

Editable Weekly Plan: Grade 2 Module 7

How to Use this Editable Weekly Plan

- Review each week's plan, focusing on the non-shaded priority instruction and the skills tested on Spelling Assessments, Weekly Assessments, and Module Assessments (indicated with an asterisk *). The portions of the lesson shaded in gray are lower priority.
- Based on your class schedule and student needs, decide which elements of the lesson you will use during your whole-class instruction. Edit the planner as needed.
- For Foundational Skills, the *Lesson Slides: Foundational Skills* are recommended as the main vehicle for instruction. You will also find similar instruction in your Teacher's Guide. Please note that the Warm-Up Routines are only featured in the lesson slides.
- Because daily writing opportunities are embedded in the Reading lessons as response to reading, some of the Writing Workshop lessons are lower priority.
- If you have a separate block for Writing, consider using the Writing Workshop lessons during that time.

Small Group Considerations

- As you work with your students during whole-class instruction, note areas where they need additional teacher-led instruction.
 - If students need additional direct instruction in comprehension skills and strategies, utilize the *Tabletop Minilessons: Reading*.
 - If students need additional direct instruction in foundational skills, utilize the *Start Right Readers* and/or the *Blending Board*.
 - If students need targeted instruction in foundational skills, utilize *Foundational Skills and Word Study Studio*.
 - If students need English language development, utilize *Tabletop Minilessons: English Language Development*.
- While you are working with a small group, provide additional practice opportunities and/or centers for the rest of the class.
 - If students need independent practice with vocabulary, utilize *Vocabulary Interactive Practice*.
 - If students need additional practice in specific comprehension skills and strategies, utilize the *Read and Respond Journal*.
 - If students need independent practice with foundational skills, utilize the *Phonics Interactive Practice*.

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*Assessed on Spelling Assessment, Weekly Assessment and/or Module Assessment

Gray shading indicates non-priority instruction

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Teacher's Guide = pp. T

Writing Workshop Teacher's Guide = pp. W

Grade 2 Module 7 Week 1				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Build Knowledge & Language	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Module Launch pp. T22–T23	Warm-Up Routines: Isolating Phonemes; Deleting Phonemes; Blending Syllables High-Frequency Words Phonological Awareness: Blend Phonemes Phonics: <i>r</i> -Controlled Vowels <i>or, ore</i> Lesson Slides: Everyone Has a Story, Week 1, Lesson 2	Warm-Up Routines: Isolating Phonemes; Blending Phonemes; Segmenting Syllables High-Frequency Words Phonological Awareness: Manipulate Phonemes, Add, Delete Fluency: Intonation Phonics: Multisyllabic Words: <i>or, ore</i> Lesson Slides: Everyone Has a Story, Week 1, Lesson 3	Warm-Up Routines: Segmenting Syllables; Blending Phonemes; Deleting Syllables High-Frequency Words Phonological Awareness: Manipulate Phonemes: Add and Delete Phonics Review: <i>r</i> -Controlled Vowels <i>or, ore</i> Lesson Slides: Everyone Has a Story, Week 1, Lesson 4	Warm-Up Routines: Isolating Phonemes; Segmenting Phonemes; Changing Phonemes High-Frequency Words Phonological Awareness: Teacher's Choice Spelling*: <i>r</i> -Controlled Vowels <i>or, ore</i> Lesson Slides: Everyone Has a Story, Week 1, Lesson 5
Foundational Skills	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Warm-Up Routines: Segmenting Phonemes; Changing Phonemes; Adding Phonemes High-Frequency Words Phonological Awareness: Blend Phonemes Phonics: <i>r</i> -Controlled Vowels <i>or, ore</i> Spelling*: <i>r</i> -Controlled Vowels <i>or, ore</i> Handwriting: Cursive <i>Hh, Tt</i> Lesson Slides: Everyone Has a Story, Week 1, Lesson 1	Academic Vocabulary pp. T40–T41	Academic Vocabulary pp. T50–T51	Review Power Words p. T58 Generative Vocabulary* : Suffixes <i>-ful, -less</i> p. T59	Vocabulary Strategy*: Shades of Meaning pp. T66–T67

Grade 2 Module 7 Week 1, continued				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Reading	Reading	Reading	Reading	Reading
Ideas and Support* pp. T32–T33 <i>Get to Know Biographies</i> <i>myBook</i> pp. 6–7	Text Organization pp. T42–T43 <i>Miss Moore Thought</i> <i>Otherwise</i> (Read Aloud Book)	Synthesize pp. T52–T53 <i>I Am Helen Keller</i> <i>myBook</i> pp. 8–39	Text Features* pp. T60–T61 <i>I Am Helen Keller</i> <i>myBook</i> pp. 8–39	Research Questions pp. T68–T69
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Imaginative Story* Priming the Students p. W98	Imaginative Story* Priming the Text p. W99	Imaginative Story* The Read p. W100	Imaginative Story* Vocabulary p. W101	Imaginative Story* Prewriting I: Planning p. W102
Grammar: Commas in Dates* p. W319	Grammar: Commas with Place Name* p. W320	Grammar: Commas in Parts of a Letter p. W321	Grammar: Review Irregular Verbs p. W287	Grammar: Connect to Writing: Using Commas in Dates and Places* p. W323

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Teacher's Guide = pp. T
 Writing Workshop Teacher's Guide = pp. W

Grade 2 Module 7 Week 1	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>Work Day</i>, pp. T30–T31, pp. T38–T39, p. T45 <i>The Big Store</i>, pp. T48–T49, pp. T56–T57 - Blending Board - Phonics Interactive Practice - Fill in the Space: Multisyllabic Words: <i>or, ore</i> - Foundational Skills and Word Study Studio - Phonemic Awareness: Blend Phonemes (Session 49) - Phonemic Awareness: Delete Phonemes (Session 53) - Phonemic Awareness: Add Phonemes (Session 54) - Phonics: Words with <i>r</i>-Controlled Vowel <i>o</i> (<i>or, ore</i>) (Session 200) - Phonics: Suffixes <i>-ful, -less, -ly, -y</i> (Session 225)	Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>I Am Helen Keller</i> - Generative Vocabulary: Suffixes <i>-ful, -less</i> - Vocabulary Strategy: Shades of Meaning Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 15: Ideas and Support 25: Chronological Order 9: Synthesize 27: Text Features 1 28: Text Features 2 36: Research Questions - Read and Respond Journal <i>Game Time!</i> (Synthesize, Ideas and Support) Support English Language Development - Tabletop Minilessons: English Language Development 19.1–19.3: Classify Literacy Centers , pp. T20–T21

Grade 2 Module 7 Week 2				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills	Foundational Skills
Warm-Up Routines: Segmenting Phonemes; Segmenting Syllables; Blending Syllables High-Frequency Words Phonological Awareness: Identify Vowel Phonics: <i>r</i> -Controlled Vowels <i>er, ir, ur</i> Spelling*: <i>r</i> -Controlled Vowel <i>er</i> Handwriting: Cursive <i>Vv, Xx</i> Lesson Slides: Everyone Has a Story, Week 2, Lesson 6	Warm-Up Routines: Segmenting Phonemes; Blending Phonemes; Changing Phonemes High-Frequency Words Phonological Awareness: Isolate Phonemes, Identify Vowel Phonics: <i>r</i> -Controlled Vowels <i>er, ir, ur</i> Lesson Slides: Everyone Has a Story, Week 2, Lesson 7	Warm-Up Routines: Isolating Phonemes; Segmenting Phonemes; Segmenting Syllables High-Frequency Words Phonological Awareness: Manipulate Phonemes: Add, Delete, Change Fluency: Expression Phonics*: Vowel Patterns: <i>air, are, ear</i> Lesson Slides: Everyone Has a Story, Week 2, Lesson 8	Warm-Up Routines: Blending Phonemes; Blending Syllables; Adding Syllables High-Frequency Words Phonological Awareness: Manipulate Phonemes, Add, Delete, Change Phonics Review*: <i>r</i> -Controlled Vowels <i>er, ir, ur</i> ; Vowel Patterns <i>air, are, ear</i> Lesson Slides: Everyone Has a Story, Week 2, Lesson 9	Warm-Up Routines: Segmenting Phonemes; Blending Phonemes; Blending Syllables High-Frequency Words Phonological Awareness: Teacher's Choice Spelling*: <i>r</i> -Controlled Vowel <i>er</i> Lesson Slides: Everyone Has a Story, Week 2, Lesson 10
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Vocabulary pp. T86–T87	Introduce Power Words pp. T96–T97	Review Power Words pp. T106–T107	Generative Vocabulary* Prefix <i>pre-</i> pp. T114–T115	Review Power Words pp. T122–T123
Reading	Reading	Reading	Reading	Reading
Text Organization* pp. T88–T89 <i>The Camping Trip That Changed America</i> (Read Aloud Book)	Monitor and Clarify pp. T98–T99 <i>How to Make a Timeline</i> myBook pp. 40–47	Text Organization* pp. T108–T109 <i>How to Make a Timeline</i> myBook pp. 40–49	Make Inferences pp. T116–T117 <i>The Stories He Tells: The Story of Joseph Bruchac</i> myBook pp. 50–61	Author's Purpose* pp. T124–T125 <i>The Stories He Tells: The Story of Joseph Bruchac</i> myBook pp. 50–63

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Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Imaginative Story* Prewriting II: Organizing Character Traits p. W103	Imaginative Story* Drafting I: Elements of Narrative p. W104	Imaginative Story* Drafting II: Completing the Draft p. W105	Imaginative Story* Revising I: Integrating Dialogue p. W106	Imaginative Story* Revising II: Conferencing p. W107
Grammar: Commas in a Series of Nouns* p. W324	Grammar: Commas in a Series of Verbs* p. W325	Grammar: Writing Series of Nouns and Verbs p. W326	Grammar: Review Pronouns p. W257	Grammar: Connect to Writing: Using Commas in a Series* p. W328

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Grade 2 Module 7 Week 2	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>Rafts</i>, pp. T84–T85, pp. T94–T95, p. T101 <i>My Rafting Trip</i>, pp. T104–T105, pp. T112–T113 - Blending Board - Phonics Interactive Practice - Fill in the Space: r-Controlled Vowels <i>er, ir, ur</i> - Riddle in the Middle: Vowel Patterns <i>air, are, ear</i> - Foundational Skills and Word Study Studio - Phonemic Awareness: Isolate Medial Sound (Session 45) - Phonemic Awareness: Delete Phonemes (Session 53) - Phonemic Awareness: Add Phonemes (Session 54) - Phonemic Awareness: Substitute Phonemes (Session 55) - Phonemic Awareness: Substitute Phonemes: Initial (Session 161) - Phonemic Awareness: Substitute Phonemes: Medial (Session 169) - Phonemic Awareness: Substitute Phonemes: Final (Session 178) - Phonics: Words with r-Controlled Vowels <i>e, i, u (er, ir, ur)</i> (Session 203) - Phonics: Prefixes <i>re-, un-, over-, pre-, mis-, dis-</i> (Session 294) - Phonics: Vowel Patterns <i>air, are, ear, eer</i> (Session 315)	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 25: Text Organization: Chronological Order 2: Monitor and Clarify 6: Make Inferences 28: Author's Purpose - Read and Respond Journal <i>I Made It Myself</i> (Make Inferences, Monitor and Clarify)
Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>How to Make a Timeline</i> - Generative Vocabulary: Prefix <i>pre-</i> - Power Words: <i>The Stories He Tells: The Story of Joseph Bruchac</i>	Support English Language Development - Tabletop Minilessons: English Language Development 20.1–20.3: Infer
	Literacy Centers , pp. T76–T77

Grade 2 Module 7 Week 3				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Foundational Skills Warm-Up Routines: Isolating Phonemes; Adding Phonemes; Deleting Phonemes High-Frequency Words Phonological Awareness: Segment, Count Phonemes Phonics: Vowel Team oo Spelling*: Vowel Team oo (/oo/) Handwriting: Cursive Ff, Kk Lesson Slides: Everyone Has a Story, Week 3, Lesson 11	Foundational Skills Warm-Up Routines: Blending Phonemes; Segmenting Syllables; Blending Syllables High-Frequency Words Phonological Awareness: Segment, Count Phonemes Phonics: Vowel Team oo Lesson Slides: Everyone Has a Story, Week 3, Lesson 12	Foundational Skills Warm-Up Routines: Segmenting Syllables; Adding Syllables; Deleting Syllables High-Frequency Words Phonological Awareness: Isolate Phonemes: Identify Vowels Fluency: Accuracy and Self-Correction Phonics*: Multisyllabic Words oo Lesson Slides: Everyone Has a Story, Week 3, Lesson 13	Foundational Skills Warm-Up Routines: Changing Phonemes; Blending Phonemes; Blending Syllables High-Frequency Words Phonological Awareness: Isolate Phonemes: Identify Vowels Phonics Review*: Vowel Team oo; Multisyllabic Words oo Lesson Slides: Everyone Has a Story, Week 3, Lesson 14	Foundational Skills Warm-Up Routines: Deleting Phonemes; Adding Phonemes; Adding Syllables High-Frequency Words Phonological Awareness: Teacher's Choice Spelling*: Vowel Team oo (/oo/) Lesson Slides: Everyone Has a Story, Week 3, Lesson 15
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Introduce Oral Language pp. T142–T143	Introduce Power Words pp. T152–T153	Review Power Words pp. T164–T165	Generative Vocabulary* Compound Words pp. T170–T171	Cumulative Vocabulary Review pp. T178–T179
Reading	Reading	Reading	Reading	Reading
Central Idea pp. T144–T145 <i>Molly, by Golly!</i> (Read Aloud Book)	Create Mental Images pp. T154–T155 <i>Drum Dream Girl</i> myBook pp. 64–87	Setting* pp. T164–T165 <i>Drum Dream Girl</i> myBook pp. 64–89	Ideas and Support* pp. T172–T173 <i>Roberto Clemente</i> myBook pp. 90–93	Module Wrap-Up pp. T180–T181
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Imaginative Story* Editing I: Formatting Dialogue p. W108	Imaginative Story* Editing II: Peer Proofreading p. W109	Imaginative Story* Publishing I: Writing the Final Copy p. W110	Imaginative Story* Publishing II: Imaginative Story p. W111	Imaginative Story* Sharing an Imaginative Story p. W112
Grammar: How Things Look, Feel, and Sound p. W294	Grammar: How Things Taste and Smell p. W295	Grammar: Using Articles* p. W296	Grammar: Review Commas in a Series p. W327	Grammar: Connect to Writing: Using Adjectives and Articles* p. W298

Grade 2 Module 7 Week 3	
Small Group/Independent Options	
Practice and Reinforce Foundational Skills - Start Right Readers <i>A Walk with Nan</i>, pp. T140–T141, pp. T150–T151, p. T157 <i>Streets Then and Now</i>, pp. T160–T161, pp. T168–T169 - Blending Board - Foundational Skills and Word Study Studio - Phonemic Awareness: Isolate Medial Sound (Session 45) - Phonemic Awareness: Segment Phonemes (Session 51) - Phonics: Vowel Digraph <i>oo</i> (Session 205) - Phonics : Vowel Digraphs/Spelling Patterns: <i>oo, ou, ew, ue, u, u_e</i> (Session 208) - Phonics: Compound Words (Session 269)	Reinforce Reading Skills and Strategies - Tabletop Minilessons: Reading 13: Central Idea 3: Create Mental Images 11: Setting 15: Ideas and Support 9: Synthesize - Read and Respond Journal <i>True Heroes</i> (Setting, Create Mental Images)
Practice and Reinforce Vocabulary - Vocabulary Interactive Practice - Power Words: <i>Drum Dream Girl</i> - Generative Vocabulary: Compound Words	Support English Language Development - Tabletop Minilessons: English Language Development 21.1–21.3: Persuade
	Literacy Centers , pp. T132–T133