2021-2022 Grade 2 English Language Arts and Reading Unit 03

Unit Title: Let's Set Goals!

February 21- February 25, 2022

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Big Ideas:

- Hard work leads to success! Our brains are like our muscles, they need to be worked to grow stronger.
- We must be resilient! Rarely do we get things right the first time, we have to keep trying.
- It's important to set goals to improve ourselves and get better at things.
- When we set goals, we should consider the steps we'll take to achieve our goals.
- People can accomplish a lot when they work together.

Essential Questions:

- How do living things in a habitat depend on each other?
- Why is asking and answering questions while we read a text useful?
- How do organizational patterns and text structures help us understand a text?

Core Competencies:

- Students will identify features and recognize characteristics of biography, opinion essays, procedural text, historical fiction, poetry, multimodal/digital text, and legend.
- Students will recognize the central idea in a text by using supporting evidence and details.
- Students will summarize the central idea to synthesize information in a text to understand the author's ideas.
- Students will state what the author is trying to persuade the reader to think and do and distinguish fact from opinion.
- Students will read aloud fluently with accuracy, self correcting as necessary.
- Students will differentiate shades of meaning in synonyms and compare the different meanings.
- Students will describe the major plot events in the beginning, middle, and end of a story, including the problem and resolution.
- Students will gather and share information and ideas in cooperative learning interactions to complete shared research projects.
- Students recognize cause-and-effect organizational patterns and discuss how the use of text structure contributes to the author's purpose.

Formative:

- Running Records: Grade level and independent level texts
- Application of foundational skills (phonics and grammar) in writing
- Completing the writing process in stages successfully with peer and teacher conferencing.
- Anecdotal notes during small group instruction

Summative:

- Weekly Selections Quizzes
- Weekly Assessment

Culminating Project: *Investigate Habitats:* Students will collaborate to generate ideas, research, complete, and present an inquiry-based project.

- Students research to answer questions.
- Children choose one animal in their habitat and use information gathered to plan and create a diorama using a variety of craft materials.

	Unit 03 WeekS 7-9 Unpacked TEKS

P, N, S

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	Student Expectation	Skill	Content	Context
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	**2.2A** demonstrate phonological awareness by:	demonstrate	phonological awareness	by:
S	**2.2Ai** producing a series rhyming words			producing a series of rhyming words
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
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
S	**2.2Aiv** manipulating phonemes within base words			manipulating phonemes within base words
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	**2.2Bii** decoding words with silent letters such as knife and gnat			decoding words with silent letters such as knife and gnat
S	**2.2Biii** decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r- controlled syllables; and final stable syllables			decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r-controlled syllables; and final stable syllables
S	**2.2Biv** decoding compound words, contractions, and common abbreviations			decoding compound words, contractions, and common abbreviations

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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	**2.2C** demonstrate and apply spelling knowledge by	demonstrate apply	spelling knowledge	by:
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
S	**2.2Cii** spelling words with silent letters such as knife and gnat			spelling words with silent letters such as knife and gnat
S	**2.2Ciii** spelling compound words, contractions, and common abbreviations			spelling compound words, contractions, and common abbreviations
S	**2.2Civ** spelling multisyllabic words with multiple sound-spelling patterns			spelling multisyllabic words with multiple sound-spelling patterns
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
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
S	**2.2D** alphabetize a series of words and use a dictionary or glossary to find words	alphabetize use	a series of words dictionary or glossary	to find words
S	**2.2E** develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	develop	handwriting	by accurately forming all cursive letters using appropriate strokes when connecting letters
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
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	**2.3A** 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
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
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	

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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	**2.6A** establish a purpose for reading assigned and self-selected texts	establish	a purpose	for reading assigned and self-selected texts
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
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
S	**2.6D** create mental images to deepen understanding	create	mental images	to deepen understanding
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
S	**2.6G** evaluate details to determine what is most important	evaluate	details	to determine what is most important
P, S	**2.6H** synthesize information to create new understanding	synthesize	information	to create new understanding
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
P, 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
P, S	**2.7C** use text evidence to support an appropriate response	use	text evidence	to support an appropriate response
P, 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	

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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
S	**2.8B** describe the main character's (characters') internal and external traits	describe	the main character's (characters') internal and external traits	
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
S	**2.8D** describe the importance of the setting	describe	the importance of the setting	
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	**2.9B** explain visual patterns and structures in a variety of poems	explain	visual patterns structures	in a variety of poems
S	**2.9C** discuss elements of drama such as characters, dialogue and setting	discuss	elements	of drama such as characters, dialogue and setting
P, S	**2.9D** recognize characteristics and structures of informational text, including:	recognize	characteristics and structures of informational text	including:
P, S	**2.9Di** the central idea and supporting evidence with adult assistance			the central idea and supporting evidence with adult assistance
P, S	**2.9Dii** features and graphics to locate or gain information			features and graphics to locate or gain information
P, 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	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	**2.10A** discuss the author's purpose for writing text	discuss	the author's purpose	for writing text
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
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
S	**2.10D** discuss the use of descriptive, literal, and figurative language	discuss	the use of descriptive, literal, and figurative language	

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S	**2.10E** identify the use of first or third person in a text	identify	the use of first or third person	in a text
S	**2.10F** identify and explain the use of repetition	identify explain	the use of repetition	
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
S	**2.11B** develop drafts in oral, pictorial, or written form by:	develop	drafts in oral, pictorial, or written form	by:
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
P, S	**2.11D** edit drafts using standard English conventions, including:	edit	drafts using standard English conventions	including:
S	**2.11Di** complete sentences with subject-verb agreement			complete sentences with subject-verb agreement
S	**2.11Dii** past, present and future verb tense			past, present, and future verb tense
S	**2.11Diii** singular, plural, common, and proper nouns			singular, plural, common and proper nouns
S	**2.11Div** adjectives, including articles			adjectives, including articles
S	**2.11Dv** adverbs that convey time and adverbs that convey place			adverbs that convey time and adverbs that convey place
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
P, 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	
P, S	**2.12A** compose literary texts, including personal narratives and poetry	compose	literary texts, including personal narratives and poetry	
P, 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

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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	**2.13F** site sources appropriately; and	site	sources appropriately	
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

Key: Priority-P New -N Spiraled-S

Unit 03 Week 08 **Primary Location of Resources: Module 9 (M9)**					
	Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
HMH	**Phonological Awareness - HMH**				
	M9 T105 **Manipulating Phonemes-Addition & Deletion** **Model:** *Let's add sounds to words. Listen as I do the first one. The word is: tray. When I add /s/ to the beginning of tray, I say the word stray. Tray with /s/ at the beginning is stray. Now you try! Your word is row. Add /th/ to the beginning of row. What is the new word? (throw)* Next, explain to children that just as they can add	**M9 T121** **Manipulating Phonemes-Addition & Deletion** **GP:** *I will say a word and then give directions for adding a sound. Here's an example: park. If I add /s/ to the beginning of park, I say the word spark. Park with /s/ at the beginning is spark. Ready to try? Your word is wig. Add /t/ to the beginning. What's the new word? (twig)* *Have children continue with: late: add /p/ to the beginning (plate);*	**M9 T134** **Segment, Count Syllables** **Model**: I'll do the first one. Listen: started. I'll clap as I say each syllable: start-ed. Started has two syllables: start- and -ed. Now you try! Here is your word: I'm. Let's clap for each syllable: I'm. How many times did you clap? (once) Yes, there is only one syllable in I'm. Have children segment the following words into syllables and count the syllables in each word:	**M9 T148** **Segment, Count Syllables** Model**:** Let's break a word into its syllables and count the syllables. This time, we'll pantomime playing basketball as we do it. Dribble an invisible ball one time for each syllable. Listen as I do it. The word is dancing. I'll pretend to dribble my ball as I say the syllables: danc-ing. I dribbled twice, so there are two syllables in the word dancing.	**M9 T160** **Teacher's Choice** **Manipulate Phonemes: Add** You can add sounds to words to say new words. ▶ Say the word. Add a sound to say a new word. Circle the picture of the new word. 1. 2. **Manipulate Phonemes: Delete** You can delete sounds from words to say new words. ▶ Say the word. Take away a sound to say a new word. Circle the picture of the new word. 3. 4.

	sounds to words to say new words, they can also take sounds away from words to say new words. Tell them that now they will be deleting sounds from words	*round: add /g/ to the beginning (ground); truck: add /s/ to the beginning (struck); lack: add /b/ to the beginning (black)* » I start with smart. When I delete /s/, I say ____. (mart) » I start with twin. When I delete /t/, I say ____. (win) » I start with brick. When I delete /b/, I say ____. (Rick) » I start with scream. When I delete /s/, I say ____. (cream) » I start with floss. When I delete /f/, I say ____. (loss) » I start with snow. When I delete /s/, I say ____. (no)	racing (rac-ing, 2); they're (they're, 1); interested (in-ter-est-ed, 4); disgusted (dis-gust-ed, 3); helped (helped, 1); shouldn't (should-n't, 2); surprising (sur-pris-ing, 3).		
Fundations Level 2 *Unit 16* *Week 1*	**Phonics**				
	DS/WU, **Introduce New Concepts: Consonant-Le Syllable,** Teach Trick Words	DS/WU, Word of the Day: **fable** Review Concepts, Make Words, Trick Word Practice, **Introduce New Concepts: Dictate and Echo the word tumble**	DS/WU, Word of the Day: **pebble** Review Concepts, Make Words,Make It Fun	DS/WU, Storytime: **Aunts & Uncles**	DS/WU. Trick Word Practice, Make and Discuss Words, Read Word of the Day Card, Display Words
	Word Work				
	Student Notebook: Add consonant-le syllable words, add new Trick Words **Gel Word Boards:** Trick Words	**Student Notebook:** Add word of the day/sentence **Gel Word Boards:** Trick Words	**Student Notebook:** Add word of the day/sentence **Dry Erase Boards:** Sounds, Words, Sentence	**Composition Book:** Sounds, Words, Sentence	**Gel Word Boards:** Trick Words **Composition Book:** Dictate Sound, Word, Sentence
1. See the word *2. Say the word.* *3. Spell the word.* *4. Write the word.* *5. Find the word.*	**High Frequency Words - HMH**				
	M9 T104 **HF Word Intro:** couldn't don't, however, I'll, live, put, should, that's very, you're	**M9 T120** **What Am I Thinking?** Word List 26	**M9 T134** **Card Flip** Word List 26	**M9 T148** **Letter Buddies** Letter Cards	**M9 T160** **Children's Choice** Allow students to choose activity to review the week's HF words.
Fluency					

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HMH	**M9 T135** *Tell them that when we read an informational text, we can use expression to show interest and enthusiasm for the topic we are reading about. Punctuation is a guide to reading with expression **Start Right Reader, Book 5** ● It Is Spring p21-26 ● The New Garden p28-35 **I Do**: Read the first sentence as if it is a statement rather than an exclamation. Then model reading with appropriate expression **We Do**: Echo Read **You Do**: Partner, Independent Reads; repeated reading for fluency				
Vocabulary Routine 1. *Say the word.* 2. *Explain the meaning.* 3. *Give examples.*	**Word Study/Academic Language/Oral Language**				
	Academic Vocabulary M9 T110-111 *pronounced, wildlife, permanent, romped, prepare, separate* **Explain/Model:** Follow the Word Study Routine to introduce words in context using pictures, actions, realia, and multimedia. Engage students using vocabulary in complete sentences. **GP:** Guide children to make connections between each word's meaning and how they can use it in their own lives. Use these prompts. Encourage children to explain or justify their answers. **IP:** Students work in pairs using vocabulary in context:	**Power Words M9 T124-125** *surface, wraps, attached, crack, sheltered, weary, hide, wit* **Explain/Model:** Follow the Word Study Routine to introduce words in context using pictures, actions, realia, and multimedia. Engage students using vocabulary in complete sentences. **GP:** Guide children to make connections between each word's meaning and how they can use it in their own lives. Use these prompts. Encourage children to explain or justify their answers. **IP:** Students work in pairs using vocabulary in context:	**Review Power Words M9 T138-139** *surface, wraps, attached, crack* **Explain/Model:** Model for students how to answer the question and complete the sentence for each word. **GP**: Answer the question and complete the sentence for the first word. **IP**: Have students turn and talk about the rest of the words, answering the questions and completing the sentences.	**Prefix mis- M9 T150-151** **Explain/Model:** Remind children that a prefix is a word part that can be added to the beginning of a base word. Prefix *mis-* You can add a **prefix** to the beginning of a **base word** to change the meaning of the word. Look up base words you do not know in the dictionary. The prefix **mis-** means "wrong." Examples pronounce, mis + pronounce = **mispronounce** handle, mis + handle = **mishandle** behave, mis + behave = **misbehave** lead, mis + lead = **mislead** **mismatch** socks	**Review Power Words M9 T162-163** *sheltered, weary, hide, wit* **Explain/Model:** Use picture cards to review vocabulary. Follow the suggested vocabulary routines.

	drawing, role play, conversations.	drawing, role play, conversations.			
Comprehension and Accountability Talk Routine: 1. *Question: Listen to a question and think about your answer.* 2. *Signal: Give a signal that you are ready.* 3. *Stem* 4. *Share: Turn and Talk* 5. *Assessment: Randomly choose students to share out.*	**Interactive Read Aloud**				
	M9 T112-113 Kali's Story: An Orphaned Polar Bear Rescue **GENRE** Informational Text **Set Purpose**: Ask: *What questions do you have about Kali? Use your questions to set a purpose for reading* **Read-Aloud:** BookStix 9.2 and to have children note examples of clue words that indicate chronological order **Critical Writing**: Imagine they visited Kali and Luna at the Buffalo Zoo. Ask them to use evidence from Kali's Story: An Orphaned Polar Bear Rescue to write a paragraph about what that visit was like. Encourage them to use time-order words or phrases and descriptive words to tell about their ideas in chronological order	**M9 T126-127 Sea Otter Pups** **GENRE** Informational Text **Set Purpose & Build Background:** Play the audio Build Background: Ocean Habitats. Ask children to explain what they learned from the audio. Have students set their own purpose. **Teaching Pal, p36–47:** Use the blue READ FOR UNDERSTANDING prompts to read Sea Otter Pups with children as they follow along and annotate in their myBook. **Frequent Talk:** Use the TURN AND TALK routine with the questions on Teaching Pal and myBook p47. Remind children to support their responses with details from the text and pictures as evidence.	**M9 T140-141 Sea Otter Pups** **Teaching Pal:** use the purple TARGETED CLOSE READ prompts to apply the Text Features skill to Sea Otter Pups. Children may refer to the questions on Know It, Show It p252 as you discuss them. Read aloud the question on Teaching Pal p40. Make sure children understand that the smaller map shows the whole world, and the area inside the red box is blown up bigger in the larger map. **Critical Writing**: Read aloud the question on Teaching Pal p40. Make sure children understand that the smaller map shows the whole world, and the area inside the red box is blown up bigger in the larger map	**M9 T152-153 At Home in the Wild** **GENRE** Poetry **Set the Purpose & Build Background:** Play the audio Build Background: Different Kinds of Animal Homes. Read the Set a Purpose section on p4 **Teaching Pal, p54–65**: Use the blue READ FOR UNDERSTANDING prompts to read At Home in the Wild with children as they follow along and annotate in their myBook. **Frequent Talk:** Teaching Pal and myBook page 65. Remind children to use details from the text and pictures as evidence to explain their responses.	**M9 T164-165 At Home in the Wild** **Teaching Pal**: use the purple TARGETED CLOSE READ prompts to apply the Elements of Poetry skill to At Home in the Wild. Children may refer to the questions on Know It, Show It p256 as you discuss them. Make sure children can identify the repeating lines and the describing words. ("I'm a big brown moose" and "with my moose-mama close by my side")

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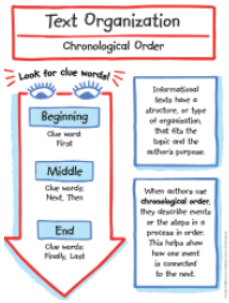
	Mini-Lesson				
	Text Structure **Review:** informational texts, including The Long, Long Journey, the author chooses a text organization that fits his or her purpose for writing. **Instructional Vocabulary** 	**Monitor and Clarify** **Review:** Check for understanding, or monitor, as they read. They may use strategies to fix up what they don't understand, or clarify, if something doesn't make sense **Instructional Vocabulary** 	**Text Features** **Review:** Authors of informational texts use different text features to explain ideas or help readers find information. **Instructional Vocabulary** 	**Create Metal Images** **Review:** Authors use describing words to help readers create mental images, or pictures in their minds of what is happening. Remind children that when you create mental images while reading, it is like watching a movie in your head. **Instructional Vocabulary** 	**Elements of Poetry** **Review:** Understanding how poems are the same as and different from stories will help them understand a poem's main message. Remind them that authors of poems do different things to make their writing fun to read and listen to. **Instructional Vocabulary**
Writer's Workshop **Writing Prompt: Read** the following statement: *Some animals have a special*	**Writing Workshop - Research Report**				
	Writing Prompt: Read the following statement: *Some animals have a special relationship with others, including people.* **Think** about animals and the special relationships they have with others. **Write** about one animal and its special relationships with others. Research the relationship and write about it.				
	Prewriting II: Choosing a Topic W135 **Explain** : Display focus statement. Ask: *How can reading this statement help us plan our writing?*	**Prewriting III: Conducting Research W136** **Discuss:** Importance of following a research plan when writing a research report. **Model:** Use a book on animals to model how to	**Drafting I: Adding Facts W137** **Remind:** Your research report should inform the reader about your topic. Think about which facts and details you have gathered that will help	**Drafting II: Completing the Draft W138** **Discuss:** Relevant Sources To answer the questions, they needed to find and use relevant sources. Explain that a relevant source is a source that has	**Revising I: Integrating Compound Sentences W139** **Intro**: Say:*We use different kinds of sentences to make your writing flow smoothly and easy to understand. We can use simple and*

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relationship with others, including people. **Think** about animals and the special relationships they have with others. **Write** about one animal and its special relationships with others. Research the relationship and write about it. Teacher Rubric Student Friendly Rubric	**Writing Prompt: Research Report** **READ** the following statement: *Some animals have a special relationship with others, including people.* **THINK** about animals and the special relationships they have with others. **WRITE** about one animal and its special relationship with others. Research the relationship and write about it. Provide Writer's Notebook p9.6. Say: We'll use this page to help us plan what we want to write about. Read the directions aloud. Have children brainstorm and share what they know about animals and how they help one another. Then, have children pick an animal to research and write what they know about that animal.	use resources to find facts and other information about animals. Say: *I can use this book to find out about my animal. First I can look in the Table ofContents to see if there is a chapter on my animal. Next, I can look in the index to see on what pages my animal is mentioned.*	readers understand the relationship your animal has with another plant, animal, or people. This will help you decide which details and information you want to include in your report. Model: Show the below example of a research report. **Elephants Help Others** 1 Elephants are very helpful and caring animals. The adults take care of the babies. All of the elephants in a herd help protect each other and defend against enemies. Elephants show that they care about each other. They can tell when another elephant is scared. They pat or stroke the scared elephant with their trunks.	the information you need. Show and discuss Display and Engage 9.10. Then, ask: If I am writing a book on spiders, will a magazine article about clownfish be a relevant source? (no) Why? (because that article will not have information on spiders)	*compound sentences to make our sentences different lengths and keep readers interested.* Introduce conjunctions. Explain how they can be used to connect ideas. Say: *Words like and, but, and or help us connect ideas in writing.* **Use Conjunctions to Combine Ideas** **Coordinating conjunctions:** *for, and, nor, but, or, yet, and so* **Two subjects:** Caleb likes to swim. Isa likes to swim. **Two predicates:** Lucy likes to swim. Lucy likes to skate. **Compound subject:** Caleb and Isa like to swim. **Compound predicate:** Lucy likes to swim and skate. **Your Turn!** Can you combine ideas in your draft to make your sentences more interesting?
	Independent Writing				
	Have children write down two goals using Writer's Notebook p9.7 or in their own notebook and explain why they want to work on those goals.The goals may include items from the list	Tell children to write notes on Writer's Notebook p9.8 or in their own notebooks. Explain that they will use these notes later to help draft their research report.	Have children use Writer's Notebook p.11 or their own notebook to organize their prewriting ideas.	Have children continue to use their Writer's Notebook pages or pages in their own workbooks to complete the draft of their research report. Encourage them to include specific facts to support their ideas.	Have children look for examples of compound sentences in their drafts. Have them check where they could create a compound sentence by joining sentences.
Grammar	**Grammar**				
	W304 Adverbs That Tell How **Explain:** An adverb tells more about a verb. An adverb can answer the question "How is the action done?	**W305 Adverbs That Tell When and Where** **Explain:** An adverb tells more about a verb. An adverb can tell when and where an action happens.	**W306 Adjectives and Adverbs** **Review:** Adverbs tell more about verbs. Adverbs tell when and where actions happen. Also, review that adjectives tell more about	**W307 Spiral Review: Adverbs** **Review:** Adjectives tell more about nouns. Then have children complete the activity on Display and Engage: Grammar 4.3.4c	**W308 Connect to Writing: Using Adverbs** **Review:** Adverb is a word that can tell how, when, or where about a verb. Remind children that an adjective tells more about a

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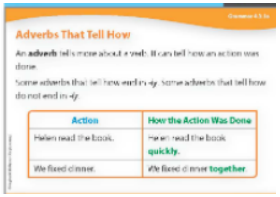
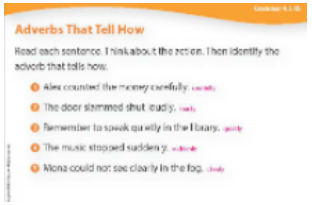
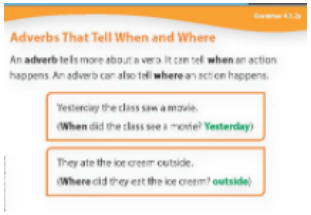
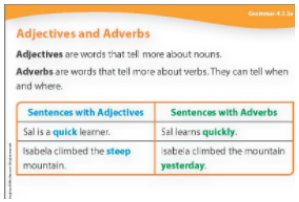
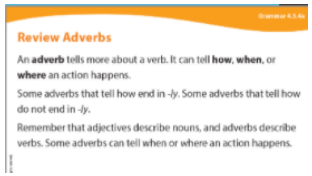
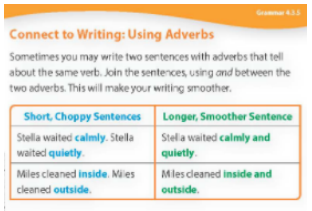
YAG Vertical Alignment ELPS Assessment Calendar Feedback

	 **Apply:** 	 **Model**: Write: *The dog dug.* Circle the verb dug. Ask: *When did the dog dig?* Then write: *The dog dug yesterday*. Underline yesterday. Explain that yesterday is an adverb that tells when. Ask: *Where did the dog dig?* Then write: *The dog dug outside yesterday*. Underline outside. Explain that outside is an adverb that tells where.	nouns.  **Model**: *To choose between the adjective quick and the adverb quickly, I ask: What word do I want to tell more about? In the first sentence, I want to tell more about the noun dog, so I will use the adjective quick. In the second sentence, I want to tell more about the verb ran, so I will use the adverb quickly.* **IP:** 	and 4.3.4d.  **Types of Adverbs that Tell:** • How • When • Where **IP:** Then have children complete Printable: Grammar 4.3.4 for more practice with adverbs and adjectives. Have children edit a writing draft using adverbs. Have them check their work to make sure they are using adverbs and adjectives correctly.	noun.  **IP:** Have children return to a draft of their writing that contains sentences with adverbs. Have them work in pairs to look for ways to combine sentences with adverbs.
Research **Class Project:** *Investigate Habitats*	**Culminating Project:** Students will collaborate to generate ideas, research, complete, and present an inquiry-based project. • Divide students into groups of 3-4 and assign a different habitat to each. Groups brainstorm research questions about their assigned habitat. • Guide children in developing a research plan that will help them answer their research questions.				
Literacy Stations	**Phonological Awareness**	**Phonics**	**Fluency**	**Self-Selected Reading Choices w/ Accountability**	**Vocabulary**

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