup" in order. Have partners discuss the events and details they plan to include before completing their own diary entry outlines.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Stone Soup" Close Reading: Determine the Central Message	Grammar: Use Adjectives and Adverbs
	Build Knowledge: *Many Characters, Many Points of View* - Discuss the Knowledge Blueprint	

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today we are going to review words with r-controlled vowel /ir/ (ear, eer, and ere).
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to review and assess r-controlled vowel /ôr/ spelled or, oar, ore through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with r-controlled vowel /ôr/ spelled or, oar, ore. Then review multisyllabic words by modeling how r-controlled vowels remain in the same syllable when reading and writing multisyllabic words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply

DOK: 1

<u>Engaging Experience 35 (Reading):</u>

Teaching Point: Today I am going to teach you to determine the central message of a story.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.d, 2.R.2.A.

Detailed Description/Instructions:

- **One way to do this** is to have students open "Stone Soup" and explain that today they will practice determining the central message of the story. Review that the central message is the main point or lesson a story teaches. Display and read aloud the Close Reading question about key events and details in the story. Model how to reread the text, annotate key details, summarize what happens, and think aloud about how these details point to the central message. During partner work, have students reread, annotate their texts with key details, and discuss how the events and characters' actions help determine the central message.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Many Characters, Many Points of View* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze

DOK: 3

<u>Engaging Experience 36 (Grammar):</u>

Teaching Point: Today I am going to teach you how to choose between adjectives and adverbs to add clear, descriptive details to your diary entry.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to create an Adjectives and Adverbs anchor chart and model how adjectives describe nouns while adverbs describe verbs, adjectives, or other adverbs. Think aloud while deciding whether a sentence needs an adjective or adverb by identifying the word being described. Have partners discuss and complete additional sentences using appropriate adjectives and adverbs before sharing their ideas.

Bloom's: Apply

DOK: 1

Week #3

Day 1

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /âr/ (air, are, ear, ere)	"The Stone Garden" First Reading: Create Mental Images of Characters and Events to Learn About Characters' Point of View	Write a Fictional Diary Entry: Describe Actions, Thoughts, and Feelings

Engaging Experience 37 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to identify, build, and blend words with r-controlled vowel /âr/ (air, are, ear, and ere).

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting initial and final sounds. Introduce r-controlled vowel /âr/ with spellings or, oar, and ore using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Next, support students in blending and building words with r-controlled vowel /âr/ and transitioning to multisyllabic and compound words by recognizing familiar word parts. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply

DOK: 1

***Suggestion**: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of r-controlled vowel /âr/.*

Engaging Experience 38 (Reading):
Teaching Point: Today I am going to teach you to use illustrations and text to gain an understanding of the characters' point of view, setting, and plot.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h, 2.R.2.A.a, 2.R.2.A.b, 2.R.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "The Stone Garden" and explain that today they will practice creating mental images to better understand the characters, setting, and events. Model creating a mental image by reading the title and first paragraph aloud, underlining key details, and using illustrations to describe what setting. During partner work, have students read, underline details that help them form mental images, and discuss how these details help them understand the story. Remind students to reference the Create Mental Images anchor chart as they annotate and discuss.

Bloom's: Apply
DOK: 3
Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.

Engaging Experience 39 (Writing):
Teaching Point: Today I am going to teach you how to draft your fictional diary entry by describing the character's actions, thoughts, and feelings in sequence.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to expand an outline by adding specific details and first-person reflections for each event, and guide students in drafting their diary entries using clear descriptions and a strong character voice.

Bloom's: Apply
DOK: 3
***Suggestion**: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Day 2

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /âr/ (air, are, ear, ere)	"The Stone Garden" Close Reading: Acknowledge Differences in Points of View	*The Stone Garden* Grammar in Context: Irregular Past Tense Verbs
		Write a Fictional Diary Entry: Provide a Sense of Closure

Engaging Experience 40 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with r-controlled vowel /âr/ (air, are, ear, and ere).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting medial vowel sounds. Then model and provide practice for building and reading words with r-controlled vowels /âr/. Next, guide students in reading the connected text, "Pecos Bill" and sorting words by r-controlled vowels /âr/ spelling patterns to notice spelling generalizations. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you to acknowledge differences in the points of view of characters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to have students open "The Stone Garden" and explain that today they will practice identifying and comparing the points of view of the characters. Review that a point of view is how a character thinks or feels about events or other characters. Display and read aloud the Close Reading question about the visitor's and townspeople's points of view. Model how to reread, annotate key details, and think aloud about how the dialogue and actions show the differences in point of view. During partner work, have students reread, annotate their texts with key details, and discuss how the visitor's point of view is different from the townspeople's, citing specific evidence.

  Students will answer Build-Reflect-Write question #1.

Bloom's: Analyze
DOK: 3

Engaging Experience 42 (Grammar):
Teaching Point: Today I am going to teach you how to identify irregular past tense verbs and determine their present tense forms.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review how irregular past tense verbs change spelling instead of

adding -ed. Model how to identify irregular past tense verbs in "The Stone Garden" and think aloud about their present tense forms. Have partners identify additional irregular past tense verbs in the text, discuss the present tense form of each verb, and explain how they know the verbs are irregular.

Bloom's: Apply
DOK: 1

Engaging Experience 43 (Writing):
Teaching Point: Today I am going to teach you how to provide a sense of closure to your fictional diary entry.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how writers end a diary entry by reflecting on important events, lessons learned, and how the character feels at the end of the story. Think aloud while writing closing sentences and a diary-style sign-off from the villager's point of view. Have partners discuss what the old man's visit meant to the villager and how the character may have changed before independently drafting their own conclusions.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /âr/ (air, are, ear, ere)	"The Stone Garden" Close Reading: Describe How Words and Phrases Supply Meaning in a Story	Write a Fictional Diary Entry: Improve Sentence Fluency by Rearranging Sentences
	Add to the Knowledge Blueprint	

Engaging Experience 44 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with r-controlled vowel /âr/ (air, are, ear, and ere).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce the r-controlled vowel /ôr/ through decoding connected text, "Far From Earth." Model and support students as they blend decodable

words and reread to build accuracy and fluency. Then guide students in applying their understanding of r-controlled vowel /âr/ spelling patterns through spelling activities using word clues. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's:
DOK:

Engaging Experience 45 (Reading):

Teaching Point: Today I am going to teach you to describe how words and phrases supply meaning to a story by using context clues.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.B.c, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students open "The Stone Garden" and explain that today they will practice analyzing how the author's words and phrases supply meaning to the story. Review that authors choose specific words and phrases to show how characters feel and to convey ideas. Display and read aloud the Close Reading question. Model how to reread the paragraph, underline key words, and think aloud about how the word *eyesore* helps reveal the townspeople's feelings about the lot. During partner work, have students reread, annotate their texts with words and phrases that supply meaning, and discuss how the author's choices show the townspeople's and visitor's perspectives.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Understand
DOK: 3

Engaging Experience 46 (Writing):

Teaching Point: Today I am going to teach you how to revise your fictional diary entry by rearranging and combining sentences to improve sentence fluency.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.C, 2.W.2.C, 2.L.1.A.h

Detailed Description/Instructions:

- **One way to do this** is to model how writers rearrange sentences to show events in a logical order and combine short, choppy sentences using conjunctions. Think aloud while revising sentences to create smoother, more fluent writing. Have partners discuss ways to rearrange and combine sentences before independently revising their drafts to improve flow and readability.

Bloom's: Apply
DOK: 3

Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.

Day 4

Phonics and Word Study	Reading	Writing
R-Controlled Vowel /âr/ (air, are, ear, ere)	"The Stone Garden" Close Reading: Compare and Contrast Two Versions of the Same Story	Write a Fictional Diary Entry: Edit for Correct Pronoun, Reflexive Pronoun, Adverb, and Adjective Usage
	Build Knowledge: *Many Characters, Many Points of View* - Discuss the Knowledge Blueprint	

Engaging Experience 47 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with r-controlled vowel /âr/ (air, are, ear, and ere).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce the r-controlled vowel /âr/ through multisyllabic decoding. Model how to divide and blend words with r-controlled vowels and common endings. Then model and practice how to build and write multisyllabic words with r-controlled vowel /âr/. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 48 (Reading):
Teaching Point: Today I am going to teach you to compare and contrast two versions of the same story by different authors.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.R.2.A.a, 2.R.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to have students open "Stone Soup" and "The Stone Garden" and explain that today they will practice comparing and contrasting two versions of the same story. Review that comparing and contrasting helps readers notice similarities and differences in events, characters, and lessons across texts. Display and read aloud the Close Reading question about events in both stories. Model how to reread "Stone Soup" and "The Stone Garden", underline key details, and think aloud about how these details

show similarities and differences between the stories. During small-group work, have students reread the assigned paragraphs, annotate their texts with similarities and differences, and discuss with peers how the events, characters, and outcomes compare, citing evidence from both texts.

Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Many Characters, Many Points of View* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 49 (Writing):
Teaching Point: Today I am going to teach you how to edit your fictional diary entry by checking for correct use of pronouns, reflexive pronouns, adjectives, and adverbs.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.C, 2.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to model how writers use pronouns and reflexive pronouns to avoid repetition and maintain a clear point of view. Think aloud while explaining how adjectives and adverbs add descriptive details that help readers create mental images. Have partners review and mark their drafts for grammar and descriptive language, then continue revising and evaluating their diary entries using the checklist and rubric.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Read to Me" Read a Poem: Understand Imagery	Write a Fictional Diary Entry: Evaluate and Reflect on Writing

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review words with r-controlled vowel /âr/ (air, are, ear, and ere).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Detailed Description/Instructions:

- **One way to do this** is to review and assess r-controlled vowel /ôr/ spelled or, oar, ore through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with r-controlled vowel /ôr/ spelled or, oar, ore. Then review multisyllabic words by modeling how r-controlled vowels remain in the same syllable when reading and writing multisyllabic words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 51 (Reading):</u>
Teaching Point: Today I am going to teach you to identify imagery in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students open "Read to Me" and explain that poets use imagery to create pictures in the reader's mind by appealing to the five senses. Model identifying imagery by rereading the second stanza and thinking aloud about the images it creates that appeal to sight, sound, or touch. Construct an Imagery anchor chart with students to record examples of imagery and how it helps them visualize the poem. During partner work, have students reread, underline words or phrases that create mental images, and add their own sensory words that could fit the poem. Remind students to reference the Imagery anchor chart as they annotate and discuss.

Bloom's: Understand
DOK: 3

<u>Engaging Experience 52 (Writing):</u>
Teaching Point: Today I am going to teach you how to use a rubric to evaluate and improve your fictional diary entry.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.C, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to model how to use the Fictional Diary Entry Rubric to evaluate writing for first-person point of view, sequence words, sentence variety, and descriptive language. Think aloud while identifying evidence from the mentor text to justify rubric scores. Have students score one part of their own writing, discuss their evaluations with a partner, and decide whether they are ready to publish or need additional revisions.

Bloom's: Apply

DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about how folktales, the lessons they teach and the unique points of view that shape the stories
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See *Weekly and Unit Assessment Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 4 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 3
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 5 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task
Detailed Description/Instructions:
Students will create a sign that highlights the most important lesson from a story. They will choose a lesson, give their sign a title, add a picture or visual to represent the story, and write sentences explaining the lesson and why it is important. Students will also discuss their ideas with peers and reflect on how different perspectives can shape a story's meaning.

Unit 5: Solving Problems Through Technology

Subject: Reading - Writing - Foundational Skills
Grade: 2nd Grade
Name of Unit: Solving Problems Through Technology
Length of Unit: 16 Days
Overview of Unit:
In this unit, students will read about famous and lesser-known inventors and their important inventions, and an informational text will explain how current-day robot technology is aiding students with special needs.

In Topic 1 (Week 1)
In Week 1, during phonics and word study, students will focus on VCe and consonant -le syllables. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will draw inferences, identify the main topic and details, as well as the author's purpose. Students will also distinguish between important and unimportant details, explain how text features contribute to meaning, and retell using a central idea and relevant details. Vocabulary lessons will focus on determining the meaning of compound words. In writing, students will write an opinion essay. They will brainstorm, develop reasons, and plan and organize their writing. In grammar and language, lessons will focus on irregular past tense verbs and using an apostrophe to form possessives.

In Topic 2 (Week 2)
In Week 2, during phonics and word study, students will focus on diphthong /oi/ (oi and oy). They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will draw inferences, identify the main topic and key details, as well as the author's purpose. Students will also explain how images contribute to meaning and describe the connection between a series of events. Vocabulary lessons will focus on determining the meaning of compound words. In writing students will write an opinion essay. They will introduce their topic, state an opinion and supply reasons, and provide a concluding statement. In grammar and language, lessons will focus on complete simple sentences and common and proper nouns.

In Topic 3 (Week 3)
In Week 3, during phonics and word study, students will focus on diphthong /ou/ (ou and ow). They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will distinguish between important and important information, identify the main purpose, and compare and contrast key points in two texts on the same topic. Vocabulary lessons will focus on determining the meaning of compound words. In writing students will write an opinion essay. They will improve sentence fluency, add linking words, revise and edit, and publish their pieces. In grammar and language, lessons will focus on complete simple sentences.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 5 materials
- Preview the Unit 5 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Print Additional Word Study Resources: Build Automaticity and Connected Texts
- Preview mentor texts for reading and writing lessons
- Gather Knowledge-Building Library text sets and Dynamite Decodables

Essential Questions:

- Where do ideas for inventions come from?

Enduring Understanding/Big Ideas:

- People are constantly inventing new things to solve problems.
- Inventions are often inspired by nature.
- Anyone can be an inventor.

Priority Standards for Unit:

- **2.R.1.A.c:** Seek clarification and use information/facts and details about texts and supporting answers with evidence from text
- **2.R.1.B.c:** Use context to determine the meaning of words
- **2.R.1.B.h:** Use every day, academic, and topic-specific words when talking about reading and writing
- **2.R.3.A.a:** Use text features to locate specific information
- **2.R.3.C.a:** Explain main ideas and supporting details
- **2.R.3.C.c:** Describe the connection between and identify problems and solutions.
- **2.RF.3.A.a**, **2.RF.3.A.c, 2.RF.3.A.h**: Decode unknown multisyllabic words
- **2.RF.3.A.i:** Read irregularly spelled high-frequency words
- **2.RF.4.A:** Read text with fluency, purpose, and for comprehension
- **2.W.1.B:** Appropriate to the genre develop a draft from prewriting
- **2.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **2.W.2.A:** Write opinion texts
- **2.L.1.A.h:** Produce simple declarative, imperative, exclamatory, and interrogative sentence
- **2.L.1.B:** Use grade-level appropriate spelling
- **2.L.1.B.c, 2.L.1.B.d:** Uses grade-level appropriate capitalization and punctuation

Standard	Unwrapped Concepts (Students Need to Know)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
2.R.1.A.c	Ask questions and support answers with evidence from the text	Ask questions when something is the text is confusing or unclear Seek clarification from the teacher, peers, or the text itself (rereading, examining pictures and illustrations) Locate facts and key details and use those to answer questions correctly Support answers with evidence from the text.	3
2.R.1.B.c	Using context to determine the meaning of a new word or multiple-meaning word in text	Use surrounding words, sentences, and text clues to determine meaning of an unfamiliar word Determine which meaning of a multiple meaning word fits the context Use picture clues and text details to support understanding of vocabulary	2
2.R.1.B. h	Use every day, academic, and topic-specific words	Use conversational words and phrases in speaking and in reading (e.g., C'mon, Hey, See ya) Use general academic words and phrases (e.g., describe, explain, sort) when talking about texts or learning tasks. Use domain-specific words and phrases (e.g., community, habitat, measure) when discussing content areas. Choose precise words to clearly express ideas and understanding.	3
2.R.3.A.a	Use text features to locate specific information	Use text features to locate information Use text features and details to make inferences and draw conclusions Explain how text features help understand information in the text	3

2.R.3.C.a	Explain main ideas and supporting details	Determine what the text is mostly about Identify the main idea of a nonfiction text or section that is directly instated or inferred from the text Locate supporting details and explain how details support the main idea.	3
2.R.3.C.c	Describe the connection between and identify problems and solutions	Identify problems presented in a text and describe solutions Explain connections between ideas, events, or information in the text Use text details to support explanations of problems and solutions	3
2.RF.3.A.a **2.RF.3.A.c** **2.RF.3.A.h**	Decode unknown multisyllabic words	Break longer words into syllables to make them easier to read. Use knowledge of common syllable types (closed, open, CVCe, r-controlled, vowel teams) to determine vowel sounds. Apply phonics patterns and letter-sound relationships when reading each syllable. Blend the syllables together smoothly to read the entire word. Decode multisyllabic words that contain prefixes, suffixes, and roots. Use known spelling patterns and word parts to read unfamiliar longer words accurately.	1
2.RF.3.A.i	Read irregularly spelled high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, books) Read high-frequency words that may not follow regular phonics patterns	1

		Build a growing bank of words they can read without sounding out	
2.RF.4.A	Read text with fluency, purpose, and for comprehension	Read with appropriate speed, accuracy, expression and phrasing Reread and use context to self-correct word recognition and understanding Adjust reading rate based on purpose Demonstrate comprehension through discussion, writing, or other responses	1
2.W.1.B	Appropriate to genre, develop a draft from prewriting	Sequence ideas into clear and coherent sentences Generate paragraphs into one main idea Create evidence of a beginning, middle, and end Address an appropriate audience	3
2.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Strengthen writing as needed by revising: main idea, details, word choice, sentence construction, audience and voice Edit for language conventions	2
2.W.2.A	Write opinion texts	Introduce a topic or text being studied using complete sentences State an opinion about the topic and provide reasons for the opinion Use specific words that are related to the topic and audience Use linking/transition words and phrases to signal order Provide evidence of a beginning, middle, and concluding statement or section	3
2.L.1.A.h	Produce simple declarative, imperative, exclamatory, and interrogative sentence	Produce simple statements, commands, exclamations, and questions that are complete and clear	1

		Use correct ending punctuation for each sentence type	
2.L.1.B	Use grade-level appropriate spelling	Use knowledge of phonics, syllable types, and word parts (prefixes, suffixes, roots) to spell words Spell regular and irregular plural nouns Apply spelling strategies when writing independently	1
2.L.1.B.c **2.L.1.B.d**	Uses grade-level appropriate capitalization and punctuation	Capitalize the first word of a sentence and proper nouns including people, places, days, months, and holidays Use correct ending punctuation Use apostrophes correctly in contractions	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 5 Weekly Assessments • Unit 5 Assessment • Informative Performance Event

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Vision Device Observation Opportunities Inventor Benefited Improvements Opportunities Inventor Benefited Limitations Maneuver Experience Signal	

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):

Teaching Point: For the next three weeks, we are going to learn about inventors, inventions, and what inspires people to invent new things.

Suggested Length of Time: 1 lesson

Standards Addressed: 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this is** to view the Unit 5 multimedia video. Use the Unit 5 Opener to introduce the essential question, *Where do ideas for inventions come from?* Explain that we will read about famous and lesser-known inventors and their important inventions, and an informational text will explain how current-day robot technology is aiding students with special needs. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understandings using the Knowledge Blueprint.

Bloom's: Apply

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Phonics and Word Study	Reading	Writing
VCe and Consonant -le Syllables	"A Woman with Vision" First Reading: Draw Inferences to Build Knowledge About Technology	Write an Opinion Essay: Read a Mentor Opinion Text

Engaging Experience 2 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to identify, build, and blend words with VCe and consonant -le syllables.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Detailed Description/Instructions:

- **One way to do this** is to model and practice adding initial and final sounds. Introduce VCe and consonant -le syllables using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Then model and practice how to blend and build words that include VCe and consonant -le syllables. Next, model for students how to use one syllable words and syllable patterns to read multisyllabic words. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of VCe and consonant -le syllables.*

Engaging Experience 3 (Reading):
Teaching Point: Today I am going to teach you to draw inferences to build knowledge about technology using text and photos.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.1.B.h, 2.R.3.C.c
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "A Woman with Vision" and explain that today they will practice drawing inferences to better understand the subject, her actions, and the impact of her inventions. Model drawing an inference by reading aloud, underlining key details, and thinking aloud about what the details reveals about the mindset of the inventor. During partner work, have students continue reading, underline or annotate details that help them infer how the inventory approached problems and created solutions, and discuss how these details support their inferences. Remind students to reference the Draw Inferences anchor chart as they annotate and discuss.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 4 (Writing):
Teaching Point: Today I am going to teach you how to identify the features of an opinion essay and explain how reasons support an opinion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to introduce the Opinion Essay Checklist and model how to analyze a mentor opinion essay, "The Tablet Computer" (Found in Unit % Additional Materials), for key features, including the topic, opinion statement, supporting reasons, linking words, and conclusion. Think aloud while identifying how reasons and evidence support the author's opinion and how linking words connect ideas. Have partners reread and annotate the mentor text to identify additional reasons and linking words before independently completing the opinion essay features chart.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD (Substantial Support) to help students be able to orally share their message with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
VCe and Consonant -le Syllables	"A Woman with Vision" Identify Main Topic and Key Details	Write an Opinion Essay: Brainstorm Your Topic and Opinion
	Build Vocabulary: Determine the Meaning of Compound Words	

Engaging Experience 5 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with VCe and consonant ‑le syllables.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice blending and segmenting multisyllabic words syllable by syllable.Then model and practice how to blend and build words that include VCe and consonant -le syllables. Next, guide students in reading the connected text, "Found" and sorting words by syllable type to notice spelling generalizations. Finally, use the Read, Spell, Write, Apply routine to review and practice this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 6 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic and key details of a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.A.a, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "A Woman with Vision" and explain that today they will practice identifying the main topic and key details in an informational text. Review that identifying the main topic helps readers understand what a text is mostly about, and noting key details helps support the main topic. Display and read aloud the Close Reading prompt. Model how to reread the title and text, underline key details, and think aloud about how these details reveal the main topic and the focus of each paragraph while referencing the Identify Main Topic anchor chart. During small-group work, have students reread the assigned paragraphs, annotate their texts with the main topic, the focus of each paragraph, and supporting details, and discuss with peers how the

details support the overall main topic.

Bloom's: Apply

DOK: 3

Suggestion*: Provide students with a printed three-column note template or have them create one in their reading notebooks to annotate key information, main ideas, and supporting details from the text.*

Engaging Experience 7 (Reading):

Teaching Point: Today I am going to teach you to use knowledge of the meanings of individual words to identify the meanings of compound words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.B.c, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students open "A Woman with Vision" and explain that today they will practice determining the meaning of compound words. Model how readers determine the meaning of compound words by breaking them into smaller words and combining their meanings. Reference a Compound Words Chart while thinking aloud about how compound words are formed and understood. Have partners reread the text, identify and annotate compound words, determine their meanings, and discuss how the smaller words help readers understand the whole word.

Bloom's: Understand

DOK: 3

Engaging Experience 8 (Writing):

Teaching Point: Today I am going to teach you how to brainstorm ideas, choose a topic, and form an opinion for an opinion essay.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to model how to use a Brainstorming Chart to connect personal experiences and background knowledge to a science or technology topic. Think aloud while explaining how brainstorming ideas can help writers develop a topic and form an opinion. Have partners discuss inventions or discoveries that interest them, record their ideas on a chart, and use those ideas to choose a topic and opinion for their essays.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
VCe and Consonant -le Syllables	"A Woman with Vision" Identify the Main Purpose of a Text (Author's Purpose)	"A Woman with Vision" Grammar in Context: Irregular Past-Tense Verbs
	Begin the Knowledge Blueprint	Write an Opinion Essay: Brainstorm Your Topic and Opinion

Engaging Experience 9 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with VCe and consonant ‑le syllables.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce VCe and consonant -le syllables through decoding the connected text, "A Cool Solution." Model and support students as they blend decodable words and reread to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of VCe and consonant -le syllable patterns. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 10 (Reading):
Teaching Point: Today I am going to teach you to identify the main purpose of a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.A.a, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "A Woman with Vision" and explain that readers can identify an author's purpose by paying attention to the main points, supporting reasons, and images in a text. Model thinking aloud by asking questions about why the author wrote the text and what the author wants readers to learn while identifying important details and how images support understanding. Then guide students to discuss additional main points, supporting reasons, and images that help clarify the author's ideas.

  Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you how to identify irregular past-tense verbs and determine their present-tense forms.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review how irregular past-tense verbs change spelling instead of adding -ed and model how to identify them in "A Woman with Vision." Think aloud while connecting irregular past-tense verbs to their present-tense forms and explaining why they are irregular. Have partners identify additional irregular past-tense verbs in the text, discuss why the verbs are irregular, and reflect on how understanding verb forms supports reading and writing.

Bloom's: Apply
DOK: 1

Engaging Experience 12 (Writing):
Teaching Point: Today I am going to teach you how to develop strong reasons and examples to support your opinion in an opinion essay.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to model how writers develop reasons and supporting experiences to strengthen an opinion essay using the Mentor Opinion Essay. Think aloud while identifying reasons that support the opinion and explaining how personal experiences help prove each reason. Have partners create a two-column chart, record an opinion, and discuss reasons and experiences that support their thinking.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
VCe and Consonant -le Syllables	"A Lucky Accident" First Reading: Distinguish Between Important and Unimportant Information to Build Knowledge About Technology	Write an Opinion Essay: Plan and Organize Your Opinion Essay

	Explain How Text Features Contribute to Meaning to Build Understanding About Technology Add to the Knowledge Blueprint	

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with VCe and consonant ‑le syllables.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce VCe and consonant -le syllables through multisyllabic decoding. Model how to divide and blend words with VCe and consonant -le syllable patterns. Then model and practice how to build and write multisyllabic words using these syllable types. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to distinguish between important and unimportant information to build knowledge about technology.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.1.B.h, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "A Lucky Accident" and review how important details support the main idea while less important details provide extra information. Display the Determine Text Importance anchor chart. Guide students in previewing the text by skimming headings and photographs. Have students read, modeling how to underline details and think aloud about which details are important by considering how they connect to the main idea. Prompt students to annotate their texts by underlining details and starring those they identify as important.

Bloom's: Analyze
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to explain how text features, including captions and illustrations contribute to the meaning of a text to build understanding of technology.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.3.A.a, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "A Lucky Accident" and explain that today they will practice explaining how text features contribute to the meaning of a text. Review that text features provide additional information and can help clarify ideas presented in the text. Direct students to examine the photographs and labels, explaining that the smaller, close-up image is called an inset, and model how to think aloud by rereading and connecting specific details from the text to what is shown in the images while noting any new information the images provide. Guide students to reread and analyze how the photographs support specific details.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you how to plan and organize an opinion essay.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to model how to organize an opinion essay using the Mentor Opinion Essay Planning Guide. Think aloud while identifying the introduction, body paragraphs, and conclusion and explaining how each reason and supporting detail fits together in a cohesive paragraph. Have partners use their opinions and reasons charts to create a planning guide, discuss the order of their reasons, and group supporting details with the correct reason.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"A Lucky Accident" Retell a Text Using Central Idea and Relevant Details	Grammar: Use an Apostrophe to Form Possessives

	Build Knowledge: *Solving Problems Through Technology* - Discuss the Knowledge Blueprint	

Engaging Experience 17 (Phonics and Word Study):
Teaching Point: Today we are going to review words with VCe and consonant ‑le syllables.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
` **Supporting:** 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess VCe and consonant -le syllables through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with VCe and consonant -le syllable patterns. Then review multisyllabic words by modeling how these syllable types remain intact when reading longer words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 18 (Reading):
Teaching Point: Today I am going to teach you to retell an informational text using relevant details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "A Lucky Accident" and explain that today they will practice retelling a text using the central idea and relevant details. Review that retelling includes putting important events in order and focusing only on details that support the central idea, helping readers better understand the text. Reread, modeling how to think aloud by identifying the central idea and selecting relevant details, then retelling those details in a logical sequence. Guide students to reread the text and prompt them to identify key events and facts that led to the invention, encouraging them to underline relevant details and consider how each detail supports the central idea.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Solving Problems Through Technology* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit

vocabulary.
Bloom's: Apply
DOK: 3

Engaging Experience 19 (Grammar):
Teaching Point: Today I am going to teach you how to form and use possessive nouns to show ownership.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.B.c, 2.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model how to form singular and plural possessive nouns using apostrophes with the Possessive Nouns Chart. Think aloud while explaining how apostrophe placement changes depending on whether the noun is singular or plural and identifying examples in sentences. Have partners write and discuss sentences using possessive nouns, and then apply their understanding by generating possessive nouns related to "A Lucky Accident."

Bloom's: Apply
DOK: 1
Suggestion: *Provide students with noun examples to sort and convert into possessive forms, and have them use guiding questions like "Who does it belong to?" to reinforce understanding.*

Week #2

Day 1

Phonics and Word Study	Reading	Writing
Diphthong /oi/ (oi, oy)	"Two Famous Inventors" First Reading: Draw Inferences About Technology	Write an Opinion Essay: Introduce the Topic

Engaging Experience 20 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, build, and blend words with diphthong /oi/ (oi and oy).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice initial and final sound deletion. Introduce diphthong /oi/ with spellings oi and oy using the Sound-Spelling Cards. Model the

articulatory gestures and provide example words. Then model and practice how to blend and build words that include diphthong /oi/. Next, model for students how to use one syllable words and suffixes to read multisyllabic words. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of diphthong /oi/.*

Engaging Experience 21 (Reading):
Teaching Point: Today I am going to teach you to draw inferences about technology using key details in a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.A.c, 2.R.1.B.h, 2.R.3.C.c

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "Two Famous Inventors" and explain that today they will practice drawing inferences. Review that drawing an inference means using clues from the text along with what they already know to figure out ideas that are not directly stated. Display the Draw Inferences Anchor Chart. Read aloud the opening paragraph, modeling how to think aloud by identifying important details and using them to make an inference about the types of problems inventors solve, while emphasizing that inventors work to solve problems. Continue reading sections, pausing to highlight details and model how those details lead to logical inferences. Guide students to continue reading and annotating the text by noting details that support their thinking and recording their inferences in the margins.

Bloom's: Apply
DOK: 1
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 22 (Writing):
Teaching Point:Today I am going to teach you how to introduce the topic in an opinion essay.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to model how to draft an introduction using the Opinion Essay Anchor Chart and mentor essay. Think aloud while explaining how background information and interesting details help introduce the topic and prepare readers for the writer's opinion. Have partners orally rehearse their introductions by discussing the topic, what readers need to know, and how to engage the audience. Then guide students to draft an introductory paragraph for their opinion essay.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Diphthong /oi/ (oi, oy)	"Two Famous Inventors" Identify Main Topic and Key Details	Write an Opinion Essay: State Your Opinion
	Build Vocabulary: Determine the Meaning of Compound Words	

Engaging Experience 23 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with diphthong /oi/ (oi and oy).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice deleting final sounds in a blend. Then model and practice how to blend and build words that include diphthong /oi/ spelled oi and oy. Next, guide students in reading connected text, "A Noisy Problem," and sorting words by spelling patterns to notice spelling generalizations. Finally, use the Read, Spell, Write, Apply routine to review and practice this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 24 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic of a text by using key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.A.a, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Two Famous Inventors" and explain that today they will practice identifying the main topic and key details, as well as the focus of specific paragraphs in a text. Review that the main topic tells what the text is mostly about, while key details and reasons support the author's points and help readers better understand the text. Display the Identify Main Topic anchor chart and model how to use

text features to determine the main topic and focus of sections. Guide students to examine the title and subheadings, then reread selected paragraphs, thinking aloud to identify the main focus of each section and the key details that support it.

Bloom's: Apply
DOK: 3

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to predict the meaning of compound words using knowledge of the meaning of individual words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.c, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students open "Two Famous Inventors" and explain that today they will practice determining the meaning of compound words by using their knowledge of the meanings of individual words. Reread, modeling how to identify a compound word by breaking it into two smaller words and thinking aloud about how their meanings combine to determine the meaning of the compound word while referencing a Compound Words Chart. Guide students to reread and identify additional compound words, prompting them to determine meanings by analyzing the smaller words.

Bloom's: Understand
DOK: 3

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you how to clearly state your opinion.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to model how to add an opinion statement to the introduction using transitional phrases such as "In my opinion" or "I believe that." Think aloud while explaining how these phrases help readers identify the writer's opinion clearly. Have partners orally rehearse opinion statements using sentence frames, and then guide students to complete the final sentence of their introductory paragraph.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Diphthong /oi/ (oi, oy)	"Two Famous Inventors" Close Reading: Identify the Main Purpose of a Text	"Two Famous Inventors" Language in Context: Complete Simple Sentences
		Write an Opinion Essay: Supply Reasons That Support the Opinion

Engaging Experience 27 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with diphthong /oi/ (oi and oy).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce diphthong /oi/ spelled oi and oy through decoding connected text, "Satellites." Model and support students as they blend decodable words and reread to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of diphthong /oi/. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 28 (Reading):
Teaching Point: Today I am going to teach you to identify the main purpose of a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Two Famous Inventors" and remind students that a text's purpose is the author's reason for writing, which can be to inform, entertain, or persuade. Display and reread the introduction together, modeling how to identify the author's purpose by thinking aloud about signal words and phrases that indicate why the author wrote the text and what point she is making. Guide students to reread in small peer groups or with a partner, annotating the text by underlining words and phrases that show the author's purpose, points, and supporting reasons.

  Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

Engaging Experience 29 (Grammar):
Teaching Point: Today I am going to teach you how authors use complete simple sentences to clearly express ideas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to model how to identify the subject and predicate in complete simple sentences from "Two Famous Inventors." Think aloud while explaining how a complete sentence includes a subject, a predicate, and a complete thought. Have partners identify the subjects and predicates in additional sentences and discuss how complete sentences help readers understand an author's ideas clearly.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Writing):
Teaching Point: Today I am going to teach you to supply reasons and examples that support your opinion.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to model how to draft body paragraphs using reasons and supporting examples from the planning guide. Think aloud while explaining how examples and experiences help prove each reason and make the opinion more convincing. Have partners orally rehearse their first body paragraph by discussing their reasons and examples, and then guide students to draft a body paragraph for each reason in their essay.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Diphthong /oi/ (oi, oy)	"Two Famous Inventors" Close Reading: Explain How Images Contribute to and Clarify a Text	Write an Opinion Essay: Provide a Concluding Statement

	Add to the Knowledge Blueprint	

Engaging Experience 31 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with vowel teams diphthong /oi/ (oi and oy).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce diphthong /oi/ spelled oi and oy through multisyllabic decoding. Model how to divide and blend words with vowel team patterns. Then model and practice how to build and write multisyllabic words diphthong /oi/. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 32 (Reading):
Teaching Point: Today I am going to teach you to explain how images contribute to and clarify a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.3.A.a, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Two Famous Inventors" and review that images, such as photographs and illustrations, help readers better understand information by showing details that may not be fully explained in the text. Reread, modeling how to think aloud by identifying details in the text and then examining the images to determine how it supports and adds to that information, noting what new understanding the image provides. Guide students to reread and closely examine the image, prompting them to underline key details in the text and connect those details to what they see in the image.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 33 (Writing):
Teaching Point: Today I am going to teach you how to write a strong conclusion that restates your opinion and provides closure for the reader.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to model how to write a conclusion using a linking phrase, a restated opinion, and a concluding statement. Think aloud while explaining how restating the opinion in a new way and encouraging readers to think or act helps create a strong ending. Have partners orally rehearse ways to restate their opinions and discuss what they want readers to think or do, and then guide students to draft a cohesive concluding paragraph.

Bloom's: Create

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Two Famous Inventors" Close Reading: Describe the Connection Between a Series of Events	Write an Opinion Essay: Common and Proper Nouns: Product Names, Geographical Names, Holidays
	Build Knowledge: *Solving Problems Through Technology* - Discuss the Knowledge Blueprint	

Engaging Experience 34 (Phonics and Word Study):

Teaching Point: Today we are going to review words with diphthong /oi/ (oi and oy).

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to review and assess diphthong /oi/ spelled oi and oy through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with diphthong /oi/ patterns. Then review multisyllabic words by modeling how vowel teams remain in the same syllable when adding suffixes. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to describe connections between a series of events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.C
Detailed Description/Instructions:

- **One way to do this** is to have students open "Two Famous Inventors" and explain that today they will practice describing connections between a series of events in a text, including how those events connect to their own lives. Reread, modeling how to think aloud by identifying key events and explaining how those events connect to each other and to everyday life. Guide students to reread and prompt them to identify one of Edison's inventions, underline key details, and think about how that invention connects to their own lives.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Solving Problems Through Technology* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Apply
DOK: 3

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you how writers use and capitalize proper nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.B.c, 2.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model how to identify common and proper nouns using the Common and Proper Nouns Chart and examples from the text. Think aloud while explaining why names of people, places, products, and holidays are proper nouns and must be capitalized. Have partners revise sentences from their opinion essays by adding specific proper nouns, and then discuss whether the nouns are common or proper and how they should be capitalized.

Bloom's: Apply
DOK: 1
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Week #3

Day 1

Phonics and Word Study	Reading	Writing
Diphthong /ou/ (ou, ow)	"Robots Go to School" First Reading: Distinguish Between Important and Unimportant Information to Learn About Technology	Write an Opinion Essay: Improve Sentence Fluency by Expanding Sentences

Engaging Experience 37 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, build, and blend words with diphthong /ou/ (ou and ow).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice deleting initial and final sounds. Introduce diphthong /ou/ with spellings ou and ow using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Then model and practice how to blend and build words that include vowel team /ou/ spellings. Next, model for students how to use one syllable words to read multisyllabic words, including compound words. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of diphthong /ou/.*

Engaging Experience 38 (Reading):
Teaching Point: Today I am going to teach you to distinguish between important and unimportant information to learn about technology.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.1.B.h, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "Robots Go to School" and explain that today they will practice distinguishing between important and unimportant information in a text to learn about technology. Display the Determine Text Importance anchor chart. Guide students in previewing the text features. Read, modeling how to identify important details by thinking aloud about how details connect to the main topic while underlining details and starring important information. Prompt students to continue reading and

annotating, encouraging them to pause and retell what they have read.
Bloom's: Analyze
DOK: 3

Engaging Experience 39 (Writing):
Teaching Point: Today I am going to teach you how to revise your opinion essay by combining and expanding sentences to improve sentence fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.A, 2.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to model how to revise simple sentences by adding descriptive words and combining related ideas to improve fluency. Think aloud while explaining how varying sentence length and structure makes writing smoother and more interesting to read. Have partners identify sentences in each other's drafts that could be expanded, and then guide students to revise their essays by adding details and creating more cohesive paragraphs.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Diphthong /ou/ (ou, ow)	"Robots Go to School" Close Reading: Identify Main Purpose of a Text	*Robots Go to School* Language in Context: Complete Simple Sentences
		Write an Opinion Essay: Revise to Use Linking Words and Phrases

Engaging Experience 40 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with diphthong /ou/ (ou and ow).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice initial sound deletion in a blend. Then model and practice how to blend and build words that include diphthong /ou/ spelled ou and ow. Next, guide students in reading connected text, "Keeping Food Cold," and sorting words

by spelling patterns to notice spelling generalizations. Finally, use the Read, Spell, Write, Apply routine to review and practice this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you to identify the main purpose of a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.A.c, 2.R.3.C.a

Detailed Description/Instructions:

- **One way to do this** is to have students open "Robots Go to School" and review that the main purpose is the author's reason for writing and that authors include details and text features to help explain their ideas and support their points. Display and reread "Robots in the Real World" on page 24, modeling how to identify the author's purpose, key point, and supporting reasons using clues from the text. Then guide students to reread and annotate the section by underlining key ideas and connecting them to the main topic of robots.

Students will answer Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

Engaging Experience 42 (Grammar):
Teaching Point: Today I am going to teach you how writers use complete simple sentences to clearly communicate ideas.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.L.1.A.h

Detailed Description/Instructions:

- **One way to do this** is to model how to identify the subject and predicate in complete simple sentences from "Robots Go to School." Think aloud while explaining how a complete sentence includes a subject, a predicate, and a complete thought. Have partners identify the subjects and predicates in additional sentences and discuss how complete sentences help readers understand ideas clearly.

Bloom's: Apply
DOK: 1

Engaging Experience 43 (Writing):
Teaching Point: Today I am going to teach you how to revise your opinion essay by using linking words and phrases.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.C, 2.W.2.A

Detailed Description/Instructions:

- **One way to do this** is to model how to revise paragraphs by adding linking words and phrases such as because, for example, and also to connect ideas smoothly. Think aloud while explaining how linking words help readers understand relationships between opinions and reasons. Have students refer to the Linking Words and Phrases Chart as they reread their essays and choose appropriate linking words to add to strengthen connections.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Diphthong /ou/ (ou, ow)	"Robots Go to School" Close Reading: Determine the Meaning of Words in a Text	Write an Opinion Essay: Edit for Correct Use of Apostrophes in Possessives; Edit for Capitalization of Proper Nouns
	Add to the Knowledge Blueprint	

Engaging Experience 44 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with diphthong /ou/ (ou and ow).
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to reinforce diphthong /ou/ spelled ou and ow through decoding the connected text, "Music for Joy." Model and support students as they blend decodable words and reread to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of diphthong /ou/. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 45 (Reading):
Teaching Point: Today I am going to teach you to determine the meaning of a word in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.c, 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open "Robots Go to School" and explain that readers can use context clues to determine the meaning of unknown words. Model how to use surrounding sentences and examples to determine the meaning of an unknown word as you think aloud. Then guide students to underline context clues, identify supporting examples, and explain the meaning of the word using evidence from the text.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Understand
DOK: 3

Engaging Experience 46 (Writing):
Teaching Point: Today I am going to teach you how writers edit capitalization and possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.A, 2.L.1.B.c, 2.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model how to edit proper nouns and possessive nouns in an opinion essay. Think aloud while explaining why names of people, places, and groups are capitalized and how apostrophes show ownership in singular and plural possessives. Have students use the Common and Proper Nouns Chart or the Possessive Nouns Chart as a checklist, rereading their essay and matching each noun they find to the chart to decide whether it needs capitalization or an apostrophe.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Diphthong /ou/ (ou, ow)	"Robots Go to School" Close Reading:Compare and Contrast Key Points in Two Texts on the Same Topic	Write an Opinion Essay: Check and Edit for Correct Spelling

	Build Knowledge: Discuss the Blueprint Build Toward the Culminating Task (optional)	

Engaging Experience 47 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to blend multisyllabic words with diphthong /ou/ (ou and ow).

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h

Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to reinforce vowel teams /ou/ with spellings ou and ow through multisyllabic decoding. Model how to divide and blend words with vowel team patterns. Then model and practice how to build and write multisyllabic words with ou and ow. Next, model for students how to use known words to decode unfamiliar multisyllabic words by analogy. Finally, provide opportunities to reread connected text to build fluency and transfer of skills, and review this week's high frequency words.

Bloom's: Apply

DOK: 1

Engaging Experience 48 (Reading):

Teaching Point: Today I am going to teach you to compare and contrast the most important points in two texts on the same topic.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c, 2.R.3.C.a

Detailed Description/Instructions:

- **One way to do this** is to have students open "Two Famous Inventors" and "Robots Go to School" and explain that today they will practice comparing and contrasting key points in two texts on the same topic. Review that comparing means finding how things are the same and contrasting means finding how they are different, and that readers use details from both texts to explain their thinking. Display and reread "Two Famous Inventors," modeling how to identify important details about Edison's inventions, and then think aloud about how to look for similar details in another text. Guide students to reread "Robots Go to School," prompting them to underline key details about how the school robot works and how it helps people, and to organize their thinking using a chart to compare what each invention does and how it helps others.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Solving Problems Through Technology* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 49 (Writing):
Teaching Point: Today I am going to teach you how to edit your opinion essay by checking spelling carefully.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.L.1.B
Detailed Description/Instructions:

- **One way to do this** is to model how to reread writing, identify misspelled words, and use a dictionary to confirm correct spelling. Think aloud while checking commonly confused words and applying spelling patterns and rules. Have partners review each other's drafts for spelling errors, discuss corrections, and then guide students to continue editing their essays using dictionaries and the Opinion Essay Writing Rubric.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Eletelephony" Read a Poem: Understand Rhyme and Regular Beats	Write an Opinion Essay: Use Technology to Publish Writing

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review words with diphthong /ou/ (ou and ow).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess diphthong /ou/ spelled ou and ow through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with diphthong /ou/ patterns. Then review multisyllabic words by modeling how vowel teams remain in the same syllable when adding suffixes. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to identify rhyme and regular beats in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students open "Eletelephony" and model how to identify rhyming words, rhyme patterns, and regular beats using the Features of Poetry Anchor Chart. Think aloud while explaining how the poet creates humor by combining words like elephant and telephone and how rhyme and rhythm make the poem sound musical and playful. Then guide students to listen for rhyming words, notice repeated rhyme patterns, and clap syllables to hear the rhythm created by line breaks and beat.

Bloom's: Understand
DOK: 3

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you how to use technology to publish your opinion essay.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.C, 2.W.2.A

Detailed Description/Instructions:

- **One way to do** this is to have students use a checklist and rubric to finalize their essays. Then model how writers prepare a final published piece by choosing readable fonts, checking margins, and adding images that support the topic and audience. Think aloud while explaining how authors make decisions about presentation before publishing. Have partners explore publishing choices such as fonts, formatting, and visuals, and then guide students to finalize, print, and publish their opinion essays after completing all revisions and edits.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner. Students may use Google, Canva, or Book Creator to digitally publish.*

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about inventors, inventions, and what inspires people to invent new things.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See *Weekly and Unit Assessment Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 5 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 3
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 6 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task
Detailed Description/Instructions:
Students will design a helpful robot to solve a real-world problem. They will plan and draw their robot, label its parts, and explain how it works and how it solves the problem. Students will also discuss their ideas with peers and reflect on how inventions and technology can help people in real life.

Unit 6 : Tales To Live By

Subject: Reading - Writing - Foundational Skills
Grade: 2nd Grade
Name of Unit: Tales To Live By
Length of Unit: 16 Days
Overview of Unit:
In this unit, students will read folktales in a range of styles from diverse cultures, written by authors from those cultures.

In Topic 1 (Week 1)
In Week 1, during phonics and word study, students will focus on long /ōō/ vowel teams. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will summarize and synthesize, ask and answer questions, and use information front text and illustration to demonstrate understanding. Students will also make connections, determine the central message, and acknowledge differences in points of view. Vocabulary lessons will focus on using context clues and background knowledge to determine meaning. In writing, students will write narrative fiction. They will brainstorm, evaluate ideas, and plan and organize their writing. In grammar and language, lessons will focus on complete compound sentences.

In Topic 2 (Week 2)
In Week 2, during phonics and word study, students will focus on short /o͝o/ vowel teams. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will make connections, ask and answer questions, and use illustrations and text to determine meaning. Students will also acknowledge differences in points of view and determine the central message. Vocabulary lessons will focus on identifying real-life connections between words and their uses. In writing students will write narrative fiction. They will develop strong characters, draft, and provide closure. In grammar and language, lessons will focus on adjective and adverbs

In Topic 3 (Week 3)
In Week 3, during phonics and word study, students will focus on vowel teams /ô/ (aw, au, al, (w)a). They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will summarize and synthesize, use illustration and text to demonstrate understanding, and determine the central message. Vocabulary lessons will focus on identifying real-life connections between words and their uses. In writing students will write narrative fiction. They will revise to use temporal word and sensory details, improve sentence fluency, edit, and publish their writing. In grammar and language, lessons will focus on complete compound and complex sentences.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 6 materials
- Preview the Unit 6 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Print Additional Word Study Resources: Build Automaticity and Connected Texts
- Preview mentor texts for reading and writing lessons
- Gather Knowledge-Building Library text sets and Dynamite Decodables

Essential Questions:

- What can different cultures teach us?

Enduring Understanding/Big Ideas:

- Storytelling is a very old tradition shared by many cultures around the world.
- People tell stories to entertain, educate, and share ideas.
- There are common themes, or central messages, that can be found in folktales across many cultures.
- Readers can build knowledge and understanding about different cultures and traditions, and learn valuable lessons from folktales.

Priority Standards for Unit:

- **2.R.1.A.d, 2.SL.3.A.b:** Retell key details of texts read aloud and independently and determine its central message, lesson or moral.
- **2.R.1.B.h:** Use every day, academic, and topic-specific words when talking about reading and writing
- **2.R.2.A.a:** Describe the setting, problems, solutions, sequence of events (plot), and big ideas or moral lessons
- **2.R.2.A.b:** Describe main characters in works of fiction, including other traits, motivations, and feelings
- **2.R.2.A.d:** Describe cause and effect relationships
- **2.R.2.A.f:** Compare and contrast the differences in points of view of characters and how stories are narrated
- **2.RF.3.A.a**, **2.RF.3.A.c, 2.RF.3.A.h**: Decode unknown multisyllabic words
- **2.RF.3.A.i:** Read irregularly spelled high-frequency words
- **2.RF.4.A:** Read text with fluency, purpose, and for comprehension
- **2.W.1.B:** Appropriate to genre, develop a draft from prewriting
- **2.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **2.W.2.C:** Write fiction or nonfiction narrative and poems
- **2.L.1.A.h:** Produce simple declarative, imperative, exclamatory, and interrogative sentence
- **2.L.1.B:** Use grade-level appropriate spelling
- **2.L.1.B.c, 2.L.1.B.d:** Uses grade-level appropriate capitalization and punctuation

Standard	Unwrapped Concepts (Students Need to Know)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
2.R.1.A.d 2.SL.3.A.b	Retells key details of texts read aloud and independently	Retell a story's beginning, middle, and end Include key details in the retell to confirm understanding of what was read or heard Determine the story's central message, lesson, or moral	2
2.R.1.B. h	Use every day, academic, and topic-specific words	Use conversational words and phrases in speaking and in reading (e.g., C'mon, Hey, See ya) Use general academic words and phrases (e.g., describe, explain, sort) when talking about texts or learning tasks. Use domain-specific words and phrases (e.g., community, habitat, measure) when discussing content areas. Choose precise words to clearly express ideas and understanding.	3
2.R.2.A.a	Describe the setting, problems, solutions, sequence of events (plot), and big ideas or moral lessons	Describe the setting using details from the text Identify and explain the problems characters face and describe the solution to the problem Retell or describe the sequence of events in correct order Identify the big idea, central message, or moral lesson the author wants the reader to learn Use evidence to support descriptions and explanations	3
2.R.2.A.b	Describe main characters in works of fiction, including other traits, motivations,and feelings	Identify and explain the traits of characters (physical, emotional, and behavioral) Explain motivations behind a character's actions	3

		Discuss how characters' feelings influence their decisions and interactions	
2.R.2.A.d	Describe cause-and-effect relationships	Identify the cause and effect relationships in texts they read or hear Explain how one event leads to another Use specific examples from the text, illustrations or text features to describe relationships between actions and outcomes	3
2.R.2.A.f	Compare and contrast the differences in points of view of characters and how stories are narrated	Identify the points of view of different characters in a story Compare and contrast how characters think or feel about events. Identify who is telling the story (narrator) and explain how the narration changes what the reader knows or understands Use details from the text to support comparisons of point of view	3
2.RF.3.A.a **2.RF.3.A.c** **2.RF.3.A.h**	Decode multisyllabic words	Break longer words into syllables to make them easier to read. Use knowledge of common syllable types (closed, open, CVCe, r-controlled, vowel teams) to determine vowel sounds. Apply phonics patterns and letter-sound relationships when reading each syllable. Blend the syllables together smoothly to read the entire word. Decode multisyllabic words that contain prefixes, suffixes, and roots. Use known spelling patterns and word parts to read unfamiliar longer words accurately.	1
2.RF.3.A.i	Read irregularly spelled high-frequency words	Recognize and read common high-frequency words with automaticity	1

		Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	
2.W.1.B	Appropriate to genre, develop a draft from prewriting	Sequence ideas into clear and coherent sentences Generate paragraphs with one main idea Create evidence of a beginning, middle, and end Address an appropriate audience	3
2.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Strengthen writing as needed by revising: main idea, details, word choice, sentence construction, audience and voice Edit for language conventions	2
2.W.2.C	Write fiction or nonfiction narratives and poems	Establish a situation/topic based on the student's experience Introduce main characters and settings in their writing Develop a logical sequence of events with a clear beginning, middle, and end Develop sensory details Use linking/transition words to signal event order Use specific words that are related to the topic and audience	3
2.L.1.A.h	Produce simple declarative, imperative, exclamatory, and interrogative sentence	Produce simple statements, commands, exclamations, and questions that are complete and clear Use correct ending punctuation for each sentence type	1

2.L.1.B	Use grade-level appropriate spelling	Use knowledge of phonics, syllable types, and word parts (prefixes, suffixes, roots) to spell words Spell regular and irregular plural nouns Spell high frequency words accurately in writing	1
2.L.1.B.c **2.L.1.B.d**	Uses grade-level appropriate capitalization and punctuation	Capitalize the first word of a sentence and proper nouns including people, places, days, months, and holidays Use correct ending punctuation Use apostrophes correctly in contractions	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 6 Weekly Assessments • Unit 6 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Ancestors Disappear Stumbled Rudely Wise Selfish Tricked Agreed Concealed Scrumptious Floated angry	

These are the words that you will **explicitly** teach using the *Define/Example/Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):

Teaching Point: For the next three weeks, we are going to read stories shared by cultures around the world and examine common themes that can be found in many of them.

Suggested Length of Time: 1 lesson

Standards Addressed: 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students view the Unit 6 multimedia video and use the Unit 6 Opener to introduce the essential question, *What can different cultures teach us?* Explain that as students explore the topic of *Tales to Live By*, they will read folktales in a range of styles from diverse cultures, written by authors from those cultures. Ask questions to activate prior knowledge. Use the *Define/Example/Ask* routine to **orally** build knowledge vocabulary. End the lesson by introducing the Knowledge Blueprint and enduring understanding.

Bloom's: Apply

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Phonics and Word Study	Reading	Writing
Long /o͞o/ Vowel Teams (oo, ui, ew, ue, u, ou, oe, u_e)	"Village of the Moon Rain" First Reading: Summarize and synthesize to build knowledge about folktales	Write a Narrative Fiction: Analyze a Mentor Narrative Text

Engaging Experience 2 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to identify, build, and blend words with long /o͞o/ vowel teams.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Detailed Description/Instructions:

- **One way to do this** is to practice and model initial and final sound deletion. Introduce long /oo/ vowel teams (oo, u_e, u, ew, ue, ou, ui and oe) using the Sound-Spelling Card. Model the articulatory gestures and provide example words. Then model and practice how to blend and build words that include long /oo/ vowel teams. Next, model for students how to use one syllable words and syllable patterns to read multisyllabic words. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of long /ōō/ vowel teams.*

Engaging Experience 3 (Reading):
Teaching Point: Today I am going to teach you to summarize and synthesize ideas and details to build knowledge about folktales.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.R.1.B.h, 2.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "Village of the Moon Rain" and review that summarizing involves describing the beginning, middle, and end, while synthesizing means combining details and ideas to deepen understanding. Read aloud the title and first paragraph, modeling how to identify important details and summarize key events while thinking aloud about the setting and story events. Then guide students to summarize and synthesize information from the text and illustrations, pausing to retell key events and discuss how the middle and ending develop the story.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 4 (Writing):
Teaching Point: Today I am going to teach you how writers organize narrative fiction with a beginning, middle, and end.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to analyze the structure of "Stone Soup" using a Beginning, Middle, and End Chart. Think aloud while identifying the characters, setting, problem, events, solution, and theme and explaining how each part helps develop the story. Have partners reread the text to identify important middle events and discuss how the characters work to solve the problem, and then guide students to complete their charts by identifying the solution and lesson of the story.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Long /ōō/ Vowel Teams (oo, ui, ew, ue, u, ou, oe, u_e)	"Village of the Moon Rain" Ask and Answer Questions to Demonstrate Understanding of Key Details	Write Narrative Fiction: Brainstorm
	Build Vocabulary: Use Context Clues and Background Knowledge to Determine Meaning	

Engaging Experience 5 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with long /ōō/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice initial and final sound deletion. Then model and practice how to blend and build words that include long /ōō/ vowel teams. Next, guide students in reading the connected text, "The Brothers Grimm" and sorting words by vowel team to notice spelling generalizations. Finally, use the Read, Spell, Write, Apply routine to review and practice this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 6 (Reading):
Teaching Point: Today I am going to teach you to ask and answer questions about key details before and during reading.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Village of the Moon Rain" and explain that today they will practice asking and answering questions to identify key details and deepen their understanding of the story. Display the text and model how to generate a before-reading question using the title, then read aloud paragraph 1 and think aloud to answer the question while asking a new during-reading question based on the details. Guide students to continue reading and annotating the text by underlining key details and writing questions and answers in the margins, prompting them to pause and discuss which details are most important and how they help answer their questions.

Bloom's: Apply
DOK: 3

Engaging Experience 7 (Reading):
Teaching Point: Today I am going to teach you to identify and use context clues to determine word meanings.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.c, 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open "Village of the Moon Rain" and explain that today they will practice determining the meaning of unknown words using context clues and background knowledge. Review that context clues and background knowledge help readers determine the meaning of unfamiliar words. Model how to use surrounding details and prior knowledge to infer word meanings while thinking aloud about clues in the text. Then guide students to use context clues and what they already know to determine the meanings of additional unfamiliar words.

Bloom's: Apply
DOK: 3

Engaging Experience 8 (Writing):
Teaching Point: Today I am going to teach you how to brainstorm ideas for narrative fiction by thinking about genre, characters, problems, and themes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to use a Brainstorming Chart to generate ideas for different genres, characters, problems, and themes. Think aloud while explaining how story elements work together to create an engaging narrative. Have partners brainstorm ideas for their own stories and discuss how their genre, characters, problem, and theme connect, and then guide students to continue developing their ideas independently.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Long /ōō/ Vowel Teams (oo, ui, ew, ue, u, ou, oe, u_e)	"Village of the Moon Rain" Use Information from Text and Illustrations to Demonstrate Understanding of Characters, Setting, and Plot	"Village of the Moon Rain" Language in Context: Complete Compound Sentences
	Being the Knowledge Blueprint	Write Narrative Fiction: Evaluate Your Ideas

Engaging Experience 9 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with long /ōō/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce long /ōō/ vowel teams through decoding the connected text, "Hansel and Gretel." Model and support students as they blend decodable words and reread to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of long /ōō/ vowel teams. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 10 (Reading):
Teaching Point: Today I am going to teach you to use information gained from illustrations to demonstrate understanding of characters, setting, and plot of a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.a, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students open "Village of the Moon Rain" and review that readers use words and images together to gather details about where a story takes place, who is involved, and what is happening. Read aloud, modeling how to think aloud by identifying words that describe the setting and explaining how those details help create an image of the place. Continue reading and modeling how to connect the text to the illustration to better understand the characters and events, pointing out how the image helps clarify what is described in the text.

Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

Engaging Experience 11 (Grammar):

Teaching Point: Today I am going to teach you how authors use compound sentences to connect related ideas.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.L.1.A.h

Detailed Description/Instructions:

- **One way to do this** is to model how to identify the two complete thoughts in compound sentences from "Village of the Moon Rain" and explain how conjunctions or semicolons connect related ideas. Think aloud while analyzing how compound sentences help readers better understand descriptions and events in the story. Have partners identify the complete thoughts in additional compound sentences and discuss how the connected ideas help clarify meaning.

Bloom's: Apply
DOK: 1
Suggestion: *Use a conjunction chart with examples and have students work with a partner to create and explain compound sentences using sentence frames.*

Engaging Experience 12 (Writing):

Teaching Point: Today I am going to teach you how to evaluate your ideas and choose the strongest ones to develop into a narrative.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to model how to review a brainstorming chart and evaluate which ideas work best together. Think aloud while explaining how the theme can help guide decisions about characters, problems, and genre. Have partners ask questions about each other's ideas and discuss which story elements best match the theme, and then guide students to select and star their final story ideas.

Bloom's: Evaluate
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Long /o͞o͞/ Vowel Teams (oo, ui, ew, ue, u, ou, oe, u_e)	"The Huemul Egg: First Reading: Make Connections to Build Knowledge About Folktales	Write Narrative Fiction: Plan and Organize Your Narrative Fiction
	Determine the Central Message Add to the Knowledge Blueprint	

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with long /o͞o͞/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce long /o͞o͞/ vowel teams through multisyllabic decoding, word building, and spelling. Model and provide practice blending multisyllabic words by recognizing that vowel teams remain in the same syllable. Then model and practice how to build and spell words that include long /o͞o͞/ vowel teams. Next, guide students in using known spelling patterns to decode unfamiliar words by analogy. Finally, provide opportunities for students to read connected text to build fluency and transfer their learning to authentic reading situations.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to make connections to build knowledge about folktales.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h, 2.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "The Huemul Egg" and review that readers make connections by thinking about how a text relates to their own experiences, other texts, or the world, and that these connections help deepen understanding. Display and preview the text and illustrations and review the Make Connections anchor chart. Read aloud, modeling how to think aloud by making a personal or text-to-text connection and explaining how that connection helps clarify understanding of the story. Guide

students to read the rest of the text, prompting them to underline key details.

Bloom's: Apply

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 15 (Reading):</u>

Teaching Point: Today I am going to teach you to determine the central message in a folktale.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.d, 2.R.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to have students open "The Huemul Egg" and explain that today they will practice determining the central message of a folktale by using key details and understanding the structure of the story. Display and revisit the text, modeling how to think aloud by identifying important details about Pedro's actions and the greedy man's behavior and explaining how those details point to a lesson. Guide students to reread the story and annotate by underlining key details that show the problem, actions, and outcome.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply

DOK: 3

Suggestion*: Prompt students to use sentence frames such as "The central message is ___" to explain their thinking.*

<u>Engaging Experience 16 (Writing):</u>

Teaching Point: Today I am going to teach you how to plan and organize your narrative fiction story.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to model how to complete a Narrative Fiction Planning Guide by organizing story elements into a beginning, middle, and end. Think aloud while explaining how the characters, setting, problem, and events connect to the story's theme. Create a Narrative Fiction: Organization Anchor Chart that summarizes the steps in organizing strong narrative fiction writing. Have partners discuss their ideas and begin filling in their planning guides, and then guide students to complete their plans for drafting their stories.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	*The Huemul Egg* Acknowledge Differences in Points of View of Characters	Grammar: Complete Compound Sentences
	Build Knowledge: *Tales to Live By* - Discuss the Knowledge Blueprint	

Engaging Experience 17 (Phonics and Word Study):
Teaching Point: Today we are going to review words with long /ōō/ vowel teams.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess long /ōō/ vowel teams through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with long /ōō/ vowel teams. Then review multisyllabic words by modeling how these vowel teams remain intact when reading longer words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 18 (Reading):
Teaching Point: Today I am going to teach you to identify characters' points of view in a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to have students open "The Huemul Egg" and explain that today they will practice identifying and understanding the different points of view of characters in a story. Review that a character's point of view is how a character thinks and feels about what is happening and that readers use clues from the text to understand these perspectives. Display and reread selected paragraphs, modeling how to think aloud while explaining how words and phrases reveal what the narrator, Pedro, and the wealthy man think and feel. Then guide students to read the story aloud in groups using expressive

voices and annotate clues that show how the characters' perspectives differ.

Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Tale to Live By* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3

Engaging Experience 19 (Grammar):
Teaching Point: Today I am going to teach you how writers combine simple sentences to create compound sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to model how to combine two related simple sentences using a comma and a conjunction such as and, but, so, or or. Think aloud while explaining how conjunctions show relationships between ideas in a compound sentence. Have partners write related simple sentences and combine them into compound sentences, and then guide students to identify the simple sentences, conjunctions, and commas in their writing.

Bloom's: Apply
DOK: 1

Week #2

Day 1

Phonics and Word Study	Reading	Writing
Short /ŏŏ/ Vowel Teams (oo, u)	"A Foxy Garden" First reading: Make Connections to Build Knowledge About Folktales	Write Narrative Fiction: Develop strong characters

Engaging Experience 20 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to identify, build, and blend words with short /ŏŏ/ vowel teams (oo,u).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice initial and final sound deletion. Introduce

short /o͝o/ vowel teams (oo,u) using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Then model and practice how to blend and build words that include short /o͝o/ vowel teams (oo,u). Next, model for students how to use one syllable words and syllable patterns to read multisyllabic words. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of short /o͝o/ vowel teams.*

<u>Engaging Experience 21 (Reading):</u>
Teaching Point: Today I am going to teach you to make connections to build knowledge about folktales.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h, 2.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary. Have students open "A Foxy Garden" and review that readers make connections by thinking about how a story relates to their own experiences, other texts, or the world, and that these connections help them better understand characters and events. Display and preview the text and illustrations and review the *Make Connections Anchor Chart*. Read aloud the beginning of the story, modeling how to think aloud by making a personal connection, explaining how that connection helps clarify the problem in the story. Guide students to continue reading, underline key details and annotate connections.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 22 (Writing):</u>
Teaching Point: Today I am going to teach you how to develop strong characters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to review the Narrative Fiction Organization anchor chart and model how to use a Character Chart to track a character's thoughts, feelings, and actions from the beginning, middle, and end of a story. Think aloud while explaining how realistic characters respond to problems and learn lessons that help them change. Have partners discuss how their characters will change throughout the story, and then guide students to complete a character chart for their own narrative fiction.

Bloom's: Analyze
DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Short /ŏŏ/ Vowel Teams (oo, u)	"A Foxy Garden" Ask and Answer Questions to Demonstrate Understanding of Key Details	Write Narrative Fiction: Begin Drafting
	Build Vocabulary: Identify Real-Life Connections Between Words and Their Uses	

Engaging Experience 23 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with short /ŏŏ/ vowel teams (oo,u).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice deleting the initial sound in a blend. Then model and practice how to blend and build words that include short /ŏŏ/ vowel teams (oo,u). Next, guide students in reading the connected text, "The Boy Who Cried Wolf," and sorting words by vowel team to notice spelling generalizations. Finally, use the Read, Spell, Write, Apply routine to review and practice this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 24 (Reading):
Teaching Point: Today I am going to teach you to ask and answer questions about key details to demonstrate understanding of characters and events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.R.2.A.a, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students open "A Foxy Garden" and review that good readers ask questions before and during reading to help them understand what is happening in a story and use details from the text and illustrations to answer those questions. Display the text and model how to ask questions before and during reading by thinking aloud about the characteristics of a trickster tale and identifying key details in the story. Then guide students to reread sections of the text, underline evidence, and

answer questions about characters' actions and motivations.
Bloom's: Apply
DOK: 3

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to identify and describe real-life connections between words and their use.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open "A Foxy Garden" and explain that today they will practice identifying real-life connections between words and their uses, focusing on how adjectives describe characters and foods. Display and reread selected portions of the text, modeling how to think aloud by identifying adjectives and explaining how their meanings connect to real-life situations. Guide students to reread, prompting them to circle adjectives that describe food and discuss what each word means in the story, then use those words to create their own sentences about real-life foods or experiences.

Bloom's: Understand
DOK: 3

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you how writers begin narrative fiction by establishing characters and setting.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to use a Planning Guide and Character Chart to write the beginning of a story. Think aloud while explaining how dialogue, character details, and setting descriptions help readers understand who the story is about and where it takes place. Have partners orally rehearse the beginnings of their stories, and then guide students to draft an opening that introduces the characters and sets the scene.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Short /ŏŏ/ Vowel Teams (oo, u)	"A Foxy Garden" Close Reading: Use Illustrations and Words to Demonstrate Understanding of Characters	*A Foxy Garden* Grammar in Context: Adjectives and adverbs
		Write Narrative Fiction: Continue Drafting

Engaging Experience 27 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with short /ŏŏ/ vowel teams (oo,u).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce short /ŏŏ/ vowel teams (oo,u) through decoding the connected text, "Stone Soup." Model and support students as they blend decodable words and reread to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of short /ŏŏ/ vowel teams (oo,u). Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 28 (Reading):
Teaching Point: Today I am going to teach you to use illustrations and text to demonstrate understanding of characters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students open "A Foxy Garden" and explain that today they will practice using both illustrations and text to better understand characters and their feelings. Review that readers can combine what they see in pictures with what they read in the words to learn more about how characters feel and act. Reread, modeling how to think aloud by identifying words and phrases that reveal Bear's feelings and then connecting those details to what is shown in the illustration. Guide students to annotate the text by underlining key details and noting how the illustration adds to their understanding of the character.

Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

Engaging Experience 29 (Grammar):
Teaching Point: Today I am going to teach you how authors use adjectives and adverbs to add details and describe actions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to model how to identify adjectives and adverbs in "A Foxy Garden" by asking questions about what words describe nouns and verbs. Think aloud while explaining how adjectives describe nouns and how adverbs describe actions or tell when something happens. Have partners identify describing words in additional sentences and discuss the words they modify.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Writing):
Teaching Point: Today I am going to teach you how writers develop the middle of a story by introducing a problem and building to the climax.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to draft the middle of a narrative by developing a problem, adding details that complicate the conflict, and building excitement toward the climax. Think aloud while explaining how the characters' actions and feelings move the story forward. Have partners discuss the problem and climax in their stories, and then guide students to draft the middle of their narrative fiction.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Short /ŏŏ/ Vowel Teams (oo, u)	"A Foxy Garden" Close reading: Acknowledge Differences in the Points of View of Characters	Write Narrative Fiction: Provide Closure

	Add to the Knowledge Blueprint	

Engaging Experience 31 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with short /ŏŏ/ vowel teams (oo,u).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce short /ŏŏ/ vowel teams (oo,u) through multisyllabic decoding, word building, and spelling. Model and provide practice blending multisyllabic words by recognizing that vowel teams remain in the same syllable. Then model and practice how to build and spell words that include short /ŏŏ/ vowel teams (oo,u). Next, guide students in using known spelling patterns to decode unfamiliar words by analogy. Finally, provide opportunities for students to read connected text to build fluency and transfer their learning to authentic reading situations.

Bloom's: Apply
DOK: 1

Engaging Experience 32 (Reading):
Teaching Point: Today I am going to teach you to acknowledge differences in the points of view of characters in a story.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to have students open "A Foxy Garden" and explain that today they will practice identifying and comparing characters' points of view by using what characters say and do in the text. Reread, modeling how to identify each character's point of view by underlining dialogue and thinking aloud about how Bear and Fox feel differently about the crops. Guide students to annotate the text and read dialogue aloud with expression, using different voices for each character to highlight differences in perspective.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 33 (Writing):
Teaching Point: Today I am going to teach you how to write an ending that provides closure.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to use a Planning Guide and Character Chart to write an ending that provides closure. Think aloud while explaining how the problem is solved, how the character changes, and how the theme is revealed through the character's actions and words. Have partners orally rehearse their story endings, and then guide students to draft conclusions that clearly resolve the conflict and show the lesson learned.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"A Foxy Garden" Close Reading: Determine the Central Message	Grammar: Choose Between Adjective and Adverbs
	Build Knowledge: *Tales to Live By* - Discuss the Knowledge Blueprint	

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today we are going to review words with short /ŏŏ/ vowel teams (oo,u).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess short /ŏŏ/ vowel teams through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with short /ŏŏ/ vowel teams. Then review multisyllabic words by modeling how these vowel teams remain intact when reading longer words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to analyze and explain stories to determine their central message.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.R.2.A.a, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students open "A Foxy Garden" and explain that today they will determine the central message of the story by analyzing characters' actions, feelings, and how they change over time. Review that the central message is the lesson or big idea the author wants readers to learn, and that it is often revealed by the end of the story when a character learns a lesson. Display and reread key parts of the text, modeling how to think aloud by retelling important events and identifying details that show how Bear changes from being selfish to sharing. Guide students to annotate the text by underlining evidence and jotting notes about characters' actions and feelings that help reveal the message.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Tale to Live By* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3

Engaging Experience 36 (Grammar):
Teaching Point: Today I am going to teach you how writers choose between adjectives and adverbs to add clear details to their writing.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review how adjectives describe nouns and how adverbs describe verbs using an adjectives and adverbs chart. Then model how to complete a three-column chart by identifying the word being described and deciding whether an adjective or adverb fits the sentence. Think aloud while explaining each choice. Have partners complete sentences with appropriate adjectives or adverbs and discuss why each word fits the sentence.

Bloom's: Apply
DOK: 1
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Week #3

Day 1

Phonics and Word Study	Reading	Writing
Vowel Teams /ô/ (aw, au, al, (w)a)	"Why the Sky is Far Away" First Reading: Summarize and Synthesize to Build Knowledge About Folktales	Write Narrative Fiction: Revise to Use Temporal Words

Engaging Experience 37 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend and spell words with vowel teams /ô/ (al, aw, au, (w)a).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting initial, medial, and final sounds. Introduce vowel teams /ô/ (al, aw, au, (w)a) using the Sound-Spelling Cards. Model the articulatory gestures and provide example words. Then model and practice how to blend and build words that include vowel teams /ô/. Next, model for students how to use one syllable words and syllable patterns to read multisyllabic words. Finally, use the Read, Spell, Write, Apply routine to introduce this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of vowel teams /ô/.*

Engaging Experience 38 (Reading):
Teaching Point: Today I am going to teach you to summarize and synthesize to build knowledge about folktales.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.R.1.B.h, 2.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "Why the Sky Is Far Away" and explain that today they will practice summarizing and synthesizing a folktale to build their understanding of the story. Display and preview the text and review the Summarize and Synthesize anchor chart. Model how to summarize by reading aloud the title and first paragraphs and identifying important details. Think aloud to demonstrate how to combine those details with the title to form a new understanding of the story. Guide students to

read additional paragraphs, underline important details, and write brief summaries, then synthesize their ideas into one or two sentences that explain what is happening and why.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 39 (Writing):
Teaching Point: Today I am going to teach you how to revise your narrative by using temporal words to clearly show the order of events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to revise a narrative by adding temporal words and phrases such as *after, later,* and *the next day* to show when events happen. Think aloud while explaining how temporal words help readers follow the order of events clearly. Have partners review each other's drafts to identify places where temporal words could improve clarity, and then guide students to revise their narratives to strengthen the sequence of events.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Vowel Teams /ô/ (aw, au, al, (w)a)	"Why the Sky is Far Away" Close Reading: Identify Real-Life Connections Between Words and Their Uses	*Why the Sky is Far Away* Language in Context: Complete Compound and Complex Sentences
		Write Narrative Fiction: Revise to Add Sensory Details

Engaging Experience 40 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with vowel teams /ô/ (al, aw, au, (w)a).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting sounds (parts of blends in the final position). Then model and practice how to blend and build words that include vowel teams /ô/. Next, guide students in reading the connected text, "Rumplestiltskin," and sorting words by vowel team to notice spelling generalizations. Finally, use the Read, Spell, Write, Apply routine to review and practice this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you to identify real-life connections between adjectives and their uses.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students open "Why the Sky Is Far Away" and explain that today they will practice identifying real-life connections between adjectives and their uses to better understand the text. Reread, modeling how to use context clues to determine the meaning of an unfamiliar word by examining surrounding details and thinking aloud about what the clues reveal. Then guide students to annotate the text with the inferred meaning and connect the word to their own experiences.

  Students will answer Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

Engaging Experience 42 (Grammar):
Teaching Point: Today I am going to teach you how authors use compound and complex sentences to connect ideas.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.L.1.A.h

Detailed Description/Instructions:

- **One way to do this** is to model how to identify complete thoughts and combine simple sentences into compound sentences using conjunctions. Then think aloud while identifying how complex sentences include one complete thought and one dependent part. Have partners identify clauses and conjunctions in additional sentences and discuss how sentence structure helps connect ideas clearly.

Bloom's: Apply
DOK: 1

Engaging Experience 43 (Writing):
Teaching Point: Today I am going to teach you how to revise your narrative by adding sensory details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to revise a narrative by adding sensory details that help readers see, hear, and feel what characters are experiencing. Think aloud while explaining how descriptive actions and details make emotions and events more vivid. Have partners review each other's drafts to identify places where sensory details could be added, and then guide students to revise their narratives with details that appeal to the senses.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Vowel Teams /ô/ (aw, au, al, (w)a)	"Why the Sky is Far Away" Close Reading: Use illustrations and Words to Demonstrate Understanding of Characters	Write Narrative Fiction: Edit for Complete Compound Sentences and Correct Use of Adjectives and Adverbs
	Add to the Knowledge Blueprint	

Engaging Experience 44 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with vowel teams /ô/ (al, aw, au, (w)a).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce vowel teams /ô/ through decoding the connected text, "The Legend of the Talking Feather." Model and support students as they blend decodable words and reread to build accuracy and fluency. Then guide students in spelling words using word clues to apply their understanding of vowel teams /ô/. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 45 (Reading):

Teaching Point: Today I am going to teach you to use information gained from illustrations and words to demonstrate understanding of characters.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.2.A.b, 2.R.2.A.d

Detailed Description/Instructions:

- **One way to do this** is to have students open "Why the Sky Is Far Away" and explain that today they will practice using both illustrations and text to better understand characters and their feelings. Review that readers can use details from the words and pictures together to understand how characters respond to events. Reread, modeling how to think aloud by identifying key details that explain why the sky feels angry and connecting those details to what is shown in the illustration. Guide students to annotate the text by underlining evidence and noting how the illustration adds to their understanding of the character's feelings.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply

DOK: 3

Engaging Experience 46 (Writing):

Teaching Point: Today I am going to teach you how to edit your narrative for complete compound sentences and correct use of adjectives and adverbs.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.C, 2.W.2.C, 2.L.1.A.h

Detailed Description/Instructions:

- **One way to do this** is to model how to revise short, choppy sentences into complete compound sentences using commas and conjunctions. Think aloud while explaining how adjectives describe nouns and adverbs describe verbs to make writing more precise and interesting. Have partners review their narratives to identify places where sentences can be combined and where adjectives or adverbs can improve clarity, and then guide students to revise their drafts for smoother flow and stronger language.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Vowel Teams /ô/ (aw, au, al, (w)a)	"Why the Sky is Far Away" Close Reading: Determine the Central Message	Write Narrative Fiction: Edit to Check and Correct Spelling
	Build Knowledge: *Tales to Live By* - Discuss the Knowledge Blueprint	

Engaging Experience 47 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with vowel teams /ô/ (al, aw, au, (w)a).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h,
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce vowel teams /ô/ through multisyllabic decoding, word building, and spelling. Model and provide practice blending multisyllabic words by recognizing that vowel teams remain in the same syllable. Then model and practice how to build and spell words that include vowel teams /ô/. Next, guide students in using known spelling patterns to decode unfamiliar words by analogy. Finally, provide opportunities for students to read connected text to build fluency and transfer their learning to authentic reading situations.

Bloom's: Apply
DOK: 1

Engaging Experience 48 (Reading):
Teaching Point: Today I am going to teach you to determine the central message of a pourquoi tale.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.d, 2.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Why the Sky Is Far Away" and review that the central message is the lesson the story teaches and that it is often revealed through what happens to the characters, especially at the end. Display and reread key sections of the text, modeling how to think aloud by identifying important events and character reactions to determine the lesson of the story. Guide students to annotate the text by underlining details that support the central message and noting how those details connect to the overall lesson.

Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Tale to Live By* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 49 (Writing):
Teaching Point: Today I am going to teach you how to edit your narrative by checking and correcting spelling.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.L.1.B
Detailed Description/Instructions:

- **One way to do this** is to model how to reread writing, identify misspelled words, and apply spelling rules to make corrections. Think aloud while checking different forms of words and underlining unfamiliar words to confirm in a dictionary. Have partners review each other's drafts for spelling errors, discuss corrections, and then guide students to continue editing their narratives using dictionaries and the Narrative Fiction Writing Rubric.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Vowel Teams /ô/ (aw, au, al, (w)a)	"Be Glad Your Nose Is on Your Face" Read a Poem: Understand Alliteration and Humor	Write Narrative Fiction: Add a Title and Publish Writing

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review words with vowel teams /ô/ (al, aw, au, (w)a).
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess vowel teams /ô/ through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with vowel teams /ô/. Then review multisyllabic words by modeling how these

vowel teams remain intact when reading longer words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to identify and comprehend alliteration and humor in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open "Be Glad Your Nose Is on Your Face" and model how to identify alliteration and humor using the Features of Poetry anchor chart. Think aloud while listening for repeated beginning sounds and humorous situations and explaining how these elements add meaning and enjoyment to the poem. Then guide students to reread selected stanzas, annotate examples of alliteration and humor, and discuss how these features help readers better understand and enjoy the poem.

Bloom's: Understand
DOK: 3

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you how to add a title and publish your narrative fiction.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to choose a title that connects to the main problem and events in the story and captures readers' interest. Think aloud while explaining how illustrations or photographs can support important story details and make the final publication more engaging. Have partners brainstorm and discuss titles for their narratives, and then guide students to finalize, illustrate, and publish their stories.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner. Students may publish digitally, if you choose to do so, using Google, Canva, or Book Creator.*

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about cultures around the world and the common themes that can be found in many of them.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See *Weekly and Unit Assessment Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 6 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 3
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 7 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task
Detailed Description/Instructions:
Students will write a letter that explains how a character changes after a series of events. They will include a proper greeting and closing, describe the character's traits at the beginning, and explain how those traits change over time. Students will also discuss their ideas with peers and reflect on what different cultures and stories can teach them.

Unit 7: Investigating the Past

Subject: Reading - Writing - Foundational Skills
Grade: 2nd Grade
Name of Unit: Investigating the Past
Length of Unit: 16 Days
Overview of Unit:
In this unit, students read an informational social studies text about primary sources and narrative nonfiction texts (diary, journal, personal narrative) that are examples of historical and contemporary firsthand accounts.

In Topic 1 (Week 1)
In Week 1, during phonics and word study, students will focus on compound words and silent letters. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will identify the main topic and key details, use text features to locate information, and explain how images contribute to and clarify text. Students will also describe a connection between a series of events and use metacognitive and fix-up strategies. Vocabulary lessons will focus on distinguishing shades of meaning among related adjectives. In writing, students will write narrative nonfiction letters. They will analyze a mentor text, brainstorm, and narrow the focus. In grammar and language, lessons will focus on commas in greetings and closing of letters.

In Topic 2 (Week 2)
In Week 2, during phonics and word study, students will focus on inflectional endings with spelling changes. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will identify the main topic and key details, use text features to locate information, and explain how images contribute to and clarify text. Students will also use metacognitive fix-up strategies. Vocabulary lessons will focus on distinguishing shades of meaning among related adjectives. In writing, students will write narrative nonfiction letters. They will plan and organize their letters, draft, and provide closure. In grammar and language, lessons will focus on using an apostrophe to form contractions.

In Topic 3 (Week 3)
In Week 3, during phonics and word study, students will focus on related root words. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will explain how images contribute to and clarify text and describe a connection between a series of events. Students will also use metacognitive fix-up strategies. Vocabulary lessons will focus on distinguishing shades of meaning among related adjectives. In writing, students will write narrative nonfiction letters. They will revise for voice, add sensory details, edit and publish and share their letters. In grammar and language, lessons will focus on informal and formal uses of English.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 7 materials
- Preview the Unit 7 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Print Additional Word Study Resources: Build Automaticity and Connected Texts
- Preview mentor texts for reading and writing lessons
- Gather Knowledge-Building Library text sets and Dynamite Decodables

Essential Questions:

- How does understanding the past shape the future?

Enduring Understanding/Big Ideas:

- Primary sources include firsthand accounts, photographs, writings, maps, and artifacts.
- Primary sources help people learn about history and understand what life was like in the past.
- People search for artifacts and fossils in order to better understand the past.
- Understanding and learning from the past helps people better plan for the future.

Priority Standards for Unit:

- **2.R.1.A.c:** Ask questions and support answers with evidence from the text.
- **2.R.1.B.a:** Use prefixes, base words, and suffixes to determine the meaning of words
- **2.R.1.B.h:** Use every day, academic, and topic-specific words when talking about reading and writing
- **2.R.3.A.a:** Use text features to locate specific information
- **2.R.3.C.a:** Explain main ideas and supporting details
- **2.RF.3.A.a**, **2.RF.3.A.c, 2.RF.3.A.h**: Decode unknown multisyllabic words
- **2.RF.3.A.i:** Read irregularly spelled high-frequency words
- **2.RF.4.A:** Read text with fluency, purpose, and for comprehension
- **2.W.1.B:** Appropriate to genre, develop a draft from prewriting
- **2.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **2.W.2.C:** Write fiction or nonfiction narrative and poems
- **2.L.1.A.h:** Produce simple declarative, imperative, exclamatory, and interrogative sentence
- **2.L.1.B:** Use grade-level appropriate spelling
- **2.L.1.B.c, 2.L.1.B.d:** Uses grade-level appropriate capitalization and punctuation

Standard	Unwrapped Concepts (Students Need to Know)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
2.R.1.A.c	Ask questions and support answers with evidence from the text	Ask questions when something is the text is confusing or unclear Seek clarification from the teacher, peers, or the text itself (rereading, examining pictures and illustrations) Locate facts and key details and use those to answer questions correctly Support answers with evidence from the text.	3
2.R.1.A.d **2.SL.3.A.b**	Retell key details of texts read aloud and independently	Retell events in logical sequence (beginning, middle, and end) Include key details in the retell to confirm understanding of what was read or heard Determine the story's central message, lesson, or moral	2
2.R.1.B.a	Use prefixes, root words, and suffixes to determine the meaning of words	Develop an understanding of unknown vocabulary word in context Identify the root/base word and common prefixes and suffixes Determine the meaning of words using prefixes, root words, and/or suffixes Explain how a prefix or suffix can change the meaning of a root/base word	2
2.R.1.B.c	Using context to determine the meaning of a new word or multiple-meaning word in text	Use surrounding words, sentences, and text clues to determine meaning of an unfamiliar word Determine which meaning of a multiple meaning word fits the context Use picture clues and text details to support understanding of vocabulary	2
2.R.1.B. h	Use every day, academic, and topic-specific words	Use conversational words and phrases in speaking and in reading (e.g., C'mon, Hey, See ya)	3

		Use general academic words and phrases (e.g., describe, explain, sort) when talking about texts or learning tasks. Use domain-specific words and phrases (e.g., community, habitat, measure) when discussing content areas. Choose precise words to clearly express ideas and understanding.	
2.R.2.A.a	Describe the setting, problems, solutions, sequence of events (plot), and big ideas or moral lessons	Describe the setting using details from the text Identify and explain the problems characters face and describe the solution to the problem Retell or describe the sequence of events in correct order Identify the big idea, central message, or moral lesson the author wants the reader to learn Use evidence to support descriptions and explanations	3
2.R.3.A.a	Use text features to locate specific information	Use text features to locate information Use text features and details to make inferences and draw conclusions Explain how text features help understand information in the text	3
2.R.3.C.a	Explain main ideas and supporting details	Determine what the text is mostly about Identify the main idea of a nonfiction text or section that is directly instated or inferred from the text Locate supporting details and explain how details support the main idea.	3
2.RF.3.A.a **2.RF.3.A.c** **2.RF.3.A.h**	Decode unknown multisyllabic words	Break longer words into syllables to make them easier to read. Use knowledge of common syllable types	1

		(closed, open, CVCe, r-controlled, vowel teams) to determine vowel sounds. Apply phonics patterns and letter-sound relationships when reading each syllable. Blend the syllables together smoothly to read the entire word. Decode multisyllabic words that contain prefixes, suffixes, and roots. Use known spelling patterns and word parts to read unfamiliar longer words accurately.	
2.RF.3.A.i	Read irregularly spelled high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
2.RF.4.A	Read text with fluency, purpose, and for comprehension	Read with appropriate speed, accuracy, expression and phrasing Reread and use context to self-correct word recognition and understanding Adjust reading rate based on purpose Demonstrate comprehension through discussion, writing, or other responses	1
2.W.1.B	Appropriate to genre, develop a draft from prewriting	Sequence ideas into clear and coherent sentences Generate paragraphs into one main idea Create evidence of a beginning, middle, and end Address an appropriate audience	3

2.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Strengthen writing as needed by revising: main idea, details, word choice, sentence construction, audience and voice Edit for language conventions	2
2.W.2.C	Write fiction or nonfiction narratives and poems	Establish a situation/topic based on the student's experience Introduce main characters and settings in their writing Develop a logical sequence of events with a clear beginning, middle, and end Develop sensory details Use linking/transition words to signal event order Use specific words that are related to the topic and audience	3
2.L.1.A.h	Produce simple declarative, imperative, exclamatory, and interrogative sentence	Produce simple statements, commands, exclamations, and questions that are complete and clear Use correct ending punctuation for each sentence type	1
2.L.1.B	Use grade-level appropriate spelling	Use knowledge of phonics, syllable types, and word parts (prefixes, suffixes, roots) to spell words Spell regular and irregular plural nouns Apply spelling strategies when writing independently	1
2.L.1.B.c **2.L.1.B.d**	Uses grade-level appropriate capitalization and punctuation	Capitalize the first word of a sentence and proper nouns including people, places, days, months, and holidays Use correct ending punctuation Use apostrophes correctly in contractions	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 7 Weekly Assessments • Unit 7 Assessment • Interim Assessment #3

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Exhausted Supplies Minute Amazing Exist Past Event Letters Gigantic skillful	Museum Exhibit

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):

Teaching Point: For the next three weeks, we are going to explore different ways we can learn about the past and how understanding the past can help us shape the future.

Suggested Length of Time: 1 lesson

Standards Addressed: 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students view the Unit 7 multimedia video and use the Unit 7 Opener to introduce the essential question, *How does understanding the past shape the future?* Explain that as students explore the topic of *Government at Work*, they will read informational social studies text about primary sources and narrative nonfiction texts (diary, journal, personal narrative) that are examples of historical and contemporary firsthand accounts. Ask questions to activate prior knowledge. Use the Define/Example/Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the Knowledge Blueprint and enduring understanding.

Bloom's: Apply

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Phonics and Word Study	Reading	Writing
Compound Words and Silent Letters	"The Oregon Trail" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Investigating the Past	Write Narrative Nonfiction Letters: Read and Analyze a Mentor Text

Engaging Experience 2 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to build, blend, and spell compound words and words with silent letters.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Detailed Description/Instructions:

- **One way to do this** is to model and practice adding initial and final sounds. Then introduce compound words by modeling how two smaller words combine to form a new word and how their meanings connect. Next, model blending and building compound words and explicitly teach silent letter patterns such as wr, kn, and gn. Provide practice

reading, building, and discussing both compound words and words with silent letters. Finally, introduce and practice this week's high frequency words using a Read, Spell, Write, Apply routine.

Bloom's:

DOK:

Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of compound words and silent letters.*

Engaging Experience 3 (Reading):

Teaching Point: Today I am going to teach you to apply metacognitive and fix-up strategies to learn about investigating the past.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c, 2.R.1.B.h, 2.R.3.C.a

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "The Oregon Trail" and explain that today they will practice using metacognitive and fix-up strategies to better understand a historical text. Guide students to preview the diary format, noting dates and text features. Model how to monitor comprehension by thinking aloud, asking questions, and identifying key details while reading. Show students how to annotate the text by underlining important events and writing questions or notes in the margins. Guide students to continue reading and annotating with a partner, pausing to retell and clarify understanding.

Bloom's:

DOK:

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 4 (Writing):

Teaching Point: Today I am going to teach you how to read and analyze a mentor text to understand the key features of a narrative nonfiction letter.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to create a Letters anchor chart and a Narrative Nonfiction anchor chart. Model how to analyze a mentor narrative nonfiction letter by identifying the greeting, closing, first-person point of view, and details about the event, setting, actions, thoughts, and feelings. Think aloud while explaining how descriptive details and reflections help readers understand why the event was important. Have partners identify additional features of narrative nonfiction letters in the mentor text, and then guide students to explain the features of the genre in their own writing.

Bloom's: Analyze

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Compound Words and Silent Letters	"The Oregon Trail" Identify Main Topic and Key Details	Write Narrative Nonfiction Letters: Brainstorm
	Build Vocabulary: Distinguish Shades of Meaning Among Related Adjectives	

Engaging Experience 5 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and read compound words and words with silent letters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice blending and segmenting multisyllabic words by syllable. Then model and practice how to blend and build compound words using word parts and discuss how the smaller words connect to meaning. Next, guide students in reading the connected text, "The Wright Brothers Take Off." After that, have parts of compound words written on index cards and guide students to use the parts to make compound words. Finally, use the Read, Spell, Write, Apply routine to review and practice this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 6 (Reading):
Teaching Point: Today I am going to teach you to use key details to identify the main topic of a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "The Oregon Trail" and explain that today they will identify the main topic of a text and how key details support the focus of each section. Review the Identify Main Topic anchor chart and remind students that the main topic is what the text is mostly about, while key details help explain that topic. Model how to preview the title and illustrations to determine the main topic, then think aloud

while rereading the first diary entry to identify important details and determine its focus. Guide students to annotate by underlining key details and discussing how those details support the main topic.

Bloom's: Apply
DOK: 3

Engaging Experience 7 (Reading):
Teaching Point: Today I am going to teach you to distinguish shades of meaning among adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students open "The Oregon Trail" and explain that today they will examine how authors choose between related adjectives with slightly different meanings. Review that some words are similar but vary in strength or intensity, and that these differences help readers better understand descriptions. Model by rereading selected diary entries and thinking aloud about how related words can have different shades of meaning. Then guide students to annotate adjectives with a partner, discuss how similar words differ slightly in meaning, and confirm meanings using reference materials.

Bloom's: Understand
DOK: 3

Engaging Experience 8 (Writing):
Teaching Point: Today I am going to teach you how to brainstorm ideas for a narrative nonfiction letter.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to review the Letters Anchor Chart and Narrative Nonfiction Anchor Chart and model how to create a two-column Brainstorming Chart with memorable events and lessons learned. Think aloud while recalling important experiences and explaining why those moments were meaningful. Have partners share and discuss memorable events from their own lives, and then guide students to create brainstorming charts with events that taught them important lessons.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Compound Words and Silent Letters	"The Oregon Trail" Use Text Features to Locate Key Facts or Information	*The Oregon Trail* Language in context: Commas in greetings and closings
	Begin the Knowledge Blueprint	Write Narrative Nonfiction Letters: Brainstorm

Engaging Experience 9 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text to blend compound words and words with silent letters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce compound words and silent letter patterns through decoding the connected text, "The Baseball." Model and support students as they blend decodable words and reread to build accuracy and fluency. Then guide students in spelling compound words using word clues to apply their understanding of how smaller words combine and how silent letters function. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 10 (Reading):
Teaching Point: Today I am going to teach you to apply understanding of text features to build knowledge
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.3.A.a, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "The Oregon Trail" and explain that today they will learn how text features help readers locate important information quickly. Review that text features, such as subheadings, organize a text and guide readers to key details. Model by pointing out the diary entry dates as subheadings and thinking aloud about how to use them to find specific events. Guide students to reread the text with a partner, using the subheadings to locate key facts and annotate important details from each entry.

  Students will turn and talk to discuss the enduring understandings. Have students begin

their Knowledge Blueprint and complete Build-Reflect-Write question #1.
Bloom's: Apply
DOK: 3

<u>Engaging Experience 11 (Grammar):</u>
Teaching Point: Today I am going to teach you how authors use commas correctly in greetings and closings of letters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.B.c, 2.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model how commas are used after greetings and closings in diary entries and letters. Think aloud while identifying the greeting, closing, and placement of commas in "The Oregon Trail." Have partners reread another diary entry to identify where commas are used and discuss how the greeting and closing are formatted, and then guide students to apply these conventions in their own letter writing.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 12 (Writing):</u>
Teaching Point: Today I am going to teach you how to brainstorm additional ideas for a narrative nonfiction letter.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to review the Brainstorming Chart from the previous lesson and model how to think about important people, places, and events across different times in life to generate more ideas. Think aloud while explaining why certain experiences were memorable and what lessons were learned from them. Have partners ask each other questions about important experiences, and then guide students to add additional meaningful events and lessons to their brainstorming charts.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Compound Words and Silent Letters	"Ranch Flyer" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Investigating the Past	Write Narrative Nonfiction Letters: Evaluate and Narrow the Focus
	Explain How Images Contribute to and Clarify a Text Add to the Knowledge Blueprint	

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce compound words and silent letter patterns through multisyllabic word reading and word building. Model and support students as they blend multisyllabic compound words by identifying smaller word parts and rereading to build accuracy and fluency. Then guide students in building and spelling compound words using word parts to apply their understanding of meaning and structure. Next, review closed syllables by modeling how to read and analyze words with short vowel patterns in multisyllabic words. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to apply metacognitive and fix-up strategies to learn about investigating the past.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.1.B.h, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "Ranch Flyer" and explain that today they will apply metacognitive and fix-up strategies to better understand a personal narrative about the past. Guide students to preview the text features, including the photograph, caption, and narrative structure. Model how to monitor comprehension by

thinking aloud, asking questions, and identifying important details while reading the first paragraphs. Show students how to annotate by underlining key details, noting questions, and considering the author's purpose.

Bloom's: Apply
DOK: 1
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 15 (Reading):</u>
Teaching Point: Today I am going to teach you to explain how specific images contribute to and clarify a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Ranch Flyer" and explain that today they will examine how images help readers better understand a text. Review that photographs and maps can add information and make ideas clearer by showing what the text describes. Model by rereading a section of the text and thinking aloud about how a photograph supports specific details and helps create a clearer picture of the author's experience. Guide students to closely examine the images and reread the text with a partner, identifying how each image connects to and clarifies key information.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

<u>Engaging Experience 16 (Writing):</u>
Teaching Point: Today I am going to teach you how to evaluate your ideas and narrow your focus for your narrative nonfiction letter.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to add a "Details" column to the Brainstorming Chart and model how to evaluate ideas by thinking about memorable sights, sounds, feelings, and lessons learned from each experience. Think aloud while explaining how strong details help make a narrative meaningful and easier to develop. Have partners discuss details from their experiences and add them to their charts, and then guide students to select the strongest ideas for their narrative nonfiction letters.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Ranch Flyer" Describe a Connection Between a Series of Events	Grammar: Use Commas In Greetings and Closings of Letters
	Build Knowledge: *Investigating the Past* - Discuss the Knowledge Blueprint	

Engaging Experience 17 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to review compound words and words with silent letters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess compound words and silent letter patterns through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building compound words using word parts. Then review words with silent letter patterns by identifying and reading common spellings such as wr, kn, and gn. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 18 (Reading):
Teaching Point: Today I am going to teach you to describe a connection between a series of historical events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Ranch Flyer" and explain that today they will describe how events in a text are connected and occur in sequence. Review that events in a story often happen in a specific order and that understanding this sequence helps readers make sense of what is happening. Model by rereading and thinking aloud to identify the order of events using transition words such as *first, next, then, and finally*.

Show students how to annotate by numbering events and underlining key details that show how one event leads to the next.

Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Investigating the Past* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3

Engaging Experience 19 (Grammar):
Teaching Point: Today I am going to teach you how to use commas correctly in the greetings and closings of letters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.B.c, 2.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to create a three-column chart with the headings "Letter Part," "Rule," and "Example" and model how commas are used in greetings and closings. Think aloud while explaining where commas belong and why they are important in letter writing. Have partners analyze the mentor text for greetings and closings, practice writing their own examples, and then guide students to write greetings and closings for their narrative nonfiction letters using correct punctuation.

Bloom's: Apply
DOK: 1
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Week #2

Day 1

Phonics and Word Study	Reading	Writing
Inflectional Endings with Spelling Changes	"Primary Sources" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Investigating the Past	Write Narrative Nonfiction Letters: Plan and Organize Your Narrative Nonfiction Letters

Engaging Experience 20 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to build, blend and spell words with inflectional endings with spelling changes.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Detailed Description/Instructions:

- **One way to do this** model and practice substituting initial, medial, and final sounds. Then introduce inflectional endings by modeling how spelling changes occur when adding -ed and -ing, including dropping final e and doubling consonants. Next, model and practice blending and building words with inflectional endings while identifying base words and comparing similar word patterns. Then guide students in applying the Reading Big Word Strategy to read multisyllabic words by identifying prefixes, suffixes, and familiar spelling patterns. Finally, use the Read, Spell, Write, Apply routine to introduce and practice this week's high frequency words.

Bloom's: Apply

DOK: 1

Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of words with inflectional endings with spelling changes.*

Engaging Experience 21 (Reading):

Teaching Point: Today I am going to teach you to apply metacognitive and fix-up strategies to learn about investigating the past.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c, 2.R.1.B.h, 2.R.3.C.a

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "Primary Sources" and explain that today they will apply metacognitive and fix-up strategies to better understand an informational text about the past. Guide students to preview the text features, including photographs, captions, and subheadings. Model how to monitor comprehension by thinking aloud, asking questions, and identifying key details while reading the first paragraphs. Show students how to annotate both the text and graphic features by underlining important information, noting questions, and using captions to deepen understanding.

Bloom's: Apply

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 22 (Writing):
Teaching Point: Today I am going to teach you how to plan and organize a narrative nonfiction letter.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to review the Narrative Nonfiction Writing Anchor Chart and Letter Anchor Chart and model how to use a Planning Guide to organize a narrative nonfiction letter with a greeting, beginning, events, ending, and closing. Think aloud while explaining how important details, feelings, and lessons learned help organize the narrative clearly. Have partners discuss their narrative nonfiction ideas and key events, and then guide students to begin completing planning guides for their letters.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Inflectional Endings with Spelling Changes	"Primary Sources" Identify Main Topic and Key Details	Write Narrative Nonfiction Letters: Begin Drafting
	Build Vocabulary: Distinguish Shades of Meaning Among Related Adjectives	

Engaging Experience 23 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with inflectional endings with spelling changes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** model and practice substituting sounds in blends. Then model and practice how to blend and build words with inflectional endings by adding -ed and -ing and identifying spelling changes. Next, guide students in reading the connected text, "A Letter to the City," and applying their understanding of inflectional endings while identifying and analyzing words with spelling changes. Then have students sort and spell words based on spelling patterns such as doubling consonants and dropping final e. Finally, introduce and practice contractions and provide practice with this week's high

frequency words through reading, spelling, and application activities.
Bloom's: Apply
DOK: 1

Engaging Experience 24 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic of an informational text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Primary Sources" and explain that today they will identify the main topic of an informational text and the focus of its sections. Review the Identify Main Topic anchor chart and remind students that the main topic is what the text is mostly about, while key details support that topic. Model how to preview the title, subheadings, and images to determine the overall topic, then think aloud while reading a section to identify key details and determine its focus. Guide students to annotate by underlining important details and noting how each section connects to the main topic.

Bloom's: Apply
DOK: 3

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to distinguish shades of meaning among closely related adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open "Primary Sources" and explain that today they will explore how closely related adjectives can have slightly different meanings. Review that adjectives describe nouns and help make an author's meaning clearer. Model by rereading a section of the text and thinking aloud to determine the meaning of adjectives by comparing them to related words with similar meanings. Guide students to identify and circle adjectives in the text, compare their meanings using a chart, and use a dictionary if needed to clarify definitions.

Bloom's: Apply
DOK: 3

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you how writers begin narrative nonfiction letters by setting the scene and introducing the people involved.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to model how to use a Planning Guide to draft the beginning of a narrative nonfiction letter with a greeting, details about the setting, and information about who was involved in the event. Think aloud while explaining how these details help readers understand the experience. Have partners orally rehearse the openings to their letters, and then guide students to begin drafting their narrative nonfiction letters.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Inflectional Endings with Spelling Changes	"Primary Sources" Close Reading: Identify Main Topic and Key Details	"Primary Sources" Language in Context: Complete Simple Sentences
		Write Narrative Nonfiction Letters: Continue Drafting

Engaging Experience 27 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with inflectional endings with spelling changes.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to reinforce inflectional endings with spelling changes through decoding the connected text, "Sacagawea." Model and support students as they blend decodable words and reread to build accuracy and fluency while identifying spelling changes when adding -ed and -ing. Then guide students in spelling words using word clues to apply their understanding of base words and inflectional endings. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 28 (Reading):
Teaching Point: Today I am going to teach you to identify the main topic of a text as well as the focus of specific paragraphs.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c, 2.R.3.C.a

Detailed Description/Instructions:

- **One way to do this** is to have students open "Primary Sources" and explain that today they will closely reread the text to understand how paragraphs support a section's focus and connect to the main topic. Review that readers use subheadings and key details to determine how information is organized. Display the Close Reading question and model how to think aloud by rereading, identifying details, and explaining how those details support the section and the overall main topic. Guide students to annotate the text by underlining key evidence and noting how the paragraph connects to the section and main topic.

  Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

<u>Engaging Experience 29 (Grammar):</u>
Teaching Point: Today I am going to teach you how authors use complete simple sentences to express clear ideas.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.L.1.A.h

Detailed Description/Instructions:

- **One way to do this** is to model how to identify the subject and verb in sentences from "Primary Sources" and explain how they work together to express a complete thought. Think aloud while analyzing statements and commands to show how each forms a complete simple sentence. Have partners identify the subjects, verbs, and complete thoughts in additional sentences, and then guide students to explain how complete simple sentences strengthen writing.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 30 (Writing):</u>
Teaching Point: Today I am going to teach you how writers develop the middle of a narrative nonfiction letter by describing important events in sequence.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to model how to use a planning guide to organize the smaller events that lead to the most memorable moment in a narrative nonfiction letter. Think aloud while explaining how sequencing events and adding descriptive details help readers understand why the moment was important. Have partners orally rehearse the middle of their letters, and then guide students to draft the middle sections of their narratives.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Inflectional Endings with Spelling Changes	"Primary Sources" Close Reading: Use Text Features to Locate Key Facts or Information	Write Narrative Nonfiction Letters: Provide Closure
	Add to the Knowledge Blueprint	

Engaging Experience 31 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with inflectional endings with spelling changes.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce inflectional endings with spelling changes through multisyllabic word reading and word building. Model and support students as they blend multisyllabic words by identifying prefixes, base words, and suffixes while applying spelling change rules such as dropping final e and doubling consonants. Then guide students in building and spelling words with inflectional endings using word parts to apply their understanding of structure and meaning. Next, review inflectional ending patterns by modeling when to double consonants in closed syllable words. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 32 (Reading):
Teaching Point: Today I am going to teach you to use subheadings, images, labels, and captions to locate information in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.3.A.a, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Primary Sources" and explain that today they will closely reread the text to learn how text features help them locate important

information. Review that text features such as subheadings, images, labels, and captions support understanding by organizing information and adding details. Display the Close Reading prompt and model how to think aloud by using a subheading to find information about a specific type of primary source and then examining images and captions to gather additional details. Guide students to annotate the text by noting how each text feature helps them locate and better understand information about primary sources.

Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 33 (Writing):
Teaching Point: Today I am going to teach you how to provide closure to your narrative nonfiction letter.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to write an ending that provides closure by explaining the lesson learned and how the event affected the writer. Think aloud while using words and phrases that clearly signal reflection and importance. Have partners orally rehearse their endings, and then guide students to draft conclusions that explain the meaning of their experiences and bring their letters to a clear close.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Primary Sources" Close Reading: Explain How Images Contribute to and Clarify a Text	Grammar: Use an Apostrophe to Form Contractions
	Build Knowledge: *Investigating the Past* - Discuss the Knowledge Blueprint	

Engaging Experience 34 (Phonics and Word Study):

Teaching Point: Today we are going to review words with inflectional endings with spelling changes.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to review and assess inflectional endings with spelling changes through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with inflectional endings while applying spelling change rules such as dropping final e and doubling consonants. Then review multisyllabic words by modeling how vowel teams such as /ô/ remain in the same syllable in longer words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply

DOK: 1

Engaging Experience 35 (Reading):

Teaching Point: Today I am going to teach you to explain how images contribute to and clarify a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.3.A.a, 2.R.3.C.a

Detailed Description/Instructions:

- **One way to do this** is to have students open "Primary Sources" and explain that today they will closely reread the text to understand how images contribute to and clarify meaning. Display the Close Reading prompt and model how to think aloud by examining a painting or photograph, connecting it to specific text evidence, and explaining how the image helps clarify why these are strong examples of primary sources. Guide students to annotate the text and images by noting how each visual supports their understanding of the information.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Investigating the Past* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze

DOK: 3

Engaging Experience 36 (Grammar):
Teaching Point: Today I am going to teach you how to use apostrophes to form contractions by combining two words into one shorter word.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.B.c, 2.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to create a Contractions anchor chart and a three-column chart labeled "Sentence," "Contraction," and "Words That Make Up the Contraction" and model how contractions combine two words with an apostrophe replacing missing letters. Have partners identify and form contractions in their narrative nonfiction letters, and then guide students to use contractions correctly in their writing.

Bloom's: Apply
DOK: 1

Week #3

Day 1

Phonics and Word Study	Reading	Writing
Related Root Words	"A Dinosaur Named SUE" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Investigating the Past	Write Narrative Nonfiction Letters: Revise for Voice

Engaging Experience 37 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to build, blend and spell words with related root words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and provide practice deleting initial and final sounds. Then introduce related root words by showing how prefixes and suffixes connect to a base word to support decoding and meaning. Next, guide students in blending and building words using root words, and apply the Reading Big Words Strategy to read longer words with multiple word parts. Finally, use the Read, Spell, Write, Apply routine to introduce and practice this week's high frequency words.

Bloom's: Apply
DOK: 1

Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of related root words.*

Engaging Experience 38 (Reading):

Teaching Point: Today I am going to teach you to apply metacognitive and fix-up strategies to learn about investigating the past.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c, 2.R.1.B.h, 2.R.3.A.a, 2.R.3.C.a

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "A Dinosaur Named SUE" and explain that today they will read to learn about investigating the past while practicing metacognitive and fix-up strategies. Guide students to examine the title, subheadings, images, and captions to prepare for reading. Model how to think aloud while reading by identifying key details, asking questions, and creating mental images to support comprehension. Guide students to read and annotate, underlining important information, recording questions, and noting how text and graphic features support understanding.

Bloom's: Apply

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 39 (Writing):

Teaching Point: Today I am going to teach you how to revise your narrative nonfiction letter to strengthen your voice.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.C, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to review how voice shows an author's personality and model how to revise a narrative nonfiction letter by adding expressive punctuation, interesting words, and personal comments. Think aloud while explaining how these changes help readers hear the writer's feelings and connect to the experience. Have partners review each other's drafts and discuss ways to strengthen their voice, and then guide students to revise their letters to sound more personal and engaging.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Related Root Words	"A Dinosaur Named SUE" Close Reading: Explain How Images Contribute to and Clarify a Text	"A Dinosaur Named SUE" Language in Context: Identify Informal Uses of English and Compare it to Formal Uses
		Write Narrative Nonfiction Letters: Revise to Add Sensory Details

Engaging Experience 40 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with related root words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and provide practice deleting sounds in blends. Then guide students in blending, building, and spelling words using roots and affixes while reviewing open syllable patterns. Next, support students as they read the connected text, "How to Make a Time Capsule." and identify related words to deepen meaning and comprehension. Finally, provide practice with sorting and spelling words by root and reinforce this week's high frequency words through reading, spelling, and word analysis.

Bloom's: Apply
DOK: 1

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you to explain how images help clarify a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.3.A.a, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "A Dinosaur Named SUE" and explain that today they will closely reread the text to understand how images, such as maps and photographs, help clarify meaning. Review that images can support the text by showing details that may not be fully explained in words. Display the Close Reading prompt and model how to think aloud by examining the map, identifying what it shows, and connecting it to details in the journal entry to better understand where the events are taking place. Guide students to annotate the text and images by noting how each visual supports their understanding.

Students will answer Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

Engaging Experience 42 (Grammar):

Teaching Point: Today I am going to teach you how writers choose between formal and informal English based on audience and purpose.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to review the characteristics of formal and informal English and model how to identify clues such as contractions, incomplete sentences, informal vocabulary, and punctuation in "A Dinosaur Named SUE." Think aloud while explaining how these clues help determine the type of language being used. Have partners analyze additional sentences for examples of formal or informal English, and then guide students to explain how understanding the difference can improve their writing.

Bloom's: Analyze
DOK: 1

Engaging Experience 43 (Writing):

Teaching Point: Today I am going to teach you how to revise your narrative nonfiction letter by adding sensory details.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.C, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to model how to revise a draft by adding details that describe what the writer saw, felt, heard, smelled, or touched during an experience. Think aloud while explaining how sensory details make the writing more vivid and engaging for readers. Have partners review each other's drafts, discuss places to add sensory details, and then guide students to revise their narrative nonfiction letters to strengthen visualization and description.

Bloom's: Apply
DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Related Root Words	"A Dinosaur Named SUE" Close Reading: Distinguish Shades of Meaning Among Related Adjectives	Write Narrative Nonfiction Letters: Edit for Punctuation and Sentence Fluency
	Add to the Knowledge Blueprint	

Engaging Experience 44 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with related root words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce related root words through decoding the connected text, 'The History Lady," and word analysis. Model and support students as they blend decodable words and reread to build accuracy and fluency while identifying related words within the text. Then guide students in applying their understanding of roots and affixes through spelling word clues and generating related word forms. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities while addressing commonly confused word pairs.

Bloom's: Apply
DOK: 1

Engaging Experience 45 (Reading):
Teaching Point: Today I am going to teach you to distinguish shades of meaning among adjectives.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open "A Dinosaur Named SUE" and explain that today they will closely reread the text to understand how authors use adjectives with slightly different meanings to help readers visualize ideas. Review that synonyms can have different strengths or shades of meaning that change how we picture something. Display the Close Reading prompt and model how to think aloud by comparing related adjectives and explaining how stronger word choices create clearer mental images and more precise meaning. Guide students to annotate the text by identifying and comparing adjectives and noting how word choice affects meaning.

Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Analyze
DOK: 3

Engaging Experience 46 (Writing):
Teaching Point: Today I am going to teach you how to edit your narrative nonfiction letter for correct punctuation and sentence fluency.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.C, 2.L.1.B.c, 2.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to model how to combine, rearrange, and expand sentences so writing sounds smoother and less repetitive. Think aloud while checking punctuation such as commas in greetings and closings, commas in dialogue, and apostrophes in contractions. Have partners review each other's letters for punctuation and sentence fluency, and then guide students to edit their drafts to improve flow and clarity.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Related Root Words	"A Dinosaur Named SUE" Close Reading: Describe a Connection Between a Series of Events	Write Narrative Nonfiction Letters: Check and Correct Spelling
	Build Knowledge: *Investigating the Past* - Discuss the Knowledge Blueprint	

Engaging Experience 47 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with related root words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce related root words through multisyllabic decoding, word building, and fluency practice. Model and provide practice identifying root words

and affixes within longer words to support accurate reading and meaning. Then guide students in blending, building, and spelling multisyllabic words using familiar roots and suffixes. Next, support students in decoding new words by analogy using known root words to unlock unfamiliar words. Finally, provide opportunities for fluency practice in connected text while reinforcing this week's high frequency words through reading and application.

Bloom's: Apply
DOK: 1

Engaging Experience 48 (Reading):
Teaching Point: Today I am going to teach you to describe the connection between a series of events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "A Dinosaur Named SUE" and explain that today they will closely reread the text to understand how events are connected in a sequence. Display the Close Reading prompt and model how to think aloud by identifying key events from the journal entries and organizing them using transition words such as *first, next, then, and finally*. Guide students to annotate the text by numbering events and noting how each step leads to the next.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Investigating the Past* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 49 (Writing):
Teaching Point: Today I am going to teach you how to edit your narrative nonfiction letter by checking and correcting spelling.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.C, 2.L.1.B
Detailed Description/Instructions:

- **One way to do this** is to model how to identify words that may be misspelled and use a dictionary to confirm correct spellings. Think aloud while checking words with similar spellings, suffixes, and compound words. Have partners review each other's drafts for spelling errors and use dictionaries to verify spellings, and then guide students to revise their letters by correcting misspelled words.

Bloom's: Apply
DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Crazy Boys" Read a poem: Understand Figurative Language (Simile) and Imagery	Write Narrative Nonfiction Letters: Publish and Share Writing

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review words with related root words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess related root words through fluency, word building, and multisyllabic decoding. Model and provide practice building and spelling words using roots and affixes to reinforce understanding of how word parts connect. Then review multisyllabic words by modeling how familiar root words and suffixes help readers determine pronunciation and meaning. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency while reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to describe how figurative language and imagery supply meaning in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open "Crazy Boys" and display the Figurative Language Anchor Chart and Imagery Anchor Chart while reviewing that imagery creates pictures in the reader's mind and similes compare two things using like or as. Read the poem aloud, modeling how to think aloud by identifying imagery and similes that help readers visualize the Wright brothers and better understand the poem. Then guide

students to reread and annotate examples of imagery and figurative language, discuss the mental images they created, and create their own similes with partners.

Bloom's: Analyze
DOK: 3

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you how to publish and share your narrative nonfiction letter.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how writers choose publishing formats based on audience and purpose, such as printing letters or sending them by e-mail. Think aloud while explaining how photographs, drawings, or digital tools can make published writing more engaging. Have partners discuss how they plan to publish and share their letters, and then guide students to finalize, publish, and share their narrative nonfiction writing.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about different ways we can learn about the past and how understanding the past can help us shape the future.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See *Weekly and Unit Assessment Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 7 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 3
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 8 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task
Detailed Description/Instructions:
Students will design a time capsule by choosing and describing artifacts that represent life today. They will explain why each item is important and how it reflects what they have learned about the past and present. Students will also discuss their ideas with peers and reflect on how understanding the past can help shape the future.

Unit 8: Wind and Water Change Earth

Subject: Reading - Writing - Foundational Skills
Grade: 2nd Grade
Name of Unit: Wind and Water Change Earth
Length of Unit: 16 Days
Overview of Unit:
In this unit, students will read informational texts and opinion pieces about different Earth structures and about changes brought about by events in nature.

In Topic 1 (Week 1)
In Week 1, during phonics and word study, students will focus on irregular plural nouns. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will explain how images contribute to and clarify a text, describe the connection between science concepts, and describe how an author supports his points or ideas. Students will also identify the main purpose of a text and use metacognitive and fix-up strategies. Vocabulary lessons will focus on using context clues to determine the meaning of multiple meaning words. In writing, students will write a research report. They will analyze a mentor text, gather information and take notes, and plan and organize their report. In grammar and language, lessons will focus on collective nouns.

In Topic 2 (Week 2)
In Week 2, during phonics and word study, students will focus on suffixes -er and -or. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, explain how images contribute to and clarify a text, describe the connection between scientific concepts, and identify the main purpose of a text. Students will also compare and contrast two texts and use metacognitive and fix-up strategies. Vocabulary lessons will focus on using dictionaries and glossaries to determine word meaning. In writing, students will write a research report. They will introduce their topic, draft with specific facts and details, using linking words, and phrases, and draft a conclusion. In grammar and language, capitalizing geographic names and formal and informal uses of English.

In Topic 3 (Week 3)
In Week 3, during phonics and word study, students will focus on related root words. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will explain how images contribute to and clarify text and describe a connection between a series of events. Students will also use metacognitive and fix-up strategies. Vocabulary lessons will focus on distinguishing shades of meaning among related adjectives. In writing, students will write narrative nonfiction letters. They will revise for voice, add sensory details, edit and publish and share their letters. In grammar and language, lessons will focus on informal and formal uses of English.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 8 materials
- Preview the Unit 8 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Print Additional Word Study Resources: Build Automaticity and Connected Texts
- Preview mentor texts for reading and writing lessons
- Gather Knowledge-Building Library text sets and Dynamite Decodables

Essential Questions:

- How do we react to changes in nature?

Enduring Understanding/Big Ideas:

- Wind and water cause weathering and erosion, changing the shape of land.
- Changes can happen slowly, over a long time period, or quickly.
- Human activity can cause changes to Earth's surface that affect all living things.
- Scientists record weather patterns to make predictions that can help people prepare for severe weather.

Priority Standards for Unit:

- **2.R.1.A.c:** Ask questions and support answers with evidence from the text.
- **2.R.1.B.c:** Use context to determine the meaning of words
- **2.R.1.B.h:** Use every day, academic, and topic-specific words when talking about reading and writing
- **2.R.2.C.c:** Describe the connection between and identify problems and solutions
- **2.RF.3.A.a**, **2.RF.3.A.c, 2.RF.3.A.h**: Decode unknown multisyllabic words
- **2.RF.3.A.i:** Read irregularly spelled high-frequency words
- **2.RF.4.A:** Read text with fluency, purpose, and for comprehension
- **2.W.1.B:** Appropriate to genre, develop a draft from prewriting
- **2.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **2.W.2.B:** Write informative/explanatory texts
- **2.W.3.A:** Apply research process to use information from a variety of sources
- **2.L.1.A.h:** Produce simple declarative, imperative, exclamatory, and interrogative sentence
- **2.L.1.B:** Use grade-level appropriate spelling
- **2.L.1.B.c, 2.L.1.B.d:** Uses grade-level appropriate capitalization and punctuation

Standard	Unwrapped Concepts (Students Need to Know)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
2.R.1.A.c	Ask questions and support answers with evidence from the text	Ask questions when something is the text is confusing or unclear Seek clarification from the teacher, peers, or the text itself (rereading, examining pictures and illustrations) Locate facts and key details and use those to answer questions correctly Support answers with evidence from the text.	3
2.R.1.B.c	Using context to determine the meaning of a new word or multiple-meaning word in text	Use surrounding words, sentences, and text clues to determine meaning of an unfamiliar word Determine which meaning of a multiple meaning word fits the context Use picture clues and text details to support understanding of vocabulary	2
2.R.1.B. h	Use every day, academic, and topic-specific words	Use conversational words and phrases in speaking and in reading (e.g., C'mon, Hey, See ya) Use general academic words and phrases (e.g., describe, explain, sort) when talking about texts or learning tasks. Use domain-specific words and phrases (e.g., community, habitat, measure) when discussing content areas. Choose precise words to clearly express ideas and understanding.	3
2.R.3.C.c	Describe the connection between and identify problems and solutions	Identify problems presented in a text and describe solutions Explain connections between ideas, events, or information in the text Use text details to support explanations of problems and solutions	3

2.RF.3.A.a **2.RF.3.A.c** **2.RF.3.A.h**	Decode unknown multisyllabic words	Break longer words into syllables to make them easier to read Use knowledge of common syllable types (closed, open, CVCe, r-controlled, vowel teams) to determine vowel sounds Apply phonics patterns and letter-sound relationships when reading each syllable Blend the syllables together smoothly to read the entire word Decode multisyllabic words that contain prefixes, suffixes, and roots Use known spelling patterns and word parts to read unfamiliar longer words accurately	1
2.RF.3.A.i	Read irregularly spelled high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
2.RF.4.A	Read text with fluency, purpose, and for comprehension	Read with appropriate speed, accuracy, expression and phrasing Reread and use context to self-correct word recognition and understanding Adjust reading rate based on purpose Demonstrate comprehension through discussion, writing, or other responses	1
2.W.1.B	Appropriate to genre, develop a draft from prewriting	Sequence ideas into clear and coherent sentences Generate paragraphs into one main idea	3

		Create evidence of a beginning, middle, and end Address an appropriate audience	
2.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Strengthen writing as needed by revising: main idea, details, word choice, sentence construction, audience and voice Edit for language conventions	2
2.W.2.B	Write informative/explanatory texts	Introduce a topic or text being studied, using complete sentences Use facts and definitions to develop points in generating paragraphs Use specific words that are related to the topic and audience Use linking words and phrases to signal order Create a concluding sentence or paragraph	3
2.W.3.A	Apply research process to use information from a variety of sources	Gather evidence from available sources, literacy and informational Record basic information from literary and informational text in simple visual formats	2
2.L.1.A.h	Produce simple declarative, imperative, exclamatory, and interrogative sentence	Produce simple statements, commands, exclamations, and questions that are complete and clear Use correct ending punctuation for each sentence type	1
2.L.1.B	Use grade-level appropriate spelling	Use knowledge of phonics, syllable types, and word parts (prefixes, suffixes, roots) to spell words Spell regular and irregular plural nouns Apply spelling strategies when writing independently	1
2.L.1.B.c **2.L.1.B.d**	Uses grade-level appropriate capitalization and punctuation	Capitalize the first word of a sentence and proper nouns including people, places, days, months, and holidays	1

		Use correct ending punctuation Use apostrophes correctly in contractions	

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 8 Weekly Assessments • Unit 8 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Rises Warning Flowed Mighty Rushing Bits Breeze Lessen Banks Damage Heavy Waist deep	

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):

Teaching Point: For the next three weeks, we are going to explore how wind and water as well as human activity change the Earth's surface.

Suggested Length of Time: 1 lesson

Standards Addressed: 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students view the Unit 8 multimedia video and use the Unit 8 Opener to introduce the essential question, *How do we react to changes in nature?* Explain that as students explore the topic of *Wind and Water Change Earth*, they will read informational texts and opinion pieces about different Earth structures and about changes brought about by events in nature. Ask questions to activate prior knowledge. Use the Define, Example, Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the Knowledge Blueprint and enduring understanding.

Bloom's: Apply

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Phonics and Word Study	Reading	Writing
Irregular Plural Nouns	"Tornado!" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Changes in Nature	Write Research Report: Read and Analyze a Mentor Text

Engaging Experience 2 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to build, blend and spell irregular plural nouns.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting initial and final sounds. Then introduce irregular plural nouns by showing how some nouns change in unexpected ways from singular to plural rather than simply adding -s or -es, supporting both decoding and meaning. Next, guide students in blending and building irregular plural nouns using letter cards, and apply the Reading Big Words Strategy to read longer words with prefixes and suffixes. Finally, use the Read, Spell, Write, Apply routine to introduce and practice this

week's high frequency words.

Bloom's: Apply

DOK: 1

***Suggestion**: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of irregular plural nouns.*

Engaging Experience 3 (Reading):

Teaching Point: Today I am going to teach you to apply metacognitive and fix-up strategies to learn about changes in nature.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "Tornado!" and review that good readers monitor their understanding, ask questions, and use text and graphic features to make sense of new information. Preview the text and have students examine the diagram to build background knowledge about how a tornado forms. Read the text, modeling how to think aloud by identifying key details, asking questions, and using the diagram to clarify understanding. Guide students to annotate the text by underlining important information and noting questions or ideas in the margins

Bloom's: Apply

DOK: 3

***Suggestion**: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 4 (Writing):

Teaching Point: Today I am going to teach you how writers use facts, details, and sources to create strong research reports.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A

Detailed Description/Instructions:

- **One way to do this** is **to** create a Research Report anchor chart and a two-column chart labeled "Research Report Feature" and "Example" and model how to analyze the mentor research report "Wind and Water Shape Arches National Park" (Found in Unit 8 Additional Resources), for important features such as a clear topic, facts and details, definitions, and quotes from sources. Think aloud while explaining how these features help inform readers and strengthen the report. Have partners identify additional research report features in the mentor text, and then guide students to explain the characteristics of effective research reports.

Bloom's: Analyze

DOK: 3

***Suggestion:** Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Irregular Plural Nouns	"Tornado!" Explain How Images Contribute to and Clarify Text	Write a Research Report: Gather Information from Sources
	Build Vocabulary: Use Context Clues to Determine Multiple-Meaning Words	

Engaging Experience 5 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell irregular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i,
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** model and provide practice substituting medial vowel sounds. Then model and practice how to blend and build irregular plural nouns by showing how singular words change to plural forms in unexpected ways. Next, guide students in reading the connected text, "Dust Storm!" and applying their understanding of irregular plural nouns while identifying and analyzing them in context. Then have students match, sort, and spell singular and plural forms to reinforce spelling patterns and word relationships. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 6 (Reading):
Teaching Point: Today I am going to teach you how to explain how images and their captions add to and clarify a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to have students open "Tornado!" and explain that today they will closely examine how images and captions help readers better understand informational texts. Review that diagrams, photographs, and captions can add important details and clarify what the words describe. Reread and examine the images, modeling how to think aloud by connecting details in the text about tornadoes forming and causing damage to what is shown in the large and smaller images. Guide students to annotate by noting how each image supports specific parts of the text and adds new information.

Bloom's: Apply
DOK: 3

Engaging Experience 7 (Reading):
Teaching Point: Today I am going to teach you to use context clues to determine the meanings of multiple-meaning words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.c, 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open "Tornado!" and explain that today they will focus on how readers use context clues to determine the meaning of multiple-meaning words. Review that some words have more than one meaning and that readers must use clues from the sentence and surrounding text to figure out the correct meaning. Model how to think aloud by using context clues to determine the meaning of multiple-meaning words. Guide students to annotate the text by underlining words and noting clues that support meaning, and then facilitate partner discussions in which students use text evidence to determine the correct definitions of words.

Bloom's: Apply
DOK: 3

Engaging Experience 8 (Writing):
Teaching Point: Today I am going to teach you how to gather facts and details from sources.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A
Detailed Description/Instructions:

- **One way to do this** is to display the Research Report Mentor Text and model how to take notes using a Research Report Note-Taking Chart with sections for topic, sources, facts and details, quotes, and important vocabulary. Think aloud while explaining how to record information in your own words and select useful details from sources. Have partners brainstorm research topics related to wind and water changing Earth, discuss possible sources, and then guide students to choose a topic and identify at least one source for their research.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Irregular Plural Nouns	"Tornado!" Describe the Connection Between Scientific Concepts	"Tornado" Grammar in Context: Collective Nouns
	Begin the Knowledge Blueprint	Write a Research Report; Take Notes from an Illustration or Photograph

Engaging Experience 9 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding irregular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce irregular plural nouns through decoding the connected text, "Sam Kent's Journal," and word analysis. Model and support students as they blend decodable words and reread to build accuracy and fluency while identifying irregular plural nouns within the text. Then guide students in applying their understanding of irregular plural nouns through spelling word clues and generating correct plural forms from singular nouns. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 10 (Reading):
Teaching Point: Today I am going to teach you to describe the connection between scientific concepts.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.C.c
Detailed Description/Instructions:

- **One way to do this** is to have students open "Tornado!" and explain that today they will reread the text to understand how scientific ideas are connected. Review that readers can look for relationships such as cause and effect or steps in a process to better understand how ideas work together. Read the text and examine the diagram, modeling how to think aloud by identifying the sequence of events that leads to tornado formation. Guide students to annotate the text by underlining key details and noting how each step connects to the next.

Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

<u>Engaging Experience 11 (Grammar):</u>
Teaching Point: Today I am going to teach you how authors use collective nouns to name groups as a single unit.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to display and reread sentences from "Tornado!" and model how to identify collective nouns and determine what groups they represent. Think aloud while explaining how collective nouns name groups of people or things as one unit. Have partners identify additional collective nouns in the text and discuss what each group might include, and then guide students to share examples of collective nouns in their own speaking and writing.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 12 (Writing):</u>
Teaching Point: Today I am going to teach you how to take notes from an illustration or photograph.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A

Detailed Description/Instructions:

- **One way to do this** is to display a graphic related to the Research Report Mentor Text and model how to record facts and details from maps, illustrations, or photographs on a Research Report Note-Taking Chart. Think aloud while explaining how graphics provide important information that supports the research topic. Have partners identify facts from graphics in their own sources and add them to their note-taking charts, and then guide students to share the information they discovered.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Irregular Plural Nouns	"Water's Awesome Wonder" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Changes in Nature	Write a Research Report: Plan and Organize Your Research Report
	Identify the Main Purpose of a Text Add to the Blueprint	

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic irregular plurals.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce irregular plural nouns through multisyllabic word reading, word building, and word analysis. Model and support students as they blend multisyllabic words by identifying compound words and recognizing how irregular plural nouns appear within them to support decoding and meaning. Then guide students in building and writing compound words, helping them identify the plural component and apply their understanding of irregular plural forms. Next, provide opportunities for students to decode longer words by analogy, using familiar smaller words to read and understand new compound words while reinforcing that irregular plural forms remain consistent within larger words. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to apply the metacognitive strategy ask and answer questions.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "Water's Awesome Wonder" and explain that today they will read an opinion text to learn how water changes Earth. Review that readers ask and answer questions, slow down when needed, and use text and

image features to better understand what they are reading. Preview the text and have students examine the photographs and captions to build background knowledge. Read and model how to think aloud by asking questions, identifying important details, and noticing opinion words and supporting reasons. Guide students to annotate the text by underlining key information, circling opinion language, and noting questions in the margins.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 15 (Reading):</u>
Teaching Point: Today I am going to teach you to identify the main purpose of a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to have students open "Water's Awesome Wonder" and review that authors write to inform, persuade, or entertain, and that readers can use clues from the text to figure out the author's purpose. Display the first two paragraphs and model how to think aloud by identifying opinion words and details about the Grand Canyon that show the author wants readers to see how water can create something beautiful. Guide students to annotate the text by underlining evidence that supports the author's purpose and noting key reasons in the margins.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

<u>Engaging Experience 16 (Writing):</u>
Teaching Point: Today I am going to teach you how to plan and organize your research report.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A

Detailed Description/Instructions:

- **One way to do this** is to display a Mentor Research Report Planning Guide and model how to transfer notes into sections for the introduction, body paragraphs, and conclusion. Think aloud while explaining how to group facts and details into categories and create focused body paragraphs with supporting information. Have partners review their Note-Taking Charts, discuss possible categories for their information, and then guide students to begin organizing their ideas into planning guides for their research reports.

Bloom's: Apply
DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Water's Awesome Wonder" Describe How the Author's Reasons Support Specific Points in a Text	Grammar: Use Collective Nouns
	Build Knowledge: *Wind and Water Change Earth* - Discuss the Blueprint	

Engaging Experience 17 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to review irregular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess irregular plural nouns through fluency practice, word building, and spelling. Model and support students as they reread connected text to build accuracy, expression, and fluency. Then guide students in blending and building irregular plural nouns by changing singular forms to plural forms and reinforcing sound spelling patterns. Next, support students in reading multisyllabic words by identifying vowel patterns and applying syllable division strategies to decode longer words. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities to support automaticity and transfer.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 18 (Reading):
Teaching Point: Today I am going to teach you to describe how reasons support specific points the author makes in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to have students open "Water's Awesome Wonder" and explain that today they will reread the text to understand how an author supports opinions with reasons, facts, and details. Review that when authors share an opinion, they must include reasons and evidence to help readers understand and believe their ideas. Reread and model how to think aloud by identifying the author's opinion that erosion can create something beautiful and explaining how details about the Grand Canyon support this point. Guide students to annotate the text by underlining opinions and circling supporting reasons and examples.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Wind and Water Change Earth* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3

<u>Engaging Experience 19 (Grammar):</u>
Teaching Point: Today I am going to teach you how writers use collective nouns to replace long descriptive phrases.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to create a chart of collective nouns and model how to replace descriptive phrases in sentences with more precise collective nouns. Think aloud while explaining how the meaning of the phrase matches the collective noun. Have partners replace additional phrases with collective nouns and rewrite the sentences, and then guide students to explain how they chose the best collective noun for each sentence.

Bloom's: Apply
DOK: 1

Week #2

<u>Day 1</u>

Phonics and Word Study	Reading	Writing
Suffixes -er, -or	"Earth's Change" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Changes in Nature	Write a Research Report: Introduce Your Topic

Engaging Experience 20 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to build, blend and spell words with suffixes -er and -or.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting initial, medial, and final sounds. Then introduce suffixes -er and -or by showing how these endings can be added to base words to create nouns that mean "someone who," supporting both decoding and meaning. Next, guide students in blending and building words with suffixes -er and -or, and apply the Reading Big Words Strategy to read longer words with multiple word parts. Finally, use the Read, Spell, Write, Apply routine to introduce and practice this week's high frequency words while reinforcing connections to previously learned words.

Bloom's: Apply

DOK: 1

Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of suffixes -er and -or.*

Engaging Experience 21 (Reading):

Teaching Point: Today I am going to teach you to apply metacognitive strategies, including asking and answering questions, to learn about changes in nature.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "Earth's Changes" and review that readers ask and answer questions, monitor their understanding, and use text features to make meaning as they read. Have students skim the text and images to build background knowledge. Read and model how to think aloud by asking questions, identifying key details, and noticing when meaning breaks down and needs clarification. Guide students to annotate the text by underlining important information and noting questions or unfamiliar words in the margins.

Bloom's: Apply

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 22 (Writing):

Teaching Point: Today I am going to teach you how to introduce the topic of your research report.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to review the Research Report Anchor Chart and model how to use a planning guide to draft an introduction with an interesting fact, clear topic, and focus for the report. Think aloud while explaining how the introduction helps readers understand what the report will be about. Have partners orally rehearse possible introductions, and then guide students to draft introductions for their research reports.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Suffixes -er, -or	"Earth's Change" Explain How Images Contribute to and Clarify a Text	Write a Research Report: Develop Your Topic with Specific Facts and Details
	Build Vocabulary: Use Dictionaries and Glossaries to Determine Word Meaning	

Engaging Experience 23 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with suffixes -er and -or.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** model and provide practice substituting sounds in blends. Then model and practice how to blend and build words with suffixes -er and -or by adding endings to base words to form nouns that mean "someone who." Next, guide students in reading the connected text, "Our Sandcastles." and applying their understanding of suffixes -er and -or while identifying and analyzing words with these endings. Then have students sort and spell words based on spelling patterns such as -er and -or endings. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 24 (Reading):

Teaching Point: Today I am going to teach you to explain how images and captions add to and clarify a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c , 2.R.3.A.a

Detailed Description/Instructions:

- **One way to do this** is to have students open "Earth's Changes" and explain that today they will closely examine how photographs and captions help readers better understand informational texts. Review that images can support what the text says and also add new information that is not stated directly in the words. Reread and examine text features, modeling how to think aloud by connecting details in the text and what is explained in the caption. Guide students to annotate the text by underlining evidence that the photograph supports and noting how the caption adds new understanding.

Bloom's: Apply

DOK: 3

Engaging Experience 25 (Reading):

Teaching Point: Today I am going to teach you to demonstrate understanding by using a dictionary to find the meaning of words.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students open "Earth's Changes" and explain that today they will learn how to use dictionaries and glossaries to determine the meanings of unfamiliar words. Review that when context clues are not enough, readers can use reference tools to find accurate definitions. Model how to use a dictionary by thinking aloud through alphabetical order and guide words, demonstrating how to locate a word and determine its meaning. Guide students to practice using dictionaries in small groups by locating key vocabulary from the text and recording their meanings.

Bloom's: Apply

DOK: 3

Engaging Experience 26 (Writing):

Teaching Point: Today I am going to teach you how to develop your topic with specific facts and details.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display a planning chart and model how to draft a body paragraph with a clear topic sentence, supporting facts and details, and information from sources. Think aloud while explaining how each body paragraph supports the report's big idea and helps readers understand the topic. Have partners orally rehearse the details they

plan to include in their body paragraphs, and then guide students to begin drafting their own body paragraphs using their planning charts and notes.

Bloom's: Create

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Suffixes -er, or	"Earth's Change" Close Reading: Describe the Connection Between Scientific Concepts	"Earth's Change" Language in Context: Capitalize Geographic Names
		Write a Research Report: Use Linking Words and Phrases

Engaging Experience 27 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to read a connected text by decoding words with suffixes -er and -or.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to reinforce suffixes -er and -or through decoding the connected text, "Mudslide," and word analysis. Model and support students as they blend decodable words and reread to build accuracy and fluency while identifying words with -er and -or endings within the text. Then guide students in applying their understanding of suffixes -er and -or through spelling word clues and generating words that name "someone who" performs an action. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply

DOK: 1

Engaging Experience 28 (Reading):

Teaching Point: Today I am going to teach you to describe the connection between a series of scientific concepts in a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c, 2.R.3.C

Detailed Description/Instructions:

- **One way to do this** is to have students open "Earth's Changes" and explain that today they will closely reread the text to understand how scientific concepts are connected. Display the Close Reading prompt and model how to think aloud by rereading, identifying how water causes both slow changes and fast changes, and explaining how these ideas are connected. Guide students to annotate the text by underlining key details and noting how different types of erosion relate to changes in Earth's surface. Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

<u>Engaging Experience 29 (Grammar):</u>
Teaching Point: Today I am going to teach you how authors capitalize proper nouns, including geographic names.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.L.1.B.c, 2.L.1.B.d

Detailed Description/Instructions:

- **One way to do this** is to display and reread sentences from "Earth's Changes" and model how to identify capitalized geographic names and explain why they are proper nouns. Think aloud while distinguishing between words capitalized because they begin a sentence and words capitalized because they name specific places. Have partners identify additional capitalized geographic names in the text and explain why they are capitalized, and then guide students to discuss how correct capitalization strengthens writing.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 30 (Writing):</u>
Teaching Point: Today I am going to teach you how to use linking words and phrases to connect ideas in a research report.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.C, 2.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to create a chart of linking words and phrases organized by categories such as cause/effect, compare/contrast, examples, and time order and model how these words connect ideas and make writing cohesive. Think aloud while identifying linking words in body paragraphs and explaining how they show relationships between ideas. Have partners brainstorm linking words and phrases they can use in their reports, and then guide students to revise their drafts by adding linking words to connect their ideas clearly.

Bloom's: Create
DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Suffixes -er, -or	"Earth's Change" Close Reading: Identify the Main Purpose of a Text Add to the Blueprint	Write a Research Report: Draft a Conclusion

Engaging Experience 31 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with suffixes -er and -or.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce suffixes -er and -or through multisyllabic word reading, word building, and word analysis. Model and support students as they blend multisyllabic words and apply their understanding that adding -er and -or creates nouns that mean "someone who," including noticing spelling changes such as doubling consonants. Then guide students in building and writing words with -er and -or endings to strengthen understanding of how word parts form syllables. Next, provide opportunities for students to decode unfamiliar words by analogy. Finally, support fluency and transfer by rereading connected text.

Bloom's: Apply
DOK: 1

Engaging Experience 32 (Reading):
Teaching Point: Today I am going to teach you to identify the main purpose of a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to have students open "Earth's Changes" and explain that today they will closely reread the text to identify the author's main purpose. Review that the title and subheadings are important text features that help readers understand what the author wants to explain or teach. Display the Close Reading prompt and model how to think aloud by examining the title and subheadings. Guide students to annotate the text by noting how each section connects to the overall purpose and by underlining key details that support the author's ideas.

Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 33 (Writing):
Teaching Point: Today I am going to teach you how to draft a conclusion for your research report.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to model how to use a planning guide to draft a conclusion that restates the report's big idea in new words and provides readers with a sense of closure. Think aloud while explaining how a conclusion summarizes the report and leaves readers thinking about the topic. Have partners brainstorm ideas for their conclusions, and then guide students to draft conclusions that clearly wrap up their research reports.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Earth's Change" Close Reading: Compare and Contrast the Most Important Points in Two Texts	Language: Compare Formal and Informal Uses of Language; Understand Formal Uses of English
	Build Knowledge: *Wind and Water Change Earth* - Discuss the Blueprint	

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today we are going to review words with ‑er and ‑or endings.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to review and assess suffixes -er and -or through word building, fluency practice, and application. Model and support students as they reread connected

text to build accuracy, rate, and expression. Then guide students in blending and building words by combining base words with -er and -or to form nouns that mean "someone who," and have them explain word meanings. Next, provide opportunities for students to review related grammar concepts such as possessives and apply their understanding in sentences. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to compare and contrast the most important points in two texts on the same topic.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to have students open "Water's Awesome Wonder" and "Earth's Changes" and explain that today they will closely reread both texts to compare and contrast the most important points about how water changes Earth. Review that comparing means telling how ideas are alike and contrasting means telling how they are different. Display the Close Reading prompt and model how to think aloud by identifying how both texts discuss the same topic, but differ in focus. Guide students to annotate both texts by underlining key evidence and noting similarities and differences in the authors' points.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Wind and Water Change Earth* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3

Engaging Experience 36 (Grammar):
Teaching Point: Today I am going to teach you how writers use formal language in research reports.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.L.1.A

Detailed Description/Instructions:

- **One way to do this** is to model the differences between formal and informal language by revising informal sentences into formal language. Create a Formal vs. Informal Language Anchor Chart and think aloud while identifying slang, contractions, abbreviations, and

casual phrases that should be revised in formal writing. Have partners revise additional informal sentences into formal language, and then guide students to discuss how formal language makes research writing clearer and more appropriate for readers.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Week #3

Day 1

Phonics and Word Study	Reading	Writing
Suffixes -er, -est	"Naples Daily Tidings" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Changes in Nature	Write a Research Report: Revise to Improve Sentence Fluency

Engaging Experience 37 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to build, blend and spell comparatives and superlatives ⁻er, ⁻est.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** model and practice adding initial and final sounds. Then introduce suffixes -er and -est by showing how these endings can be added to base words to compare two or more things and support both decoding and meaning. Next, guide students in blending and building words with suffixes -er and -est, and apply the Reading Big Words Strategy to read longer words with multiple word parts. Finally, use the Read, Spell, Write, Apply routine to introduce and practice this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of suffixes -er and -or.*

Engaging Experience 38 (Reading):
Teaching Point: Today I am going to teach you to apply metacognitive strategies while reading a news article to learn about changes in nature.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c, 2.R.1.B.c, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "Naples Daily Tidings" and review that readers use metacognitive and fix-up strategies, such as asking questions and rereading, to better understand informational texts. Have students preview the text features, including the title, date, and structure of the article. Model how to think aloud by rereading a section to clarify meaning and using context clues to determine the meaning of unfamiliar words. Guide students to read and annotate by underlining key details, circling unfamiliar words, and writing questions in the margins.

Bloom's: Apply

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 39 (Writing):

Teaching Point: Today I am going to teach you how to revise your research report to improve sentence fluency.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.C, 2.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display a draft paragraph and model how to combine short sentences, create compound sentences, and turn sentences into phrases to improve flow. Think aloud while explaining how varied sentence structures make writing sound smoother and more natural. Have partners review their drafts to find places where they can combine or revise sentences, and then guide students to revise their writing to improve sentence fluency.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Suffixes -er, -est	"Naples Daily Tidings" Close Reading: Identify the Main Purpose of a Text	*Naples Daily Tidings* Language in Context: Use Commas in Greetings and Closings
		Write a Research Report: Revise to Include

		Domain-Specific Vocabulary

Engaging Experience 40 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell comparatives and superlatives ‑er, ‑est.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice blending and segmenting multisyllabic words by syllable. Then model and practice how to blend and build words with suffixes -er and -est by adding endings to base words to compare two or more things and identifying spelling changes. Next, guide students in reading the connected text, "The Contest," and applying their understanding of comparatives and superlatives while identifying and analyzing these words in context. Then have students sort and spell words based on spelling patterns such as -er and -est endings. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 3

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you to identify the main purpose of an opinion piece.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to have students open "Naples Daily Tidings" and explain that today they will closely reread opinion texts to identify each author's main purpose. Review that authors of opinion pieces write to persuade readers by sharing their beliefs and supporting them with reasons and evidence. Display the Close Reading prompt and model how to think aloud by examining the titles and key details in, explaining how each author presents a different viewpoint about building homes and wetlands. Guide students to annotate the texts by underlining evidence that shows each author's purpose and noting how reasons support their points.

  Students will answer Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

Engaging Experience 42 (Grammar):
Teaching Point: Today I am going to teach you how to use commas correctly in the greetings and closings of letters and recognize the difference between formal and informal closings.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.B.c, 2.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display letters from "Naples Daily Tidings" and model where commas are placed in greetings and closings. Think aloud while explaining how the comma separates the greeting from the body of the letter and the closing from the signature. Have partners identify and discuss the greetings, closings, and comma placement in another letter, and then guide students to explain the difference between friendly and formal closings.

Bloom's: Apply
DOK: 1

Engaging Experience 43 (Writing):
Teaching Point: Today I am going to teach you how to revise your research report by adding domain-specific vocabulary.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to display a draft paragraph and model how to add domain-specific vocabulary and explain the meaning of unfamiliar words for readers. Think aloud while explaining how precise, topic-specific words make research writing clearer and more informative. Have partners review their drafts to find places where they can add or define domain-specific vocabulary, and then guide students to revise their writing to make their ideas more precise and easier to understand.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Suffixes -er, -est	"Naples Daily Tidings" Close Reading: Use Context Clues to Determine the Meaning of Multiple-Meaning Words	Write a Research Report: Edit for Formal Use of English
	Add to the Knowledge Blueprint	

Engaging Experience 44 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text that contains comparatives and superlatives ‑er, ‑est.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to reinforce comparatives and superlatives with suffixes -er and -est through decoding the connected text, "Earth's Changing Mountains," and word analysis. Model and support students as they blend decodable words and reread to build accuracy and fluency while identifying comparative words with -er and -est endings within the text. Then guide students in applying their understanding of these suffixes through spelling word clues and generating comparative forms to show how words change meaning. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 3

Engaging Experience 45 (Reading):
Teaching Point: Today I am going to teach you to use context clues to determine the meanings of multiple‑meaning words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.c, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students open "Naples Daily Tidings" and explain that today they will closely reread the text to determine the meanings of multiple-meaning words using context clues. Review that some words have more than one meaning and readers must use surrounding words and sentences to figure out the correct meaning. Display the Close Reading prompt and model how to think aloud by using context clues to determine the meaning of an unfamiliar multiple-meaning word. Guide students to annotate the text by underlining context clues and noting how those clues help them determine word meaning.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 46 (Writing):
Teaching Point: Today I am going to teach you how to edit your research report to use formal language.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.C, 2.W.2.B

Detailed Description/Instructions:

- **One way to do this** is to display a draft paragraph and model how to identify and replace informal language with formal language appropriate for a research report. Think aloud while explaining how formal language makes writing clearer and more appropriate for academic writing. Have partners review their drafts to find examples of informal language they can revise, and then guide students to edit their writing using more formal language.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Suffixes -er, -est	"Naples Daily Tidings" Close Reading: Describe How the Author's Reasons Support Specific Points in a Text	Write a Research Report: Check and Correct Spelling
	Build Knowledge: *Wind and Water Change Earth* - Discuss the Blueprint	

Engaging Experience 47 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to blend multisyllabic comparatives and superlatives ⁻er, ⁻est.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h

Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to reinforce comparatives and superlatives with suffixes -er and -est through multisyllabic word reading, word building, and word analysis. Model and support students as they blend multisyllabic words and apply their understanding that adding -er and -est creates words used to compare two or more things, including recognizing spelling changes when endings are added. Then guide students in building and writing words with -er and -est endings to strengthen understanding of how suffixes form the final syllable. Next, provide opportunities for students to decode unfamiliar words by analogy.. Finally, support fluency and transfer by rereading connected text.

Bloom's: Apply

DOK: 1

Engaging Experience 48 (Reading):

Teaching Point: Today I am going to teach you to describe how reasons support an author's opinion.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to have students open "Naples Daily Tidings" and review that when authors share an opinion, they include reasons and evidence to convince readers their ideas are valid. Display the Close Reading prompt and model how to think aloud by identifying an opinion and explaining how reasons in the text support that point. Guide students to annotate the text by underlining the opinion and supporting reasons, and by noting how those reasons connect to the main idea.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Wind and Water Change Earth* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze

DOK: 3

Suggestion: *Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 49 (Writing):

Teaching Point: Today I am going to teach you how to edit your research report by checking and correcting spelling.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.C, 2.W.2.B, 2.L.1.B

Detailed Description/Instructions:

- **One way to do this** is to display a draft paragraph and model how to identify words that may be misspelled and use reference materials to check and correct them. Think aloud while explaining how correct spelling helps readers understand writing more easily. Have partners review their drafts to circle words they need to check, and then guide students to revise their writing using dictionaries, glossaries, or other spelling resources.

Bloom's: Apply

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Weather" Read a Poem: Onomatopoeia and Repetition	Write a Research Report: Publish and Share Writing

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to review comparatives and superlatives ⁻er, ⁻est.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess comparatives and superlatives with suffixes -er and -est through word building, fluency practice, and application. Model and support students as they reread connected text to build accuracy, rate, and expression. Then guide students in blending and building words by combining base words with -er and -est and identifying spelling changes when endings are added. Next, provide opportunities for students to review previously taught skills such as irregular plural nouns and apply their understanding in context. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you how poets use onomatopoeia and repetition to help readers hear sounds and experience the rhythm of a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students open "Weather" and explain that today they will read a poem to understand how poets use onomatopoeia and repetition to create meaning and bring language to life. Review that onomatopoeia refers to words that imitate sounds and repetition is when words or sounds are used more than once for effect. Read the poem aloud and model how to think aloud by identifying examples of repetition, such as repeated words that create rhythm, and onomatopoeia, such as sound words that mimic rain. Guide students to annotate the poem by underlining repeated words and highlighting examples of onomatopoeia.

Bloom's: Analyze
DOK: 3

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you how to publish and share your research report.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.B, 2.W.3.A
Detailed Description/Instructions:

- **One way to do this** is to explain that publishing is the final step in the writing process and model how to add a title, visuals, and final formatting touches to a research report. Think aloud while explaining how titles and images should connect to the topic and help engage readers. Guide students in discussing possible titles and visuals they could add to their reports and how those features support understanding. Then provide time for students to create final copies of their reports, add visuals, and publish their completed work.

Bloom's: Create
DOK: 3
Suggestions: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner. Students may use Google, Canva, or Book Creator to digitally publish.*

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about how wind and water as well as human activity change the Earth's surface.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See *Weekly and Unit Assessment Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 8 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 3
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 9 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task
Detailed Description/Instructions:
Students will create a chart that explains how wind and water change Earth. They will organize their ideas by writing and drawing examples of these changes, and include labels to explain each part. Students will also discuss their ideas with peers and reflect on how natural forces shape the land over time

Unit 9: Buyers and Sellers

Subject: Reading - Writing - Foundational Skills
Grade: 2nd Grade
Name of Unit: Buyers and Sellers
Length of Unit: 16 Days
Overview of Unit:
In this unit, students will read informational/procedural texts about the processes involved in turning raw material (trees) into finished products that are then brought to the marketplace. Students will also read a humorous animal fantasy tale as well as a contemporary realistic fiction story about characters who make, then bring to market, their own products.

In Topic 1 (Week 1)
In Week 1, during phonics and word study, students will focus on suffixes -y and -ly. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will describe a connection between a series of steps, explain how images contribute to and clarify a text and use illustrations and words to demonstrate understanding. Students will also describe how characters respond to major events and use metacognitive and fix-up strategies. Vocabulary lessons will focus on determining the meaning of compound words. In writing, students will create a multimedia presentation. They will view a mentor presentation, brainstorm, recall facts and details, and organize ideas. In grammar and language, lessons will focus on adjectives and adverbs.

In Topic 2 (Week 2)
In Week 2, during phonics and word study, students will focus on the schwa sound. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will describe a connection between a series of steps, explain how images contribute to and clarify a text and compare and contrast two texts. Students will also use metacognitive and fix-up strategies. Vocabulary lessons will focus on determining the meaning of words with prefixes. In writing, students will create a multimedia presentation. They will draft and add drawings and visual elements to clarify ideas. In grammar and language, lessons will focus on irregular past tense verbs.

In Topic 3 (Week 3)
In Week 3, during phonics and word study, students will focus on silent letters. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will use illustrations and words to demonstrate understanding and describe how characters respond to challenges. Vocabulary lessons will focus on determining the meaning of words and phrases in a text. In writing, students will create a multimedia presentation. They will use temporal words, create a visual display, rehearse and present their multimedia presentation. In grammar and language, lessons will focus on formal and informal uses of English.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 9 materials
- Preview the Unit 9 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Print Additional Word Study Resources: Build Automaticity and Connected Texts
- Preview mentor texts for reading and writing lessons
- Gather Knowledge-Building Library text sets and Dynamite Decodables

Essential Questions:

- How do the goods we make, buy, and sell connect us?

Enduring Understanding/Big Ideas:

- Goods are items that are made, bought, and sold.
- People use natural resources to make, or produce, goods.
- People make choices about what goods to buy based on their needs and wants.
- Producers, buyers, and sellers are all connected,

Priority Standards for Unit:

- **2.R.1.A.c:** Ask questions and support answers with evidence from the text.
- **2.R.1.B.a:** Use prefixes, base words, and suffixes to determine the meaning of words
- **2.R.1.B.c:** Use context to determine the meaning of words
- **2.R.1.B.h:** Use every day, academic, and topic-specific words when talking about reading and writing
- **2.R.2.A.a:** Describe the setting, problems, solutions, sequence of events (plot), and big ideas or moral lessons
- **2.R.2.A.b:** Describe the main characters in fiction texts, including their traits, motivations, and feelings
- **2.RF.3.A.a**, **2.RF.3.A.c, 2.RF.3.A.h**: Decode unknown multisyllabic words
- **2.RF.3.A.i:** Read irregularly spelled high-frequency words
- **2.RF.4.A:** Read text with fluency, purpose, and for comprehension
- **2.W.1.B:** Appropriate to genre, develop a draft from prewriting
- **2.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **2.W.2.B:** Write informative/explanatory texts
- **2.W.3.A:** Apply research process to use information from a variety of sources
- **2.L.1.A.h:** Produce simple declarative, imperative, exclamatory, and interrogative sentence
- **2.L.1.B:** Use grade-level appropriate spelling
- **2.L.1.B.c, 2.L.1.B.d:** Uses grade-level appropriate capitalization and punctuation

Standard	Unwrapped Concepts	Unwrapped Skills	DOK

	(Students Need to Know)	(Students Need to Be Able to Do)	
2.R.1.A.c	Ask questions and support answers with evidence from the text	Ask questions when something is the text is confusing or unclear Seek clarification from the teacher, peers, or the text itself (rereading, examining pictures and illustrations) Locate facts and key details and use those to answer questions correctly Support answers with evidence from the text.	3
2.R.1.B.a	Use prefixes, root words, and suffixes to determine the meaning of words	Develop an understanding of unknown vocabulary word in context Identify the root/base word and common prefixes and suffixes Determine the meaning of words using prefixes, root words, and/or suffixes Explain how a prefix or suffix can change the meaning of a root/base word	2
2.R.1.B.c	Using context to determine the meaning of a new word or multiple-meaning word in text	Use surrounding words, sentences, and text clues to determine meaning of an unfamiliar word Determine which meaning of a multiple meaning word fits the context Use picture clues and text details to support understanding of vocabulary	2
2.R.1.B. h	Use every day, academic, and topic-specific words	Use conversational words and phrases in speaking and in reading (e.g., C'mon, Hey, See ya) Use general academic words and phrases (e.g., describe, explain, sort) when talking about texts or learning tasks. Use domain-specific words and phrases (e.g., community, habitat, measure) when discussing content areas.	3

		Choose precise words to clearly express ideas and understanding.	
2.R.2.A.a	Describe the setting, problems, solutions, sequence of events (plot), and big ideas or moral lessons	Describe the setting using details from the text Identify and explain the problems characters face and describe the solution to the problem Retell or describe the sequence of events in correct order Identify the big idea, central message, or moral lesson the author wants the reader to learn Use evidence to support descriptions and explanations	3
2.R.2.A.b	Describe main characters in works of fiction, including other traits, motivations,and feelings	Identify and explain the traits of characters (physical, emotional, and behavioral) Explain motivations behind a character's actions Discuss how characters' feelings influence their decisions and interactions	3
2.RF.3.A.a **2.RF.3.A.c** **2.RF.3.A.h**	Decode unknown multisyllabic words	Break longer words into syllables to make them easier to read Use knowledge of common syllable types (closed, open, CVCe, r-controlled, vowel teams) to determine vowel sounds Apply phonics patterns and letter-sound relationships when reading each syllable Blend the syllables together smoothly to read the entire word Decode multisyllabic words that contain prefixes, suffixes, and roots Use known spelling patterns and word parts to read unfamiliar longer words accurately	1
2.RF.3.A.i	Read irregularly spelled	Recognize and read common high-frequency	1

	high-frequency words	words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	
2.RF.4.A	Read text with fluency, purpose, and for comprehension	Read with appropriate speed, accuracy, expression and phrasing Reread and use context to self-correct word recognition and understanding Adjust reading rate based on purpose Demonstrate comprehension through discussion, writing, or other responses	1
2.W.1.B	Appropriate to genre, develop a draft from prewriting	Sequence ideas into clear and coherent sentences Generate paragraphs into one main idea Create evidence of a beginning, middle, and end Address an appropriate audience	3
2.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Strengthen writing as needed by revising: main idea, details, word choice, sentence construction, audience and voice Edit for language conventions	2
2.W.2.B	Write informative/explanatory texts	Introduce a topic or text being studied, using complete sentences Use facts and definitions to develop points in generating paragraphs Use specific words that are related to the topic and audience Use linking words and phrases to signal	3

		order Create a concluding sentence or paragraph	
2.W.3.A	Apply research process to use information from a variety of sources	Gather evidence from available sources, literacy and informational Record basic information from literary and informational text in simple visual formats	2
2.L.1.A.h	Produce simple declarative, imperative, exclamatory, and interrogative sentence	Produce simple statements, commands, exclamations, and questions that are complete and clear Use correct ending punctuation for each sentence type	1
2.L.1.B	Use grade-level appropriate spelling	Use knowledge of phonics, syllable types, and word parts (prefixes, suffixes, roots) to spell words Spell regular and irregular plural nouns Apply spelling strategies when writing independently	1
2.L.1.B.c **2.L.1.B.d**	Uses grade-level appropriate capitalization and punctuation	Capitalize the first word of a sentence and proper nouns including people, places, days, months, and holidays Use correct ending punctuation Use apostrophes correctly in contractions	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 9 Weekly Assessments • Unit 9 Assessment

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Shipped Weigh Purchased Business Protect Products Steps Annual Remembered Represent greeted	Natural resource

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):

Teaching Point: For the next three weeks, we are going to explore how people make, buy, and sell things.

Suggested Length of Time: 1 lesson

Standards Addressed: 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to view the Unit 9 multimedia video. Use the Unit 9 Opener to introduce the essential question, *How do the goods we make, buy, and sell connect us*? Explain that as we explore the topic of *Buyers and Sellers*, we will read informational/procedural texts about the processes involved in turning raw material into finished products that are then brought to the marketplace. We will also read a humorous animal fantasy tale as well as a contemporary realistic fiction story about characters who make, then bring to market, their own products. Ask questions to activate prior knowledge. Use the Define, Example, Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understanding using the Knowledge Blueprint.

Bloom's: Apply

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Phonics and Word Study	Reading	Writing
Suffixes -y, -ly	"From Tree to Baseball Bat" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Buyers and Sellers	Multimedia Presentation: View a Mentor Presentation

Engaging Experience 2 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to build, blend and spell words with suffixes -y and -ly.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting initial and final sounds. Then introduce how adding -y and -ly changes base words to form adjectives and adverbs, and

guide students in blending, building, and spelling words with these endings while noting spelling changes. Next, support students in applying the Reading Big Words Strategy to decode longer words with prefixes and suffixes. Finally, use the Read, Spell, Write, Apply routine to introduce and practice this week's high frequency words.

Bloom's: Apply

DOK: 1

Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of words with suffixes -y and -ly.*

Engaging Experience 3 (Reading):

Teaching Point: Today I am going to teach you to apply metacognitive and fix-up strategies to learn about buyers and sellers.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "From Tree to Baseball Bat" and review that readers use metacognitive and fix-up strategies, such as monitoring understanding, asking questions, and rereading, to make sense of a text. Preview the text features, including headings and images, to support comprehension. Read the first section aloud and model how to think aloud by identifying important details, noticing unfamiliar words, and using strategies like underlining key information and asking questions. Guide students to annotate the text by circling unknown words, underlining key steps, and jotting questions in the margins.

Bloom's: Apply

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 4 (Writing):

Teaching Point: Today I am going to teach how to identify the key features of a multimedia presentation.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A

Detailed Description/Instructions:

- **One way to do this** is to introduce a mentor multimedia presentation and model how features such as photographs, maps, illustrations, videos, and text work together to explain a topic. Think aloud while identifying important presentation elements, including an introduction, sequence of events, details, and conclusion. Guide partners to discuss how multimedia features help audiences better understand the topic and support the presentation's main ideas.

Bloom's: Analyze

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Suffixes -y, -ly	"From Tree to Baseball Bat" Describe a connection between a series of steps	Multimedia Presentation: Brainstorm the Topic
	Build vocabulary: Determine the meaning of compound words	

Engaging Experience 5 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with suffixes -y and -ly.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and provide practice substituting medial vowel sounds. Then guide students in blending, building, and spelling words with -y and -ly endings while highlighting spelling changes when adding suffixes. Next, support students as they read the connected text, "Allowance: For and Against," and identify words with these endings to deepen understanding and comprehension. Finally, provide opportunities to sort and analyze words by suffix and reinforce this week's high frequency words through reading, spelling, and word study activities.

Bloom's: Apply
DOK: 1

Engaging Experience 6 (Reading):
Teaching Point: Today I am going to teach you to describe the connection between a series of steps in a technical process.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to have students open "From Tree to Baseball Bat" and explain that today they will reread the text to understand how a series of steps are connected in a technical process. Review that authors use sequence words to show the order of steps and help readers understand how each step depends on the one before it. Display the text evidence questions and model how to think aloud by identifying signal words and

explaining how each step connects to the next, emphasizing why certain steps are important. Guide students to annotate the text by underlining sequence words and noting key steps in the process.

Bloom's: Apply
DOK: 3

Engaging Experience 7 (Reading):
Teaching Point: Today I am going to teach you to predict the meanings of compound words.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.c, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students open "From Tree to Baseball Bat" and explain that today they will reread the text to learn how to determine the meanings of compound words. Review that compound words are made up of two smaller words, and readers can use what they know about each part to predict the meaning of the whole word. Read a section of the text aloud and model how to think aloud by breaking apart a compound word, explaining the meaning of each smaller word, and combining those meanings to understand the full word. Guide students to annotate the text by identifying compound words and breaking them into their parts.

Bloom's: Apply
DOK: 3

Engaging Experience 8 (Writing):
Teaching Point: Today I am going to teach you how to brainstorm a topic for a multimedia presentation.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A

Detailed Description/Instructions:

- **One way to do this** is to model how to brainstorm possible presentation topics and jot details about each idea on a Brainstorming Chart. Think aloud while explaining how to choose a topic that is interesting, includes a clear sequence of events, and can be supported with visuals or other media elements. Guide partners to discuss possible topics, share ideas, and record details before selecting a topic for their presentation.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Suffixes -y, -ly	"From Tree to Baseball Bat" Explain how images contribute to and clarify a text (Begin the blueprint)	*From Tree to Baseball Bat* Grammar in context: Adjectives and adverbs
		Multimedia Presentation: Recall Facts and Details

Engaging Experience 9 (Phonics and Word Study):

Teaching Point: Today I am going to teach you to read a connected text by decoding words with suffixes -y and -ly..

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to reinforce suffixes -y and -ly through decoding the connected text, "Trading This for That," and word analysis. Model and support students as they blend decodable words and reread to build accuracy and fluency while identifying words with -y and -ly endings in context. Then guide students in applying their understanding of suffixes through spelling word clues and generating words with appropriate endings. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply

DOK: 1

Engaging Experience 10 (Reading):

Teaching Point: Today I am going to teach you to explain how a diagram and image contribute to and clarify a text.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c, 2.R.3.A.a

Detailed Description/Instructions:

- **One way to do this** is to have students open "From Tree to Baseball Bat" and review that text features, such as diagrams, provide visual support that helps readers better understand how something works or is made. Display the text evidence questions and model how to think aloud by connecting specific parts of the diagram to details in the text. Guide students to annotate the text by noting where the diagram supports key ideas and labeling how each image connects to the written information.

  Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you to identify adjectives and adverbs in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to model how to identify describing words in sentences from "From Tree to Baseball Bat" and determine whether they are adjectives or adverbs by thinking about the words they modify. Think aloud while explaining that adjectives describe nouns and adverbs describe verbs or actions. Guide partners to reread sentences from the text, identify describing words, determine the type of modifier, and explain how the words add detail to the text.

Bloom's: Apply
DOK: 1

Engaging Experience 12 (Writing):
Teaching Point: Today I am going to teach you how to use facts and details from personal experiences to develop a multimedia presentation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A
Detailed Description/Instructions:

- **One way to do this** is to model how to use the Facts and Details Chart to recall facts and descriptive details from a personal experience by thinking about who was involved, what happened, where it took place, and what was seen, heard, or felt. Think aloud while recording facts and details on the chart and explaining how details help audiences better understand and connect to the experience. Guide partners to discuss their topics and complete their own Facts and Details Charts using descriptive words and phrases.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Suffixes -y, -ly	"Goat and Bear in Business" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Buyers and Sellers	Multimedia Presentation: Organize Your Ideas

	Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot Add to the Knowledge Blueprint	

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words suffixes -y and -ly.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Detailed Description/Instructions:

- **One way to do this** is to reinforce suffixes -y and -ly through multisyllabic decoding, word building, and fluency practice. Model and provide practice identifying suffixes in longer words and dividing words into syllables to support accurate reading. Then guide students in blending, building, and spelling multisyllabic words with -y and -ly endings. Next, support students in decoding new words by analogy. Finally, provide opportunities for fluency practice in connected text while reinforcing this week's high frequency words through reading and application.

Bloom's: Apply
DOK: 1

Engaging Experience 14 (Reading):
Teaching Point: Today I am going to teach you to demonstrate understanding by applying metacognitive strategies to learn about buyers and sellers.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.1.B.h, 2.R.2.A.a, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce vocabulary for the selection. Have students open "Goat and Bear in Business" and review that readers use metacognitive and fix-up strategies, such as monitoring understanding, asking questions, and reading on, to make sense of a text. Have students preview the title and illustrations to support comprehension and identify the story structure. Read the beginning of the text aloud and model how to think aloud by identifying key events, noticing characters' actions, and using the strategy of reading on to confirm understanding. Guide students to annotate the text by underlining important details, noting story events, and recording questions in the margins.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 15 (Reading):
Teaching Point: Today I am going to teach you to understand how illustrations and words give information about characters, setting, and plot.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.2.A.a, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students open "Goat and Bear in Business" and explain that today they will reread the story to understand how illustrations and words work together to show characters, setting, and plot. Display the text evidence questions and model how to think aloud by connecting specific details from the illustrations to the words in the text, explaining how both help reveal the setting, the characters' actions, and the problem they encounter. Guide students to annotate the text by noting details about characters, setting, and plot and linking them to what they see in the illustrations.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 16 (Writing):
Teaching Point: Today I am going to teach you how to organize your ideas for a multimedia presentation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A
Detailed Description/Instructions:

- **One way to do this** is to model how to use the Multimedia Presentation Planning Guide to organize a title, introduction, facts and details, events in chronological order, and a conclusion. Think aloud while explaining how organizing ideas helps audiences follow the presentation more clearly. Guide partners to orally rehearse their ideas, sequence events in order, and discuss possible conclusions before completing their own planning guides.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Goat and Bear in Business" Describe How Characters Respond to Major Events and Challenges	Multimedia Presentation: Make a Storyboard

	Build Knowledge: *Buyers and Sellers* - Discuss the Knowledge Blueprint	

Engaging Experience 17 (Phonics and Word Study):
Teaching Point: Today we are going to review words with suffixes -y and -ly.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess suffixes -y and -ly through fluency, word building, and multisyllabic decoding. Model and provide practice building and spelling words by adding -y and -ly endings to base words to reinforce understanding of suffix patterns. Then review multisyllabic words by modeling how suffixes form the final syllable and support accurate reading. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency while reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 18 (Reading):
Teaching Point: Today I am going to teach you to describe how characters respond to challenges and major events.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.2.A.a, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students open "Goat and Bear in Business" and review that characters face problems or challenges in stories and respond in different ways, and that these responses help readers better understand the story and its message. Display the text evidence questions and model how to think aloud by identifying a key challenge and explaining how each character responds to events. Guide students to annotate the text by underlining key events and noting how each character reacts to those events and challenges.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Buyers and Sellers* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3

Engaging Experience 19 (Writing):
Teaching Point: Today I am going to teach you how to create a storyboard to plan multimedia elements that match and support your presentation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A
Detailed Description/Instructions:

- **One way to do this** is to model how to use the Multimedia Presentation Storyboard to plan photographs, illustrations, maps, videos, and other media elements for each section of a presentation. Think aloud while explaining how visuals should connect to the narrative and help audiences better understand the events and ideas. Guide partners to orally rehearse their storyboard ideas, discuss multimedia elements that match their presentation content, and sketch or describe visuals they plan to include.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Week #2

Day 1

Phonics and Word Study	Reading	Writing
Schwa	"From Pine Tree to Pizza Box" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Buyers and Sellers	Multimedia Presentation: Draft an Introduction

Engaging Experience 20 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to build, blend and spell words with schwa.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** model and practice adding initial and final sounds. Then introduce the schwa sound in multisyllabic words, focusing on how the vowel a can represent the unstressed /uh/ sound, and guide students in blending, building, and spelling words with schwa. Next, support students in applying the Reading Big Words Strategy to decode

longer words with prefixes, suffixes, and familiar patterns. Finally, use the Read, Spell, Write, Apply routine to introduce and practice this week's high frequency words.

Bloom's: Apply

DOK: 1

Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of words with schwa.*

Engaging Experience 21 (Reading):

Teaching Point: Today I am going to teach you to demonstrate understanding by applying metacognitive strategies to learn about buyers and sellers.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.A.c, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce vocabulary for the new selection. Have students open "From Pine Tree to Pizza Box" and explain that today they will read an informational/procedural text to learn how products are made and how buyers and sellers are connected. Review that readers use strategies such as monitoring understanding, asking questions, and rereading to make sense of a text. Preview text features, including headings, diagrams, and process steps. Read part of the text aloud and model how to think aloud by identifying important details and sequencing steps in the process. Guide students to annotate the text by underlining steps, circling key details, and recording questions or ideas in the margins.

Bloom's: Apply

DOK: 3

Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 22 (Writing):

Teaching Point: Today I am going to teach you how to create an introduction for your multimedia presentation.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A

Detailed Description/Instructions:

- **One way to do this** is to model how to use the Multimedia Presentation Storyboard to draft a clear title and engaging introduction. Think aloud while explaining how titles should identify the topic and introductions should provide general information about the experience while interesting the audience. Guide partners to orally rehearse their titles and introductions and discuss how their introductions help prepare the audience for the presentation.

Bloom's: Create

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Schwa	"From Pine Tree to Pizza Box" Describe a Connection Between a Series of Steps	Multimedia Presentation: Recount a Sequence of Events
	Build Vocabulary: Determine the Meaning of Words with Prefixes	

Engaging Experience 23 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with schwa.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice blending and segmenting multisyllabic words by syllable. Then guide students in building words by adding a schwa sound at the beginning and applying their understanding through word construction and spelling. Next, support students in reading the connected text, "Alyssa's Tag Sale," and identifying schwa in context while also reviewing irregular plural nouns and comparative and superlative adjectives. Finally, provide practice with this week's high frequency words through reading, spelling, and word study activities.

Bloom's: Apply
DOK: 1

Engaging Experience 24 (Reading):
Teaching Point: Today I am going to teach you to describe a connection between a sequence of steps.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.C
Detailed Description/Instructions:

- **One way to do this** is to have students revisit "From Pine Tree to Pizza Box" and explain that today they will focus on understanding how the steps in a process are connected. Review that signal words help readers identify the order of steps and see how each step leads to the next. Read a portion of the text aloud and model how to think aloud by identifying signal words, numbering the steps, and explaining why each step is important to the overall process. Guide students to annotate the text by underlining signal words and labeling each step in order.

Bloom's: Apply
DOK: 3

Engaging Experience 25 (Reading):

Teaching Point: Today I am going to teach you to determine the meaning of words with prefixes.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.R.1.B.a, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students revisit "From Pine Tree to Pizza Box" and explain that today they will use prefixes to help determine the meanings of unfamiliar words. Review that a prefix is added to the beginning of a word and changes its meaning. Read a sentence from the text aloud and model how to think aloud by identifying the prefix, naming the root/base word, and combining their meanings to determine the word's definition. Guide students to annotate the text by underlining words with prefixes and breaking them into prefix and root word parts.

Bloom's: Understand

DOK: 3

Suggestion*: The TRS uses the terms root words. Root words are meaningful parts of a word that need to be attached to a prefix or suffix. Base words are words that can stand alone. It is important to teach students the difference between the two.*

Engaging Experience 26 (Writing):

Teaching Point: Today I am going to teach you how to recount a sequence of events in the correct order so your multimedia presentation is clear and easy to follow.

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A

Detailed Description/Instructions:

- **One way to do this** is to model how to use the Multimedia Presentation Storyboard to sequence facts, details, and events in the order they happened before drafting. Think aloud while numbering events and explaining how chronological order helps audiences follow the presentation more clearly. Model how to turn notes from the storyboard into complete sentences. Guide partners to orally rehearse the sequence of events in their presentations and discuss any revisions they want to make to their storyboards before drafting.

Bloom's: Create

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Schwa	"From Pine Tree to Pizza Box" Close Reading: Explain How Images Contribute to and Clarify a Text	*From Pine Tree to Pizza Box* Grammar in Context: Irregular Past-Tense Verbs
		Multimedia Presentation: Draft the Conclusion

Engaging Experience 27 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with schwa.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce the schwa sound through decoding the connected text, "Zollipops," and spelling application. Model and support students as they blend decodable words and reread to build accuracy and fluency while identifying schwa in context. Then guide students in applying their understanding of schwa through spelling activities such as creating and discussing word-based titles. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 28 (Reading):
Teaching Point: Today I am going to teach you to demonstrate understanding by explaining how images clarify information in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 3.R.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to have students revisit "From Pine Tree to Pizza Box" and explain that today they will focus on how diagrams and images help clarify and add to the meaning of a text. Reread and model how to think aloud by examining the diagram, identifying what it shows and explaining how it connects to the text. Guide students to annotate the text by underlining key details and noting how the diagram supports or adds new information.

  Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

Engaging Experience 29 (Grammar):
Teaching Point: Today I am going to teach you how authors use irregular past-tense verbs to describe actions that already happened.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to model how to identify irregular past-tense verbs in sentences from "From Pine Tree to Pizza Box" by comparing the past-tense form of a verb to its present-tense form. Think aloud while explaining how irregular verbs change spelling instead of simply adding -ed. Guide partners to identify verbs in the text, discuss why certain verbs are irregular, and explain how they recognized the changes in the verb forms.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Writing):
Teaching Point: Today I am going to teach you how to write a conclusion that gives your multimedia presentation a strong ending.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A
Detailed Description/Instructions:

- **One way to do this** is to model how to use the Multimedia Presentation Storyboard to draft a conclusion that restates the main idea and provides a final thought about the experience. Think aloud while explaining how conclusions help give audiences a sense of closure. Guide partners to orally rehearse their conclusions and discuss final thoughts they can include to help audiences remember their presentations.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Schwa	"From Pine Tree to Pizza Box" Close Reading: Describe a Connection Between a Series of Steps	Multimedia Presentation: Add Drawings to Clarify Your Ideas

	Add to the Knowledge Blueprint	

Engaging Experience 31 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with schwa.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce the schwa sound in multisyllabic words through blending, spelling, and word analysis. Model and provide practice blending multisyllabic words by identifying the schwa syllable and dividing words into meaningful parts. Then guide students in building and writing words with schwa to strengthen spelling and word recognition. Next, support students in decoding unfamiliar words by analogy. Finally, provide opportunities for fluency practice and review of this week's high frequency words.

Bloom's: Apply
DOK: 1

Engaging Experience 32 (Reading):
Teaching Point: Today I am going to teach you to discuss and describe a connection between steps in a technical procedure.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.C
Detailed Description/Instructions:

- **One way to do this** is to have students revisit "From Pine Tree to Pizza Box" and explain that today they will focus on how steps in a process are connected and why each step is important. Review that signal words helps readers identify the order of steps and understand how one step leads to another. Reread and model how to think aloud by identifying each step, underlining key details, and explaining how steps connect, such as how wood chips are needed to make pulp and paper. Guide students to annotate the text by marking the sequence of steps and noting why certain steps are necessary.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 33 (Writing):
Teaching Point: Today I am going to teach you how to add drawings to your multimedia presentation to clarify ideas.
Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.W.1.B, 2.W.2.B, 2.W.3.A

Detailed Description/Instructions:

- **One way to do this** is to model how to use the Multimedia Presentation Storyboard to decide when a drawing, map, diagram, or chart would explain ideas more clearly than a photograph. Think aloud while explaining how illustrations can show important details, locations, or actions that help audiences better understand the presentation. Guide partners to discuss places where illustrations could support their presentations and sketch ideas with labels or captions to make the information clear.

Bloom's: Create

DOK: 3

Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"From Pine Tree to Pizza Box" Close Reading: Compare and Contrast the Most Important Points in Two Text on the Same Topic	Multimedia Presentation: Add Visual Elements to Clarify Your Ideas
	Build Knowledge: *Buyers and Sellers* - Discuss the Knowledge Blueprint	

Engaging Experience 34 (Phonics and Word Study):

Teaching Point: Today we are going to review words with schwa

Suggested Length of Time: 1 lesson

Standards Addressed

Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i

Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to review and assess the schwa sound through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words by adding the schwa sound to base words. Then review multisyllabic words by modeling how schwa often appears in an unaccented first syllable and guiding students to divide and read these words. Finally, provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to demonstrate understanding by comparing and contrasting steps in procedures in two texts.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to have students revisit "From Tree to Baseball Bat" and "From Pine Tree to Pizza Box" and explain that today they will compare the steps in two procedures to understand how they are similar and different. Review that when we compare and contrast, we look for how things are alike and how they are different, and that this helps us better understand important ideas. Reread selected paragraphs from both texts and model how to think aloud by identifying and numbering the steps in each process, then explaining similarities such as both starting with cutting down trees and using machines. Guide students to annotate both texts by underlining steps and noting similarities between the processes.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Buyers and Sellers* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you how to add different types of visual elements to your multimedia presentation to help clarify and strengthen your ideas.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.B, 2.W.3.A
Detailed Description/Instructions:

- **One way to do this** is to model how to use the Multimedia Presentation Storyboard to choose multimedia elements such as photographs, videos, collages, maps, or slide shows that support important details in a presentation. Think aloud while explaining how different types of media can help audiences better understand ideas and events. Guide partners to discuss places where multimedia elements could strengthen their presentations and sketch or describe ideas for the media they plan to include.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Week #3

Day 1

Phonics and Word Study	Reading	Writing
Silent letters	"Cherokee Art Fair" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Buyers and Sellers	Multimedia Presentation: Use Temporal Words to Signal Order

Engaging Experience 37 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to build, blend and spell words with silent letters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting initial and final sounds. Then explicitly teach silent letter patterns by identifying common digraphs such as wr, kn, gn, and mb and guiding students to recognize and read words with these patterns. Next, support students in blending and building words with silent letters and applying the Reading Big Words Strategy to decode longer words using prefixes, base words, and familiar patterns. Finally, provide practice with this week's high frequency words through the Read, Spell, Write, Apply routine to support reading, spelling, and application.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of words with silent letters.*

Engaging Experience 38 (Reading):
Teaching Point: Today I am going to teach you to apply metacognitive and fix-up strategies to learn about buyers and sellers.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.1.B.h, 2.R.2.A.a, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open "Cherokee Art Fair" and review that good readers stop and think about the author's purpose to help them better understand a text. Have students preview the text and illustrations to build background knowledge. Read the beginning of the text aloud and model how to think aloud by stopping to consider why the author wrote the text. Guide students to annotate the text by underlining

key details about characters and setting, circling important events, and noting questions in the margins.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 39 (Writing):
Teaching Point: Today I am going to teach you how to use temporal words to clearly show the order of events in your multimedia presentation.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.C, 2.W.2.B, 2.W.3.A

Detailed Description/Instructions:

- **One way to do this** is to model how to revise a multimedia presentation by adding temporal words and phrases that clearly signal when events happen. Think aloud while explaining how words such as next, then, later, and finally help connect ideas and make the sequence easier to follow. Guide partners to review their drafts, discuss places where temporal words could improve clarity, and practice adding temporal words to strengthen the flow of events.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Silent letters	"Cherokee Art Fair" Close Reading: Use Illustrations and Words to Demonstrate Understanding of Characters, Setting, or Plot	*Cherokee Art Fair* Language in Context: Compare Formal and Informal Uses of English
		Multimedia Presentation: Revise and Create a Visual Display

Engaging Experience 40 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with silent letters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting medial vowel sounds. Then guide students in blending and building words with silent letter patterns, emphasizing how certain letters are not pronounced but still affect spelling. Next, support students in reading the connected text, "Start a Business," and identifying silent letter patterns while applying comprehension skills. Provide opportunities for students to sort and analyze spelling patterns to deepen understanding. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you to use illustrations and words to demonstrate understanding of characters, setting, or plot
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.2.A.a, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students revisit "Cherokee Art Fair" and review that illustrations give readers additional clues about how characters feel and what is happening in the story. Reread and model how to think aloud by examining the illustration and connecting it to specific details in the text. Guide students to annotate the text by underlining evidence and noting how the illustration supports those ideas.

  Students will answer Build-Reflect-Write question #1.

Bloom's: Apply
DOK: 3

Engaging Experience 42 (Grammar):
Teaching Point: Today I am going to teach you how to compare formal and informal uses of English.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to model how to analyze sentences from "Cherokee Art Fair" by looking at sentence structure, vocabulary, grammar, slang, and figures of speech to determine whether the language is formal or informal. Think aloud while explaining how

authors use informal language in dialogue to show how characters speak and think. Guide partners to discuss sentences from the text, identify whether the language is formal or informal, and explain the clues that helped them decide.

Bloom's: Apply
DOK: 1

Engaging Experience 43 (Writing):
Teaching Point: Today I am going to teach you how to revise your drawings and create a visual display for your multimedia presentation.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.B, 2.W.3.A
Detailed Description/Instructions:

- **One way to do this** is to model how to review a multimedia presentation and decide whether the visuals match the information being presented. Think aloud while explaining how drawings, maps, photos, and videos can clarify ideas and keep the audience engaged. Guide partners to review their presentations, discuss visual elements they could add or revise, and create a visual display that helps their audience better understand the presentation.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Silent letters	"Cherokee Art Fair" Close Reading: Determine the Meanings of Words or Phrases in a Text	Multimedia Presentation: Rehearse the Presentation
	Add to the Knowledge Blueprint	

Engaging Experience 44 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with silent letters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce silent letter patterns through decoding the connected text, "Our Class Knows," and spelling application. Model and support students as they

blend decodable words and reread to build accuracy and fluency while identifying silent letters in context. Then guide students in applying their understanding of silent letter patterns through spelling activities such as word clues. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 45 (Reading):
Teaching Point: Today I am going to teach you to describe how words or phrases within a text help determine the meaning of unknown words or phrases.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.c, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students revisit "Cherokee Art Fair" and explain that today they will use context clues to determine the meanings of unfamiliar words and phrases. Review that readers can look at nearby words, sentences, and details to figure out what a word means. Reread part of the text aloud and model how to think aloud by using context clues to determine the meaning of an unfamiliar word. Guide students to annotate the text by underlining context clues and noting how those clues help them understand word meaning.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 46 (Writing):
Teaching Point: Today I am going to teach you how to rehearse your multimedia presentation.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.C, 2.W.2.B, 2.W.3.A

Detailed Description/Instructions:

- **One way to do this** is to model how to use a Multimedia Presentation Speaking Checklist while practicing a presentation. Think aloud while demonstrating how speaking clearly, making eye contact, using formal English, and pointing out multimedia elements help audiences better understand and enjoy a presentation. Guide partners to rehearse their presentations, use the checklist to give feedback, and discuss ways to improve their speaking and presentation skills.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Silent letters	"Cherokee Art Fair" Close Reading: Describe How Characters Respond to Events and Challenges	Multimedia Presentation: Present and Evaluate
	Build Knowledge: *Buyers and Sellers* - Discuss the Knowledge Blueprint	

Engaging Experience 47 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with silent letters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce silent letter patterns in multisyllabic words through blending, spelling, and word analysis. Model and provide practice blending multisyllabic words by identifying silent letter digraphs and dividing words into meaningful parts. Then guide students in building and writing words with silent letters to strengthen spelling and word recognition. Next, support students in decoding unfamiliar words by analogy, using known word parts and patterns to read and understand new words. Finally, provide opportunities for fluency practice and review of this week's high frequency words through reading and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 48 (Reading):
Teaching Point: Today I am going to teach you to describe how a character responds to major events and challenges.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.2.A.a, 2.R.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students revisit "Cherokee Art Fair" and explain that today they will focus on how characters respond to events and challenges in a story. Reread the beginning of the story aloud and model how to think aloud by identifying a character's challenge and the clues that reveal the character's response. Guide students to annotate the text by underlining evidence of actions, thoughts, and dialogue and jotting notes about what these details reveal about the character.

Students will answer Build-Reflect-Write question #3 and discuss what they learned about *Buyers and Sellers* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

Engaging Experience 49 (Writing):
Teaching Point: Today I am going to teach you how to deliver and evaluate a multimedia presentation by speaking clearly and listening respectfully.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.B, 2.W.3.A
Detailed Description/Instructions:

- **One way to do this** is to review the Multimedia Presentation Speaking Checklist and create a listening checklist that highlights respectful audience behaviors. Think aloud while explaining how clear speaking, active listening, and respectful attention help presentations be successful. Guide partners to discuss audience expectations and prepare to present while listeners practice using the listening checklist during presentations.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Turtle Soup" Read a Poem: Analyze Humor and Rhythm	Multimedia Presentation: Present and Evaluate

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review words with silent letters.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess silent letter patterns through fluency, word building, and multisyllabic decoding. Model and provide practice blending and building words with silent letter patterns, focusing on how certain letters are not pronounced but still impact spelling. Then review multisyllabic words by modeling how silent letter digraphs remain in the same syllable when reading longer and compound words. Finally,

provide review and practice of this week's high frequency words and assess students' accuracy and fluency in reading connected text.

Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to describe humor in poems, and how words and phrases supply regular beats in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to have students open "Turtle Soup" and explain that today they will read a poem to understand how poets use humor and rhythm to bring poems to life. Review that humor makes the reader laugh or smile and rhythm is the beat or pattern of sounds in a poem, like music. Read the poem aloud and model how to think aloud by identifying examples of humor, such as exaggerated and silly descriptions of soup, and rhythm, such as repeated beats and rhyming lines. Guide students to reread and annotate the poem by noticing funny word choices and clapping out the beats in lines to feel the rhythm.

Bloom's: Analyze
DOK: 3

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you how to present your multimedia presentation and reflect on your performance using a rubric to improve your speaking and listening skills.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.C, 2.W.2.B, 2.W.3.A

Detailed Description/Instructions:

- **One way to do this** is to review the Multimedia Presentation Speaking Checklist, Listening Checklist, and Multimedia Presentation Rubric before students present. Remind presenters to speak clearly and refer to multimedia elements while listeners practice respectful listening behaviors. Model how to use the rubric to evaluate a presentation and guide partners to discuss their self-assessments and reflect on their strengths and challenges.

Bloom's: Evaluate
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about how people make, buy, and sell things.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See *Weekly and Unit Assessment Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 9 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 3
Suggestions: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

There is time to do the Unit Introduction for Unit 10 on this day. You can show the Multimedia Video and introduce the unit vocabulary.

Engaging Scenario

Culminating Task
Detailed Description/Instructions:
Students will create a product advertisement by choosing a product they would like to sell. They will write information about the product, explain why customers would want to buy it, and describe what makes it special. Students will also design visuals such as drawings or a company logo to support their advertisement, and discuss their ideas with peers.

Unit 10: States of Matter

Subject: Reading - Writing - Foundational Skills
Grade: 2nd Grade
Name of Unit: States of Matter
Length of Unit: 16 Days
Overview of Unit:
In this unit, students will read informational and procedural texts that explore properties of solids, liquids, and gases. To further their understanding of the scientific principle of changing physical states of solids, students will also read a social studies text about the making of the Crazy Horse Memorial.

In Topic 1 (Week 1)
In Week 1, during phonics and word study, students will focus on possessives. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, students will describe a connection between procedural steps, explain how images contribute to and clarify texts, and use text features to locate information. Students will also use metacognitive and fix-up strategies. Vocabulary lessons will focus on using a known root word to determine meaning. In writing, students will write acrostic poems. They will analyze acrostic form, brainstorm, evaluate ideas and freewrite. In grammar and language, lessons will focus on complete simple sentences.

In Topic 2 (Week 2)
In Week 2, during phonics and word study, students will focus on prefixes un-, re-, and dis-. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, use text features to locate information, explain how images contribute to and clarify meaning, and ask and answer questions. Students will also use metacognitive and fix-up strategies and describe the connection between scientific concepts. Vocabulary lessons will focus on using a known root word to determine meaning. In writing, students will write acrostic poems. They will draft, use poetic devices, revise, edit and publish their poems. In grammar and language, lessons will focus on complete compound sentences.

In Topic 3 (Week 3)
In Week 3, during phonics and word study, students will focus on silent letters. They will apply phonics to decode words, read connected texts and use spelling patterns in their writing. Students will build reading fluency through accurate, smooth, and expressive reading of grade-level texts. In reading, use text features to locate information and ask and answer questions. Students will also use metacognitive and fix-up strategies. Vocabulary lessons will focus on real-life connections between words and their uses. In writing, students will reflect over narrative, informative, and opinion writing types and share their writing. In grammar and language, lessons will focus on irregular plural nouns.

Getting Ready for the Unit:

- Anchor Charts - prepare skeleton charts
- Consider creating bookshelves for Unit 10 materials
- Preview the Unit 10 Assessment
- Locate the Sound-Spelling Cards for the unit
- Locate High-Frequency Cards for the unit
- Print Additional Word Study Resources: Build Automaticity and Connected Texts
- Preview mentor texts for reading and writing lessons
- Gather Knowledge-Building Library text sets and Dynamite Decodables

Essential Questions:

- How can matter change?

Enduring Understanding/Big Ideas:

- Everything is made up of matter.
- Matter has three states: solid, liquid, or gas.
- We can describe and sort matter by its physical properties.
- Physical properties of matter (such as size, shape, and state) can change.
- Some changes to matter can be reversed and others cannot.

Priority Standards for Unit:

- **2.R.1.A.c:** Ask questions and support answers with evidence from the text.
- **2.R.1.B.a:** Use prefixes, base words, and suffixes to determine the meaning of words
- **2.R.1.B.h:** Use every day, academic, and topic-specific words when talking about reading and writing
- **2.R.3.A.a:** Use text features to locate specific information
- **2.RF.3.A.a**, **2.RF.3.A.c, 2.RF.3.A.h**: Decode unknown multisyllabic words
- **2.RF.3.A.i:** Read irregularly spelled high-frequency words
- **2.RF.4.A:** Read text with fluency, purpose, and for comprehension
- **2.W.1.B:** Appropriate to genre, develop a draft from prewriting
- **2.W.1.C:** Reread, revise, and edit drafts with assistance from adults/peers
- **2.W.2.C:** Write fiction and nonfiction narratives and poems
- **2.L.1.A.h:** Produce simple declarative, imperative, exclamatory, and interrogative sentence
- **2.L.1.B:** Use grade-level appropriate spelling
- **2.L.1.B.c, 2.L.1.B.d:** Uses grade-level appropriate capitalization and punctuation

Standard	Unwrapped Concepts (Students Need to Know)	Unwrapped Skills (Students Need to Be Able to Do)	DOK
2.R.1.A.c	Ask questions and support answers with evidence from the text	Ask questions when something is the text is confusing or unclear Seek clarification from the teacher, peers, or the text itself (rereading, examining pictures and illustrations) Locate facts and key details and use those to answer questions correctly Support answers with evidence from the text.	3
2.R.1.B.a	Use prefixes, root words, and suffixes to determine the meaning of words	Develop an understanding of unknown vocabulary word in context Identify the root/base word and common prefixes and suffixes Determine the meaning of words using prefixes, root words, and/or suffixes Explain how a prefix or suffix can change the meaning of a root/base word	2
2.R.1.B. h	Use every day, academic, and topic-specific words	Use conversational words and phrases in speaking and in reading (e.g., C'mon, Hey, See ya) Use general academic words and phrases (e.g., describe, explain, sort) when talking about texts or learning tasks. Use domain-specific words and phrases (e.g., community, habitat, measure) when discussing content areas. Choose precise words to clearly express ideas and understanding.	3
2.R.3.A.a	Use text features to locate specific information	Use text features to locate information Use text features and details to make inferences and draw conclusions	3

		Explain how text features help understand information in the text	
2.RF.3.A.a **2.RF.3.A.c** **2.RF.3.A.h**	Decode unknown multisyllabic words	Break longer words into syllables to make them easier to read. Use knowledge of common syllable types (closed, open, CVCe, r-controlled, vowel teams) to determine vowel sounds. Apply phonics patterns and letter-sound relationships when reading each syllable. Blend the syllables together smoothly to read the entire word. Decode multisyllabic words that contain prefixes, suffixes, and roots. Use known spelling patterns and word parts to read unfamiliar longer words accurately.	1
2.RF.3.A.i	Read irregularly spelled high-frequency words	Recognize and read common high-frequency words with automaticity Read high-frequency words in isolation (on cards, lists, assessments) **and** in connected text (sentences, books) Read high-frequency words that may not follow regular phonics patterns Build a growing bank of words they can read without sounding out.	1
2.RF.4.A	Read text with fluency, purpose, and for comprehension	Read with appropriate speed, accuracy, expression and phrasing Reread and use context to self-correct word recognition and understanding Adjust reading rate based on purpose Demonstrate comprehension through discussion, writing, or other responses	1
2.W.1.B	Appropriate to genre, develop a draft from prewriting	Sequence ideas into clear and coherent sentences	3

		Generate paragraphs into one main idea Create evidence of a beginning, middle, and end Address an appropriate audience	
2.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers	Strengthen writing as needed by revising: main idea, details, word choice, sentence construction, audience and voice Edit for language conventions	2
2.W.2.C	Write fiction or nonfiction narratives and poems	Generate ideas for poems from experiences, observations, or imagination Use descriptive and sensory words in poetry Organize ideas into lines and simple poem structures Express feelings, thoughts, or images through poetry Revise poems by adding stronger words or details	3
2.L.1.A.h	Produce simple declarative, imperative, exclamatory, and interrogative sentence	Produce simple statements, commands, exclamations, and questions that are complete and clear Use correct ending punctuation for each sentence type	1
2.L.1.B	Use grade-level appropriate spelling	Use knowledge of phonics, syllable types, and word parts (prefixes, suffixes, roots) to spell words Spell regular and irregular plural nouns Apply spelling strategies when writing independently	1
2.L.1.B.c **2.L.1.B.d**	Uses grade-level appropriate capitalization and punctuation	Capitalize the first word of a sentence and proper nouns including people, places, days, months, and holidays Use correct ending punctuation Use apostrophes correctly in contractions	1

Assessment Options:

Formative Assessment Options *(Administered before or during a unit or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit to assess mastery of learning objectives.)*
• Phonics Cumulative Assessments ○ Spelling & Dictation ○ Word Fluency • Quick Checks ○ Phonics and Word Recognition ○ Fluency ○ Print Concepts ○ Phonological Awareness • Foundational Skills Screeners • Phonological Awareness Assessment	• Unit 10 Weekly Assessments • Unit 10 Assessment • Interim Assessment #4 ○ Same as Interim Assessment #1 if using the paper/pencil version.

Unit Vocabulary:

General Academic Cross-Curricular Words (*Words that are used across many subjects to help student understand and express ideas*)	**Content/Domain Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
Spread Create Stunning Smooth Undergoes Properties Boils Transformed Planet Models measured	Natural forces

These are the words that you will **explicitly** teach using the *Define, Example, Ask* routine

Week #1

Day 1

Engaging Experience 1 (Unit Introduction):
Teaching Point: For the next three weeks, we are going to explore matter and how it can change.
Suggested Length of Time: 1 lesson
Standards Addressed: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 10 multimedia video. Use the Unit 10 Opener to introduce the essential question, *How can matter change?* Explain that as we explore the topic of *States of Matter*, we will read informational and procedural texts that explore properties of solids, liquids, and gases and a social studies text about the making of the Crazy Horse Memorial. Ask questions to activate prior knowledge. Use the Define, Example, Ask routine to **orally** build knowledge vocabulary. End the lesson by introducing the enduring understanding using the Knowledge Blueprint.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Phonics and Word Study	Reading	Writing
Possessive Nouns	"The Art of Origami" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About States of Matter	Write an Acrostic Poem: Introduce the Genre

Engaging Experience 2 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to build, blend and spell possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting initial and final sounds. Then introduce possessives by showing how adding 's or an apostrophe helps show ownership for singular and plural nouns and supports both decoding and meaning. Next, guide students in blending and building words with possessives, and apply the Reading Big Words Strategy to read longer words with multiple word parts. Finally, the Read, Spell, Write, Apply routine to introduce and practice this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of possessive nouns.*

Engaging Experience 3 (Reading):
Teaching Point: Today I am going to teach you to apply metacognitive and fix-up strategies to learn about states of matter.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce vocabulary for the new selection. Have students open "The Art of Origami" and review that procedural texts give steps to follow. Remind students to use metacognitive and fix-up strategies such as stopping to think, rereading, and asking questions. Read the beginning of the text aloud and model thinking aloud by noticing text features like numbered photographs and identifying key details. Guide students to annotate paragraphs by underlining important information, circling unfamiliar words, and jotting questions.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 4 (Writing):
Teaching Point: Today I am going to teach you how poets use the structure and poetic devices of acrostic poems to express ideas and feelings.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to introduce the Acrostic Poem Checklist and model how to analyze mentor acrostic poems by identifying the topic word and poetic devices such as repetition, alliteration, rhyme, rhythm, and onomatopoeia. Create an Acrostic Poem Anchor Chart with students to record important features of acrostic poems. Guide students to compare mentor poems and discuss how poetic devices strengthen each poem.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Possessive Nouns	"The Art of Origami" Describe a connection between procedural steps	Write an Acrostic Poem: Analyze the Acrostic Form
	Build Vocabulary: Use a Known Root Word to Determine Meaning	

Engaging Experience 5 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice substituting medial vowel sounds. Then model and practice how to blend and build words with possessives by adding 's or an apostrophe to show ownership for singular and plural nouns. Next, guide students in reading the connected text, "Lemonade," and applying their understanding of possessives while identifying and analyzing these forms in context. Then have students sort and spell words based on possessive patterns such as 's and s'. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 6 (Reading):
Teaching Point: Today I am going to teach you to identify how steps in a procedure are linked.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.3.C
Detailed Description/Instructions:

- **One way to do this** is to have students revisit "The Art of Origami" and explain that today they will focus on understanding how steps in a procedure are connected and ordered. Review that procedural texts use sequence words and features like numbered steps to show the order of actions. Model how to think aloud by identifying words such as *begin* and *step 1, step 2*, and explaining how these signal the sequence. Guide students to reread and annotate the text by underlining signal words and noting how each step connects to the next.

Bloom's: Apply
DOK: 3

Engaging Experience 7 (Reading):
Teaching Point: Today I am going to teach you to use known root/base words to find the meaning of unfamiliar words.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.a, 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students revisit "The Art of Origami" and explain that today they will use known root/base words and prefixes to determine the meanings of unfamiliar words. Review that root words and base words carry meaning and that prefixes change the meaning of those words. Model how to think aloud by breaking apart words into prefixes and root words to determine meaning. Guide students to reread sections of the text and annotate by underlining prefixes and root words, discussing how the word parts help them understand unfamiliar words.

Bloom's: Apply
DOK: 3

Engaging Experience 8 (Writing):
Teaching Point: Today I am going to teach you how to analyze the structure and features of acrostic poems.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to ask and answer questions about mentor acrostic poems using an Acrostic Features Chart. Think aloud while identifying features such as the topic word, number of lines, sentence structure, and poetic devices. Guide partners to analyze another acrostic poem by answering questions about its structure and discussing evidence from the text.

Bloom's: Analyze
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Possessive Nouns	"The Art of Origami" Explain How Images Contribute to and Clarify a Text	*The Art of Origami* Language in context: Complete simple sentences
	Begin the Knowledge Blueprint	Write an Acrostic Poem: Brainstorm Special Words to Start an Acrostic Poem

Engaging Experience 9 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text to blend possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce possessives through decoding the connected text, "Up, Up, and Away," and word analysis. Model and support students as they blend decodable words and reread to build accuracy and fluency while identifying possessive nouns within the text. Then guide students in applying their understanding of possessives through rewriting phrases and generating possessive forms to show ownership for singular and plural nouns. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities while reinforcing spelling patterns.

Bloom's: Apply
DOK: 1

Engaging Experience 10 (Reading):
Teaching Point: Today I am going to teach you to describe and explain how photographs contribute to and clarify steps in a procedural text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.3.A.a, 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to have students revisit "The Art of Origami" and explain that today they will focus on how photographs help readers understand and follow steps in a procedural text. Review that images can clarify directions by showing what each step should look like. Model how to think aloud by connecting a step in the text to its corresponding photograph and explaining how the image makes the directions clearer. Guide students to reread and analyze the steps and photos by identifying what the text says and how the images support it.

  Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Analyze
DOK: 3

Engaging Experience 11 (Grammar):
Teaching Point: Today I am going to teach you how to identify complete simple sentences.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A.h
Detailed Description/Instructions:

- **One way to do this** is to model how to identify subjects, verbs, and complete thoughts in

sentences from “The Art of Origami.” Think aloud while explaining how some sentences give commands and have an understood subject instead of a stated one. Guide partners to discuss sentences from the text, determine the type of sentence, and explain how authors use command sentences to describe procedures and directions.

Bloom's: Apply
DOK: 1

Engaging Experience 12 (Writing):
Teaching Point: Today I am going to teach you how to brainstorm special words to start an acrostic poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to use a Brainstorming Chart to generate topic ideas connected to important people, places, interests, experiences, and ideas. Think aloud while explaining how strong acrostic poem topics are personal and meaningful to the writer. Guide partners to brainstorm ideas together, discuss why certain words are special to them, and record notes that may help them choose a topic for their poem.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Possessive Nouns	“Sand Sculpture” First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About States of Matter	Write an Acrostic Poem: Evaluate Ideas and Narrow the Focus
	Ask and Answer Questions About Key Details Add to the Knowledge Blueprint	

Engaging Experience 13 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read multisyllabic possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to reinforce possessives through multisyllabic word reading, word building, and word analysis. Model and support students as they blend multisyllabic words and apply their understanding that possessive nouns include ’s or s’ to show ownership while recognizing that the apostrophe does not change syllable division. Then guide students in building and writing possessive nouns to strengthen understanding of how these forms are constructed. Next, provide opportunities for students to review consonant -le syllables and analyze how syllable types affect pronunciation. Finally, support fluency and transfer by rereading connected text.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 14 (Reading):</u>
Teaching Point: Today I am going to teach you to allow metacognitive and fix-up strategies to learn about states of matter.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students open “Sand Sculpture” and review that readers use metacognitive and fix-up strategies such as stopping to think, rereading, and reading aloud to support understanding. Preview the text features and photographs. Read the beginning of the text and model thinking aloud by identifying key details and using strategies to clarify meaning. Guide students to annotate paragraphs by underlining important information, circling unfamiliar words, and jotting questions.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 15 (Reading):</u>
Teaching Point: Today I am going to teach you to show understanding of key details through questioning and answering.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to have students revisit “Sand Sculpture” and explain that today they will focus on asking and answering questions to better understand key details in the text. Model how to think aloud by rereading, asking a question, and using text evidence to answer it. Guide students to annotate the text by underlining key details and jotting their own questions.

Students will discuss the enduring understandings, add to their Knowledge Blueprint and

complete Build-Reflect-Write question #2.
Bloom's: Apply
DOK: 3

Engaging Experience 16 (Writing):
Teaching Point:Today I am going to teach you how to evaluate and choose a strong topic word for an acrostic poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to use an Acrostic Topic Word Evaluation Chart to think about whether a topic is meaningful, specific, long enough, and easy to build words and ideas from. Think aloud while answering questions about possible topic words and explaining how writers narrow their choices. Guide partners to evaluate their own topic words, ask clarifying questions, and discuss which words would make strong acrostic poem topics.

Bloom's: Evaluate
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Sand Sculpture" Use Text Features to Locate Key Facts or Information	Write an Acrostic Poem: Develop Your Ideas Through Freewriting
	Build Knowledge: *States of Matter* - Discuss the Knowledge Blueprint	

Engaging Experience 17 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to review possessive nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess possessives through fluency, word building, and spelling application. Begin by supporting students as they reread connected text to build accuracy, rate, and expression while monitoring for understanding of possessive forms in context. Then guide students in building and spelling possessive nouns by

adding ’s or an apostrophe to singular and plural nouns and using them in sentences to demonstrate ownership. Next, provide opportunities for students to read and analyze multisyllabic possessive words, reinforcing how apostrophes affect meaning but not syllable division. Finally, review and practice this week’s high frequency words through reading, spelling, and application activities.

Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 18 (Reading):</u>
Teaching Point: Today I am going to teach you to understand how text features help readers locate information in a text.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.3.A.a, 2.R.1.A.c

Detailed Description/Instructions:

- **One way to do this** is to have students revisit “Sand Sculpture” and review that text features like captions provide extra details that help readers better understand images and ideas. Model how to think aloud by examining a photograph and its caption and explaining how the caption adds important information not found in the main text. Guide students to reread and analyze captions by identifying key details and connecting them to the images.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *States of Matter* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3

<u>Engaging Experience 19 (Writing):</u>
Teaching Point: Today I am going to teach you how to use freewriting to develop ideas for an acrostic poem.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.W.1.B, 2.W.2.C

Detailed Description/Instructions:

- **One way to do this** is to model how to use a freewriting page to sketch, list words, and write ideas connected to a topic word. Think aloud while explaining how writers record whatever comes to mind without worrying about grammar or punctuation. Guide partners to discuss their freewriting pages, share images and ideas connected to their topics, and explain how freewriting helps generate ideas for poetry.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Week #2

Day 1

Phonics and Word Study	Reading	Writing
Prefixes un-, re-, dis-	"Matter Changes in Many Ways" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About States of Matter	Write an Acrostic Poem: Draft an Acrostic Poem

Engaging Experience 20 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to build, blend and spell words with prefixes un-, re-, dis-.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.a, 2.R.1.B.a, 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice adding initial and final sounds. Then introduce prefixes by showing how un- and dis- mean "not" or "the opposite of" and re- means "again," and how these prefixes change the meaning of base words. Next, guide students in blending and building words with prefixes and base words to support both decoding and meaning. Then apply the Reading Big Words Strategy to read longer words with multiple word parts, including prefixes and suffixes. Finally, use the Read, Spell, Write, Apply routine to introduce and practice this week's high frequency words.

Bloom's: Apply
DOK: 1
Suggestion*: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of prefixes.*

Engaging Experience 21 (Reading):
Teaching Point: Today I am going to teach you to apply metacognitive and fix-up strategies to learn about states of matter.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.1.B.h

Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students preview "Matter Changes in Many Ways" and explain that today they will use metacognitive and fix-up strategies to read and understand how matter changes. Have students preview the text and notice text features. Have students read and annotate the first part of the text by underlining key details, circling unfamiliar words, and asking questions to monitor understanding. Provide opportunities for partner discussion about reading strategies, new learning, and how images and captions support the text.

Bloom's: Apply
DOK: 3
Suggestion*: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

<u>Engaging Experience 22 (Writing):</u>
Teaching Point: Today I am going to teach you how to draft an acrostic poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.B, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to turn ideas from a freewriting page into an acrostic poem by organizing the topic word vertically and using words, phrases, and images from brainstorming notes. Think aloud while explaining how poetic devices such as repetition, alliteration, rhythm, and sound words can strengthen a poem. Guide partners to review their freewriting pages, choose important ideas, and discuss how they plan to use those ideas in their poems before drafting.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

<u>Day 2</u>

Phonics and Word Study	Reading	Writing
Prefixes un-, re-, dis-	"Matter Changes in Many Ways" Use Text Features to Locate Key Facts or Information	Write an Acrostic Poem: Use Poetic Devices
	Build Vocabulary: Use a Known Root Word to Determine Meaning	

Engaging Experience 23 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with prefixes un-, re-, dis-.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.a, 2.R.1.B.a, 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice blending and segmenting multisyllabic words by syllable. Then model and practice how to blend and build words with prefixes by combining prefixes and base words and using prefix meanings to determine word meaning. Next, guide students in reading the connected text, "Tyler's Party," and applying their understanding of prefixes while identifying and analyzing prefixed words in context. Then have students sort and spell words based on prefix patterns such as un-, re-, and dis- to deepen understanding of how prefixes change meaning. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 24 (Reading):
Teaching Point: Today I am going to teach you to use text features to find and understand information in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.3.A.a, 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to have students use text features in "Matter Changes in Many Ways" to locate and understand key information about how matter changes. Explain that students will focus on subheadings and captions to help them find important details. Have students reread sections of the text and examine images and captions to deepen understanding. Guide students to annotate and discuss how these features support the text during small group conversations.

Bloom's: Analyze
DOK: 3

Engaging Experience 25 (Reading):
Teaching Point: Today I am going to teach you to define unknown words by using known root/base words as clues to the meaning.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.a, 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students use known root words to determine the meanings of unfamiliar words in "Matter Changes in Many Ways." Explain that students will break words into parts (prefixes, root/base words, and suffixes) to figure out meaning. Model

how to break apart a word into its root/base word and word parts to determine meaning. Have students work with partners to identify and record root/base words and word parts on a Root Words Chart. End by having students create "word equations" to show how word parts combine to form meaning.

Bloom's: Apply
DOK: 3

Engaging Experience 26 (Writing):
Teaching Point: Today I am going to teach you how to revise your acrostic poem by adding poetic devices.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to review poetic devices such as repetition, rhyme, alliteration, and onomatopoeia and model how to identify them in a mentor acrostic poem using a Poetic Devices Chart. Think aloud while explaining how these devices add emphasis, rhythm, and sound to poetry. Guide small groups to revise lines of a poem by adding a poetic device and discuss how the changes strengthen the poem.

Bloom's: Create
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Prefixes un-, re-, dis-	"Matter Changes in Many Ways" Close Reading: Explain How Images Contribute to and Clarify Text	"Matter Changes in Many Ways" Language in Context: Complete Compound Sentences
		Write an Acrostic Poem: Respond to and Revise an Acrostic Poem

Engaging Experience 27 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with prefixes un-, re-, dis-.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.a, 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A

Detailed Description/Instructions:

- **One way to do this** is to reinforce prefixes through decoding the connected text, "Water," and word analysis. Model and support students as they blend decodable words and reread to build accuracy and fluency while identifying words with prefixes in context. Then guide students in applying their understanding of prefixes through spelling word clues and generating words that show how prefixes change meaning. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities while reinforcing spelling patterns and commonly tricky features.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 28 (Reading):</u>
Teaching Point: Today I am going to teach you to demonstrate understanding by explaining how images clarify a text about changing matter.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.R.1.A.c, 2.R.3.A.a

Detailed Description/Instructions:

- **One way to do this** is to have students revisit "Matter Changes in Many Ways" and explain that today they will analyze how images help clarify their understanding of how matter changes. Reread a section of the text and model how to think aloud by connecting details in the text to a photograph or illustration and explaining how the image supports understanding. Guide students to annotate the text by underlining key details and noting how specific images support those details.

  Students will turn and talk to discuss the enduring understandings. Have students begin their Knowledge Blueprint and complete Build-Reflect-Write question #1.

Bloom's: Analyze
DOK: 3

<u>Engaging Experience 29 (Grammar):</u>
Teaching Point: Today I am going to teach you how authors use compound sentences to connect related ideas.
Suggested Length of Time: 1 lesson
Standards Addressed

Priority: 2.L.1.A.h

Detailed Description/Instructions:

- **One way to do this** is to model how to identify compound sentences by locating two complete ideas joined by a coordinating conjunction. Think aloud while explaining how conjunctions connect ideas that are equal in importance and add variety to writing. Guide partners to identify compound sentences in the text, explain what makes them compound sentences, and discuss how authors use them to make writing clearer and stronger.

Bloom's: Apply
DOK: 1

Engaging Experience 30 (Writing):
Teaching Point: Today I am going to teach you how to use audience feedback to revise and strengthen your acrostic poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to respond to a poem using sentence frames that identify memorable parts and ask thoughtful questions. Think aloud while explaining how audience feedback helps writers improve word choice and poetic devices. Guide partners to read and respond to each other's poems respectfully and discuss revisions they can make based on the feedback they receive.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Prefixes un-, re-, dis-	"Matter Changes in Many Ways" Close Reading: Ask and Answer Questions About Key Details	Write an Acrostic Poem: Use a Checklist to Edit Your Acrostic Poem
	Add to the Knowledge Blueprint	

Engaging Experience 31 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with prefixes un-, re-, dis-.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.a, 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Detailed Description/Instructions:

- **One way to do this** is to reinforce prefixes through multisyllabic word reading, word building, and word analysis. Model and support students as they blend multisyllabic words and apply their understanding that prefixes change the meaning of base words while remaining part of the first syllable. Then guide students in building and writing words with prefixes to strengthen understanding of how these word parts combine and affect meaning. Next, provide opportunities for students to decode by analogy. Finally, support fluency and transfer by rereading connected text.

Bloom's: Apply
DOK: 1

Engaging Experience 32 (Reading):
Teaching Point: Today I am going to teach you to ask and answer questions about key details in an informational science text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to have students revisit "Matter Changes in Many Ways" and explain that today they will ask and answer questions about key details to better understand the author's purpose. Review that readers can use the title, subheadings, and important details to figure out why the author included certain information. Reread and model how to think aloud by identifying key details and connecting them to the main idea. Guide students to annotate the text by underlining key details and noting how those details support the author's purpose.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 33 (Writing):
Teaching Point: Today I am going to teach you how to edit your acrostic poem using a checklist.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.C, 2.L.1.B, 2.L.1.B.c, 2.L.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to review the Acrostic Poetry Checklist and model how to use it to check for structure, poetic devices, vivid language, capitalization, spelling, and punctuation. Think aloud while explaining how writers revise and edit poems to make them clearer and stronger for readers. Guide partners to use the checklist to review their poems, discuss edits they make, and explain why those changes improve their writing.

Bloom's: Evaluate
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"Matter Changes in Many Ways" Close Reading: Describe the Connection Between Scientific Concepts	Write an Acrostic Poem: Publish an Acrostic Poem

	Build Knowledge: *States of Matter* - Discuss the Knowledge Blueprint	

Engaging Experience 34 (Phonics and Word Study):
Teaching Point: Today we are going to review words with prefixes un-, re-, dis-.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.a, 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess prefixes through fluency, word building, and spelling application. Begin by supporting students as they reread connected text to build accuracy, rate, and expression while monitoring for understanding of prefixed words in context. Then guide students in building and spelling words by adding prefixes to base words and explaining how each prefix changes meaning. Next, provide opportunities for students to read and analyze multisyllabic words with prefixes, reinforcing how prefixes form the first syllable and impact word meaning. Finally, review and practice this week's high frequency words through reading, spelling, and application activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 35 (Reading):
Teaching Point: Today I am going to teach you to demonstrate understanding by describing the connection between a series of scientific concepts in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 3.R.3.C
Detailed Description/Instructions:

- **One way to do this** is to have students revisit "Matter Changes in Many Ways" and review that readers can look for relationships between ideas. Reread a section of the text aloud and model how to think aloud by identifying how one idea affects another. Guide students to annotate the text by underlining key details and noting how the ideas are connected.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *States of Matter* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Analyze
DOK: 3

Engaging Experience 36 (Writing):
Teaching Point: Today I am going to teach you how to publish your acrostic poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.1.C, 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to model how to format and publish an acrostic poem by making the topic word stand out and adding illustrations or images that support the poem. Think aloud while explaining how presentation choices help readers better understand and enjoy the poem. Guide partners to discuss publishing plans for their poems, including formatting, emphasis, and illustrations, before creating final published copies.

Bloom's: Create
DOK: 3
Suggestion: *Model how to format and decorate a poem, and have students work with a partner to plan and explain their design choices using sentence frames.*

Week #3

Day 1

Phonics and Word Study	Reading	Writing
Suffixes -ful, -less	"Crazy Horse Memorial" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About States of Matter	Reflect on Narrative Writing

Engaging Experience 37 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to build, blend and spell words with suffixes -ful, -less.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.a, 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Detailed Description/Instructions:

- **One way to do this** is to model and practice adding initial and final sounds. Then introduce suffixes by showing how -ful means "full of" and -less means "without," and how these suffixes change the meaning of base words. Next, guide students in blending and building words with base words and suffixes to support both decoding and meaning. Then apply the Reading Big Words Strategy to read longer words with multiple word parts, including prefixes and suffixes. Finally, use the Read, Spell, Write, Apply routine

to introduce and practice this week's high frequency words.
Bloom's: Apply
DOK: 1
***Suggestion**: Students can use the Spelling Patterns Quick Check to reflect on their knowledge of suffixes.*

Engaging Experience 38 (Reading):
Teaching Point: Today I am going to teach you to demonstrate understanding by applying metacognitive strategies to learn about states of matter.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c, 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to use the Define/Example/Ask routine to introduce new vocabulary for the selection. Have students preview "Crazy Horse Memorial" and explain that today they will use metacognitive and fix-up strategies to read and understand how Earth and matter can change. Have students read and annotate the first part of the text, using strategies such as underlining key details, circling unfamiliar words, and asking questions to monitor understanding. Reread a section aloud and model how to think aloud by slowing down and thinking carefully about the words to clarify meaning.

Bloom's: Apply
DOK: 3
***Suggestion**: Use pictures from the Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Engaging Experience 39 (Writing):
Teaching Point: Today I am going to teach you how to reflect on your narrative writing by using a rubric.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.C
Detailed Description/Instructions:

- **One way to do this** is to review the Reflect on Narrative Writing Rubric and model how to evaluate narrative writing by rereading pieces, assigning scores, and explaining ratings with evidence from the writing. Think aloud while explaining how reflection helps writers recognize strengths and set goals for improvement. Guide partners to discuss their ratings and share examples that support their reflections before independently writing about their growth as narrative writers.

Bloom's: Evaluate
DOK: 3
***Suggestion:** Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 2

Phonics and Word Study	Reading	Writing
Suffixes -ful, -less	"Crazy Horse Memorial" Close Reading: Use Text Features to Locate Key Facts and Information	"Crazy Horse Memorial" Grammar in Context: Irregular Plural Nouns
		Reflect on Informative/Explanatory Writing

Engaging Experience 40 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend, build, and spell words with suffixes ‑ful, ‑less.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.a, 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to model and practice blending and segmenting multisyllabic words by syllable. Then model and practice how to blend and build words with suffixes by combining base words with -ful and -less and using suffix meanings to determine word meaning. Next, guide students in reading the connected text, "Changing Liquids and Solids," and applying their understanding of suffixes while identifying and analyzing words with -ful and -less in context. Then have students sort and spell words based on suffix patterns such as -ful and -less to deepen understanding of how suffixes change meaning. Finally, provide practice with this week's high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 3

Engaging Experience 41 (Reading):
Teaching Point: Today I am going to teach you to demonstrate understanding by using subheadings to locate information in a text.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.3.A.a, 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to have students revisit "Crazy Horse Memorial" and explain that today they will use subheadings to locate key facts and understand how a text is organized. Review that subheadings act like clues that tell readers what each section will be about and help them find information quickly. Reread a section aloud and model how to think aloud by using a subheading to predict what information will be in that section

and then confirming it while reading. Guide students to annotate the text by noting how each subhead connects to the details in that section.

Students will answer Build-Reflect-Write question #1.

Bloom's: Analyze
DOK: 3

Engaging Experience 42 (Grammar):
Teaching Point: Today I am going to teach you how to identify irregular plural nouns.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to model how to identify irregular plural nouns by comparing singular and plural forms and noticing that irregular plurals do not follow the usual rules for adding s or es. Think aloud while explaining how dictionaries can help confirm plural forms. Guide partners to identify irregular plural nouns in sentences from the text and explain the difference between regular and irregular plural nouns.

Bloom's: Apply
DOK: 1

Engaging Experience 43 (Writing):
Teaching Point: Today I am going to teach you how to reflect on your informative and explanatory writing by using a rubric.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.B
Detailed Description/Instructions:

- **One way to do this** is to review the Reflect on Informative/Explanatory Writing Rubric and model how to evaluate narrative writing by rereading pieces, assigning scores, and explaining ratings with evidence from the writing. Think aloud while explaining how reflection helps writers recognize strengths and set goals for improvement. Guide partners to discuss their ratings and share examples that support their reflections before independently writing about their growth as narrative writers.

Bloom's: Evaluate
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 3

Phonics and Word Study	Reading	Writing
Suffixes -ful, -less	"Crazy Horse Memorial" Close Reading: Identify	Reflect on Opinion Writing

	Real-Life Connections Between Words and Their Uses	
	Add to the Knowledge Blueprint	

Engaging Experience 44 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to read a connected text by decoding words with suffixes ‑ful, ‑less.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.a, 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to reinforce suffixes -ful and -less through decoding the connected text, “New Planets,” and word analysis. Model and support students as they blend decodable words and reread to build accuracy and fluency while identifying words with suffixes in context. Then guide students in applying their understanding of suffixes through spelling word clues and generating words that show how suffixes change meaning. Finally, provide practice with this week’s high frequency words through reading, spelling, and application activities.

Bloom's: Apply
DOK: 1

Engaging Experience 45 (Reading):
Teaching Point: Today I am going to teach you to make real‑life connections between words and how they are used.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.c, 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students revisit “Crazy Horse Memorial” and explain that today they will make real-life connections to understand the meaning of words. Review that readers can use context clues and their own experiences to determine word meaning. Reread a section of the text aloud and model how to think aloud by identifying an unfamiliar word and using clues in the text to determine its meaning. Guide students to annotate the text by underlining the word and noting how context clues support its meaning.

  Students will discuss the enduring understandings, add to their Knowledge Blueprint and complete Build-Reflect-Write question #2.

Bloom's: Apply
DOK: 3

Engaging Experience 46 (Writing):
Teaching Point: Today I am going to teach you how to reflect on your opinion writing by using a rubric.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.W.2.A
Detailed Description/Instructions:

- **One way to do this** is to review the Reflect on Opinion Writing Rubric and model how to evaluate narrative writing by rereading pieces, assigning scores, and explaining ratings with evidence from the writing. Think aloud while explaining how reflection helps writers recognize strengths and set goals for improvement. Guide partners to discuss their ratings and share examples that support their reflections before independently writing about their growth as narrative writers.

Bloom's: Evaluate
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 4

Phonics and Word Study	Reading	Writing
Suffixes -ful, -less	"Crazy Horse Memorial" Close Reading: Ask and Answer Questions to Understand Key Details	Share Writing
	Build Knowledge: *States of Matter* - Discuss the Knowledge Blueprint	

Engaging Experience 47 (Phonics and Word Study):
Teaching Point: Today I am going to teach you to blend multisyllabic words with suffixes ‑ful, ‑less.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.a, 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h
Detailed Description/Instructions:

- **One way to do this** is to reinforce suffixes -ful and -less through multisyllabic word reading, word building, and word analysis. Model and support students as they blend multisyllabic words and apply their understanding that suffixes form the final syllable and change the meaning of base words. Then guide students in building and writing words with suffixes to strengthen understanding of how these endings combine with base words. Next, provide opportunities for students to decode by analogy. Finally, support fluency and transfer by rereading connected text.

Bloom's: Apply
DOK: 1

<u>Engaging Experience 48 (Reading):</u>
Teaching Point: Today I am going to teach you to demonstrate understanding by answering questions about key details.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to have students revisit "Crazy Horse Memorial" and explain that today they will ask and answer questions to better understand key details in the text. Review that readers can reread important sections and look for details that help answer questions. Reread and model how to think aloud by identifying key details. Guide students to annotate the text by underlining important details that support their understanding.

  Students will answer Build-Reflect-Write question #3 and discuss what they learned about *States of Matter* using their Knowledge Blueprints. Guide partners in discussing the questions, referring to their notes and texts and using unit vocabulary.

Bloom's: Apply
DOK: 3
Suggestion: *Use the Build and Demonstrate Knowledge/Culminating Task Speaking and Listening protocol located in the Additional Materials Bank.*

<u>Engaging Experience 49 (Writing):</u>
Teaching Point: Today I am going to teach you how to choose and share a piece of writing with an audience.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A
Detailed Description/Instructions:

- **One way to do this** is to model how to select a meaningful piece of writing by reflecting on growth, strengths, and personal connections to the work. Think aloud while explaining how to introduce a piece, read clearly and confidently, and make eye contact with the audience. Guide partners to rehearse sharing their writing, explain why they chose it, and practice reading their favorite part aloud.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 5

Phonics and Word Study	Reading	Writing
Review and Assess	"It's All Weather" Read a Poem: Alliteration and Regular Beats	Share Writing

Engaging Experience 50 (Phonics and Word Study):
Teaching Point: Today we are going to review words with suffixes ‑ful, ‑less.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.a, 2.RF.3.A.a, 2.RF.3.A.c, 2.RF.3.A.h, 2.RF.3.A.i
Supporting: 2.RF.4.A
Detailed Description/Instructions:

- **One way to do this** is to review and assess suffixes -ful and -less through fluency, word building, and spelling application. Begin by supporting students as they reread connected text to build accuracy, rate, and expression while monitoring for understanding of words with suffixes in context. Then guide students in building and spelling words by adding suffixes -ful and -less to base words and explaining how each suffix changes meaning. Next, provide opportunities for students to read and analyze multisyllabic words with suffixes, reinforcing how suffixes form the final syllable and impact word meaning, including noticing spelling changes. Finally, review and practice this week's high frequency words through reading, spelling, and application activities.

  Administer the Spelling & Dictation Formative Assessment, as well as the Cumulative Word Fluency, found in the Additional Resources: *Phonics Cumulative Assessments* (starting on page AR51) in lieu of the Spelling Patterns and Dictation.

Bloom's: Apply
DOK: 1

Engaging Experience 51 (Reading):
Teaching Point: Today I am going to teach you to demonstrate understanding by identifying alliteration and regular beats in a poem.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: 2.R.1.B.h
Detailed Description/Instructions:

- **One way to do this** is to have students read "It's All Water" and explain that today they will identify alliteration and regular beats to better understand how poets create rhythm and meaning. Review that alliteration is when words begin with the same sound and that rhythm is the beat of a poem. Read the poem aloud and model how to think aloud by clapping the beats in each line and identifying examples of alliteration. Guide students to reread the poem, notice patterns in sounds and beats, and discuss how these features

make the poem more engaging.
Bloom's: Analyze
DOK: 3

Engaging Experience 52 (Writing):
Teaching Point: Today I am going to teach you how to choose and share a piece of writing with an audience.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: N/A
Detailed Description/Instructions:

- **One way to do this** is to model how to choose a meaningful piece of writing, prepare a favorite section to read aloud, and explain why the piece is important. Think aloud while explaining how practicing beforehand helps speakers read clearly, make eye contact, and present confidently. Guide partners to rehearse their presentations, discuss why they selected their writing, and practice sharing their favorite part aloud.

Bloom's: Apply
DOK: 3
Suggestion: *Use the sentence/talking stems from the Integrated ELD to help students be able to orally share with a partner.*

Day 6

Engaging Experience 53 (Assessment):
Teaching Point: Today I am going to teach you how to show what you know about matter and how it can change.
Suggested Length of Time: 1 lesson
Standards Addressed
Priority: See *Weekly and Unit Assessment Answer Keys*
Detailed Description/Instructions:
One way to do this is to complete the paper/pencil or digital Unit 10 assessment.
Another way to do this is to complete the paper/pencil or digital Week #2 assessment.
Bloom's: Apply
DOK: 3
Suggestion: *If you are administering the Week #2 assessment, ensure that you have administered the Cumulative Spelling and Dictation Assessment weekly and the Cumulative Word Fluency (either weekly or at the end of Week #3) to assess and monitor your student's foundational skills development.*

Engaging Scenario

Culminating Task
Detailed Description/Instructions:
Students will create a matter still life drawing by observing objects and showing how matter can change. They will draw and color the objects, label each one, and write sentences explaining how the objects change (such as melting, freezing, or solidifying). Students will also discuss their ideas with peers and reflect on what they learned about changes in matter.