**Background: Two-Weeks at a Glance (TWAG) Outlines**

* Beginning in the 2016-17 school year the ELA K-5 SCS curriculum maps will include six or more “TWAG outlines” throughout the year in each grade. *ESL has opted to develop TWAGs for the entire year, digging deeply into a high-quality, complex anchor text from the Journeys series in order to build student knowledge around the topic of the story*. By studying a high-leverage topic over two weeks, students will have more opportunities to grow their knowledge and vocabulary, while simultaneously building their literacy skills. It is important to note that while the map will skip some texts in *Journeys* to build in time for the TWAG outlines, teachers should **continue with the foundational skills strand** as outlined in the text and the maps. The foundational skills strand follows a systematic, research based progression, and it is highly recommended that teachers use that progression to guide their instruction. TWAG outlines were developed by SCS teachers and coaches in partnership with [Student Achievement Partners](http://achievethecore.org/) and other districts across the country.

**How to Use the Literacy Curriculum Maps**

Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, students must receive literacy instruction aligned to each of the elements of effective literacy program seen in the figure to the right.

This curriculum map is designed to help teachers make effective decisions about what literacy content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

**(1) Regular practice with complex text and its academic language.**

**(2)** **Reading, writing, and speaking grounded in evidence from text, both literary and informational.**

**(3)** **Building knowledge through content-rich nonfiction.**

**Elements of Lesson Planning with Attention to Language:**

Effective lesson planning for ELLs begins with, and includes all 6 of the following components (in no particular order):

* Identify student’s language strengths and other assets using WIDA’s CAN DO philosophy.
* Attend to sociocultural contexts of language use.
* Create contexts for meaningful use of language.
* Recognize language development processes (current proficiency level within a domain and context).
* Identify language embedded in content standards (Features of Academic Language).
* Use language supports (e.g., word banks, sentence frames, and/or paragraph models).
* Incorporate all 4 language domains (listening, reading, speaking, writing).

**Using the WIDA MPIs**

* WIDA English Language Development (ELD) standards and links to Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. By referencing the provided MPIs and those MPIs within the given links, teachers can **craft "I can" statements** that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.
* Used in conjunction with a WIDA Can Do Name Chart and *WIDA Can Do* *Key Uses* booklet found within the ESL Teacher notebook, the ESL teacher can also discuss reasonable expectations for each ELL with classroom teachers for mainstream classroom instruction.

*Sample MPI for grade 1 Reading for Information* [Model Performance Indicators (MPIs](http://www.livebinders.com/play/play?id=1089921))

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| --- | --- | --- | --- | --- | --- |
| Reading for Information #1  Ask and answer questions about key details in a text. | | | | | |
| Reading | **Level 1: Entering** | **Level 2: Emerging** | **Level 3: Developing** | **Level 4: Expanding** | **Level 5: Bridging** | |
| |  | | --- | | *Identify answers to yes/no or WH- questions about informational text with labeled visual support.* | | |  | | --- | | *Answer questions about key details from illustrated informational texts written in repetitive sentence patterns with labeled visual support.* | | |  | | --- | | *Ask and answer questions about key details in illustrated texts written in simple and compound sentence structures while working with a partner.* | | |  | | --- | | *Ask and answer questions about key details in illustrated/non-illustrated texts written in compound sentence structures while working with a partner.* | | |  | | --- | | *Ask and answer questions about key details in a text written in compound and complex sentence structures while working with a partner.* | | |

**Using the** **Curriculum Maps, Grade K-5 ESL TWAG**

1. **Begin by examining the selected text(s).** Read the text carefully and consider what topic or content students should learn from reading the text. Then, review the **aligned essential question** and **culminating task** your topic focus for the week. Review the target Reading Foundational Skills resources to internalize the weekly outcomes for students. At this grade band, **foundational skills and language comprehension are of equal importance** and need to be addressed fully every day.

\*Locate the **TDOE Standards and related MPIs** at the end of each week. Analyze the language of the standards and consider how the text supports the listed reading standards. Note that Reading Anchor Standard 1 and Reading Anchor Standard 10 should be addressed every week, as students should consistently be reading rigorous grade-level texts and citing evidence when writing or speaking about the text:

* CCR Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
* CCR Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

1. Consult your **Journeys Teachers’ Edition (TE)** and other **cited references** to map out your week(s) of instruction.
2. Plan your weekly and daily objectives, using the **Model Performance Indicators (MPIs)** as a guide. Be sure to plan your own objectives to meet the needs of your students. As a reminder, while lesson and unit objectives should be aligned to grade-level standards, standards and objectives are not synonymous and standards mastery develops over time (not in a single lesson). Consistent with Teach 1-4 of the TEM, teachers/teams are expected to carefully develop literacy learning objectives that carefully consider the text, target (standard, objective), task, and learner (including assessment of/for learning).
3. Study the suggested **culminating activity** at the end of each week, and match them to your objectives. Consider how tasks best target the essential question and content for the week, as well as alignment to standards. **Develop a writing rubric,** which encompasses weekly skills students are required to display within their writing (vocabulary, grammar, syntax, etc.)
4. When planning for the reading of a text, **plan the questions** you will ask each day using these three types of questions: those that derive general understanding, those that address craft and structure, and those that elicit an overall meaning of the text. Be sure that the questions you ask will lead students to better understand the text and lead to success on your selected performance assessments. They should also build toward your essential question. Remember at this grade band, complex texts need to be addressed through a **read aloud or shared reading**, as students have not fully mastered decoding skills well enough to tackle complex text on their own.
5. Examine the other standards and skills you will need to address—writing, language skills, and speaking and listening skills. Review the suggested vocabulary for explicit instruction as listed in the map *in addition* to the words you choose for your ELLs.
6. Consider how you will support building student knowledge through supplemental reading, content, research, and/or writing around the topic for the week. Review how the two weeks work together to build knowledge by previewing suggested (linked) resources.

Remember to include differentiated activities for small group instruction and literacy stations- based on **MPIs** and student English Language Proficiency. Reference “**SWAG” documents** for resources within literacy work stations.

Please reference the ESL K-5 Lesson Plan template for assistance in arranging Literacy Stations during week 1 and Text Stations during week 2 for each TWAG.

**2- Week version: Q2 Weeks 1-2** Unit \_2Lesson \_10 \_ Topic: \_\_\_Ocean Life

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| **Grade 2** | Week 1 | | | | | | | |
| Essential Questions: What are jellyfish and how do they live? | | | | | | | | |
|  | 1 | 2 | 3 | | 4 | | 5 | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | WIDA 1,2, 4, [RI.2.1, RI.2.2, RI.2.3, RI.2.7, RI.2.10, W.2.2 W.2.6 W.2.8](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_2.pdf)  [MPIs-](http://www.livebinders.com/play/play?id=1089921) | | | | | | | |
| Read Aloud   * Text based comprehension   Text based discussion | [Starfish- Mrs Nussbaum](http://mrnussbaum.com/starfish-reading-comprehension/)  [EnglishforEveryone Passage](http://englishforeveryone.org/PDFs/Level_3_Passage_1.pdf) | | | | | | | |
| Main Selection (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | [Jellies: the Life of Jellyfish](file:///C:\Users\hoelm\Downloads\Use%20Culminating%20Task%20from%20Read%20Aloud%20Project%20(See%20prompt%20below)) Lexile 660 M  Who lives in the ocean? In which two directions do jellyfish move?  Which animals would try to eat you if you were a jellyfish in the ocean? | | | | | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) | Read aloud and discuss [photos](file://localhost/C:/Users/Test/Downloads/BeginningReads%209-3-2%20In%20One%20Place.pdf): | Respond to text questions orally and/or in writing from the [Retelling Cards](https://www-k6.thinkcentral.com/ePC/viewResourceInfo.do?resourceNotInList=%5BJourneys%20Retelling%20Cards%20G2%202014%5D&resourceMessage=) (oral language) | | [ELL Reader: Tide Pools](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/lesson_ell.html)  Lexile 490 K  What animals could you find living in a tide pool? Where are tide pools found?  Why is it hard for animals to live in a tide pool? | | Read [facts about starfish](https://kidskonnect.com/animals/starfish/) | |  |
| Vocabulary Drawn from the texts | Tier 2: Millions, choices, drift, simple, weaker, wrapped, disgusting, decide | | | | | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | Follow the daily **Phonics** and **Fluency** sequence of activities: Read contractions for fluency.  Phonics: consonant diagraphs: th sh wh ch \_tch ph  \*High Frequency Words: because, better, go, me, old, right, they, was, you  Decode contractions | | | | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities : Verbs: present, past, future  Language Objective: Students will practice creating oral sentences with common contractions.  Support: [contraction cards and sentence frames](https://www.bing.com/images/search?q=second+grade+contractions&view=detailv2&id=11AD1A66F6C595C59F507C75DB077E3BD5678B2C&ccid=V3JTGdxo&simid=608012412085012151&thid=OIP.M57725319dc6852c58867c1259386e6f4H0&mode=overlay&first=1). | | | | | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | [The Readers’ Notebook](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/teacher_gateway_9780547981086_/index.html) (independent reading and written response to text)  Write a paragraph about which animals live in tide pools.  Write a paragraph about starfish and how they move in the ocean. | | | | | | | |

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| **Grade 2** | Week 2 | | | | |
| Essential Questions: Who lives in a tide pool? What do we know about starfish? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | WIDA 1,2,4[. RI.2.1, RI.2.2, RI.2.3, RI.2.7, RI.2.10, W.2.2](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_2.pdf)  MPIs- <http://www.livebinders.com/play/play?id=1089921> | | | | |
| Read Aloud   * Text based comprehension * Text based discussion | * [About TIde Pools](file:///C:\â¢%09http\::www.answers.com:Q:What_are_facts_about_tide_pools)   Who is the main enemy of creatures who live in a tide pool? | | | | |
| Main Selection   * Text based comprehension * Text based discussion | [Jellies: the Life of Jellyfish](file:///C:\Users\hoelm\Downloads\Use%20Culminating%20Task%20from%20Read%20Aloud%20Project%20(See%20prompt%20below)) Lexile 660 M | | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole/Small Group, Independent work)  **All students experience all texts and resources regardless of level** | Listen to this video clip about [jellyfish](https://www.bing.com/videos/search?q=Jellyfish+Video+for+Kids&view=detail&mid=C5BE43690DE7B788ECF6C5BE43690DE7B788ECF6&FORM=VIRE): How long do jellyfish live?  Read aloud or read together-project book, [You're a Jellyfish!](https://www.readinga-z.com/book.php?id=1078) Reading AtoZ (Informational Level O)  How do jellyfish move in the ocean? What do jellyfish do to get food?  On page 6 of You're a Jellyfish, discuss the body parts of a jellyfish and how they are used.  Other Resources: Videos of [jellyfish](file:///C:\â¢%09https\::www.bing.com:videos:search%3fq=Jellyfish+Video+for+Kids&view=detail&mid=5F54B0BB9EEA010630855F54B0BB9EEA01063085&FORM=VIRE)   * + [National Geographic](file:///C:\Users\hoelm\Downloads\•%09http:\kids.nationalgeographic.com\animals\jellyfish\#jellyfish-tentacles.jpg)   + [Science Kids](http://www.sciencekids.co.nz/sciencefacts/animals/jellyfish.html) | | | | |
| Vocabulary  Drawn from the texts | Tier 2: budding, cloned, invertebrates. marine, tentacles, social  Tier 3: tide pools, medusas | | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | Follow the daily **Phonics** and **Fluency** sequence of activities: Base words & endings, -s, -es  Fluency- Expression  High Frequency Words: another, far, grow, hard, heard, kind, light, more, some, to | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities: Commpound Sentences  Oral Language objective: Orally combine 2 sentences with "and" to speak a compound sentence about marine life. | | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | Use Culminating Task from Read Aloud Project (See prompt below):  Teacher says something like, " We learned that it is difficult for animals to survive  in a tide pool." Write a sentence to provide reasons why animals have a hard time  surviving in a tide pool.  Prompt: What are the challenges animals face with the changing  tides and human contact?  Students will compose a paragraph using information from the chart and notecard  to express what they know about starfish, jellyfish or animals who live in a tide pool. | | | | |

**ESL Supplemental Work Station and Gradual Release Template Grade 2 Q2 Weeks 1-2**

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| --- | --- |
| **STORY INFORMATION : Topic** Jellyfish | |
| *Jellies: The Life of a Jellyfish* |  |
| Essential Questions: | Big Idea: Jellies are no ordinary fish. |
| Gradual Release: | \*See GRR Example Behaviors at end of document. |
| Culminating Task  , [W 2.1,](file:///C:\Users\Test\Downloads\Write%20narratives%20in%20which%20they%20recount%20a%20well-elaborated%20event%20or%20short%20sequence%20of%20events,%20include%20details%20to%20describe%20actions,%20thoughts,%20and%20feelings,%20use%20temporal%20words%20to%20signal%20event%20order,%20and%20provide%20a%20sense%20of%20closure) [W.2.7](file:///C:\Users\Test\Downloads\Participate%20in%20shared%20research%20and%20writing%20projects) | Students will write a paragraph about jellyfish. Students will create [a jellyfish in a bottle project.](http://www.kiwicrate.com/projects/Jellyfish-in-a-Bottle/484) |
| Stations Activities :  [RF 2.3,](file:///C:\Users\Test\Downloads\Know%20and%20apply%20grade-level%20phonics%20and%20word%20analysis%20skills%20in%20decoding%20words)  [RL2.1](file:///C:\Users\Test\Downloads\Ask%20and%20answer%20such%20questions%20as%20who,%20what,%20where,%20when,%20why,%20and%20how%20to%20demonstrate%20understanding%20of%20key%20details%20in%20a%20text), [RL2.7](file:///C:\Users\Test\Downloads\Use%20information%20gained%20from%20the%20illustrations%20and%20words%20in%20a%20print%20or%20digital%20text%20to%20demonstrate%20understanding%20of%20its%20characters,%20setting,%20or%20plot)[, RL2.10](file:///C:\Users\Test\Downloads\By%20the%20end%20of%20the%20year,%20read%20and%20comprehend%20literature,%20including%20stories%20and%20poetry,%20in%20the%20grades%202-3%20text%20complexity%20band%20proficiently,%20with%20scaffolding%20as%20needed%20at%20the%20high%20end%20of%20the%20range)  , [L 2.6](file:///C:\Users\Test\Downloads\Use%20words%20and%20phrases%20acquired%20through%20conversations,%20reading%20and%20being%20read%20to,%20and%20responding%20to%20texts,%20including%20using%20adjectives%20and%20adverbs%20to%20describe)  [RF 2.4](file:///C:\Users\Test\Downloads\Read%20with%20sufficient%20accuracy%20and%20fluency%20to%20support%20comprehension),  , [RF 2.3,](file:///C:\Users\Test\Downloads\Know%20and%20apply%20grade-level%20phonics%20and%20word%20analysis%20skills%20in%20decoding%20words)  [RL2.1](file:///C:\Users\Test\Downloads\Ask%20and%20answer%20such%20questions%20as%20who,%20what,%20where,%20when,%20why,%20and%20how%20to%20demonstrate%20understanding%20of%20key%20details%20in%20a%20text), [RL2.7](file:///C:\Users\Test\Downloads\Use%20information%20gained%20from%20the%20illustrations%20and%20words%20in%20a%20print%20or%20digital%20text%20to%20demonstrate%20understanding%20of%20its%20characters,%20setting,%20or%20plot)[, RL2.10](file:///C:\Users\Test\Downloads\By%20the%20end%20of%20the%20year,%20read%20and%20comprehend%20literature,%20including%20stories%20and%20poetry,%20in%20the%20grades%202-3%20text%20complexity%20band%20proficiently,%20with%20scaffolding%20as%20needed%20at%20the%20high%20end%20of%20the%20range)  , [L 2.6](file:///C:\Users\Test\Downloads\Use%20words%20and%20phrases%20acquired%20through%20conversations,%20reading%20and%20being%20read%20to,%20and%20responding%20to%20texts,%20including%20using%20adjectives%20and%20adverbs%20to%20describe)  [RF 2.4](file:///C:\Users\Test\Downloads\Read%20with%20sufficient%20accuracy%20and%20fluency%20to%20support%20comprehension), | **WEEK 1**  **1): Word Work:**  Contractions Play [contractions game](http://www.learninggamesforkids.com/vocabulary-games/contractions/contraction-game.html) or [contractions matching card game](http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2013/images/Contractions%20Matching%20Cards.pdf)  [Which One? Contractions game](http://www.vocabulary.co.il/contractions/primary/primary-contractions-game/)  Review 2nd grade high frequency words with another [Bingo Sight Word game.](http://www.dolchsightwords.org/dolch_sight_words_bingo_2nd_grade.php)  **2) Comprehension/Building Knowledge:** Teacher-led Shared/Guided Reading group:  [Fact and Opinion game](https://www.quia.com/pop/12709.html)  [Play Arthur’s Fact and opinion game](http://pbskids.org/arthur/games/factsopinions/)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **3) Vocabulary:** Word Hunt- Underline the vocabulary words on a paper copy of the ELL  Reader fluency BLM, p.6  Cloze activity- Fill-in-the-blank simple sentences with the new vocabulary.  **4) Fluency**- Partner-reading of ELL Reader. Independent reading of good-fit books. Read about [Jelly Facts for Kids.](http://www.jellywatch.org/blooms/facts)  **WEEK 2**  **1): Word Work:** Partner practice with High-Frequency words using flashcards from the [Dolch word cards](http://www.theschoolbell.com/Links/Dolch/Directions/flashcards.html)    Partners can play [contractions basketball](http://gotkidsgames.com/ca/cont.html)  or Smart Board Contractions game.  **2) Comprehension/Building Knowledge:** Teacher-led Shared/Guided Reading group:  Shared writing: Do shared writing to create fact and opinion statements. Partners match [fact and opinion cards](http://www.fcrr.org/studentactivities/c_020a.pdf)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **3) Vocabulary:** Concentration: with 2 sets of vocabulary cards from both weeks, play Concentration Memory game .  Report results to teacher at end of session.  Use [Frayer model](http://www.reallygoodstuff.com/images/art/304895.pdf) to work on key vocabulary.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  4.) **Fluency** independent reading of good fit books. |
| Other notes | For scaffolding:  Language frames: [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- Assistance for teachers for creating scaffolded activities.  Make [a jellyfish in a plastic bottle project](http://www.kiwicrate.com/projects/Jellyfish-in-a-Bottle/484) |

**2- Week version**Topic: Music

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade 2** | Week 3 | | | | | | | |
| **Essential Question:** What are different ways to enjoy music? | | | | | | | | |
|  | 1 | 2 | | 3 | | 4 | | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | RL 1, RL 10, RI 1, RI 10, L 6.  [MPI Standards](http://www.livebinders.com/play/play?id=1089921) | | | | | | | |
| Read Aloud   * Text based comprehension   Text based discussion | [PBS Learning-Violets Music](http://www.pbslearningmedia.org/resource/btl10.ela.early.violetsmusic/violets-music/)  Which instruments did Violet play? | | | | | | | |
| Main Selection (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | [*Ah, Music!*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html)  [ELA Exemplar Resource](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2-3/ancillary_9780544043053_/launch.html) pages 180-183 \*  <http://www.olgcnj.org/school/files/2010/10/lesson18.pdf>  What kind of music did Grandpa like? What are some of the ways that music is sound?  Respond to text questions orally and/or in writing from the Retelling Cards (oral language)  RL 1, RL 10, RI 1, RI 10, L 6. | | | | | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) | [Classics for Kids](http://www.classicsforkids.com/music/index.asp)  [I love All Kinds of Music](http://tarheelreader.org/2016/06/29/i-love-all-kinds-of-music/) | [Music Worksheets](http://www.k5learning.com/sites/all/files/worksheets/K5_RC_Gr2_LJ2_SampleW.pdf) | [Read Naturally](https://www.readnaturally.com/knowledgebase/documents-and-resources/22/73) | | [*Ah, Music Read Aloud*](https://www.youtube.com/watch?v=1exmKIHzrr8)*:* [*https://www.youtube.com/watch?v=1exmKIHzrr8*](https://www.youtube.com/watch?v=1exmKIHzrr8) | | **Musical Instruments by Names and Sounds Learning Video:** <https://www.youtube.com/watch?v=ZINEoG6SlpA> | |
| Vocabulary  Drawn from the texts | Vibration, volume, creative, concentrate, tune, expression, performance, relieved | | | | | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | Follow the daily **Phonics** and **Fluency** sequence of activities:  [Phonics: Vowel Digraphs ai, ay](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume3/launch.html) See: Differentiate Phonics/ Vocabulary Reader  Decoding words with [ai, ay](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_/volume1/launch.html?page=170) | | | | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities :  **Language Objective:**  Speaking and Listening: I can talk with a partner about different types of music and my favorite kind of music. Students can ask and answer questions about types of music. | | | | | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | The Readers’ Notebook (independent reading and written response to text)  [DSO Kids: Listen by Instrument](http://www.dsokids.com/listen/by-instrument/.aspx) Students will use this resource to learn about different musical instruments and how they sound. Students will write a paragraph about their favorite instrument or create a foldable to compare and contrast two instruments.  Students may make a list to detail all of the ways to make music. | | | | | | | |

**2- Week version:** Topic Music

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| --- | --- | --- | --- | --- | --- | --- |
| **Grade 2** | Week 4 | | | | | |
| Essential Questions: What attracts people to a particular type of music? | | | | | | |
|  | 1 | 2 | 3 | | 4 | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.2.1, RI.2.2, RI.2.3, RI.2.7, RI.2.10  [MPI Standards](http://www.livebinders.com/play/play?id=1089921) | | | | | |
| Read Aloud   * Text based comprehension * Text based discussion | [Read aloud book, The Music in Derrick’s Heart](https://www.youtube.com/watch?v=aBLpvn3OMvs)  What instrument did JD play in the video when his dad read the book, *The Music in Derrick’s Heart*?  Who taught Derrick to play the harmonica in the read aloud book, *The Music in Derrick’s Heart*?  How is [this video](https://www.youtube.com/watch?v=qWLvv_rrSH4) similar to the book, *The Music in Derrick’s Heart*? | | | | | |
| Main Selection   * Text based comprehension * Text based discussion | [Ah, Music!](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/ese_9780547894508_/vol1/launch.html) | | | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole/Small Group, Independent work) **All students experience all texts and resources regardless of level** | Shared Read Aloud at Beginning of Lesson:  Journeys ESL Reader, [*All Kinds of Music*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/lr/ell/lesson12/index.html) | [DSO Fun Facts About Music](http://www.dsokids.com/media/1506/MusicFunFacts.pdf)  Read and explore facts about music together.  Create a t-chart to compare/contrast music &/or instruments. | | [Chuck Vanderchuck’s Music Roadtrip](http://pbskids.org/chuck/roadtrip.html): Short videos of various musical genres. Listen to music and discuss student likes and dislikes. Students will practice forming questions and answering questions about music as they listen to various musical genres. With help from teacher, students can create compound sentences using *and, but, or* to compare & contrast different genres. | | |
| Vocabulary  Drawn from the texts | symphony, vibrate, pitch | | | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | Follow the daily **Phonics** and **Fluency** sequence of activities  Phonics: Digraphs ai, ay  Distinguishing between short vowel and long vowel words  Fluency: BLM p6 of All Kinds of Music, | | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities:  Grammar: Compound Sentences with and, but, or  Students will recognize compound sentences and notice the conjunctions (and, but, or) that join them.  Students will create oral compound sentences and use sentence stems and word cards (and, but, or) to practice forming compound sentences. | | | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | Use Culminating Task from Read Aloud Project (See prompt below) :  Opinion writing: Students will write a paragraph to express their opinion about a genre of music such as Country, Hip Hop, Classical, Rock and Roll. | | | | | |

**ESL Supplemental Work Station and Gradual Release Template Grade 2 Q2 Weeks 3-4**

|  |  |
| --- | --- |
| **STORY INFORMATION : Topic** Music | |
| *Ah, Music!* |  |
| Essential Questions: | What are different ways of making music? |
| Gradual Release: | \*See GRR Example Behaviors at end of document. |
| Culminating Task  , [W 2.1,](file://C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Write%20narratives%20in%20which%20they%20recount%20a%20well-elaborated%20event%20or%20short%20sequence%20of%20events,%20include%20details%20to%20describe%20actions,%20thoughts,%20and%20feelings,%20use%20temporal%20words%20to%20signal%20event%20order,%20and%20provide%20a%20sense%20of%20closure.) [W.2.7](file:///C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Participate%20in%20shared%20research%20and%20writing%20projects) | Students will write an opinion paragraph about their favorite instrument or favorite kind of music. |
| Stations Activities :  [RF 2.3,](file:///C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Know%20and%20apply%20grade-level%20phonics%20and%20word%20analysis%20skills%20in%20decoding%20words)  [RL2.1](file:///C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Ask%20and%20answer%20such%20questions%20as%20who,%20what,%20where,%20when,%20why,%20and%20how%20to%20demonstrate%20understanding%20of%20key%20details%20in%20a%20text), [RL2.7](file:///C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Use%20information%20gained%20from%20the%20illustrations%20and%20words%20in%20a%20print%20or%20digital%20text%20to%20demonstrate%20understanding%20of%20its%20characters,%20setting,%20or%20plot)[, RL2.10](file://C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\By%20the%20end%20of%20the%20year,%20read%20and%20comprehend%20literature,%20including%20stories%20and%20poetry,%20in%20the%20grades%202-3%20text%20complexity%20band%20proficiently,%20with%20scaffolding%20as%20needed%20at%20the%20high%20end%20of%20the%20range.)  , [L 2.6](file:///C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Use%20words%20and%20phrases%20acquired%20through%20conversations,%20reading%20and%20being%20read%20to,%20and%20responding%20to%20texts,%20including%20using%20adjectives%20and%20adverbs%20to%20describe)  [RF 2.4](file:///C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Read%20with%20sufficient%20accuracy%20and%20fluency%20to%20support%20comprehension),  , [RF 2.3,](file:///C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Know%20and%20apply%20grade-level%20phonics%20and%20word%20analysis%20skills%20in%20decoding%20words)  [RL2.1](file:///C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Ask%20and%20answer%20such%20questions%20as%20who,%20what,%20where,%20when,%20why,%20and%20how%20to%20demonstrate%20understanding%20of%20key%20details%20in%20a%20text), [RL2.7](file:///C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Use%20information%20gained%20from%20the%20illustrations%20and%20words%20in%20a%20print%20or%20digital%20text%20to%20demonstrate%20understanding%20of%20its%20characters,%20setting,%20or%20plot)[, RL2.10](file://C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\By%20the%20end%20of%20the%20year,%20read%20and%20comprehend%20literature,%20including%20stories%20and%20poetry,%20in%20the%20grades%202-3%20text%20complexity%20band%20proficiently,%20with%20scaffolding%20as%20needed%20at%20the%20high%20end%20of%20the%20range.)  , [L 2.6](file:///C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Use%20words%20and%20phrases%20acquired%20through%20conversations,%20reading%20and%20being%20read%20to,%20and%20responding%20to%20texts,%20including%20using%20adjectives%20and%20adverbs%20to%20describe)  [RF 2.4](file:///C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Read%20with%20sufficient%20accuracy%20and%20fluency%20to%20support%20comprehension), | **WEEK 1**  **1): Word Work:** 2 Bingo Games- Long Vowel Bingo and Sight Word Bingo. Long vowel word sort: Use a T chart and ai, ay words.  list of ai and ay words found [here](https://www.spellzone.com/unit07/page2.cfm)  Review 2nd grade sight words with another [Bingo Sight Word game.](http://www.dolchsightwords.org/dolch_sight_words_bingo_2nd_grade.php)  **2) Comprehension/Building Knowledge:** Teacher-led Shared/Guided Reading group:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **3) Vocabulary:** Word Hunt- Underline the vocabulary words on a paper copy of the ELL  Reader fluency BLM, p.6  Cloze activity- Fill-in-the-blank simple sentences with the new vocabulary.  **4) Fluency**- Partner-reading of ELL Reader. Independent reading of good-fit books.  **WEEK 2**  **1): Word Work:** Word Hunt for High-Frequency words using the BLM, All Kinds of Music, p.6  Building [ai, ay words](https://www.spellzone.com/unit07/page2.cfm) with letter tiles.  Partners can do shared reading of [ai, ay word lists.](http://www.righttrackreading.com/lesson20.pdf)  **2)Comprehension/Building Knowledge:** Teacher-led Shared/Guided Reading group:  Shared writing: Do shared writing to create fact and opinion statements. Do shared writing to create opinion paragraphs.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **3)Vocabulary:** Concentration: with 2 sets of vocabulary cards from both weeks, play Concentration Memory game .  Report results to teacher at end of session.  Use [Frayer model](http://www.reallygoodstuff.com/images/art/304895.pdf) to work on key vocabulary.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  4.) **Fluency:** On Computer: Listen to Ah, Music! From Journeys and independent reading of good fit books. |
| Other notes | For scaffolding:  Language frames: [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- Assistance for teachers for creating scaffolded activities. |

**2- Week version:**  Weeks 5-6\_ Topic: Schools

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade 2** | Week 5 | | | | | | |
| Essential Questions: How are schools around the world compared in the text *Schools Around the World?* | | | | | | | |
|  | 1 | 2 | 3 | | 4 | | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | WIDA 1, 2 and 4; [RI.2.1, RI.2.4, RI.2.6, RI.2.10](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_2.pdf); [RF 2.3,](file:///C:\Users\hoelm\Downloads\Know%20and%20apply%20grade-level%20phonics%20and%20word%20analysis%20skills%20in%20decoding%20words) [L 2.1](file:///C:\Users\hoelm\Downloads\Demonstrate%20command%20of%20the%20conventions%20of%20standard%20English%20grammar%20and%20usage%20when%20writing%20or%20speaking), [L 2.6](file:///C:\Users\hoelm\Downloads\Use%20words%20and%20phrases%20acquired%20through%20conversations,%20reading%20and%20being%20read%20to,%20and%20responding%20to%20texts,%20including%20using%20adjectives%20and%20adverbs%20to%20describe), [W.2.2, W.2.5, W.2.6](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_2.pdf)  MPIs- <http://www.livebinders.com/play/play?id=1089921> | | | | | | |
| (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | Text: [One Room School House TE 206](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume3/launch.html)  Using Accountable Talk, students will discuss what their school is like. Teachers should ask guiding questions about transportation, lunch, vacation, etc.  This activity can be used in small group or whole group as both a discussion and a writing activity. | | | | | | |
| Anchor Text (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | * [Schools Around the World TE 216](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume3/launch.html) (informational text, 630L) * Ask questions # 1, 3, 4, 5, 10 from Think Through the Text * Respond to text orally/or in writing from the [Guided Summary Oral Retelling Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547896618_/launch.html?page=49A) * In small group, review a compare/contrast T-chart. Have students write elements of their education and the differences/similarities of other schools. | | | | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) | [School Difference TE 215](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume3/launch.html):  Teacher should follow the suggestions for preparing to read the text.  [School Differences Images:](https://www.bing.com/images/search?q=schools+around+the+world+images&qpvt=schools+around+the+world+images&qpvt=schools+around+the+world+images&qpvt=schools+around+the+world+images&FORM=IGRE)  Teacher should choose several images of schools around the world. Students should discuss what they notice and wonder about the different schools.  **Higher Order - Students will use accountable talk** | YouTube:  [Scenes from Schools Around the World](file:///C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Scenes%20from%20Schools%20Around%20the%20World)  [School Lunches Around the World](https://www.youtube.com/watch?v=Po0O9tRXCyA)  Have students use the previously created T-chart to add to the similarities and differences that they see in the videos. | | [Back to School slideshow](http://www.travelchannel.com/interests/family/photos/back-to-school-around-the-world)  Ask students to choose a photo that they like from the slide show. With a partner, students will describe what they see and what is similar or different to their school. | | [Lang.Support Card 13- Questions](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=13A) | |
| Vocabulary  Drawn from the texts | Tier 2: culture, subject  Tier 1: community, transportation, languages, lesson, special, wear | | | | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | Follow the daily **Phonics** and **Fluency** sequence of activities-  Phonics: Diagraphs /ee/ /ea/  [Reading A-Z: *The Bee and the Flea*](https://www.readinga-z.com/book.php?id=364)  \*High Frequency Words: about, everything, first, her, of, slowly, store, story, two, world  Practice reading captions and headings in informational texts about schools. Using one of the pictures from back to school, students will write a caption for the picture.  Fluency: self-correct. In a workstation, students will record themselves reading a portion of the text. After listening to the text, students will correct their reading of the page.    Using the Exc-ELL model for vocabulary, students will work with a partner to create sentences for the Tier 2 vocabulary in the text.  Practice reading and writing words with /ee/ and/ea/. | | | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities –  Language Objective: Quotation Marks:  Students will practice writing sentences with quotation marks using the frame: In the text, the author said, “…”  Language Objective: /ee/ /ea/  Practice reading and writing words with /ee/ and/ea/. Students will create sentences about the text using spelling words from the week. | | | | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | [The Readers Notebook pg.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_/volume1/launch.html?page=187) 190 (focus on word choice)  Create a compare and contrast foldable to compare our school with a school from the text. Students should focus on transportation, subjects, and one other example from the text.  Create a school book. Use magazines or clipart for school photos. Write captions about each picture. | | | | | | |

**2- *Week* version:** Unit \_1\_ Lesson \_5-6\_ \_\_\_\_\_\_\_\_School Around the World\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade 2** | Week 6 | | | | | | |
| Essential Questions: How are schools around the world compared in the text *Schools Around the World?* | | | | | | | |
|  | 1 | 2 | 3 | | 4 | | 5 |
| Standards  List Reading and Writing standards related to the texts, questions &tasks. | WIDA 1,2 and 4, [RI.2.1, RI.2.4, RI.2.6, RI.2.10](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_2.pdf)[, SL2.1](file:///C:\Users\hoelm\Downloads\Participate%20in%20collaborative%20conversations%20with%20diverse%20partners%20about%20grade%202%20topics%20and%20texts%20with%20peers%20and%20adults%20in%20small%20and%20larger%20groups), [SL 2.6](file:///C:\Users\hoelm\Downloads\Produce%20complete%20sentences%20when%20appropriate%20to%20task%20and%20situation%20in%20order%20to%20provide%20requested%20detail%20or%20clarification), [RF 2.3](file:///C:\Users\hoelm\Downloads\Know%20and%20apply%20grade-level%20phonics%20and%20word%20analysis%20skills%20in%20decoding%20words), [RF 2.4](file:///C:\Users\hoelm\Downloads\Read%20with%20sufficient%20accuracy%20and%20fluency%20to%20support%20comprehension), [L 2.1](file:///C:\Users\hoelm\Downloads\Demonstrate%20command%20of%20the%20conventions%20of%20standard%20English%20grammar%20and%20usage%20when%20writing%20or%20speaking), [L 2.6](file:///C:\Users\hoelm\Downloads\Use%20words%20and%20phrases%20acquired%20through%20conversations,%20reading%20and%20being%20read%20to,%20and%20responding%20to%20texts,%20including%20using%20adjectives%20and%20adverbs%20to%20describe), [W.2.2, W.2.5, W.2.6](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_2.pdf)  SS-citizens cooperate  [MPIs](http://www.livebinders.com/play/play?id=1089921)- | | | | | | |
| Read Aloud   * Text based comprehension * Text based discussion | [*My Librarian is a Camel*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr4/ete_9780547894379_/volume1/launch.html?page=T168)(from fourth grade)  After reading portions of the text to students, ask students to compare their school library to the libraries that they saw in the text. | | | | | | |
| Main Selection   * Text based comprehension   Text based discussion | [*An American School* TE 254](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume3/launch.html)  Teacher can use the “compare texts” portion of the teacher’s manual to create guiding questions for the text. | | | | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * *Supplemental Materials*   **All students experience all texts and resources regardless of level** | **Journey’s Resources:**  [What was School Like Long Ago?](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/lr/ell/lesson13/index.html) (ELL Reader)  [School in a Garden](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/lr/al/lesson13/index.html)  [School Long Ago](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/lr/ol/lesson13/index.html)  [One Room Schools](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/vr/bl/lesson13/index.html) (vocabulary reader) | | | **Other Resources:**  Readworks: [Jon Follows School Rules](http://www.readworks.org/passages/packet-2-jon-follows-school-rules-and-jos%C3%A9-and-blue-crayons) | | Get Epic.com[: School Days Around the World](https://www.getepic.com/app/search) | |
| Vocabulary  Drawn from the texts | Teacher should choose Tier 2 vocabulary from the text | | | | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | Follow the daily **Phonics** and **Fluency** sequence of activities-  Long /o/:  Reading A-Z: [*Joan’s Goats and Moe’s Crows*](https://www.readinga-z.com/book.php?id=366)  Students will make a chart with the /oa/ /ow/ and /o/: Students will write examples for each long o spelling on the chart.  Students will work with a partner to read and write in a sentence 5 words of their choice.  High Frequency Words: all, food, front, hair, never, party, sky, started, stories, warm.  Using pictures from week 1, students will write 5 sentences using the high-frequency words to describe the pictures.  Fluency passage: Natural Pauses:  Fluency [Passage: Reading A-Z Fluency Passages Level L](https://www.readinga-z.com/fluency/fluency-practice-passages/) | | | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities:  Using Proper Nouns:  Oral Language practice: Using [school building flashcards](http://www.mes-english.com/flashcards/school.php) students will work with a partner to describe the building and compare it to something they saw from the texts. | | | | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | Complete the Writing Process (edit, revise, publish through technology) with the Culminating Task from  previous week. Write an opinion paragraph using evidence from *Schools Around the World* to write an opinion about the kind of school you would like to attend. Support with details from the text. | | | | | | |

**ESL Supplemental Work Station and Gradual Release Template Weeks 5-6**

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| --- | --- |
| **STORY INFORMATION: Topic:** Schools Around the World | |
| *Schools Around the World* |  |
| Essential Question: | How are schools around the world compared in the text *Schools Around the World?* |
| Gradual Release:  Whole group routines | See GRR Chart at end of curriculum document. |
| Culminating Task  , [W 2.2,](file:///C:\Users\hoelm\Downloads\Write%20narratives%20in%20which%20they%20recount%20a%20well-elaborated%20event%20or%20short%20sequence%20of%20events,%20include%20details%20to%20describe%20actions,%20thoughts,%20and%20feelings,%20use%20temporal%20words%20to%20signal%20event%20order,%20and%20provide%20a%20sense%20of%20closure) [W.2.7](file:///C:\Users\hoelm\Downloads\Participate%20in%20shared%20research%20and%20writing%20projects) | **Week 1:**  [Readers Notebook pg.](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_/volume1/launch.html?page=187) 190 (focus on word choice)  Create a compare and contrast foldable to compare our school with a school from the text. Students should focus on transportation, subjects, and one other example from the text.  Create a school book. Use magazines or clipart for school photos. Write captions about each picture.  **Week 2:**  Complete the Writing Process (edit, revise, publish through technology) with the Culminating Task from previous week.  Write an opinion paragraph using evidence from *Schools Around the World* to write an opinion about the kind of school you would like to attend. |
| Stations Activities:  , [RF 2.3,](file:///C:\Users\hoelm\Downloads\Know%20and%20apply%20grade-level%20phonics%20and%20word%20analysis%20skills%20in%20decoding%20words)  [RL2.1](file:///C:\Users\hoelm\Downloads\Ask%20and%20answer%20such%20questions%20as%20who,%20what,%20where,%20when,%20why,%20and%20how%20to%20demonstrate%20understanding%20of%20key%20details%20in%20a%20text), [RL2.7](file:///C:\Users\hoelm\Downloads\Use%20information%20gained%20from%20the%20illustrations%20and%20words%20in%20a%20print%20or%20digital%20text%20to%20demonstrate%20understanding%20of%20its%20characters,%20setting,%20or%20plot)[, RL2.10](file:///C:\Users\hoelm\Downloads\By%20the%20end%20of%20the%20year,%20read%20and%20comprehend%20literature,%20including%20stories%20and%20poetry,%20in%20the%20grades%202-3%20text%20complexity%20band%20proficiently,%20with%20scaffolding%20as%20needed%20at%20the%20high%20end%20of%20the%20range)  , [L 2.6](file:///C:\Users\hoelm\Downloads\Use%20words%20and%20phrases%20acquired%20through%20conversations,%20reading%20and%20being%20read%20to,%20and%20responding%20to%20texts,%20including%20using%20adjectives%20and%20adverbs%20to%20describe)  [RF 2.4](file:///C:\Users\hoelm\Downloads\Read%20with%20sufficient%20accuracy%20and%20fluency%20to%20support%20comprehension),  , [RF 2.3,](file:///C:\Users\hoelm\Downloads\Know%20and%20apply%20grade-level%20phonics%20and%20word%20analysis%20skills%20in%20decoding%20words)  [RL2.1](file:///C:\Users\hoelm\Downloads\Ask%20and%20answer%20such%20questions%20as%20who,%20what,%20where,%20when,%20why,%20and%20how%20to%20demonstrate%20understanding%20of%20key%20details%20in%20a%20text), [RL2.7](file:///C:\Users\hoelm\Downloads\Use%20information%20gained%20from%20the%20illustrations%20and%20words%20in%20a%20print%20or%20digital%20text%20to%20demonstrate%20understanding%20of%20its%20characters,%20setting,%20or%20plot)[, RL2.10](file:///C:\Users\hoelm\Downloads\By%20the%20end%20of%20the%20year,%20read%20and%20comprehend%20literature,%20including%20stories%20and%20poetry,%20in%20the%20grades%202-3%20text%20complexity%20band%20proficiently,%20with%20scaffolding%20as%20needed%20at%20the%20high%20end%20of%20the%20range)  , [L 2.6](file:///C:\Users\hoelm\Downloads\Use%20words%20and%20phrases%20acquired%20through%20conversations,%20reading%20and%20being%20read%20to,%20and%20responding%20to%20texts,%20including%20using%20adjectives%20and%20adverbs%20to%20describe)  [RF 2.4](file:///C:\Users\hoelm\Downloads\Read%20with%20sufficient%20accuracy%20and%20fluency%20to%20support%20comprehension), | **WEEK 1**  **1): Word Work:** Tic-tac-toe- with trouble-some sight words and digraph words. Choose a word card. If you can read it, mark your X or O.  about, everything, first, her, of, slowly, store, story, two, world  Online sight words game: [Kitten Hop](http://www.arcademics.com/games/kitten-hop/kitten-hop.html)  Phonics: Diagraphs /ee/ /ea/  [Reading A-Z: *The Bee and the Flea*](https://www.readinga-z.com/book.php?id=364)  [*Language and Literacy guide p.114*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html?page=114)  [*Reader’s Notebook p. 187*](file:///C:\Users\hoelm\Downloads\w-k6.thinkcentral.com\content\hsp\reading\journeys2014\na\gr2\practice_book_se_9780547895659_\volume1\launch.html%3fpage=187)  Language Objective: /ee/ /ea/  Practice reading and writing words with /ee/ and/ea/. Students will create sentences about the text using spelling words from the week.  **(Weeks 1-2)**  **Comprehension/Building Knowledge:** Teacher-led Shared/Guided Reading group;  All Students should be exposed to each leveled-reader. Students can write words or sentences describing what they see or read in each.  **Journey’s Resources:**  [What was School Like Long Ago?](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/lr/ell/lesson13/index.html)  [School in a Garden](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/lr/al/lesson13/index.html)  [School Long Ago](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/lr/ol/lesson13/index.html)  [One Room Schools](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/vr/bl/lesson13/index.html)  **Other Resources:**  Readworks: [Jon Follows School Rules](http://www.readworks.org/passages/packet-2-jon-follows-school-rules-and-jos%C3%A9-and-blue-crayons)  Get Epic.com[: School Days Around the World](https://www.getepic.com/app/search)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **3) Vocabulary:** Make a 4-square foldable to illustrate 4 school vocabulary words; use it for retelling events in the story, *Schools Around the World.* Practice retelling the events with a partner.  Using the Exc-ELL model for vocabulary, students will work with a partner to create sentences for the Tier 2 vocabulary in the text.  **4) Fluency**- Partner-reading of ELL Reader.  Fluency: self-correct. In a workstation, students will record themselves reading a portion of the text. After listening to the text, students will correct their reading of the page. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **WEEK 2**  **1): Word Work:** Play Old Snake (Old Maid) with pairs of word cards containing trouble-some sight words and digraph words.  Online sight word practice game: [Kitten Hop](http://www.arcademics.com/games/kitten-hop/kitten-hop.html)  Reading A-Z: [*Joan’s Goats and Moe’s Crows*](https://www.readinga-z.com/book.php?id=366)  Students will make a chart with the /oa/ /ow/ and /o/: Students will write examples for each long o spelling on the chart.  Students will work with a partner to read and write in a sentence 5 words of their choice.  High Frequency Words: all, food, front, hair, never, party, sky, started, stories, warm.  Using pictures from week 1, students will write 5 sentences using the high-frequency words to describe the pictures.  [Language and Literacy Guide p. 80](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html?page=82)  **2) Comprehension/Building Knowledge:** see above  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **3) Vocabulary:** Play Pictionary with vocabulary words.  4.) **Fluency:**  Fluency passage: Natural Pauses:  Fluency [Passage: Reading A-Z Fluency Passages Level L](https://www.readinga-z.com/fluency/fluency-practice-passages/).  Oral Language practice: Using [school building flashcards](http://www.mes-english.com/flashcards/school.php) students will work with a partner to describe the building and compare it to something they saw from the texts. |
| Other notes | For scaffolding:  Language frames: [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://literacy.dpsnc.net/five-pillars/writing/sentence-frames)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- for every standard, this resource provides additional support to teachers for creating scaffolded activities. |

Grade 2 Q2 Weeks 7-8 Topic: Community Helpers

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| **Grade 2** | Week 7 | | | |
| Essential Questions: How do Officer Buckle and Gloria demonstrate that “sticking with a buddy” worked out better than working alone? | | | | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | WIDA 1, 2 and 4; [RI.2.1, RI.2.4, RI.2.6, RI.2.10](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_2.pdf); [RF 2.3,](file:///C:\Users\hoelm\Downloads\Know%20and%20apply%20grade-level%20phonics%20and%20word%20analysis%20skills%20in%20decoding%20words) [L 2.1](file:///C:\Users\hoelm\Downloads\Demonstrate%20command%20of%20the%20conventions%20of%20standard%20English%20grammar%20and%20usage%20when%20writing%20or%20speaking), [L 2.6](file:///C:\Users\hoelm\Downloads\Use%20words%20and%20phrases%20acquired%20through%20conversations,%20reading%20and%20being%20read%20to,%20and%20responding%20to%20texts,%20including%20using%20adjectives%20and%20adverbs%20to%20describe), [W.2.2, W.2.5, W.2.6](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_2.pdf)  [MPIs](http://www.livebinders.com/play/play?id=1089921)- | | | |
| Read Aloud   * Text based comprehension   Text based discussion | [*Adventures at Scout Camp*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume3/launch.html) *(TE402)*  How did cooperation and “sticking with a buddy” help the characters in the story solve their problem? | | | |
| Main Selection (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | **Officer Buckle and Gloria** (humorous fiction, 560L)  Respond to text questions orally and/or in writing from the Guided Summary – Oral Language (cards and questions)  Think Through the Text #1, 3, 6, 12, 14, Analyze the Text p. 515, Daily Assessment box p. T418, A Closer Look, p. T41 | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) | [“Goooooood Booooooy!” – article](https://newsela.com/articles/healthcare-dogs/id/6259/) | [Officer Buckle and Gloria Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=15A)  TLW work with a partner to discuss how cooperation is shown in the picture. | [RAZ: Monster Soccer](https://www.readinga-z.com/books/leveled-books/book/?id=273)  TLW use the pictures and text to write a simple sentence about why working together is important to being in a successful team. | Readworks.org [A Clean Park](http://www.readworks.org/passages/clean-park)  TLW read the passage and work with a partner to talk about how cooperation helps everyone. |
| Vocabulary  Drawn from the texts | banner, obeys, commands, tip, expression, electrical storm, shocked, “eyes popped”, “audience roared,”  Quick explanations: thumbtack, swivel chair | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | [Schwa Vowel Sound](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_/volume1/launch.html?page=221)  The Vowel Sound Schwa: play [schwa bingo game.](http://edubakery.com/Bingo-Cards/Schwa-Sound-Words-v1-Bingo-Cards)  Students can use schwa word cards to practice reading them or create and play a [Schwa Concentration word game](http://edubakery.com/Word-Lists/Schwa-Sound-Words-v1-Word-List)  High Frequency words: after, book, care, ever, live, new, off, over, small, thought | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities :  **Language Objective:**  [Compound Words](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/practice_book_se_9780547895659_/volume1/launch.html?page=221)  The Schwa vowel sound | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | The Readers’ Notebook (independent reading and written response to text)  Reader’s Notebook p. 222   * What caused Officer Buckle to make Safety Tip #101? Is this always a good rule? Explain your reasons. * Would this story still be funny if the author left out the pictures? Give reasons for your answer. * How do Officer Buckle’s feelings about his safety presentations change from the beginning of the story to the end?   When Officer Buckle and Gloria started giving presentations together, kids started listening and accidents stopped happening. Why did Officer Buckle decide to stop giving presentations with Gloria? | | | |

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| **Grade 2** | Week 8 | | | | |
| Essential Questions: What kinds of jobs can dogs have? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | WIDA 1, 2 and 4; [RI.2.1, RI.2.4, RI.2.6, RI.2.10](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_2.pdf); [RF 2.3,](file:///C:\Users\hoelm\Downloads\Know%20and%20apply%20grade-level%20phonics%20and%20word%20analysis%20skills%20in%20decoding%20words) [L 2.1](file:///C:\Users\hoelm\Downloads\Demonstrate%20command%20of%20the%20conventions%20of%20standard%20English%20grammar%20and%20usage%20when%20writing%20or%20speaking), [L 2.6](file:///C:\Users\hoelm\Downloads\Use%20words%20and%20phrases%20acquired%20through%20conversations,%20reading%20and%20being%20read%20to,%20and%20responding%20to%20texts,%20including%20using%20adjectives%20and%20adverbs%20to%20describe), [W.2.2, W.2.5, W.2.6](http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_2.pdf)  [MPIs-](http://www.livebinders.com/play/play?id=1089921) | | | | |
| Read Aloud   * Text based comprehension * Text based discussion | [FIre Dog History](https://www.rover.com/blog/fire-dog-history/) Read a short paragraph about dogs who work with firefighters. Based on the second paragraph, why are Dalmatians so well suited to serve as fire dogs? What qualities do they have? What does the text say about “carriage dogs”? How did they help? | | | | |
| Building Knowledge   * Read Aloud * Leveled readers * Paired Text (Read Together) * Supplemental Materials   (Whole/Small Group, Independent work)  **All students experience all texts and resources regardless of level** | From the Leveled Readers  [*Firedog*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/lr/bl/lesson15/index.html) *(Lexile 400)*  Other Resources   * Sled Dogs (Epic!) * Police Dogs (Epic!) * Therapy Dogs (Epic!) * Lifeguard Dogs (Epic! p. 4-5, 18-21) * [“Dogs at Work” – article](http://www.highlightskids.com/stories/dogs-work) * [Dalmations Info](http://www.livescience.com/33293-dalmatians-official-firehouse-dogs.html) | | | | |
| Vocabulary  Drawn from the texts | From the text, [“Dogs at Work” – article](http://www.highlightskids.com/stories/dogs-work) mosaic, nudge, command, avalanche, search-and-rescue-dogs, sheepherding  trained, trainer, handler, obedience, commands | | | | |
| Foundational Skills   * Phonemic Awareness * Concepts of Print * Fluency * Word Work * Phonics and high frequency words * Decoding/Encoding | Word Hunt for High-Frequency words using the BLM, p.6  [Compound words.](http://www.crickweb.co.uk/assets/activities/compound-words.pdf)  Read the passage and identify compound words and the two words that form the compound word.  Play these [compound word games](http://www.learninggamesforkids.com/vocabulary_games/compound-words.html) on computers.  High Frequency Words: also, fly, gone, have, horse, look, river, said, saw, something | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities:  Pronouns  -ed, -ing endings  **Language Objective:** Students will work with a partner to find sentences about Officer Buckle and Gloria. Students will replace the noun with the appropriate pronoun in a written or oral sentence.  Students will use pictures from texts to create sentences about what people did and are doing to work together. | | | | |
| Writing   * Response to text * Culminating task   Aligned with the EQ and topic | 1) What do the dogs we have read about, over the course of the two weeks, have in common? What is different about them?  2) Think back on the different service dogs we have read about. Which type of these service dogs would you want to train? Why?  3) Choose one of the types of service dogs. Write about a typical day from the dog’s point of view. | | | | |

**ESL Supplemental Work Station and Gradual Release Template Grade 2 Q2 Weeks 7-8**

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| **STORY INFORMATION : Topics: Community Helpers/Working Dogs** | |
| *Officer Buckle and Gloria* |  |
| Essential Questions: | How do Officer Buckle and Gloria demonstrate that “sticking with a buddy” worked out better than working alone? |
| Gradual Release: | \*See GRR Example Behaviors at end of document. |
| Culminating Task  , [W 2.1,](file:///C:\data\Annie\Documents\Write%20narratives%20in%20which%20they%20recount%20a%20well-elaborated%20event%20or%20short%20sequence%20of%20events,%20include%20details%20to%20describe%20actions,%20thoughts,%20and%20feelings,%20use%20temporal%20words%20to%20signal%20event%20order,%20and%20provide%20a%20sense%20of%20closure) [W.2.7](file:///C:\data\Annie\Documents\Participate%20in%20shared%20research%20and%20writing%20projects) | 1) What do the dogs we have read about, over the course of the two weeks, have in common? What is different about them?  2) Think back on the different service dogs we have read about. Which type of these service dogs would you want to train? Why?  3) Choose one of the types of service dogs. Write about a typical day from the dog’s point of view. |
| Stations Activities :  [RF 2.3,](file:///C:\data\Annie\Documents\Know%20and%20apply%20grade-level%20phonics%20and%20word%20analysis%20skills%20in%20decoding%20words)  [RL2.1](file:///C:\data\Annie\Documents\Ask%20and%20answer%20such%20questions%20as%20who,%20what,%20where,%20when,%20why,%20and%20how%20to%20demonstrate%20understanding%20of%20key%20details%20in%20a%20text), [RL2.7](file:///C:\data\Annie\Documents\Use%20information%20gained%20from%20the%20illustrations%20and%20words%20in%20a%20print%20or%20digital%20text%20to%20demonstrate%20understanding%20of%20its%20characters,%20setting,%20or%20plot)[, RL2.10](file:///C:\data\Annie\Documents\By%20the%20end%20of%20the%20year,%20read%20and%20comprehend%20literature,%20including%20stories%20and%20poetry,%20in%20the%20grades%202-3%20text%20complexity%20band%20proficiently,%20with%20scaffolding%20as%20needed%20at%20the%20high%20end%20of%20the%20range)  , [L 2.6](file:///C:\data\Annie\Documents\Use%20words%20and%20phrases%20acquired%20through%20conversations,%20reading%20and%20being%20read%20to,%20and%20responding%20to%20texts,%20including%20using%20adjectives%20and%20adverbs%20to%20describe)  [RF 2.4](file:///C:\data\Annie\Documents\Read%20with%20sufficient%20accuracy%20and%20fluency%20to%20support%20comprehension),  , [RF 2.3,](file:///C:\data\Annie\Documents\Know%20and%20apply%20grade-level%20phonics%20and%20word%20analysis%20skills%20in%20decoding%20words)  [RL2.1](file:///C:\data\Annie\Documents\Ask%20and%20answer%20such%20questions%20as%20who,%20what,%20where,%20when,%20why,%20and%20how%20to%20demonstrate%20understanding%20of%20key%20details%20in%20a%20text), [RL2.7](file:///C:\data\Annie\Documents\Use%20information%20gained%20from%20the%20illustrations%20and%20words%20in%20a%20print%20or%20digital%20text%20to%20demonstrate%20understanding%20of%20its%20characters,%20setting,%20or%20plot)[, RL2.10](file:///C:\data\Annie\Documents\By%20the%20end%20of%20the%20year,%20read%20and%20comprehend%20literature,%20including%20stories%20and%20poetry,%20in%20the%20grades%202-3%20text%20complexity%20band%20proficiently,%20with%20scaffolding%20as%20needed%20at%20the%20high%20end%20of%20the%20range)  , [L 2.6](file:///C:\data\Annie\Documents\Use%20words%20and%20phrases%20acquired%20through%20conversations,%20reading%20and%20being%20read%20to,%20and%20responding%20to%20texts,%20including%20using%20adjectives%20and%20adverbs%20to%20describe)  [RF 2.4](file:///C:\data\Annie\Documents\Read%20with%20sufficient%20accuracy%20and%20fluency%20to%20support%20comprehension), | **WEEK 1**  **1): Word Work:** [Compound words](http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics_5.pdf)  and [Compound words free prinatble](file:///C:\Users\hoelm\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\VI3COIN8\Compound%20words%20free%20prinatble)  Review 2nd grade sight words with another [Bingo Sight Word game.](http://www.dolchsightwords.org/dolch_sight_words_bingo_2nd_grade.php)  The Vowel Sound Schwa: play [schwa bingo game.](http://edubakery.com/Bingo-Cards/Schwa-Sound-Words-v1-Bingo-Cards)  Students can use schwa word cards to practice reading them or create and play a [Schwa Concentration word game](http://edubakery.com/Word-Lists/Schwa-Sound-Words-v1-Word-List)  **2) Comprehension/Building Knowledge:** Teacher-led Shared/Guided Reading group:  Identify cause and effect by playing [this game.](http://www.wartgames.com/themes/languagearts/causeandeffect.html)  Review key vocabulary and use the words in oral sentences by rolling a [word die.](http://www.roeachievementconference.org/Handouts/RSAC2015-blank-cube-template.pdf)  Model how to do a Schwa word sort with [these word cards.](file://localhost/C:/Users/Test/Downloads/unit_16.pdf)  **3) Vocabulary:** Word Hunt- Underline the vocabulary words on a paper copy of the ELL Reader fluency BLM, p.6  Cloze activity- Fill-in-the-blank simple sentences with the new vocabulary.  [Frayer model graphic organizer.](http://www.adlit.org/pdfs/strategy-library/frayer.pdf)  Students will use this graphic organizer and a vis a vis pen to study key vocabulary words.  **4) Fluency**- Partner-reading of ELL Reader. Independent reading of good-fit books.  **WEEK 2**  **1): Word Work:** Word Hunt for High-Frequency words using the BLM, p.6  [Compound words.](http://www.crickweb.co.uk/assets/activities/compound-words.pdf)  Read the passage and identify compound words and the two words that form the compound word.  Play these [compound word games](http://www.learninggamesforkids.com/vocabulary_games/compound-words.html) on computers.  **2)Comprehension/Building Knowledge:** Teacher-led Shared/Guided Reading group:  Locate words with the vowel sound Schwa in the text. Identify cause and effect in the text.  Play [cause and effect games.](http://www.roomrecess.com/pages/CauseEffect.html)  Partners [play cause and effect card game.](http://www.fcrr.org/studentactivities/c_020b.pdf) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **3)Vocabulary:** Concentration: with 2 sets of vocabulary cards from both weeks, play Concentration Memory game .  Report results to teacher at end of session.  Use [Frayer model](http://www.adlit.org/pdfs/strategy-library/frayer.pdf) to work on key vocabulary.  Review context clues for learning new vocabulary by playing [this computer game.](http://www.education.com/game/vocabulary-context-clues-quiz/)  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  4.) **Fluency:** On Computer: Listen to From Journeys and independent reading of good fit books. |
| Other notes | For scaffolding:  Language frames: [Academic Language Functions](http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf)  [Very simple frames](http://www.xenia.k12.oh.us/userfiles/251/Sentence%20Frame%20Sample%20on%20Classroom%20)  [More frames](http://www.heinemann.com/shared/companionResources/E05661/3-10_ScaffoldingToolboxOfSentenceFrames.pdf)  [Links to leveled standards](http://www.livebinders.com/play/play?id=1089921)- Assistance for teachers for creating scaffolded activities. |

**Week 9:**

Week 9 affords the opportunity to assess decodable words, high-frequency words, reading sentences, fluency, and comprehension. Skills may be assessed via the use of the *Journeys Progress Monitoring Assessment* and by using the Reading A-Z and ReadWorks documents listed below. Keeping a portfolio of student progress can assist in helping school personnel to determine if intervention or additional English Language Development scheduling is needed.

During week 9, writing should remain an area of focus. For grades K-2, [Reading A-Z provides writing center activities, which can reinforce](https://www.readinga-z.com/learning-centers/writing-centers/): sentence building, story writing, letter formation, and story creation/ retelling.

[**Journeys Progress Monitoring Assessments:**](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr1/assessment_guide_te_9780547953052_/launch.html) The test should take three to five minutes per lesson set. Prepare a test form for children (pages 1-8) and a teacher’s test form (page xiv) for each child being tested. Use the teacher’s test form to record the child’s responses and scores *Assess students through lessons 7-8. See pages xi-xii for Scoring and Interpretation of assessment results.*

**Purpose:**

•  To check on a child’s growth or problems in learning skills and high- frequency words

•  To target learning gaps by using these test results combined with test results from the core instructional program

Sections on the Test

* A: Decodable Words This section measures a child’s ability to read decodable words independently. The words target phonics and structural elements taught in the last two lessons. Words in each row target skills from a single week’s lesson.
* B: High-Frequency Words Items in this section evaluate a child’s ability to recognize high-frequency words (Words to Know) taught in a two-week period. Each row assesses knowledge of words taught in a single week’s lesson.
* C. Lessons 1–20, C: Reading Sentences measures a child’s ability to read sentences accurately. The sentences are a combination of decodable and familiar high-frequency words and become more complex as the year progresses.

**Please note:** Grade 2 students may need to be assessed via the [Journey’s Kindergarten Progress Monitoring Assessment](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/grk/assessment_guide_te_9780547953045_/launch.html), or a *combination of grades 1 & 2.* Please review grade 1 week 9 Quarter 2 curriculum for specific areas to be assessed.

**Administering the Grade 2 Tests**

To administer Decodable Words, High-Frequency Words (Sections A and B), and Reading Sentences (Section C, Lessons 1–20):

•  Ask the child to read each word or sentence aloud.

•  Treat each word as a separate item.

•  If a word is misread, write what the child said above the word.

•  Draw a line through any words that are skipped, and insert words that the child adds. Mark self-corrections with an SC above the word.

**Additional resources for week 9 assessment:**

**Fluency:** [Reading A-Z fluency passages](https://www.readinga-z.com/fluency/fluency-practice-passages/) (levels 450-820)

**Comprehension:** ReadWorks [A Trip to the Immigration Museum](http://www.readworks.org/passages/trip-immigration-museum)Lexile 690

Note to Teacher: Read each question out loud to your students and have each student complete the worksheet independently. For questions 5 A) and 6, you can have students draw their answers, answer orally, or write their answers depending on your students’ progress. If you have them write their answers, you may want to write the word(s) on the board for them to copy.

Additional reading passages may be found: [ReadWorks Reading Passages](http://www.readworks.org/books/passages) (levels 450-820)

|  |  |  |
| --- | --- | --- |
| **Gradual Release of Responsibility Example Behaviors** | | |
| **Teacher** | | **Student** |
| **I do it**  **Modeled Instruction** | * **Provides direct instruction** * **Establishes goals and purpose** * **Models the expectation** * **Think aloud** | * **Actively listens** * **Takes notes** * **Asks for clarification** |
| **We do it**  **Guided Instruction /**  **Guided Practice** | * **Interactive instruction** * **Works with students** * **Checks, prompts, clues** * **Provides additional modeling** * **Meets with needs-based groups** | * **Asks and responds to questions** * **Works with teacher and classmates** * **Completes process alongside others** |
| **They do it**  **together**  **Collaborative Practice** | * **Provides feedback** * **Moves among groups** * **Clarifies confusion** * **Provides support** | * **Works with classmates, shares outcome** * **Collaborates on authentic task** * **Consolidates learning** * **Completes process in small group** * **Looks to peers for clarification** |
| **You do it**  **Independently**  **Independent Practice** | * **Provides feedback** * **Evaluates progress toward the learning expectation** | * **Works alone** * **Relies on notes, activities, classroom learning to complete assignment** * **Takes full responsibility for outcome** |