



Lesson Guidance 2.1	
Grade	2nd
Unit	2 Module 2
Selected Text(s)	• My Community by J. Jean Roberston (for building background knowledge) • City Green by DyAnne DiSalvo-Ryan • How to Write an Interview (Epic)
Duration	2 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

- Explore types of community leaders and how they contribute to the overall well-being of the community.
- Describe how a character in a story responds to the major events from the story.
- Develop interview questions to ask a leader in their community.

CCSS Alignment

Priority Standards:

[CCSS.ELA-LITERACY.RI.2.1](#) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

[CCSS.ELA-LITERACY.RI.2.2](#) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

[CCSS.ELA-LITERACY.RI.2.3](#) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

[CCSS.ELA-LITERACY.L.2.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Supporting Standards:

[CCSS.ELA-LITERACY.RF.2.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.ELA-LITERACY.RF.2.3.C](#) Decode regularly spelled two-syllable words with long vowels.

[CCSS.ELA-LITERACY.RF.2.3.D](#) Decode words with common prefixes and suffixes.

 WIDA Alignment	ELD-LA.2-3.Inform.Expressive: Construct informational texts in language arts that add details to define, describe, compare, and classify topic and/or entity through interrogative words (where, what, when, how, why) to construct interview questions.
End of lesson task <i>Formative assessment</i>	• Write a paragraph describing how a character overcomes a challenge • Identify a person in the community they would like to interview • Develop interview questions <i>This activity supports learning for CEW Standard 13.1 Career Awareness and Preparation as it focuses on career development.</i>
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge • Identify what makes up a neighborhood or community (businesses, homes, government). Students can read the text My Community in order to understand the different types of leadership positions that exist within their communities. • Identify what an interview is with example questions. Key Terms • Key Details • Main Topic • Word Meaning Foundational Skills Connections Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The foundational skills integration document will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document. Vocabulary Words (<i>words found in the text</i>) Identify vocabulary based on selected text. Example, from <i>City Green</i> • Pre-teach: property, petition, proper • Define while reading: brightening (up), sprouting  ELD Instructional Practices for Vocabulary: Use the Frayer Model strategy (Frayer Model) “Vocabulary instruction is throughout the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photos. Utilizing hand signals when targeted vocabulary is heard, cements learning, • Effective vocabulary instruction for ELs includes: ○ (1) “multiple exposures to target words over several days and across reading, writing, and speaking opportunities” with a variety of instructional activities,



- (2) “student-friendly” definitions
- (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)
- (4) teaching affixes / words that can be altered by adding prefixes and or suffixes,
- (5) pointing out cross-language similarities (e.g., cognates),
- (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [notebook configuration](#), [vocabulary log](#) or [Frayer Model](#) activity to increase understanding

SPED Accommodation/Differentiation:

- When orally responding to text dependent questions, prompt students to “Turn the Question Around” or provide students with sentence stems/frames to aid their ability to speak and write complete sentences.
- Allow students to reference their [graphic organizer](#) to engage in the shared writing recount of the text.

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Go over with the students what an interview is and give some example questions that a person would ask on an interview.

ELD

[ELD Scaffolds](#)

When reading a text and/or applying what has been learned, students benefit from being able to listen to their classmates’ thoughts/reasoning via a structured, collaborative discussion about the text, concept or ideas.

- [Clarifying Bookmark](#) supports metacognitive development and monitors their comprehension skills.
 Clarifying Bookmark Chart
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.
- During the formative assessment, students will use the story map responses to give them the language they need to orally rehearse the story elements. Have children practice in pairs prior to sharing with the class to give sufficient oral practice on academically relevant and challenging content.

Content Knowledge:

- Community leaders
- How and why it is important how a person responds to challenges.
- The interview process.

Shared Reading:

Engaging with Texts:

- Share the purpose:

- To learn about community leaders while also considering how the characters in the text respond to the challenges they encounter.
- Read text aloud; Sample text dependent questions:
 - What challenges does Marcy encounter? How does she respond to these challenges?
 - What challenges does Old Man Hammer encounter? How does he respond to these challenges?
- Practice and apply skills; Students will:
 - Write a paragraph explaining how Marcy and Old Man Hammer respond to the challenges that they encounter.
 - Students will brainstorm a list of community leaders that they learned about in this portion of the module. They should reference *My Community* and *City Green*. Then, students should select one community leader that they would like to focus on for their interview.
 - **Preparing for the Interview:** Students will read [How to Write an Interview](#) (Epic) in order to learn about the interview process. As they read, students should prepare to interview members of their community.

Sample Interview Questions:

- What is your job title?
- Describe what you do in your role?
- What skills are needed to do your job well?
- Where do you go to receive training/education for your job?
- How does what you do help the community?
- Students created questions.

Lumio Resource: [Linked Here](#)

Sentence Comprehension: And way in the back, taller than anything else, is a beautiful patch of yellow sunflowers. (p. 165)

- **Guiding question:** How can sentences compare things?
- What is the sentence about? (a patch of yellow sunflowers)
- How is it different from the other plants in the garden? (it's taller)
- How do we know? (It says "taller than")
- What word do you recognize in 'taller'? (tall)
- What two letters are added at the end of 'tall' to show it is more tall than the other plants? (er)
- Speaking and writing connection: ____ (noun) is ____ (adjective+er) than (noun).
 - Ex. Arizona (noun) is hotter (adjective+er) than Pennsylvania (noun).

Discourse:

- Have students think of what type of person they would like to speak with in the community. Sample sentence frames: "One person I might interview is _____. I am interested in interviewing them because _____."

ELD

[ELD Scaffolds](#)

- **Heavy/Moderate Support:** After the read aloud, show images or videos of 1 community member to model the process. Using a web anchor chart and a word bank of interrogative words (where, what, when, how, why), list questions they have of this community member based on what they see/hear in the images/videos. Have students pair up and role play being the interviewer that will read the questions. This will provide an opportunity for sustained oral discourse, and set the stage for the future interview.



SPED Accommodation/Differentiation:

- Prior to reading, use an explicit instruction routine to teach vocabulary critical to understanding the text as a whole in order to facilitate text comprehension and foster deep processing and retention of word meaning, so that students are able to readily use the targeted words in their speaking and writing. [Click here to see an explicit instruction vocabulary routine.](#)
- Prior to interviewing a community member, have students copy and write interview questions on sentence strips. Have students practice reading the interview questions in order to reinforce decoding and fluency of connected text.
- During the reading of the questions on the sentence strips, reinforce blending by grapheme-phoneme correspondence in order to apply phonics skills.
- During the reading of the questions, point out the words and the punctuation that make the sentences “question” sentences in order to distinguish these sentences from other types of sentences.
- During the interview, allow students to capture the interviewees answers using speech to text computer software in order to remove the barrier of producing efficient composition and accurate spelling.
- After recording of the interview, assist students with summarizing the responses utilizing a graphic organizer, in order to assist students with organizing their written response.

Small Group Reading Instruction:

Based on student needs (i.e. foundational skills and language comprehension), teachers will scaffold instruction by looking at the [vertical progression](#) of the priority standards in order to differentiate instruction so that students can access text.

Formative Assessment:

- Write a paragraph describing how a character overcomes a challenge
- Identify a person in the community they would like to interview
- Develop interview questions

This activity supports learning for CEW Standard 13.1 Career Awareness and Preparation as it focuses on career development.

ELD

[ELD Scaffolds](#)

- Using a web graphic organizer and the anchor chart/interrogative words as a guide, students will pick a community member of their choosing and follow that format to generate interview questions. When complete, pair-share their questions to practice oral fluency and prepare for the future interview.

SPED Accommodation/Differentiation:

- Prior to completing the formative assessment, instruct students in the use of **outlining** a paragraph describing how a character overcomes a challenge.
 - Assist students to outline the topic sentence, concluding sentence, and three supporting sentences in order to assist students to write proficiently.
- Prior to engaging in the assessment, brainstorm ideas that can be useful for students to complete the formative assessment
 - Create an anchor chart, word web, or other graphic organizer for students to reference
- Prior to completing the formative assessment, provide students with an exemplar for completion
 - Post exemplar for students to access throughout the task
 - Consider creating a checklist for completion
- During the formative assessment, provide sentence starters if necessary to help generate ideas for sentences.



- During the formative assessment, allow for the use of Google Docs or Google Slides to construct the written composition as an alternative to handwritten composition for students whose writing is more efficient and effective when using technology, and for students who have challenges gripping pencils and pens .
- During the formative assessment, encourage the use of spell checker, grammar checker, and word prediction when using Google Docs and Google Slides in order to reinforce correct spelling and grammar, and to encourage precise word usage.
- To further modify the assessment, provide students with cloze sentences in which the students provide a limited amount of information using any of the above listed accommodations
- To further modify the assessment, it may be appropriate for students to dictate their responses

Optional Extension Activity: Students can pick a second character and write a paragraph describing how that character overcomes a challenge.

Foundational Skills, Fluency, Comprehension and Writing Supports

Foundational Skills

[Saxon](#)

[Foundations](#)

[Sounds First: Phonemic Awareness Resource Weeks 1-8](#)

[Sounds First: Phonemic Awareness Resource Weeks 9-18](#)

[Sounds First: Assessments](#)

[Sounds First: K-2 Video Demonstrations](#)

Fluency

[Fluency Protocols](#)

Sentence Comprehension

Focus on Syntax

Sample Sentence: And way in the back, taller than anything else, is a beautiful patch of yellow sunflowers. (p. 165)

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- What word do you recognize in 'taller'? (tall)
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Writing

[Pattan Writing Scope and Sequence](#)

Additional Supports	
 <u>ELD Practices</u>	• English Language Development Instructional Guide • Strategies for English Learners • Argumentative Student Language Support Sheet(ELD) • Narrative Student Language Support Sheet(ELD) • Informational Student Language Support Sheet(ELD) • Sample Linguistic Frames
<u>SpEd Practice</u>	• Model what it looks and sounds like to summarize a group discussion when it is your turn to speak and then to elaborate on the discussion, so that students have a clear mental picture of what to do. • Prompt students to summarize the discussion when it is their time to speak and to elaborate on what has been said in order to elicit participation and practice and to assess the skill level of each student. • Instruct students in the use of outlining what they intend to write for both the summary and scenario. Assist students to outline the topic sentence, concluding sentence, and three supporting sentences in order to assist students to write proficiently. • Provide sentence starters if necessary to help generate ideas for sentences. • Allow for the use of Google Docs or Google Slides to construct the written composition as an alternative to handwritten composition for students whose writing is more efficient and effective when using technology, and for students who have challenges gripping pencils and pens . • Encourage the use of spell checker, grammar checker, and word prediction when using Google Docs and Google Slides in order to reinforce correct spelling and grammar, and to encourage precise word usage.
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access