



Lesson Guidance 3.1	
Grade	2nd
Unit	2 Module 3
Selected Text(s)	• Anchor Text: • Government in Your City or Town (Epic) • Supporting Text: • How Government Works- State and local power (Newsela)
Duration	2 days (approx)

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

Learning Goal(s)

What should students understand about today's selected text?

- Identify the main topic of a multi-paragraph text
- Identify the roles of government
- Explain the roles of government and the importance of government in our lives

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.D](#) Decode words with common prefixes and suffixes.

[CCSS.ELA-LITERACY.RF.2.3.E](#) Identify words with inconsistent but common spelling-sound correspondences.

[CCSS.ELA-LITERACY.RF.2.3.F](#) Recognize and read grade-appropriate irregularly spelled words.



 WIDA Alignment	ELD-LA.2-3.Inform.Interpretive: Interpret informational texts in language arts by identifying the main idea and key details through expanded noun groups that include adjectives to answer questions about what something is like.
End of lesson task <i>Formative assessment</i>	• Identify the subtopics of each paragraph to see what is repetitive throughout the passage in order to understand the main topic • Identify the different government roles by annotating the text “Government in Your City or Town” • Students will respond to text and constructed response questions about the roles of government <i>This activity supports learning for CEW Standard 13.1 Career Awareness and Preparation as it focuses on career development. Students will learn about the roles of government workers.</i>
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge • Provide pictures of people who are a part of the government; such as mayor, president, governor (using familiar people) • Have students discuss (think pair share) the role of government and its importance Key Terms • Key Details • Main Topic • Subtopic • Word Meaning • Text features 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 Government in Your City or Town • Pre-teach: Government, govern, local • Define while reading: executive, legislative, judicial, services, federalist  ELD Instructional Practices for Vocabulary: Use the Thumbs Up, Thumbs in Neutral or Thumbs Down strategy “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/photographs . 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.

Core Instruction

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

Opening Activity:

Show this local and state government [video](#) to help explain the roles and importance of government.

ELD

[ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and academic or technical language associated with it.

- [Novel Ideas Only](#) provides an opportunity to share ideas with the whole class.
- 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:

- The three branches of Government (legislative, executive, judicial)
- Government services
- Mayor
- Governor
- Constitution
- Amendment

Shared Reading: Engaging with Texts:

- Share the purpose:
 - Students will read texts about the role of local government.
 - Students will identify the roles and why these roles are important to their lives
- Read text aloud; Sample text dependent questions:
 - What role does local government play in our lives?
 - What jobs are a part of local government?
 - Why is local government important?
 - How does the local government protect you?
- Practice and apply skills; Students will:
 - Annotate the text and highlight the key details that support the main topic in each paragraph, identifying subtopics.
 - Create an Anchor Chart with subtopics (noticing what repeats) and the main topic of the text.
 - Answer text dependent analysis questions.

Sentence Comprehension: The departments run different services, such as a fire department. (p. 13)

- **Guiding question:**How can sentences give us examples using the phrase 'such as'?
- What is this sentence about? (departments in mayor-council government)
- What do they do? (run different services)
- What is one example of a service that they run? (fire departments)
- Speaking and writing connection: Think of one thing you like to do on the weekends and complete this sentence: I like to do fun/different things on the weekend, **such as** _____ (verb).
 - Ex. I like to do fun things on the weekend, such as play outside with my dog.

Discourse:

Students will discuss in a turn and talk / small breakout group using the possible sentence frames:

- _____ is a significant part of our government because _____
- _____ is important to me because _____
- We need _____ because _____

ELD

ELD Scaffolds

- **Heavy Support:** Make a web anchor chart with “Local Government” in the center and the following web categories around it: The Role in Our Lives, Jobs, Why it is Important, How it Protects You. During the text read, discuss and write nouns and adjectives that describe details for each web category. While using the information from the anchor chart, model as a group using the sentence frames listed under “Discourse.” Then have them pair-share their own responses to provide additional oral language processing time for content learning.
- **Moderate/Light Support:** During the text reading, students will use a web graphic organizer with “Local Government” in the center to list details in the surrounding web categories: The Role in Our Lives, Jobs, Why it is Important, How it Protects You. Pause during reading if an opportunity to write details arises to allow for writing processing time for content learning. Once complete, list the nouns and adjectives that describe details about local government on the board.

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 the reading of the text review with students the guided note they will complete while listening to the text read aloud in order to assist students with word identification and decoding.
- During the review of the guided note, share the reading with the students and reinforce blending by grapheme-phoneme correspondence in order to apply phonics skills.
- During the reading of the text utilize guided notes in order to highlight the information you want the students to know. Look at these examples of guided notes [Linked Here](#). Also review what the Pennsylvania Training and Technical Assistance Network (PaTTAN) say guided notes are and the benefits of using guided notes [Here](#).
- During the reading of the text, stop where the students fill in answers, in order to ensure each student writes the correct answer and to check for understanding.
- After the reading of the text, do a final shared reading of the guided note and check for understanding.
- During discourse, provide students with sentence frames/ starters to guide academic conversation and focus content related material
 - For students who may need additional support, pair with a peer mentor who understands the task and grasps the content

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:

- Identify the subtopics of each paragraph to see what is repetitive throughout the passage in order to understand the main topic
- Identify the different government roles by annotating the text “Government in Your City or Town”
- Students will respond to text and constructed response questions about the roles of government

This activity supports learning for CEW Standard 13.1 Career Awareness and Preparation as it focuses on career development. Students will learn about the roles of government workers.

ELD

[ELD Scaffolds](#)

- Students will use the anchor chart or graphic organizer as a resource of noun and adjective groups to assist with describing the roles of government in the formative assessment.

SPED Accommodation/Differentiation:

- Prior to completing the formative assessment, provide students with access to the text to review and reteach as needed
- Prior to completing the formative assessment, model for students how to gather important information from the text
 - Review concepts of main idea and key details
 - Use visual markers (highlighter, post it notes, etc) to draw students’ attention to important information
- Prior to completing the formative assessment, host small group discussions with students to discuss the text, main idea, key details
- Prior to completing the formative assessment, provide students with an exemplar for completion
 - Post exemplar for students to access throughout the text
 - Consider creating a checklist for students
- During the formative assessment, allow students to utilize their completed guided note in order to identify the different government roles.

- During the formative assessment, allow students to use sentences from the guided note in order to complete the constructed response questions.
- During formative assessment, provide students with sentence frames/starters to guide their writing
- During formative assessment, it may be appropriate to allow students to dictate their responses
- To further modify the assessment, provide students with cloze sentences in which the student provides a limited amount of information
 - Allow students to complete the modified assessment using any of the above listed accommodations

Optional Extension Activity:

Students could do research on the past and present Mayors of our city and the Governors of our state.

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: The departments run different services, such as a fire department. (p. 13) • Guiding question:How can sentences give us examples using the phrase 'such as'? • What is this sentence about? (departments in mayor-council government) • What do they do? (run different services) • What is one example of a service that they run? (fire departments) • Speaking and writing connection: Think of one thing you like to do on the weekends and complete this sentence: I like to fun/different things on the weekend, such as _____ (verb). ◦ Ex. I like to do fun things on the weekend, such as play outside with my dog.



Writing

[Pattan Writing Scope and Sequence](#)

Additional Supports	
 ELD Practices	• 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
SpEd Practice	• 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.
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access