

**Big Ideas:**

- Understanding and learning from different people and cultures is important in accepting and appreciating this diversity.
- Learning from different people and cultures will encourage children's interest in the world around them.
- Learning how to spread out work is crucial to getting things done efficiently and excellently.
- People can accomplish a lot when they work together.
- Asking for help is one way of "trying smarter."

**Essential Questions:**

- What are the characteristics of an opinion essay?
- What are the characteristics of informational text?
- How do text features and text organization help authors explain ideas?
- How do text features and text organization help readers find information?

**Core Competencies:**

**Formative:**

- Students will demonstrate progression of foundational reading skills through:
  - increased fluency of multisyllabic word and sight word recognition
  - application of taught decoding and encoding skills to all syllable types
  - understanding of affixes, roots and base words that support comprehension
  - independent reading of grade level text with increasing fluency (reference DVISD Reading Correlation below)
- Students will demonstrate understanding of literary text by:
  - engage in conversations about the character, plot and settings to determine central idea and author's purpose
  - understand and convey the theme of the story using text evidence
  - Recognize cause and effect organizational patterns and discuss how the use of text structures contribute to the author's purpose.
- Students will demonstrate understanding of Autobiographies by:
  - recognizing how the author organizes their writing.
  - recognize the organizational pattern, such as chronological order, with which the author uses to convey their message.

**Summative:**

- Students will critically analyze and compose writing samples 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 Projects: Nonfiction Presentation** - Students will fully develop one of their nonfiction pieces (narrative nonfiction, informational or opinion) to share with their peers.

- Informational Writing-Informational Magazine Article
- Narrative Nonfiction-Script for a Movie or Television Program
- Opinion- Newspaper Review

# DV 2021-2022 Grade 2 English Language Arts and Reading Unit 04

Unit Title: Putting it all Together! Nonfiction & Literary

April 11- April 14, 2022

[YAG](#)

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P, N, S	Unit 04 Weeks 4-6 Unpacked TEKS			
	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	demonstrate	phonetic knowledge	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	apply		decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams; including digraphs and diphthongs; r- controlled syllables; and final stable syllables

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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	2.2C	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	demonstrate	spelling knowledge	spelling compound words, contractions, and common abbreviations
S	2.2Civ	spelling multisyllabic words with multiple sound-spelling patterns	apply		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		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

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S	<b>2.3C</b> 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	<b>2.3D</b> 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	<b>2.6A</b> establish a purpose for reading assigned and self-selected texts		establish	a purpose	for reading assigned and self-selected texts
S	<b>2.6B</b> 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	<b>2.6C</b> 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	<b>2.6D</b> create mental images to deepen understanding		create	mental images	to deepen understanding
P, S	<b>2.6E</b> make connections to personal experiences, ideas in other texts, and society		make	connections	to personal experiences, ideas in other texts, and society
P, S	<b>2.6F</b> make inferences and use evidence to support understanding		make use	inferences evidence	to support understanding
S	<b>2.6G</b> evaluate details to determine what is most important		evaluate	details	to determine what is most important
P, S	<b>2.6H</b> synthesize information to create new understanding		synthesize	information	to create new understanding
S	<b>2.6I</b> 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	<b>2.7A</b> describe personal connections to a variety of sources		describe	personal connections	to a variety of sources
S	<b>2.7B</b> 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	<b>2.7C</b> use text evidence to support an appropriate response		use	text evidence	to support an appropriate response
P, S	<b>2.7D</b> retell and paraphrase texts in ways that maintain meaning and logical order		retell paraphrase	texts	in ways that maintain meaning and logical order
S	<b>2.7E</b> interact with sources in meaningful ways such as illustrating or writing; and		interact	with sources in meaningful ways	such as illustrating or writing

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<b>S</b>	<b>2.7F</b> respond using newly acquired vocabulary as appropriate		respond	using newly acquired vocabulary as appropriate	
<b>P, S</b>	<b>2.8A</b> discuss topics and determine theme using text evidence with adult assistance		discuss determine	topics theme	using text evidence with adult assistance
<b>S</b>	<b>2.8B</b> describe the main character's (characters') internal and external traits		describe	the main character's (characters') internal and external traits	
<b>P, S</b>	<b>2.8C</b> 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
<b>S</b>	<b>2.8D</b> describe the importance of the setting		describe	the importance of the setting	
<b>S</b>	<b>2.9A</b> 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
<b>S</b>	<b>2.9B</b> explain visual patterns and structures in a variety of poems		explain	visual patterns structures	in a variety of poems
<b>P, S</b>	<b>2.9D</b> recognize characteristics and structures of informational text, including:		recognize	characteristics and structures of informational text	including:
<b>P, S</b>	<b>2.9Di</b> the central idea and supporting evidence with adult assistance				the central idea and supporting evidence with adult assistance
<b>P, S</b>	<b>2.9Dii</b> features and graphics to locate or gain information				features and graphics to locate or gain information
<b>P, S</b>	<b>2.9Diii</b> organizational patterns such as chronological order and cause and effect stated explicitly				organizational patterns such as chronological order and cause and effect stated explicitly
<b>S</b>	<b>2.9E</b> recognize characteristics of persuasive text, including:		recognize	characteristics of persuasive text	including:
<b>S</b>	<b>2.9Ei</b> 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
<b>S</b>	<b>2.9Eii</b> distinguishing facts from opinion: and				distinguishing facts from opinion
<b>S</b>	<b>2.9F</b> recognize characteristics of multimodal and digital texts		recognize	characteristics	of multimodal and digital texts
<b>S</b>	<b>2.10A</b> discuss the author's purpose for writing text		discuss	the author's purpose	for writing text
<b>S</b>	<b>2.10B</b> 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
<b>S</b>	<b>2.10C</b> 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
<b>S</b>	<b>2.10D</b> 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	2.11Dix	coordinating conjunctions to form compound subjects and predicates			
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		writing	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
S	2.11E	publish and 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

<p>Unit 04 Week 04</p> <p>Primary Location of Resources: Module 11 (M11)</p> <p>*Finding HMH-Ed online TE - View All Resources - Components - Genre Study</p> <div>  <div> <p>Module 11</p> <p>Genre Study: Nonfiction</p> <p>Teacher's Guide Focal Texts View Resources</p> </div> <div> <p>Filters reset</p> <p>Audience</p> <p>Component</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anchor Charts</li> <li><input type="checkbox"/> Articulation Videos</li> <li><input type="checkbox"/> Daily Show and Teach Slides</li> <li><input type="checkbox"/> Display and Engage</li> <li><input type="checkbox"/> Focal Text Take and Teach Printables</li> <li><input type="checkbox"/> Focal Texts</li> <li><input type="checkbox"/> Genre Study Teacher's Guide</li> </ul> </div> </div>					
	Day 1	Day 2	Day 3	Day 4	Day 5
HMH	Phonological Awareness - HMH				
	<p><b>Blend Syllables M11 T9</b></p> <p><b>Review:</b> Longer words have parts called syllables and that they can blend syllables to say words. Explain that they will be blending syllables today. Working with syllables can help children read and</p>	<p><b>Blend Syllables M11 T19</b></p> <p><b>Review:</b> Students know how to blend syllables to say words, and tell children they will be blending syllables to say words today.</p> <p><b>GP: Now you try!</b> brain-teas-er (brainteaser),</p>	<p><b>Segment, Count M11 T26</b></p> <p><b>Review:</b> You know how to break words into syllables. They can also count syllables in words.</p> <p><b>Model:</b> Listen as I do one: visit. The syllables in the word visit are vis-it. I'll say the sounds again and clap</p>	<p><b>Segment, Count Syllables M11 T34</b></p> <p>Write the numbers 2, 3, and 4 on the board. Explain that children will say and count the syllables they hear in each word you say. Then you will choose a child to stand by</p>	<p><b>M11 T40</b></p> <p><b>Teacher's Choice</b></p> <p>Gauge where your students are in the week's skills. Reteach as necessary.</p>

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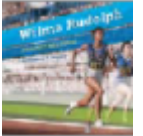
	YAG	Vertical Alignment	ELPS	Assessment Calendar	Feedback
	<p>write new words.  <b>Model:</b> <i>I'm going to say the syllables in a word, and you will blend the syllables to say the word. I will do the first one. The syllables are paint-ing. When I blend paint- and -ing, I say the word painting.</i>  <b>GP:</b> float-ing (floating), un-beat-a-ble(unbeatable), boast-ful (boastful), goal-ie (goalie), teen-ag-er (teenager), com-mu-ni-ty (community).</p>	<p>soap-y (soapy), sweet-est (sweetest), scream-ing (screaming), ap-proach-a-ble (approachable), fear-ful (fearful), week-end (weekend)  <b>IP:</b> Explain the activity: <i>Blend the syllables to say the word. If you see a Picture Card that matches the word, say the name of the classmate holding the Picture Card.</i> Say to children in front of the room: <i>If you hear your name, hold your card high in the air!</i></p>	<p><i>for each syllable I say: vis-it. There are two syllables in the word visit.</i>  <b>GP:</b> target (tar-get, 2); presentation (pres-en-ta-tion, 4); hug (hug, 1); definition (def-i-ni-tion, 4); exercise (ex-er-cise, 3).</p>	<p>the number that shows how many sounds are in the word.  <b>Model:</b> <i>Listen as I do one: area. I hear the syllables ar-e-a. Now I'll clap the syllables as I say them again: ar-e-a. There are three syllables in area. I will stand by the 3.</i>  <b>GP:</b> 2-4 Syllable words</p>	
<p><i>Spiral Review and Application</i></p> <p><i>*many classrooms are working to complete Level 2. Please ensure your class has completed Level 2 in preparation for Level 3 before Spiral Review.</i></p>	<p><b>Phonics</b>  <a href="#">Foundations/HMH Correlated Decodables</a></p>				
	<p>Review &amp; Target:</p> <ul style="list-style-type: none"> <li>Reading &amp; Spelling Skills in Isolation <ul style="list-style-type: none"> <li>All 6 syllable types</li> <li>Division of multisyllabic words</li> <li>Trick Words-200 High Frequency Words</li> <li>Word parts: Syllables, Basewords Affixes</li> <li>Spelling Rules-regular and irregular</li> <li>Cursive lowercase connectives</li> <li>Basic grammar rules</li> </ul> </li> <li>Reading &amp; Writing Skills within Context <ul style="list-style-type: none"> <li>Text fluency, expression and understanding</li> <li>Use leveled readers (controlled text) at grade for students to apply</li> <li>Students edit writing aligned with weekly grammar skills lessons.</li> </ul> </li> </ul>				
<p>1. See the word  2. Say the word.  3. Spell the word.  4. Write the word.</p>	<p><b>High Frequency Words - HMH</b></p>				
	<p><b>M11 T8-9</b>  brother, happened, happy,</p>	<p><b>M11 T18-19</b>  Around the World</p>	<p><b>M11 T26</b>  Questions &amp; Answers</p>	<p><b>M11 T34</b>  Letter Buddies</p>	<p><b>M11 T40</b>  Children's Choice</p>



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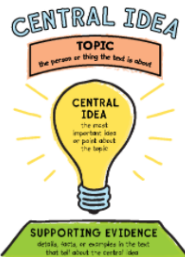
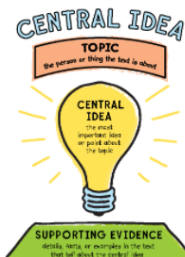
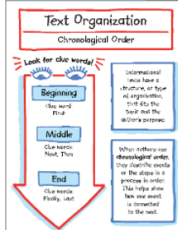
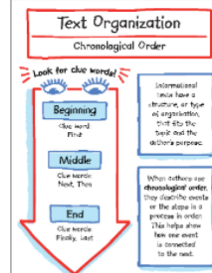

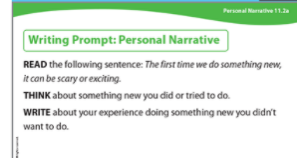
	YAG	Vertical Alignment	ELPS	Assessment Calendar	Feedback
5. Find the word.	help, home, mama, papa, sister, suddenly, surprise	Word List 31	Word List 31	Print letter cards to build the words	Review any words that posed difficulty for children this week. Allow students to choose a game from the week to review.
Fluency HMH	Intonation				
	<p><b>M11 T27</b>            *people's voices naturally rise and fall when speaking. Explain that readers can change their voices in the same ways so their reading sounds natural  <b>Start Right Reader, Book 6</b>  <ul style="list-style-type: none"> <li>Missing Mama p5-10</li> <li>Papa Tells His Side p12-19</li> </ul> <b>I Do:</b> Read aloud the first sentence as if it were a statement. Then model reading the entire paragraph with appropriate intonation, raising your voice at the end of the first sentence to show that Vincent is asking Alex a question.  <b>We Do:</b> Choral Read/Echo Read  <b>You Do:</b> Partner/Independent Read</p>				
	Word Study/Academic Language/Oral Language				
	Review needed vocabulary for each of the focal texts as needed.				
Comprehension and Accountability Talk Routine:	Interactive Read Aloud - Biography				
	<p><b>M11 Genre Study G8-9</b>  <b>Focal Text: I am Helen Keller myBook 4 p14-43</b></p>  <p>Have children page through the text as you guide them to remember what the text is about. Ask: <i>Who is this biography about? What do we learn about her? What</i></p>	<p><b>M11 Genre Study G10-11</b>  <b>Focal Text: Gingerbread for Liberty myBook 2 p58-77</b></p>  <p>Have children page through the text as you help them recall what it is about. Ask: <i>Who does the text tell about? Where and when did the baker live?</i></p>	<p><b>M11 Genre Study G12-13</b>  <b>Focal Text: Trombone and Shorty</b></p>  <p>Page through the book as you guide children to remember what it is about. Prompt them with questions such as these: <i>Who is the biography about? Where is Trombone</i></p>	<p><b>M11 Genre Study G14-15</b>  <b>Focal Text: The Stories He Tells: The Story of Joseph Bruchac myBook 4 p64-75</b></p>  <p>Have children page through the text as you help them remember what it is about. Ask: <i>Who does this text tell about? What did Joseph love to do as a</i></p>	<p><b>M11 Genre Study G16-17</b>  <b>Focal Text: Wilma Rudolph: Against All Odds myBook 3 p40-51</b></p>  <p>Have children page through the text as you help them remember what it is about. Ask: <i>Who does the text tell about? What problems does Wilma have</i></p>

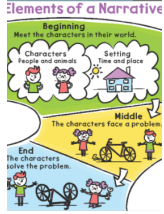
# DV 2021-2022 Grade 2 English Language Arts and Reading Unit 04


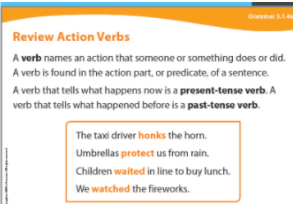
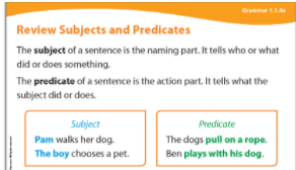
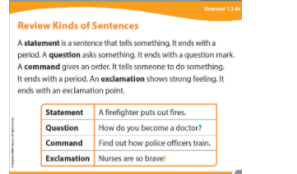
Unit Title: Putting it all Together! Nonfiction & Literary

April 11- April 14, 2022

YAG		Vertical Alignment	ELPS	Assessment Calendar	Feedback
	<p><i>important events happened in her life?</i></p>  <p><i>I write: I Am Helen Keller in the first box so I can remember which biography I read this week. Let's look at pages 15–16. How do you know who this biography is about?</i> (Possible responses: because of the title; because the girl says her name on page 16) <i>I write Helen Keller in the second box because that is who this biography is about. Let's look at pages 17–19. What event happens that changes Helen's life? (She gets a disease that leaves her deaf and blind.)</i></p> <p><b>Choose Option:</b> Collaborative Discussion, Writing, Genre Map</p>	<p><i>Why is he important?</i> Reread pages 60–62 with children. Model thinking about the topic and central idea of this part of the biography</p> <p>Graphic Organizer</p> <p><b>Choose Option:</b> Collaborative Discussion, Writing, Genre Map</p>	<p><i>Shorty from? What is special about Trombone Shorty?</i> Remind children that Trombone Shorty is a biography. The author wrote the text to tell about the life of Trombone Shorty. Point out that this biography is different from others because the author is Trombone Shorty, so he is telling about his own life.</p> <p>Graphic Organizer</p> <p><b>Choose Option:</b> Collaborative Discussion, Writing, Genre Map</p>	<p><i>child? What did Joseph start to do after he became an adult?</i> Reread pages 66–67 with children, and model thinking about the text organization</p> <p>Graphic Organizer</p> <p><b>Choose Option:</b> Collaborative Discussion, Writing, Genre Map</p>	<p><i>to overcome? What does she achieve in her life?</i> Reread pages 42–43 and model your thinking</p> <p>Graphic Organizer</p> <p><b>Choose Option:</b> Collaborative Discussion, Writing, Genre Map</p>
	Mini-Lesson				
	<p><b>M11 Genre Study G8</b> Remind children that biography is a genre, or type of writing, that tells about the life of a real person. Since a biography gives facts and details</p>	<p><b>M11 Genre Study G10</b> Explain that the central idea is the most important idea or point about the topic. Different parts of a text can have different central ideas. Remind</p>	<p><b>M11 Genre Study G12</b> Remind children that the central idea is the most important point or idea about the topic. Point out that paying attention to the supporting evidence</p>	<p><b>M11 Genre Study G14</b> Remind children that the way a text is organized, or its text organization, can help readers understand the information in it. Point out that when an</p>	<p><b>M11 Genre Study G16</b> Review with children that a text organized by chronological order tells the events or steps in order. Authors usually include clue words, such as</p>

	<p>about a person's life, it is nonfiction. Review with children the characteristics of biography.</p>	<p>children that paying attention to the most important details, facts, and examples, or supporting evidence, will help them identify the central ideas.</p> 	<p>in a text, or its most important details, facts, and examples, will help them identify the central ideas</p> 	<p>author's purpose for writing is to tell about the events in a person's life, the best way to arrange the text is in chronological order so the events are told in the order in which they happened.</p> 	<p>first, next, and last, to help readers identify and follow the text's organization.</p> 
<p><b>Writer's Workshop</b></p> <p><b>Writing Prompt:</b> Read the following sentence: <i>The first time we do something new, it can be scary or exciting.</i> Think about something new you did or tried to do. Write about your experience doing something new you didn't want to do.</p> <p><b>Teacher Rubric</b></p> <p><b>Student Friendly Rubric</b></p>	<p><b>Writing Workshop - Personal Narrative</b></p>				
	<p><b>Priming the Students M11 W162</b></p> <p>With children's help, start a list of activities on the board or on chart paper that people may feel nervous or eager to try. Begin the list by offering some examples, such as ride a bike or read aloud in front of the class. Ask children to brainstorm additional ideas, based on their own experiences.</p>	<p><b>Priming the Text M11 W163</b></p> <p>Review the elements of a narrative using a story the class has read recently. Ask volunteers to use the story to give examples of each narrative element (beginning, middle, and end; setting; characters; problem and solution). Then tell children they will be able to find these elements of a narrative in the story you are about to read.</p>	<p><b>The Read M11 W164</b></p>  <p><i>How do the characters feel...</i></p> <ul style="list-style-type: none"> <li>as shown in the book cover illustrations</li> <li>while waiting in line?</li> <li>as they get on the roller coaster?</li> <li>while they are riding the roller coaster?</li> <li>as they get off the ride?</li> </ul>	<p><b>Vocabulary M11 W165</b></p> <p>Show Display and Engage 11.1 and read the focus statement aloud. Then tell children to imagine they are the main character in Roller Coaster. Have children write in their notebooks a few sentences about the Focus Statement from the main character's point of view. Then invite volunteers to share their responses</p> <p>On chart paper, draw a three-column chart with the headings Adjectives</p>	<p><b>Prewriting I: Understanding the Prompt M11 W166</b></p>  <p>Tell children that in this module, they will be writing a personal narrative. Remind children that a personal narrative is a story about something that happened to the person telling the story. Point out that in this</p>

	<p><b>Focus Statement</b></p> <p>The first time we do something new, it can be scary or exciting.</p> <p>Guide children to understand that each of us has a unique personality and set of experiences that affects how we feel about things. Emphasize that there is no right or wrong way to feel.</p>	<p><b>Elements of a Narrative</b></p>  <p>Ask: <i>How did you feel about getting on the ride for the first time? How did you feel while the ride was going? When the ride was over, were you glad you tried it? Why or why not?</i> Tell children who have not had such an experience to imagine what it would be like and how they would feel about that experience.</p>	Discuss the story structure of Roller Coaster.	and Adverbs; Action Verbs; Onomatopoeia. As you conduct the following activities, write the words you discuss in the appropriate columns and have children do the same using <a href="#">Writer's Notebook page 11.2</a> or their own notebooks.	case their stories will be about things that happened to them.
	<b>Independent Writing</b>				
	Begin the poll. For each activity, ask: <i>How many of you think ___ is scary? How many think ___ is exciting?</i> Have children raise a hand to cast their votes. After counting hands for each vote, show them how to write the tally in the appropriate row and column of the chart.	Do a picture walk through pages 4–11 of Roller Coaster. Have children identify the main character. Then ask how they think she feels about riding the roller coaster. Have them predict whether she will get on the ride.	Show Display and Engage 11.1 and read the focus statement aloud. Then tell children to imagine they are the main character in Roller Coaster. Have children write in their notebooks a few sentences about the Focus Statement from the main character's point of view. Then invite volunteers to share their responses	Have students use one or two words from their Word Banks in a sentence about something scary or exciting they have tried before.	Discuss how children can create their own goals for writing. Model how to use one's past writing and reading for help with creating new writing goals.

	<p><b>Review Nouns M10 W227</b>  <b>Review:</b> How to identify kinds of nouns. Explain that a noun is a word that names a person, animal, place, or thing and that sentences can have more than one noun.</p>  <p><b>IP:</b>  <b>Review Nouns</b>  Find the noun in each sentence. Tell whether it names a person, an animal, a place, or a thing.</p> <ul style="list-style-type: none"> <li>Our swing did not move.</li> <li>The worm sleeps.</li> <li>My teacher is nice.</li> <li>The airport is big.</li> </ul> <p>Name all the nouns in this sentence.</p> <ul style="list-style-type: none"> <li>The puppy chased birds in the park.</li> </ul>	<p><b>Review Action Verbs M3 W267</b>  <b>Review:</b> A verb names an action. It is in the action part, or predicate, of a sentence.</p>  <p>Use the example sentences to model identifying the verb in a sentence.  <b>IP:</b> Then have children complete Printable: Grammar 3.1.4 for more practice with action verbs.</p>	<p><b>Review Subject and Predicate M1 W197</b>  Show Display and Engage: Grammar 1.1.4a</p>  <p><b>Review:</b> Guiding questions to help children identify the subject and predicate in each sentence, such as <i>Who is the sentence about?</i> or <i>What did the dog do?</i>  <b>IP:</b> Then have children complete Printable: Grammar 1.1.4 for more practice with subjects and predicates.</p>	<p><b>Review Kinds of Sentences M1 W207</b></p>  <p>Model identifying whether a sentence is a statement, question, command, or exclamation, using the sentences: <i>A firefighter puts out fires. Where is the fire station? We had a great time at the fire station! Never use matches.</i>  <b>IP:</b> Have children complete Printable: Grammar 1.3.4 for practice with different kinds of sentences.</p>	<p><b>Review Simple Sentences M1 W202</b>  Show Display and Engage: Grammar 1.2.4a. Read aloud the statements to review how to identify a complete simple sentence with words in the correct order. Point out that a complete sentence has a subject and a predicate. The subject of a sentence usually comes first. The predicate usually comes next.  <b>IP:</b> Then have children complete Printable: Grammar 1.2.4 for more practice with complete simple sentences and run-on sentences.</p>
<p><b>Research</b>  <b>Class Project: Nonfiction Presentation</b></p>	<p>Students will fully develop one of their nonfiction pieces (narrative nonfiction, informational or opinion) to share with their peers.</p> <ul style="list-style-type: none"> <li>Informational Writing-Informational Magazine Article</li> <li>Narrative Nonfiction-Script for a Movie or Television Program</li> <li>Opinion- Newspaper Review</li> </ul>				
<p><b>Literacy Stations</b></p>	<p><b>Phonological Awareness</b></p>	<p><b>Phonics</b></p>	<p><b>Fluency</b></p>	<p><b>Self-Selected Reading Choices w/ Accountability</b></p>	<p><b>Vocabulary</b></p>