Grade 2 English Language Arts and Reading Unit 02

Unit Title: Investigating My World
December 13- December 17, 2021

YAG | Vertical Alignment | ELPS | Assessment Calendar | Feedback

Big Ideas:

- Foundational skills will begin to develop by manipulating phonemes, syllables, and words in order to become highly proficient decoders and readers.
- Readers determine the important lessons characters learn in a story and the characteristics that make a good leader within the story.
- Readers can identify the visual patterns and structures in a poem.
- Use higher order thinking and metacognitive strategies to analyze and comprehend when listening and reading a variety of texts.
- Readers build an understanding of a variety of texts by making connections, understanding key ideas such as the author's purpose, locate the central idea and supporting details, summarize, as well as asking questions about the text.
- Author's write and apply appropriate English grammatical conventions and writing elements to compose, revise and edit various texts including a personal narrative, a descriptive essay, and a persuasive text.

Essential Questions:

- Explain what is procedural text? Use words like first, next ,then to explain.
- How do statement sentences and command sentences differ? How are they alike?
- What is a proper noun? When do you use a proper noun?What are the characteristics of a good leader?
- How do the characteristics of the text and text features help the author explain an idea to a reader?
- How does the evidence in the text support your inference?

Core Competencies:

Formative:

- Students will demonstrate progression of foundational reading skills through:
  - knowing when and how to use proper nouns.
  - increased fluency of multisyllabic word and sight word recognition
  - application of taught decoding and encoding skills to all syllable types
  - independent reading of grade level text with increasing fluency (reference DVISD Reading Correlation below)
- Students will demonstrate understanding of literary text by:
  - recognizing the characteristics of multiple genres.
  - make and confirm predictions using what they know about text features, characteristics of genre and structure.
  - engage in conversations about the character, plot and settings to determine central idea and author's purpose
  - Making connections between a text and their own lives.
- Students will demonstrate understanding of writing by:
  - writing an option that includes supporting facts and details.
  - writing a response to a text,using evidence to support ideas:

Summative:

- Students will critically analyze and compose a personal narrative focusing on the steps in the writing process.
- Students will demonstrate progress towards mastery of unit content on end of unit Module Assessments and Inventories.

Culminating Project: ***Solving Problems in the World***- Students will research the governments' responsibilities towards citizens, choose one significant issue, create a visual, and an

oral presentation. After all students present their ideas, they will vote to select one they can execute as a class project or send their idea to a government agency with adult assistance.

- **Week 8-9:** Students will practice their oral presentations and present the plan to the class with the materials created. The class will vote for the best idea and they can execute it as a class project or send their idea to a government agency, with adult assistance.

	Unit 02 Week 7-9 Unpacked TEKS			
	Student Expectation	**Skill**	**Content**	**Context**
Priority Standards				
P, S	**2.3B** use context within and beyond a sentence to determine the meaning of unfamiliar words	use	context within and beyond a sentence	to determine the meaning of unfamiliar words
P, S	**2.6A** establish a purpose for reading assigned and self-selected texts	establish	a purpose	for reading assigned and self-selected texts
P, S	**2.6C** make correct, or confirm predictions using text features, characteristics of genre and structures	make confirm	correct predictions	using text features, characteristics of genre and structures
P, S	**2.6E** make connections to personal experiences, ideas in other texts, and society	make	connections	to personal experiences, ideas in other texts, and society
P, S	**2.6F** make inferences and use evidence to support understanding	make use	inferences evidence	to support understanding
P, S	**2.6H** synthesize information to create new understanding	synthesize	information	to create new understanding
P, S	**2.8A** discuss topics and determine theme using text evidence with adult assistance	discuss determine	topics theme	using text evidence with adult assistance
P, S	**2.8C** describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	describe understand	plot elements, including the main events, the conflict, and the resolution	for texts read aloud and independently
P, S	**2.9D** recognize characteristics and structures of informational text, including:	recognize	characteristics and structures of informational text	including:
P, S	**2.9Dii** features and graphics to locate or gain information			features and graphics to locate or gain information
P, S	**2.9Ei** stating what the author is trying to persuade the reader to think or do; and	recognize	characteristics of persuasive text	stating what the author is trying to persuade the reader to think or do
P, S	**2.10A** discuss the author's purpose for writing text	discuss	the author's purpose	for writing text

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P, S	**2.10B** discuss how the use of text structure contributes to the author's purposes	discuss	how the use of text structures	contributes to author's purpose
P, S	**2.10C** discuss the author's use of print and graphic features to achieve specific purposes	explain	the author's use of print and graphic features	to achieve specific purposes
P, S	**2.10D** discuss the use of descriptive, literal, and figurative language	discuss	the use of descriptive, literal, and figurative language	
P, S	**2.2A** demonstrate phonological awareness by:	demonstrate	phonological awareness	by:
P, S	**2.2Ai** producing a series rhyming words			producing a series of rhyming words
P, S	**2.2Aii** distinguishing between long and short vowel sounds in one-syllable and multisyllabic words			distinguishing between long and short vowel sounds in one-syllable and multisyllabic words
P, S	**2.2Aiii** recognizing the change in spoken word when a specified phoneme is added, changed, or removed			recognizing the change in spoken word when a specified phoneme is added, changed, or removed
P, S	**2.2Aiv** manipulating phonemes within base words			manipulating phonemes within base words
P, S	**2.2C** demonstrate and apply spelling knowledge by	demonstrate apply	spelling knowledge	by:
P, S	**2.2Ci** spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r- controlled syllables; and final stable syllables			spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r-controlled syllables; and final stable syllables
P, S	**2.2Ciii** spelling compound words, contractions, and common abbreviations			spelling compound words, contractions, and common abbreviations
P, S	**2.2Civ** spelling multisyllabic words with multiple sound-spelling patterns			spelling multisyllabic words with multiple sound-spelling patterns
P, S	**2.2Cv** spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word			spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word
P, S	**2.2Cvi** spelling words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est			spelling words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est
P, S	**2.4A** use appropriate fluency (rate, accuracy, and prosody) when reading grade level text	use	appropriate fluency (rate, accuracy, and prosody)	when reading grade level text
P, S	**2.11A** plan a first draft by generating ideas for writing such as by drawing and brainstorming	plan	a first draft	by generating ideas for writing such as by drawing and brainstorming
P, S	**2.11B** develop drafts in oral, pictorial, or written form by:	develop	drafts in oral, pictorial, or written form	by:
P, S	**2.11Bi** organizing with structure; and			organizing with structure
P, S	**2.11Bii** developing an idea with specific and relevant details			developing an idea with specific and relevant details

P, S	**2.11C** revise drafts by adding, deleting, or rearranging words, phrases, or sentences	revise	drafts	by adding, deleting, or rearranging words, phrases, or sentences
Spiraled Standards				
S	**2.1A** listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	listen ask answer	actively relevant questions questions	 to clarify information using multi-word responses
S	**2.1B** follow, restate, and give oral instructions that involve short, related sequence of actions	follow restate give	oral instructions	that involve short, related sequence of actions
S	**2.1C** share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	share	information ideas	about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
S	**2.1D** work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others	work	collaboratively	by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
S	**2.1E** develop social communication such as conversing politely in all situations	develop	social communication	such as conversing politely in all situations
S	**2.3A** use print or digital resources to determine meaning and punctuation of unknown words	use	print resources or digital resources	to determine meaning and punctuation of unknown words
S	**2.3C** identify the meaning of words with the affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	identify	meaning of words with the affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	
S	**2.3D** identify, use and explain the meaning of antonyms, synonyms, idioms, and homographs in context	identify use explain	explain the meaning of antonyms, synonyms, idioms, and homographs	in context
S	**2.6B** generate questions and texts before, during and after reading to deepen understanding and gain information	generate	questions texts	during and after reading to deepen understanding and gain information
S	**2.6D** create mental images to deepen understanding	create	mental images	to deepen understanding
S	**2.6G** evaluate details to determine what is most important	evaluate	details	to determine what is most important
S	**2.6I** monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	monitor make	comprehension adjustments	such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down

S	**2.7A** describe personal connections to a variety of sources	describe	personal connections	to a variety of sources
S	**2.7B** write brief comments on literary or informational texts that demonstrate an understanding of the text	write	brief comments	on literary or informational texts that demonstrate an understanding of the text
S	**2.7C** use text evidence to support an appropriate response	use	text evidence	to support an appropriate response
S	**2.7D** retell and paraphrase texts in ways that maintain meaning and logical order	retell paraphrase	texts	in ways that maintain meaning and logical order
S	**2.7E** interact with sources in meaningful ways such as illustrating or writing; and	interact	with sources in meaningful ways	such as illustrating or writing
S	**2.7F** respond using newly acquired vocabulary as appropriate	respond	using newly acquired vocabulary as appropriate	
S	**2.8B** describe the main character's (characters') internal and external traits	describe	the main character's (characters') internal and external traits	
S	**2.9A** demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	demonstrate	knowledge	of well-known children's literature such as folktales, fables, and fairy tales
S	**2.9Di** the central idea and supporting evidence with adult assistance	recognize	Characteristics and structures of informational text	the central idea and supporting evidence with adult assistance
S	**2.9Diii** organizational patterns such as chronological order and cause and effect stated explicitly			organizational patterns such as chronological order and cause and effect stated explicitly
S	**2.9E** recognize characteristics of persuasive text, including:	recognize	Characteristics of persuasive text	
S	**2.9Eii** distinguishing facts from opinion: and			distinguishing facts from opinion
S	**2.9F** recognize characteristics of multimodal and digital texts	recognize	characteristics	of multimodal and digital texts
S	**2.9E** recognize characteristics of persuasive text, including:	recognize	characteristics of persuasive text	including:
S	**2.9Ei** stating what the author is trying to persuade the reader to think or do; and			stating what the author is trying to persuade the reader to think or do
S	**2.9Eii** distinguishing facts from opinion: and			distinguishing facts from opinion
S	**2.9F** recognize characteristics of multimodal and digital texts	recognize	characteristics	of multimodal and digital texts
S	**2.2B** demonstrate and apply phonetic knowledge by:	demonstrate apply	phonetic knowledge	by:
S	**2.2Bi** decoding words with short, long, or variant vowels, trigraphs, and blends			decoding words with short, long, or variant vowels, trigraphs, and blends
S	**2.2Biii** decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r- controlled syllables;			decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r-

	and final stable syllables			controlled syllables; and final stable syllables
S	**2.2Biv** decoding compound words, contractions, and common abbreviations			decoding compound words, contractions, and common abbreviations
S	**2.2Bv** decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV			decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV
S	**2.2Bvi** decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing. -er, and -est; and			decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est
S	**2.2Bvii** identifying and reading high-frequency words from a research based list			identifying and reading high-frequency words from a research based list
S	**2.5A** self -select text and read independently with text for a sustained period of time	self-select read	text independently	with text for a sustained period of time
S	**2.11Dix** capitalization of months, days of the week, and the salutation and conclusion of a letter	edit	drafts using standard English conventions	capitalization of months, days of the week, and the salutation and conclusion of a letter
S	**2.11Dx** end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and			end punctuation, apostrophes in contractions, and commas with items in a series and in dates
S	**2.11Dxi** correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and			correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
S	**2.11E** publish and share writing	publish share	writing	
S	**2.12B** compose informational texts, including procedural texts and reports; and	compose	informational texts, including procedural texts and reports	
S	**2.13A** generate questions for formal and informal inquiry with adult assistance	generate	questions	for formal and informal inquiry with adult assistance
S	**2.13B** develop and follow a research plan with adult assistance	develop follow	a research plan with adult assistance	
S	**2.13C** identify and gather relevant sources and information to answer the questions	identify gather	relevant sources information	to answer the questions
S	**2.13D** identify primary and secondary sources	identify	primary and secondary sources	
S	**2.13E** demonstrate understanding of information gathered	demonstrate	understanding of information gathered	
S	**2.13G** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	use	and appropriate mode of delivery, whether written, oral, or multimodal	to present results

Unit 02 Week 08

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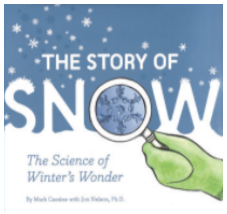
Primary Resource locations: Module 6 (M6)					
	Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Foundational Skills **Phonological Awareness Resource: HMH Fundations Level 2** *Unit 6* *Week 1*	**Phonological Awareness - HMH**				
	M6 T353 Add, Blend Syllables Adding prefixes and suffixes to base words. Model: dis-a-gree & exactly Practice: dislike, unlike, redo, unlucky, discover, unafraid, rethink, slippery, nameless, lovely, meaningful, sleeveless	**M6 T369** Add, Blend Syllables Adding prefixes dis-, un-, re-and suffixes -ful, -less, -y, -ly to base words. Practice blending syllables in sentences.	**M6 T382** Blend, Delete Syllables Practice blending syllables then deleting final syllable. Model: exciting Practice: planted, boring, invented, amazing, rested	**M6 T396** Blend, Delete Syllables Practice blending syllables then deleting	**M6 T408** Teacher's Choice Base your decision on informal and formal observations of PA skill application in writing.
	Phonics Fundations/HMH Correlated Decodables				
	DS/WU **Introduce New Concepts:** Letter-Keyword-Sound (au,aw), Teach Syllable Division Teach Trick Words	DS/WU Word of the Day: **disrupt** Review concepts, Mark Words **Introduce New Concepts:** Teach Multisyllabic spelling Storytime: **Hopscotch**	DS/WU,Trick Word Practice **Introduce New Concepts:** Teach Spelling (ic) Storytime: **Hopscotch**	DS/WU Word of the Day: **mimic** Review concepts, Make Words, Trick Word Practice	DS/WU, Make and Discuss Words, Read Word of the Day Card, Display Words, Make It Fun
	Word Work				
	Student Notebook: Vowel Teams in Sound section **Student Notebook:** Add multisyllabic word **Gel Word Boards:** Trick Words	**Student Notebook:** Add word of the day/sentence **Letter Boards:** multisyllabic	**Gel Word Boards:** Trick Words **Student Notebook:** Add words with ic **Dry Erase Boards:** Sounds, Words, Sentence	**Student Notebook:** Add word of the day/sentence **Gel Word Boards:** Trick Words **Composition Book:** Sounds, Words, Sentence	**Dry Erase Writing Tablets:** MatchMakers **Composition Book:** Sound, Word, Sentence
1. *See the word* 2. *Say the word.* 3. *Spell the*	**High Frequency Words/Words to Know- HMH**				
	M6 T352	**M6 T368**	**M6 T382**	**M6 T396**	**M6 T408** Children's Choice

word. 4. *Write the word.* 5. *Find the word.*	anything, change, children, gone, good, notice, now, page, since, woman	Guess the Word Word List 17	Wordhead Word List 17	Simon Says Word Cards	Allow students to choose activities they would like to review this and previous week's high frequency words.
Fluency	**Reading Rate** **M6 T383** *read text fluently with an appropriate reading rate **Start Right Reader, Book 3** ● The Bog Day p69-74 ● Rocky p76-83 I Do: Reading an exciting story too slowly will make it boring but reading it too quickly makes it difficult for the listener to follow along. Read p69 at a slow rate then at an appropriate rate. Engage students in a convo. We Do: Partner Read You Do: Partner/Independent read				
Vocabulary Routine 1. *Say the word.* 2. *Explain the meaning.* 3. *GIve examples.*	**Word Study/Academic Language/Oral Language** M6 T358-359 ● visible ● particles ● depends ● hovers ● develop ● joined **GP:** Follow the Vocabulary Routine to introduce words in context using pictures, actions, realia, and multimedia. Engage students using vocabulary in complete sentences. **IP:** Students work in pairs using vocabulary in context: drawing, role play, conversations.	M6 T372-373 ● average ● advantages ● front ● impressed ● gusts ● flash ● supplies ● layer **GP:** Follow the Vocabulary Routine to introduce words in context using pictures, actions, realia, and multimedia. Engage students using vocabulary in complete sentences. **IP:** Students work in pairs using vocabulary in context:	**Review:** M6 T386-387 ● average ● advantages ● front ● impressed **GP:** Follow the Vocabulary Routine to introduce words in context using pictures, actions, realia, and multimedia. Play a game of riddles with the students providing clues for them to identify the words in context. Engage students using vocabulary in complete sentences using questions. **IP:** Students work in pairs using vocabulary in context:	**Vocabulary Strategy** M6 T398–T399 **Prefixes** **Explain:** Tell students that the prefix un- means :not: or "to reverse" and the prefix re- means "again". **GP:** Provide examples and analyze them with the students to identify the prefixes, base words, and discuss their meaning.	**Review:** M6 T410-411 ● gusts ● flash ● supplies ● layer **GP:** Guide students to identify the meaning of unfamiliar words using a graphic organizer. Example: **Sentence:** A gust of wind turned my umbrella upside down. **Homographs? Or Homophones?** **No** **Meaning:** ***gust*** *- strong wind*

		drawing, role play, conversations.	drawing, role play, conversations.	**Examples:** *Unimpressed (un-)* *Reoccur (re-)* **IP:** Students work in pairs to create new words using a list of base words and the prefixes un- and re-	**Context Clues:** -wind -turned umbrella upside down **Meaning:** A gust is a very strong wind. **IP:** Students will work on different activities with the words to practice finding meaning, spelling, and writing sentences with the vocabulary.
Comprehension and Accountability Talk Routine: 1. ***Q**uestion: Listen to a question and think about your answer.* 2. ***S**ignal: Give a signal that you are ready.* 3. ***S**tem* 4. ***S**hare: Turn and Talk* 5. ***A**ssessment: Randomly choose students to share out.*	**Interactive Read Aloud**				
	The Story of Snow: The Science of Winter's Wonder M6 T360-361  **Making connections:** *Have you ever seen snow?* **Shared Reading: Teaching Pal:** -Introduce genre and text- Short informational text -Students will make predictions -Set a purpose for reading aligned to the skills: Identify test features **Structured Conversations:**	Cloudette M6 T374-375 **Making connections:** *Have you ever seen figures in the clouds?* **Read aloud:** -Introduce genre and text- Fantasy -Students will make predictions -Set a purpose for reading aligned to the skills: Making connections **Structured Conversations:**	Cloudette M6 T388-389 **Making connections:** *What lesson did we learn from Cloudette?* **Shared Rereading: Teaching Pal:** -Set a purpose for reading aligned to the skills: Identify Point of View **Structured Conversations:** *Who is the main character? What did you learn about the main character? What point*	Get Ready for Weather M6 T400-401 Making connections: *How is this text organized?* **Shared Reading: Teaching Pal:** -Introduce genre and text- Informational Text -Students will make predictions -Set a purpose for reading aligned to the skills: Evaluate important details **Structured Conversations:**	**G**et Ready for Weather M6 T412-413 **Making connections:** *How do you prepare to leave home according to the weather?* **Shared Rereading: Teaching Pal:** -Set a purpose for reading aligned to the skills: Identify Text Features **Structured Conversations:** *How does the caption tell more about the picture? What do the different*

	What is a snow crystal? What context clues helped you discover the meaning? What does the word "symmetry" mean? What context clues helped you discover the meaning? Are there more words that need clarification? **Response:** Students will discuss the text in groups: orally and in writing: *What is the difference between a snow crystal and a snowflake?*	*How does Cloudette feel? When have you felt that way? Why? How does that help you understand Cloudette's feelings? How do Cloudette's experiences remind you of Freddy in Freddy the Frogcaster?* **Response:** Students will read and discuss point of view orally and in writing.	*of view is this story written in: first person or third person? How do you know?* **Response/ CFU:** Students will write a scene in the story using first person- Cloudette's point of view.	*Why do you think the author underlined this part of the text? How does this detail help you understand more about preparing for different kinds of weather? Read the main text. Which sentences about blizzards do you think are most important? Why did you choose these sentences? Why do you think the other details are not as important?* **Response/CFU**: Students will engage in conversations with their peers using these questions orally and in writing: *What is the central idea of this text? What details support this central idea?*	*symbols in the chart stand for? What does the heading tell you about the information you will read in this part of the text?* **Review:** Whole class review of all skills taught this week through an interactive activity/ game/ competition. **Skills:** *-Text Features* *-Point of View* *-Making Connections* *-Content Words* *-Evaluate* **Response/ CFU:** Students will complete the module assessment of the skills with a new piece of text/ fresh read.
	Mini-Lesson				
	Content Words: M6 T360-361 **Explain:** Remind children that when authors give facts and information about a topic, they add content words such as science, math, and social studies vocabulary. Using context clues help us find meaning of these words.	**Making Connections:** T374-375 **Explain:** Remind children that when a text makes them think about their own lives, other texts, or the world, they are making a connection.	**Point of View:** M6 T388-389 **Explain:** Review that readers need to identify the narrator, or who is telling the story, to figure out point of view. *--**First person**- If we read I, my, or me, the character is the narrator.* *--**Third person**- If we read he, she, or they, the narrator is outside the story.*	**Evaluate:** T400-401 **Explain:** Remind children that authors include many details about a topic in an informational text. Some details are more important than other details. You must always read and evaluate the importance of those details.	**Text Features:** M6 T412-413 **Explain:** Review text features with the students. Tell that authors of informational texts often use text features to explain ideas or to help readers find information.

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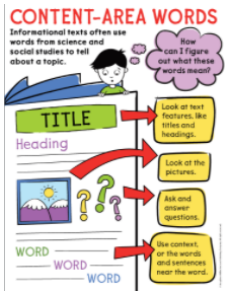
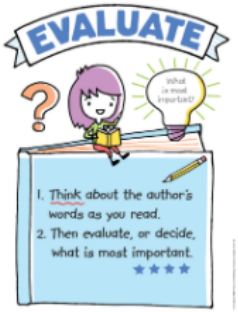
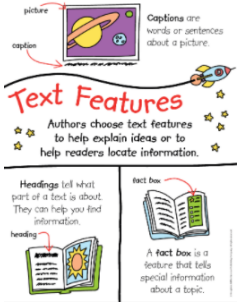
	 *Show examples of a science resource about weather and highlight some of the words they have already seen under this topic during their literacy lesson.*	 *Use a short paragraph or a familiar text and model how to make connections:* *-Text-to-Self (personal connection)* *-Text-to-Text (connection to another book you read)* *-Text to-World (connection to the world, news, community, reality of others)*	 *Set aside examples of books you have previously read with the class to analyze the point of view focusing on the key words*	 *Present students with a situation or short paragraph with information about the weather. Guide students with questions to identify the most important details. What is the central idea? Is this an important detail? How do you know?*	 *Always have informational texts at hand to identify and label the text features to make connections to previous anchor lessons*
	Writing Workshop - Poetry				
	Writing Prompt: Read the following sentence: *Sometimes the weather helps us decide what to do that day*. **Think** about how the weather affects what you do and what you wear. **Write** about the weather and you. Describe the weather and how it helps you decide what to do that day.				
Writer's Workshop **Writing Prompt: Read** the following	**Set goals and Identify a Topic** W87 **Explain:** Review the writing prompt and provide guidance for the students to set their writing goals:	**Draft** W88 **Explain:** Discuss with students the elements of poetry with an example. Explain that this is a model of a poem, which will help them see how a writer tells about weather and what to do on that day.	**Introduce the Skills- Author's Purpose and Audience** W89 **Explain:** Revisit the model poem and discuss the author's purpose. **Structured Conversations:** *What was the poet's purpose for writing this poem? Did*	**Revision – Sensory details** W90 **Explain:** Review the elements of poetry with focus on descriptive language. Create a list of sensory details with the students as reference. **Write these two phrases:** *The soup.*	**Group Conferences** W91 **Explain:** Review the goals and expectations for the writing with the help of an anchor chart for reference. Ask students: *Are you meeting your goals? What do you still need to do? What elements of poetry did you include?*

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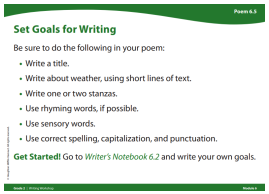
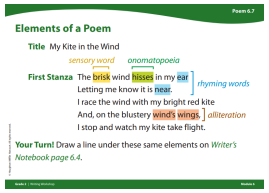
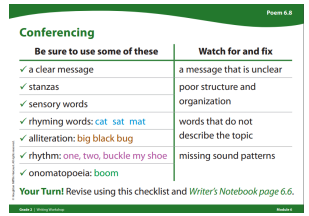
sentence: *Sometimes the weather helps us decide what to do that day*. **Think** about how the weather affects what you do and what you wear. **Write** about the weather and you. Describe the weather and how it helps you decide what to do that day. Teacher Rubric Student Friendly Rubric	 Poem 6.5 **Set Goals for Writing** Be sure to do the following in your poem: • Write a title. • Write about weather, using short lines of text. • Write one or two stanzas. • Use rhyming words, if possible. • Use sensory words. • Use correct spelling, capitalization, and punctuation. **Get Started!** Go to *Writer's Notebook 6.2* and write your own goals. **Identify a Topic** Tell children to use the weather words they generated in an earlier lesson to help them select their topic. Remind children to include rhyming words or words that mimic sounds related to weather. **Model:** Revise your own list of words and examples of rhyming words generated in previous lessons and use think aloud to choose your topic.	 Poem 6.7 **Elements of a Poem** **Title** My Kite in the Wind *sensory word* *onomatopoeia* **First Stanza** The brisk wind hisses in my ear Letting me know it is near. I race the wind with my bright red kite And, on the blustery winds wings, I stop and watch my kite take flight. *rhyming words* *alliteration* **Your Turn!** Draw a line under these same elements on *Writer's Notebook page 6.4.* **Model:** Guide students to analyze the structure and word choice in the poem with guiding questions: *What weather is described? What is the writer going to do in that weather? Which lines rhyme in the first stanza? Which lines rhyme in the second stanza? Let's make the sound of the wind together. Can you think of another word that sounds like the wind?*	*you learn anything from the poem?* *Were you entertained by the poem? Did the poem ask you to do anything? Why did the poet change some words in line 10?* *How is the meaning slightly different? Why might the poet have organized the poem with two stanzas?* **Model:** Talk through your purpose and audience for your poem. Think aloud about your choices with students.	*The hot steamy bowl of soup.* ***Discuss:*** *Which phrase creates a stronger image? Why?* **Model:** Revisit your own poem to add one sensory detail with students' help and suggestions.	 Poem 6.8 **Conferencing** **Be sure to use some of these** ✓ a clear message ✓ stanzas ✓ sensory words ✓ rhyming words: cat sat mat ✓ alliteration: big black bug ✓ rhythm: one, two, buckle my shoe ✓ onomatopoeia: boom **Watch for and fix** a message that is unclear poor structure and organization words that do not describe the topic missing sound patterns **Your Turn!** Revise using this checklist and *Writer's Notebook page 6.6.* **Model**: Think aloud about your own work using the checklist. Ask students for feedback using sentence stems: *I like that you used the sensory word ____.* *Your description of the weather ____.* *What if you used a word to tell how you feel when it is ___.*
	Independent Writing				
	Students will set their goals and identify their topic following the steps modeled. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will work on drafting their ideas. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will continue to draft their poems once they have a clear purpose and audience. Circulate, monitor, and prompt students while they write. Students will share their writing	Students will work on their revisions adding sensory details. Circulate, monitor, and prompt students while they write. Students will share their writing.	Students will provide you with feedback and repeat the process with each other in small groups. Circulate, monitor, and prompt students while they write. Students will share their writing
Grammar	**Grammar**				
	W219 Subject-verb agreement	W220 Subjects and more verbs	W221 Pronouns and verbs	**Review:** W337 Review abbreviations	**Make Connections to Writing-Subject-verb agreement** W223

Grade 2 English Language Arts and Reading Unit 02

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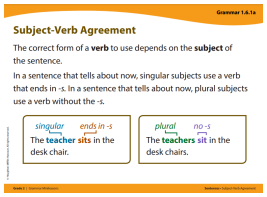
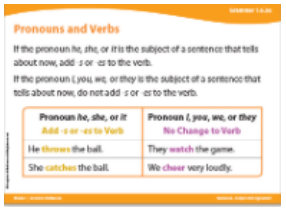
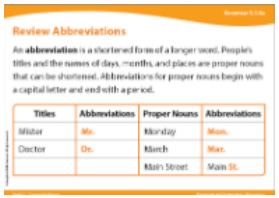
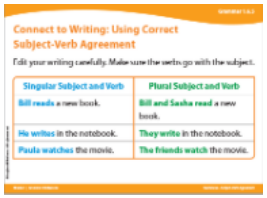
YAG | Vertical Alignment | ELPS | Assessment Calendar | Feedback

	 **GP:** Tell children that a **verb** *names the action in a sentence*. The **subject** *tells who or what does the action.* Remind children that a **pronoun** can *replace the subject of a sentence.* Model how to identify the subject/predicate and ask: *Does the verb agree with the subject?* **IP:** Students will identify subject-verb agreement in sentences about familiar topics.	 **GP:** Remind children to use the correct form of a verb to match the subject of a sentence that tells about something happening now. Ask: *Who is the sentence about? What is the subject doing? Do the subject and verb agree?* **IP:** Students will identify subject-verb agreement in sentences about familiar topics.	 **GP:** Tell students that because pronouns take the place of a noun in a sentence, they also have to agree with the verb. Model how to identify the pronoun/verb and ask: *Does the verb agree with the pronoun?* **IP:** Students will identify subject-verb agreement in practice sentences.	 **GP:** Remind children that titles for people and the names for days, months, and places can be shortened. To write these abbreviations, you take out some letters and put a period at the end. *If an abbreviation is a proper noun, it begins with a capital letter.* **IP:** Students will practice using abbreviations in groups and individually	 **GP:** Review the rules for subject/pronoun-verb agreement: **-** In a sentence that tells about now, singular subjects use a verb that ends in -s. Add -es to verbs that end with s, sh, ch, tch, z, or x to agree with a singular subject. -When the pronoun he, she, or it is the subject of a sentence that tells about now, use a verb that ends in -s or -es. **-** In a sentence that tells about now, plural subjects use verbs without -s or -es. -When the pronoun I, you, they, or we is the subject of a sentence that tells about now, do not add -s or -es to the verb. **IP:** Students will revise sentences with the correct form of subject-verb agreement.

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YAG Vertical Alignment ELPS Assessment Calendar Feedback

Research **Class Project:** Solving Problems in the World	**Week 8-9**: Students will practice their oral presentations and present the plan to the class with the materials created. The class will vote for the best idea and they can execute it as a class project or send their idea to a government agency, with adult assistance. ● Allow students to continue to work in collaborative groups as needed based on their topics to facilitate conversation and writing. ● Students will practice presenting their projects orally using their writing and visual/poster created. ● Revisit behaviors of a presenter and listener with the students using resources such as HMH anchor charts. ● Students will present their work in front of the class or submit a video with their presentation in Spanish and English. Circulate, monitor, and prompt students to elicit participation while they work on their projects.

Literacy Stations	**Phonological Awareness**	**Phonics**	**Fluency**	**Self-Selected Reading Choices w/ Accountability**	**Vocabulary**