**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))

|  |
| --- |
| Reading for Information #1Ask 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.

The following cross-reference to SCS ELA curriculum is provided to assist in making decisions about how best to use this ESL curriculum document in conjunction with ELA. Realizing that ESL students benefit from more time to develop knowledge of vocabulary and concept development within a particular topic, ESL teachers are advised to use the TWAG format to assist in doing so.

**English Language Arts: Quarter 4** **ESL Quarter 4 TWAGS:**

|  |  |  |  |
| --- | --- | --- | --- |
| Weeks 1 & 2 | The Mysterious Tadpole | Weeks 1 & 2 | The Mysterious Tadpole |
| Week 3 | The Dog That Dug for Dinosaurs | Week 3 | The Dog That Dug for Dinosaurs |
| Weeks 4 | Yeh-Shen | Weeks 4-6 | Cultures/ Folk Tales: Yeh Shen, Two of Everything, Stone Soup |
| Week 5 | Two of Everything |  |  |
| Weeks 6 & 7 | Now and Ben | Weeks 7 & 8 | Innovators: Now & Ben and Exploring Space Travel |
| Weeks 8 & 9 | Exploring Space Travel |  |  |
| Week 9 |  | Week 9 | Formative & Summative Assessment- including WIDA ACCESS 2.0 (March 6- April 21, 2017)\* |

\*The WIDA ACCESS 2.0 test window ranges from March 6-April 21, 2017. Students will be tested within the domains of listening, reading, writing, and speaking. Please be certain to expose students to practice test items via https://www. wida-ams.us (scroll down, no need to log in).

Additionally, please **begin collecting writing samples** so that at the end of this quarter you have 2 samples to place in your ESL file. These samples will be provided to next year’s ESL and General Education teachers to continue monitoring progress. (Please scroll to end of document for more details.)

**Unit Topic: Life Cycles**

|  |  |
| --- | --- |
| **Grade 2 Weeks 1-2** |  **Week 1** |
| Essential Questions: How do frogs change as they grow? |
| StandardsWIDA 1, 2, & 4: SIL, LoLA, LoS | RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.RL.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

|  |
| --- |
|  |

 |
|  (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [**RI.2.1**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**SL 2.2,2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/)*Life Cycle of a Frog* by Bobbie Kalman -Journey’s Alignment Text (K-2) See ELL [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=18A) Lesson 26 for added pre-reading supportDiscuss and describe characteristics of frogs and their life cycle. |
| Anchor Text (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [*The Mysterious Tadpole*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) (fantasy) TE p. 24 (Level L; Lexile 590)[**RL.2.1**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**RL. 2.2**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**SL 2.2, 2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/)Respond to text questions orally and/or in writing.P. T26 “How are the animals different from Alphonse?”P. T27 “What lets you know this is a fantasy story?”P. T28 “What problem does obedience school fix? What problem still remains?” P. T35 “How does Louis solve his problem?” |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | [*Frogs*](https://www.getepic.com/app/read/11677)Get Epic.com[Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/launch.html) Lesson 26 | [Tadpoles to Frogs](https://www.getepic.com/app/read/6832) Get Epic.com  | [*From Eggs to Frogs*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) Paired selection Journeys TE pg. 64 (Level L; lexile 580) | Frog Life Cycle [animated lesson](https://www.turtlediary.com/video/frog-life-cycle.html) |
| VocabularyDrawn from the texts | [**RI.2.4**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**L.2.5**](http://www.corestandards.org/ELA-Literacy/L/2/)**Ordinary, control, upset, sensible, confused, training, suspiciously** [Language Support cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=18A) [EL Vocab Concept Poster](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780547934303_/launch.html) |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency/Decoding
* Word Work

Phonics and high frequency words | *Follow the daily* ***Phonics*** *and* ***Fluency*** *sequence of activities- Sounds -oo, -ew, -ue, -ou*[**RF.2.3e**](http://www.corestandards.org/ELA-Literacy/RF/2/) Introducing [-oo/-ew sound](https://www.youtube.com/watch?v=TdM2LUkBQzk)  (instructional video) Phonics Instructional Routine TE p. 16[**RF.2.3, 2.3e, 2.4**](http://www.corestandards.org/ELA-Literacy/RF/2/)*[The New Moose](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547896311_/launch.html)*– decodable reader High Frequency Words: **again, ago, don’t, every, follow, goes, head, now, wont**Spelling Words: **root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew** |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities [**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/) **Contractions** **English Language Development:** Students will use contractions.[**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/)**;** [**SL.2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/) **Grammar/Language Objective:** Students will use contractions in their writing.[Projectable 26.2](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_26.pdf)  |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | [**W.2.2**](http://www.corestandards.org/ELA-Literacy/W/2/)**;** [**L. 2.2**](http://www.corestandards.org/ELA-Literacy/L/2/)Complete a [Story Structure Chart](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_26.pdf) for *The Mysterious Tadpole.* Retell the story using the chart.[**W.2.2**](http://www.corestandards.org/ELA-Literacy/W/2/) How did the frog change in *The Mysterious Tadpole?* (TE Pg. 44 Scaffolded support)Students should use evidence from the text and sequencing vocabulary to explain how the frog changes in the story.  |

|  |  |
| --- | --- |
| **Grade 2 Weeks 1-2** | Week 2 |
| Essential Questions: How do some animals change as they grow? |
| StandardsWIDA 1, 2, & 4: SIL, LoLA, LoS | RI.2.1 Ask and answer such questions *as who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.Science:GLE0207.2.3 Identify the basic ways that plants and animals depend on each other.GLE02.07.2.2 Investigate living things found in different places.GLE0207.4.1 Compare the life cycles of various organisms. |
| Read Aloud/Main Selection* Text based comprehension
* Text based discussion
 | [*The Butterfly Life Cycle*](https://www.readinga-z.com/books/leveled-books/book/?id=1931&lang=English) Informational text; Level H (Printable story found at Reading A-Z.com) \*Also available in Spanish[**RI.2.1**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**RI. 2.2**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**SL 2.2, 2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/)Respond to text questions orally and/or in writingComprehension:Have students retell the life cycle orally. Have students place picture cards in the correct order. (Print an extra copy of the story to cut out and use for picture sequencing.) Can you compare this life cycle with the frog life cycle? |
| 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** | [*Life of a Butterfly*](https://www.getepic.com/app/read/28611)(Video clip) Get Epic.com[*National Geographic Kids: Caterpillar to Butterfly*](https://www.getepic.com/app/read/8139)-(Lexile 400) Get Epic.com  | [The Butterfly Site](http://www.thebutterflysite.com/life-cycle.shtml) website w/fun facts, pictures, life cycle info[Butterfly Life Cycle Game](http://www.sheppardsoftware.com/scienceforkids/life_cycle/butterfly_lifecycle.htm)(interactive)Sheppard’s Software  | [Life Cycle of a Monarch Butterfly](http://mrnussbaum.com/insects-play/butterfly_life_cycle/) (interactive) | [Life of a Butterfly](https://www.youtube.com/watch?v=dM71jKNuk-M) (video clip)The Dr. Binocs Show |  [*The Very Hungry*](http://www.eric-carle.com/ec_reads_vhc.html)  [*Caterpillar*](http://www.eric-carle.com/ec_reads_vhc.html) Eric Carle reads his book  aloud on Eric Carle.com |
| VocabularyDrawn from the texts | [**RI.2.4**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**L.2.5**](http://www.corestandards.org/ELA-Literacy/L/2/)**butterfly, caterpillar, life cycle, mate, pupa, stages**Main Selection: [*The*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/launch.html) *Butterfly Life Cycle* Level H (Reading A-Z) |
| 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-* Sound: Y with long i sound(review)[**RF.2.3e**](http://www.corestandards.org/ELA-Literacy/RF/2/) Review [Y as Long i sound](http://www.theschoolhouse.us/lessons/lesson25.html) (instructional routine) [**RF.2.3, 2.3e, 2.4**](http://www.corestandards.org/ELA-Literacy/RF/2/)High Frequency Words: **eats, for, now, the** Words for decoding: **by, fly, my, sly, cry, fry, shy, try, dry, guy, sky, why, spy** |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities [**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/) **Irregular Past Tense Verbs** **English Language Development:** Students will identify when to use irregular verbs (past and present): *say, said, eat, ate, give, gave, take,* and *took.*[**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/)**;** [**SL.2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/) **Grammar/Language Objective:** Students will use irregular verbs that match the correct tense. [Projectable 25.2](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/teacher_gateway_9780547933405_/pdf/Weekly_Booklets/Lesson_23.pdf)  |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | [**RI.2.1**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**SL.2.1**](http://www.corestandards.org/ELA-Literacy/SL/2/)From the anchor text, *The Butterfly Life Cycle* and the Week 1 TWAG paired selection, *The Life Cycle of a Frog*, compare the life cycles of both animals. Sort the similarities and differences using information from the text (words or phrases written on sentence strip) on a Venn diagram.[**W.2.2;**](http://www.corestandards.org/ELA-Literacy/W/2/)[**L.2.1e, 2.2**](http://www.corestandards.org/ELA-Literacy/L/2/)Culminating activity: Write an informative paragraph comparing and contrasting the life cycles of a butterfly and a frog. |

**ESL Supplemental Work Station and Gradual Release Template Grade 2 Q4 Weeks 1-2**

|  |
| --- |
| **STORY INFORMATION : Topic:** Life Cycles |
| *The Mysterious Tadpole/The Butterfly Life Cycle* | FantasyInformational text |
| Essential Question:  | How do some animals change as they grow? |
| Gradual Release:  | \*See GRR Example Behaviors at end of document. |
| Culminating Task | [**W.2.2**](http://www.corestandards.org/ELA-Literacy/W/2/)**;** [**L.2.1e,2.2**](http://www.corestandards.org/ELA-Literacy/L/2/)Write an informative paragraph comparing the life cycles of the frog and the butterfly. |
| Stations Activities :**WEEK 1**[**RF.2.3**](http://www.corestandards.org/ELA-Literacy/RF/2/) | **1): Word Work:**[-oo/-ew sound games](https://www.spellzone.com/games/index.cfm?wordlist=44) and [Contractions game](http://www.learninggamesforkids.com/vocabulary_games/contractions.html)HFW practice (video/chant) [Elf Kids Learning - Sight Word Practice](https://www.youtube.com/watch?v=kWtMmRZDY-4) (1st 100 words)Online sight words game: [Sight Word Match](http://www.starfall.com/n/matching/sight-words/load.htm) Starfall.com[Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html) Lesson 25 p. 104 |
| [**RI.2.1, 2.4**](http://www.corestandards.org/ELA-Literacy/RI/2/) | **2) Comprehension/Building Knowledge:** Shared/Guided Reading group: *Life Cycle of a Frog* by Bobbie KalmanSee ELL [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=18A) Lesson 26 for added pre-reading support  |
| [**RI.2.4**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**L.2.4a**](http://www.corestandards.org/ELA-Literacy/L/2/) | **3) Vocabulary:** Make a [Frayer Model](http://learningtasks.weebly.com/vocabulary-strategies.html) for vocabulary words from *The Mysterious Tadpole.* \*See [Vocab in Context Cards/Sentence Frames:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) Flash Cards: [Quizlet](https://quizlet.com/75413361/journeys-grade-4-lesson-26-vocabulary-flash-cards/)  |
| [**RI.2.4**](http://www.corestandards.org/ELA-Literacy/RI/2/) | **4) Fluency**- Partner-reading of ELL Reader [*How a Tree Grows*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/launch.html)(Level L; Lexile 620)Listen to reading: [The Mysterious Tadpole](https://www.youtube.com/watch?v=RnqiDkhs9fs) By: Steven Kellogg |
| **WEEK 2**[**RF.2.3**](http://www.corestandards.org/ELA-Literacy/RF/2/)[**L.2.2**](http://www.corestandards.org/ELA-Literacy/L/2/) | **1): Word Work:** [Letter sound –oo/-ew game](http://www.roythezebra.com/reading-games/long-vowel-phonemes-ew-oo.html) (Roy the Zebra) [-oo digraph game](http://www.kizphonics.com/phonics/oo-long-vowel-digraph-phonics-game/) (Kids Phonics)[Irregular Verbs game](http://www.eslgamesworld.com/members/games/ClassroomGames/Quizshow/Irregular%20Past%20Simple%20Quiz%20Show/play.html) (ESL Games World)Sight Word game- [Sight Word BINGO](http://www.abcya.com/dolch_sight_word_bingo.htm) [Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html) Lesson 26 p. 106 |
| [**RL2.1, 2.4**](http://www.corestandards.org/ELA-Literacy/RL/2/) | **2)Comprehension/Building Knowledge:** [*Science Lab: Soil*](https://www.getepic.com/app/read/27921)(Lexile 790) Get epic.comPlant Life Cycle [game](https://jr.brainpop.com/science/animals/butterflies/puzzle/) BrainPopJr. |
| [**W.2.1;**](http://www.corestandards.org/ELA-Literacy/W/2/)[**L.2.2**](http://www.corestandards.org/ELA-Literacy/L/2/) | **3) Writing/Research: Work on Writing:** Informative paragraph. Edit and revise writing. [Paragraph Hamburger](http://www.readingrockets.org/strategies/paragraph_hamburger) |
| [**RI.2.2, 2.4**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**SL.2.4**](http://www.corestandards.org/ELA-Literacy/SL/2/) | **4.)** **Fluency:** [*Said the Butterfly*](https://www.getepic.com/app/read/21198)(read-aloud) Get Epic.com |
| 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)- for every standard, this resource provides additional support to teachers for creating scaffolded activities.  |

**Unit Topic: Fossils**

|  |  |
| --- | --- |
| **Grade 2 Week 3** |  **Week 3** |
| Essential Questions: How can you learn about animals that lived long ago? |
| StandardsWIDA 1, 2, & 4: SIL, LoLA, LoS | RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

|  |
| --- |
|  |

 |
|  (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [**RI.2.1**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**SL 2.2,2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/)[*Epperson’s Icicle*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) (TE P. 114)See ELL [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=18A) Lesson 27 for added pre-reading supportDiscuss and describe how people discover fossils. |
| Anchor Text (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [*The Dog that Dug for Dinosaurs*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) by Shirley Rae Redmond [**RL.2.1**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**RL. 2.2**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**SL 2.2, 2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/)Respond to text questions orally and/or in writing.P. T126 “How did the shell turn into a fossil?”P. T128 “What questions have been answered about fossils so far?”P. T129 “How should a fossil hunter dress?” P. T133 “Why is Mary Anning famous?” |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | [Dinosaur Facts](https://www.youtube.com/watch?v=D6OsWpPbGlE) (Video clip) [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/launch.html) Lesson 27 | [*National Geographic Kids: Dinosaurs*](https://www.getepic.com/app/read/15133) Get Epic.com (book)[What Dinosaurs Left Behind](https://www.getepic.com/app/read/20852) Get Epic.com (read-aloud book)  | [*The Mysterious Bone*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) Leveled reader Journeys TE pg. 192 (Level L; lexile 460) | What are fossils?[Kids Dinos.com](http://www.kidsdinos.com/what-are-fossils/) (interactive website) |
| VocabularyDrawn from the texts | [**RI.2.4**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**L.2.5**](http://www.corestandards.org/ELA-Literacy/L/2/)**Exact, discovered, remove, growled, amazed, explained, guard, souvenirs** Language Support cards [EL Vocab Concept Poster](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780547934303_/launch.html) |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency/Decoding
* Word Work

Phonics and high frequency words | *Follow the daily* ***Phonics*** *and* ***Fluency*** *sequence of activities-* Sound -oo (book)[**RF.2.3e**](http://www.corestandards.org/ELA-Literacy/RF/2/) Introducing [-oo](https://www.youtube.com/watch?v=TdM2LUkBQzk) (instructional video-Turtle Diary) Phonics [Instructional Routine](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)  TE p. 116[**RF.2.3, 2.3e, 2.4**](http://www.corestandards.org/ELA-Literacy/RF/2/) ***[Woody Woodchuck and the Mysterious Ball](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547896311_/launch.html)***– decodable reader High Frequency Words: **buy, father, called, town, even, maybe, where, water, outside, tomorrow**Spelling Words: **took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook** |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities [**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/) **Possessive Nouns** **English Language Development:** Students will use adverbs to describe actions.[**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/)**;** [**SL.2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/) **Grammar/Language Objective:** Students will use adverbs when speaking and in their writing. |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | [**W.2.1**](http://www.corestandards.org/ELA-Literacy/W/2/)**;** [**L. 2.2**](http://www.corestandards.org/ELA-Literacy/L/2/)Complete a [Fact and Opinion Chart](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) TE P. 122 for *The Dog that Dug for Dinosaurs.* [**W.2.1**](http://www.corestandards.org/ELA-Literacy/W/2/) Use text evidence to determine the author’s purpose.(TE Pg. 143) Write an opinion paragraph (Beginners: a sentence) about what you think we can learn from the text about fossils. |

**ESL Supplemental Work Station and Gradual Release Template Grade 2 Q4 Weeks 3**

|  |
| --- |
| **STORY INFORMATION : Topic:** Fossils |
| *The Dog that Dug for Dinosaurs* | Biography |
| Essential Question:  | How can you learn about animals that lived long ago? |
| Gradual Release:  | \*See GRR Example Behaviors at end of document. |
| Culminating Task | [**W.2.2**](http://www.corestandards.org/ELA-Literacy/W/2/)**;** [**L.2.1e,2.2**](http://www.corestandards.org/ELA-Literacy/L/2/)Use text evidence to determine the author’s purpose.(TE Pg. 143) Write an opinion paragraph (Beginners: a sentence) about what you think the author’s purpose is using evidence from the fact and opinion chart. |
| Stations Activities :**WEEK 1**[**RF.2.3**](http://www.corestandards.org/ELA-Literacy/RF/2/) | **1): Word Work:**Word Sorts- Words with –oo (book) See [The Schoolhouse](http://www.theschoolhouse.us/lessons/lesson47.html) website for phonics activities HFW practice (video/chant) [Elf Kids Learning - Sight Word Practice](https://www.youtube.com/watch?v=kWtMmRZDY-4) (1st 100 words)Online sight words game: [Sight Word Match](http://www.starfall.com/n/matching/sight-words/load.htm) Starfall.com[Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html) Lesson 27[Adverbs](https://jr.brainpop.com/readingandwriting/word/adjectivesandadverbs/) BrainPopJr. |
| [**RI.2.1, 2.4**](http://www.corestandards.org/ELA-Literacy/RI/2/) | **2) Comprehension/Building Knowledge:** Shared/Guided Reading group: *[La Brea Tarpits](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)* Paired selection See ELL [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=18A) Lesson 27 for added pre-reading support [**Fossils: Read to Me**](https://www.getepic.com/app/read/25699) Get epic.com |
| [**RI.2.4**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**L.2.4a**](http://www.corestandards.org/ELA-Literacy/L/2/) | **3) Vocabulary:** Make a [Vocabulary cartoon](http://learningtasks.weebly.com/vocabulary-strategies.html) for vocabulary words from *The Dog that Dug for Dinosaurs* \*See [Vocab in Context Cards/Sentence Frames:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) Flash Cards: [Quizlet](https://quizlet.com/88334784/journeys-lesson-27-grade-2-flash-cards/)  |
| [**RF.2.4**](http://www.corestandards.org/ELA-Literacy/RF/2/) | **4) Fluency**- Partner-reading of ELL Reader [*Dinosaur Fossils*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)(TE Pg. 186) [***Woody Woodchuck and the Mysterious Ball***](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547896311_/launch.html) decodable reader |
| **WEEK 2**[**RF.2.3**](http://www.corestandards.org/ELA-Literacy/RF/2/)[**L.2.2**](http://www.corestandards.org/ELA-Literacy/L/2/) | **1): Word Work:** [Long vowel Phonemes](http://www.roythezebra.com/reading-games/long-vowel-phonemes-oo-2.html) (Roy the Zebra- online game) [Adverb game](https://www.turtlediary.com/games/adverbs.html) (Turtle Diary- online games)Sight Word game- [Sight Word BINGO](http://www.abcya.com/dolch_sight_word_bingo.htm) [Possessive Nouns](https://jr.brainpop.com/readingandwriting/word/possessivenouns/?panel=login&refer=/readingandwriting/word/possessivenouns/matching/) (Brain Pop Jr. -matching game) |
| [**RL2.1, 2.4**](http://www.corestandards.org/ELA-Literacy/RL/2/) | **2)Comprehension/Building Knowledge:** [**Fossils: Read to Me**](https://www.getepic.com/app/read/25699) Get epic.com[Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html) Lesson 28 |
| [**W.2.1;**](http://www.corestandards.org/ELA-Literacy/W/2/)[**L.2.2**](http://www.corestandards.org/ELA-Literacy/L/2/) | **3) Writing/Research: Work on Writing:** Informative paragraph. Edit and revise writing. [Oreo Opinion Writing](http://fanaticallyfirstgrade.blogspot.com/2012/03/o-r-e-o-opinion-writing-yummers.html) (Blog w/ graphic organizer and directions) |
| [**RI.2.2, 2.4**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**SL.2.4**](http://www.corestandards.org/ELA-Literacy/SL/2/) | **4.)** **Fluency:** Listen to fluent reading[**Cinderella**](https://www.getepic.com/app/read/18622)(Read to me book) Get Epic.com[***Howie's Big Brown Box***](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547896311_/launch.html)– decodable reader |
| 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)- for every standard, this resource provides additional support to teachers for creating scaffolded activities.  |

**Unit Topic: Cultures/Folktales**

|  |  |
| --- | --- |
| **Grade 2 Weeks 4-6** | Week 4 |
| Essential Questions: What can you learn from reading a fairy tale? |
| StandardsWIDA 1, 2, & 4: SIL, LoLA, LoSS | RL.2.1 Ask and answer such questions *as who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. RL.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.RL.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. |
| Read Aloud/Main Selection* Text based comprehension
* Text based discussion
 | [*Yeh-Shen*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) fairy tale; TE Pg. 224[**RL.2.1**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**RL. 2.2**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**SL 2.2, 2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/)Respond to text questions orally and/or in writing.Comprehension:P. T226 “How is Yeh-Shen different from her sisters?”P. T228 “Why do you think she hides her clothes after returning from the festival?”P. T229 “What do you think Yeh-Shen learns at the end of the story?”  |
| 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** | [Fairy Tales](http://www.storynory.com/archives/fairy-tales/)StoryNory.com  | [*Fairy Tales for Young Readers*](https://www.getepic.com/app/read/12806)- online book (Get Epic.com)[Fairy Tales](http://www.worldoftales.com/fairy_tales.html)(World of Tales.com)  | [Cinderella](http://mrnussbaum.com/insects-play/butterfly_life_cycle/) (interactive read-aloud- Speekaboos) | [Cinderella](http://princess.disney.com/cinderellas-story) (Interactive website)Disney.com | [Yeh-Shen: A Chinese Cinderella](https://www.youtube.com/watch?v=4Ou0Wy4ucjs&list=PLNYgBDeEFjqpinXMOUdaiGigqJndSnOU2) (3-part Video) |
| VocabularyDrawn from the texts | [**RI.2.4**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**L.2.5**](http://www.corestandards.org/ELA-Literacy/L/2/)**served, overjoyed, valuable, worn, concealed, glimmering, content, task**Main Selection: [*Yeh-Shen*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) fairy tale; TE Pg. 224 |
| 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-* Sound -ow (cow)[**RF.2.3e**](http://www.corestandards.org/ELA-Literacy/RF/2/) Introducing [-ow](https://www.youtube.com/watch?v=3Uz9U7YhmCw) (instructional video-Turtle Diary) Phonics [Instructional Routine](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)  TE p. 218[**RF.2.3, 2.3e, 2.4**](http://www.corestandards.org/ELA-Literacy/RF/2/) ***[Howie's Big Brown Box](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547896311_/launch.html)***– decodable reader High Frequency Words: **want, while, falling, enough, lived, loved, should, happened, sorry, above**Spelling Words: **cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower** |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities [**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/) **Possessive Nouns** **English Language Development:** Students will use possessives to show ownership.[**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/)**;** [**SL.2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/) **Grammar/Language Objective:** Students will use possessive nouns when speaking and in their writing. |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | [**W.2.1**](http://www.corestandards.org/ELA-Literacy/W/2/)**;** [**L. 2.2**](http://www.corestandards.org/ELA-Literacy/L/2/)Complete a [Sequence chart](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) TE P. 222 for *Yeh-Shen.* Sequence the events in the story. [**W.2.1**](http://www.corestandards.org/ELA-Literacy/W/2/) Use text evidence to explain the story’s lesson.(TE Pg. 240) Write a paragraph (Beginners: one sentence) about the lesson from *Yeh-Shen*. |

|  |  |
| --- | --- |
| **Grade 2 Weeks 4-6** |  **Week 5** |
| Essential Questions: What good things happen when people work together? |
| StandardsWIDA 1, 2, & 4: SIL, LoLA, LoSS | RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.RL.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

|  |
| --- |
|  |

 |
|  (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [**RL.2.1**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**SL 2.2,2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/)[*A Lesson in Happiness*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) (TE P. 310)See ELL [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=18A) Lesson 29 for added pre-reading supportDiscuss and describe the lesson learned from the story. |
| Anchor Text (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [*Two*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) *of Everything* folktale; by Lily Toy Hong [**RL.2.1**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**RL. 2.2**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**SL 2.2, 2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/)Respond to text questions orally and/or in writing.P. T322 “What do Mr. and Mrs. Haktak’s daily actions tell about them?”P. T323 “Summarize what has happened so far in the story.”P. T325 “How did the magic pot change the Haktak’s lives?”P. T329 “What lesson can be learned from this folktale?” |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | [Folk Tales](http://study.com/academy/lesson/folk-tales-definition-characteristics-types-examples.html)Study.com (video clip)[Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/launch.html) Lesson 29 | [*Anansi and the Talking Watermelon*](https://www.readinga-z.com/books/leveled-books/book/?id=783&lang=English) Leveled reader (Level O)Reading A-Z.com[*The Ant and the Grasshopper*](https://www.getepic.com/app/read/7834) Get Epic.com  | [*The Smart Mouse*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) Leveled reader Journeys TE pg. 391  | [*The Boy Who Cried Wolf*](https://www.readinga-z.com/books/leveled-books/book/?id=1978&lang=English) Leveled reader (Level E) Reading A-Z.com |
| VocabularyDrawn from the texts | [**RI.2.4**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**L.2.5**](http://www.corestandards.org/ELA-Literacy/L/2/)**contained, grateful, startled, odd, search, leaned, tossed, village**[EL Vocab Concept Poster-Lesson 29](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780547934303_/launch.html) |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency/Decoding
* Word Work

Phonics and high frequency words | *Follow the daily* ***Phonics*** *and* ***Fluency*** *sequence of activities-* Sound -ai/-ay [**RF.2.3e**](http://www.corestandards.org/ELA-Literacy/RF/2/) Introducing [–ai/-ay](https://www.kizphonics.com/ay-vowel-digraph-phonics-video/) (Vowel digraph phonics video clip: KidzPhonics) Phonics [Instructional Routine](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)  TE p. 312[**RF.2.3, 2.3e, 2.4**](http://www.corestandards.org/ELA-Literacy/RF/2/)*[Not So Alike](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547896311_/launch.html)*– decodable reader High Frequency Words: **once, woman, upon, eight, seven, near, wash, paper, who, your**Spelling Words: **aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright** |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities [**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/) **Possessive Pronouns** **English Language Development:** Students will use pronouns which show ownership.[**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/)**;** [**SL.2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/) **Grammar/Language Objective:** Students will use possessive pronouns in their writing. |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | [**W.2.1**](http://www.corestandards.org/ELA-Literacy/W/2/)**;** [**L. 2.2**](http://www.corestandards.org/ELA-Literacy/L/2/)Complete a [Character Chart](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) TE P. 315 for *Two of Everything* [**W.2.1**](http://www.corestandards.org/ELA-Literacy/W/2/) Use text evidence to determine the characters’ thoughts, feelings, and actions.(TE Pg. 315) Write an opinion paragraph (Beginners: a sentence or two) about what lesson the characters learned in this folktale. |

|  |  |
| --- | --- |
| **Grade 2 Weeks 4-6** | Week 6 |
| Essential Questions: What good things happen when people work together? |
| StandardsWIDA 1, 2, & 4: SIL, LoLA, LoSS | RL.2.1 Ask and answer such questions *as who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. RL.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.RL.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. |
| Read Aloud/Main Selection* Text based comprehension
* Text based discussion
 | [*Stone Soup*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) folktale; Adapted by Greta McLaughlin TE Pg. 360[*Stone Soup*](https://www.speakaboos.com/story/stone-soup) (online book) Speekaboos.com[**RL.2.1**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**RL. 2.2**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**SL 2.2, 2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/)Respond to text questions orally and/or in writing.Comprehension:P. TE360 “How can you tell *Stone Soup* is a folktale?”“What lesson can be learned from Stone Soup?”“What good things can happen when people work together?”P. TE 361 Text to World: Read another version of [*Stone Soup*](https://www.speakaboos.com/story/stone-soup) “How is the story in the textbook similar or different from the online book?” |
| 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** | [*Aesop’s Fables*](http://www.storynory.com/category/aesop/)StoryNory.com  | [*How Tiger Got his Stripes*](https://www.getepic.com/app/read/10985)- online book (Get Epic.com) | [*North American Folktales*](http://www.worldoftales.com/North_American_folktales.html)(World of Tales.com) | [*Mouse and Crocodile*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)Leveled reader Journeys TE pg. 389 | [*South African Folktales*](http://www.worldoftales.com/South_African_folklore_tales.html)(World of Tales.com) |
| VocabularyDrawn from the texts | [**RL.2.4**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**L.2.5**](http://www.corestandards.org/ELA-Literacy/L/2/)**contained, grateful, startled, odd, search, leaned, tossed, village**[EL Vocab Concept Poster-Lesson 29](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780547934303_/launch.html) |
| 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-* Review sound -oi/-oy (toy)[**RF.2.3e**](http://www.corestandards.org/ELA-Literacy/RF/2/) Review [-oi/-oy](https://www.youtube.com/watch?v=Hbt0Thvs1GE) (instructional video-Turtle Diary) Phonics [Instructional Routine](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)  TE p. 386[**RF.2.3, 2.3e, 2.4**](http://www.corestandards.org/ELA-Literacy/RF/2/)*[Toys for Boys](https://www.readinga-z.com/book.php?id=370&lang=English)* decodable reader (Reading A-Z.com)Review:High Frequency Words: **once, woman, upon, eight, seven, near, wash, paper, who, your**Spelling Words: **aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright** |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities [**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/) **Possessive Nouns and Pronouns** **English Language Development:** Students will use possessives to show ownership.[**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/)**;** [**SL.2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/) **Grammar/Language Objective:** Students will use possessive nouns and pronouns when speaking and in their writing. |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | [**W.2.1**](http://www.corestandards.org/ELA-Literacy/W/2/)**;** [**L. 2.2**](http://www.corestandards.org/ELA-Literacy/L/2/)Discussion: Imagine the traveler from *Stone Soup* came to the Haktaks’ village. What do you think the villagers would do if the traveler asked them to help him make soup?[**W.2.1**](http://www.corestandards.org/ELA-Literacy/W/2/) Use text evidence from both folktales, *Two of Everything* and *Stone Soup*, to answer the essential question: What good things happen when people work together? Write an opinion paragraph (or one to two sentences for beginners) about why you think it is good to work together. |

**ESL Supplemental Work Station and Gradual Release Template Grade 2 Q4 Weeks 5-6**

|  |
| --- |
| **STORY INFORMATION : Topic:** Cultures: Folktales |
| *Stone Soup/Two of Everything* | Folktales |
| Essential Question:  | What good things happen when people work together? |
| Gradual Release:  | \*See GRR Example Behaviors at end of document. |
| Culminating Task | [**W.2.2**](http://www.corestandards.org/ELA-Literacy/W/2/)**;** [**L.2.1e,2.2**](http://www.corestandards.org/ELA-Literacy/L/2/)Use text evidence from both folktales, *Two of Everything* and *Stone Soup*, to answer the essential question: What good things happen when people work together? Write an opinion paragraph (or one to two sentences for beginners) about why you think it is good to work together. |
| Stations Activities :**WEEK 5**[**RF.2.3**](http://www.corestandards.org/ELA-Literacy/RF/2/) | **1): Word Work:**Word Sorts- Words with –ai/-ay. See [The Schoolhouse](http://www.theschoolhouse.us/lessons/lesson13.html) website for phonics activities. HFW practice (video/chant) [Elf Kids Learning - Sight Word Practice](https://www.youtube.com/watch?v=kWtMmRZDY-4) (1st 100 words)Online sight words game: [Kitten Hop](http://www.abcya.com/sight_words_recognition.htm) Sight word game [Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html) Lesson 29[Possessives](https://jr.brainpop.com/readingandwriting/word/possessivenouns/?panel=login&refer=/readingandwriting/word/possessivenouns/matching/) online matching game: BrainPopJr. |
| [**RL.2.1, 2.4**](http://www.corestandards.org/ELA-Literacy/RL/2/) | **2) Comprehension/Building Knowledge:** Shared/Guided Reading group: *[Mouse and Crocodile](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)* Leveled reader Journeys TE pg. 389See ELL [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=18A) Lesson 29 for added pre-reading support [**Folktales for Kids**](http://www.pitara.com/category/fiction-for-kids/folktales/) on-line folktales: Pitara.com |
| [**L.2.4a**](http://www.corestandards.org/ELA-Literacy/L/2/) | **3) Vocabulary:** Make a [Vocabulary cartoon](http://learningtasks.weebly.com/vocabulary-strategies.html) for vocabulary words from *Two of Everything* \*See [Vocab in Context Cards/Sentence Frames:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) Vocabulary flash cards with illustrations: [Quizlet](https://quizlet.com/126563737/class_journeys-22_two-of-everything-flash-cards/)  |
| [**RF.2.4**](http://www.corestandards.org/ELA-Literacy/RF/2/) | **4) Fluency**- Partner-reading of ELL Reader [*Brer Rabbit at the Well*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)(TE Pg. 388) [*Not So Alike*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547896311_/launch.html)– decodable reader |
| **WEEK 6**[**RF.2.3**](http://www.corestandards.org/ELA-Literacy/RF/2/)[**L.2.2**](http://www.corestandards.org/ELA-Literacy/L/2/) | **1): Word Work:** [Long vowel Phonemes- oi](http://www.roythezebra.com/reading-games/long-vowel-phonemes-oi.html) (Roy the Zebra- online game) [Possessives- Rags to Riches](https://www.quia.com/rr/377189.html) (Quia- online game)Sight Word game- [Sight Word BINGO](http://www.abcya.com/dolch_sight_word_bingo.htm) [Possessive Nouns-Word match](http://www.learninggamesforkids.com/memory_games/possessive-nouns-card-flip.html) (Learning games for kids.com) |
| [**RL2.1, 2.4**](http://www.corestandards.org/ELA-Literacy/RL/2/) | **2)Comprehension/Building Knowledge:** [***Stone Soup***](https://www.getepic.com/app/read/10937) Get epic.com[Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html) Lesson 29 |
| [**W.2.1;**](http://www.corestandards.org/ELA-Literacy/W/2/)[**L.2.2**](http://www.corestandards.org/ELA-Literacy/L/2/) | **3) Writing/Research: Work on Writing:** Informative paragraph. Edit and revise writing. [Oreo Opinion Writing](http://fanaticallyfirstgrade.blogspot.com/2012/03/o-r-e-o-opinion-writing-yummers.html) (Blog w/ graphic organizer and directions) |
| [**RI.2.2, 2.4**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**SL.2.4**](http://www.corestandards.org/ELA-Literacy/SL/2/) | **4.)** **Fluency:** Listen to fluent reading[***Stone Soup***](http://www.playrific.com/m/11876/stone-soup-read-aloud)(Online read aloud) Playrific.com[*Toys for Boys*](https://www.readinga-z.com/book.php?id=370&lang=English)decodable reader (Reading A-Z.com) |
| 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)- for every standard, this resource provides additional support to teachers for creating scaffolded activities.  |

**Unit Topic: Cultures (Historical Figures/Innovators)**

|  |  |
| --- | --- |
| **Grade 2 Weeks 7-8** |  **Week 7** |
| Essential Questions: Why might a person from long ago still be important today? |
| StandardsWIDA 1, 2, & 4: SIL, LoLA, LoSS | RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

|  |
| --- |
|  |

 |
|  (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [**RI.2.1**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**SL 2.2,2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/)[*Steve Jobs: Inventor*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)(TE P. 410)See ELL [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=18A) Lesson 30 for added pre-reading supportDiscuss and describe how people discover fossils. |
| Anchor Text (Read Aloud)* Text based comprehension
* Text based discussion

(Whole and Small Group) | [*Now and Ben*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) (informational text) by Gene Barretta (TE. Pg 420)[**RI.2.1**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**RI. 2.2**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**SL 2.2, 2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/)Respond to text questions orally and/or in writing.P. T422 “How have people’s views about electricity changed from the past?”P. T424 “Why are grabber and long arm good names for this gadget?”P. T425 “How did Ben’s knowledge of the Gulf Stream help people today?” P. T429 “Why do you think documents like The Constitution are important today?” |
| Building Knowledge* Read Aloud
* Leveled readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) | [*Inventions and Inventors*](https://www.getepic.com/app/read/6957)Get Epic.com (read-aloud book)[Ben Franklin and his Kite](http://www.history.com/topics/american-revolution/benjamin-franklin/videos/kids-history-ben-franklin-and-his-kite) (Video clip-History.com) [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/launch.html) Lesson 30 | [*Great Americans: Ben Franklin*](https://www.getepic.com/app/read/15704) Get Epic.com (Read-to-Me book)[*Ben Franklin: American Genius*](https://www.getepic.com/app/read/28329) Get Epic.com (read-aloud book)  | [*Philadelphia, 1756*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/strategic_intervention_9780547896175_/vr/bl/lesson30/index.html) Leveled reader Journeys (Level M) | [Getting to Know Ben Franklin](http://www.brighthubeducation.com/history-homework-help/101237-interesting-and-fun-facts-about-ben-franklin/) (Bright Hub Education- interactive website) |
| VocabularyDrawn from the texts | [**RI.2.4**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**L.2.5**](http://www.corestandards.org/ELA-Literacy/L/2/)**accomplishments, inventions, result, designed, achieve, composed, remarkable, amounts**[Language Support cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/launch.html)  [EL Vocab Concept Poster](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/ancillary_9780547934303_/launch.html) |
| Foundational Skills* Phonemic Awareness
* Concepts of Print
* Fluency/Decoding
* Word Work

Phonics and high frequency words | *Follow the daily* ***Phonics*** *and* ***Fluency*** *sequence of activities-* Review long o (-oa, -ow)[**RF.2.3e**](http://www.corestandards.org/ELA-Literacy/RF/2/) Review [Long o](https://www.youtube.com/watch?v=pB0rTOlp3xQ) (instructional video-Turtle Diary) Phonics [Instructional Routine](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)  TE p. 412[**RF.2.3, 2.3e, 2.4**](http://www.corestandards.org/ELA-Literacy/RF/2/)*[A Picnic Problem](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)*– decodable reader TE Pg. 415High Frequency Words: **almost, from, money, door, years, together, sometimes, pushed, remember, dear**Spelling Words: **groan, roast, bowls, crow, owe, grown**, **snow** |
| Language/ Syntax* Grammar/Language
 | Follow the daily **Grammar** and **Language** sequence of activities [**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/) **Choose between adjectives and adverbs** **English Language Development:** Students will use adjectives and adverbs, and choose between them.[**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/)**;** [**SL.2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/) **Grammar/Language Objective:** Students will choose adjective or adverb to complete a sentence, both in speaking and writing. |
| Writing* Response to text
* Culminating task

 Aligned with the EQ and topic  | [**W.2.1**](http://www.corestandards.org/ELA-Literacy/W/2/)**;** [**L. 2.2**](http://www.corestandards.org/ELA-Literacy/L/2/)Complete a [Venn diagram](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) on TE P. 418 for *Now and Ben* to compare and contrast how people lived during Ben Franklin’s time and how they live today.[**W.2.1**](http://www.corestandards.org/ELA-Literacy/W/2/) Write an opinion paragraph (Beginners: a sentence or two) about what you think the most important thing Ben Franklin did in his lifetime. Use text evidence to support your opinion. |

|  |  |
| --- | --- |
| **Grade 2 Weeks 7-8** | Week 8 |
| Essential Questions: What is it like to be an astronaut? |
| StandardsWIDA 1, 2, & 4: SIL, LoLA, LoSS | RI.2.1 Ask and answer such questions *as who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.RF.2.3e. Identify words with inconsistent but common spelling-sound correspondences.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. |
| Read Aloud/Main Selection* Text based comprehension
* Text based discussion
 | [*Exploring Space Travel*](https://books.google.com/books?id=fZG6di4_MTMC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false) (Informational Text) by: Laura Hamilton Waxman *Journeys Extended Reading-Trade Book*(accessible online through Google books)[**RI.2.1**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**RI. 2.2**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**SL 2.2, 2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/)Respond to text questions orally and/or in writing.Comprehension:TE Pg. 504 “Name one of the things astronauts do.”P. T504 “What would happen if there was no gravity on Earth?”P. T504 “How do the text, the caption, and the photo help you understand the word *weightless*?”  |
| 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** | [Sally Ride](https://www.readinga-z.com/books/leveled-books/book/?id=122&lang=English) (Level O)Reading A-Z.com[Daily Life of an Astronaut](https://www.youtube.com/watch?v=TB14HiOV2kU) (video clip) | [Astronauts Exploring Space](https://www.getepic.com/app/read/6636)- (Video clip) Get Epic.com[How to Go to Space](https://www.getepic.com/app/read/36527)(World of Tales.com)  | [ESA Kids: Life in Space](https://www.esa.int/esaKIDSen/Astronauts.html) (interactive website) | [NASA Kids Club](https://www.nasa.gov/audience/forkids/home/index.html) (Interactive website)NASA.gov | [Kids Astronomy](http://www.kidsastronomy.com/explore_index.htm) Interactive website |
| VocabularyDrawn from the texts | [**RI.2.4**](http://www.corestandards.org/ELA-Literacy/RL/2/)**;** [**L.2.5**](http://www.corestandards.org/ELA-Literacy/L/2/)Main Selection: [*Exploring Space Travel*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) informational text**rockets, launch, takeoff, landing, speed** TE Pg. 504**gear, inner, layer, outer, fire-resistant, pouches** TE Pg. 506**emergencies, prepare, explorers, scientists, experiments** TE Pg. 508 |
| 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-* Review Long e (-ee, -ea)[**RF.2.3e**](http://www.corestandards.org/ELA-Literacy/RF/2/) Review [Long e](https://www.youtube.com/watch?v=hCjNJcUQBrI) (Instructional video- Turtle Diary) Phonics [Instructional Routine](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)  TE p. 412[**RF.2.3, 2.3e, 2.4**](http://www.corestandards.org/ELA-Literacy/RF/2/) ***[Reef Sees the Wide World](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547896311_/volume3/launch.html)***– decodable reader Pg. 41Spelling Words: **seated, keeps, speed, seen, means, clean, peace, below, green** |
| Language/ Syntax* Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities [**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/) **Choose between adjectives and adverbs** **English Language Development:** Students will use adjectives and adverbs, and choose between them.[**L.2.3**](http://www.corestandards.org/ELA-Literacy/L/2/)**;** [**SL.2.6**](http://www.corestandards.org/ELA-Literacy/SL/2/) **Grammar/Language Objective:** Students will choose adjective or adverb to complete a sentence, both in speaking and writing. |
| Writing* Response to text
* Culminating task

Aligned with the EQ and topic  | [**W.2.1**](http://www.corestandards.org/ELA-Literacy/W/2/)**;** [**L. 2.2**](http://www.corestandards.org/ELA-Literacy/L/2/)Return to the essential question: *What do astronauts do?* (Oral discussion)[**W.2.1**](http://www.corestandards.org/ELA-Literacy/W/2/) Write an opinion paragraph (or a few sentences for beginners) to answer the question: *Would you like to travel to space with Sally Ride? Give reasons why or why not.* |

**ESL Supplemental Work Station and Gradual Release Template Grade 2 Q4 Weeks 7-8**

|  |
| --- |
| **STORY INFORMATION : Topic:** Cultures (Historical figures and Inventors) |
| *Now and Ben/Exploring Space Travel* | Informational text |
| Essential Question:  | Why might a person from long ago still be important today?What is it like to be an astronaut? |
| Gradual Release:  | \*See GRR Example Behaviors at end of document. |
| Culminating Task | [**W.2.2**](http://www.corestandards.org/ELA-Literacy/W/2/)Write an opinion paragraph (Beginners: a sentence or two) about what you think the most important thing Ben Franklin did in his lifetime. Use text evidence to support your opinion.[**W.2.1**](http://www.corestandards.org/ELA-Literacy/W/2/) Write an opinion paragraph (or a few sentences for beginners) to answer the question: *Would you like to travel to space with Sally Ride? Give reasons why or why not.* |
| Stations Activities :**WEEK 1**[**RF.2.3**](http://www.corestandards.org/ELA-Literacy/RF/2/) | **1): Word Work:**Word Sorts- [Words with long o (boat)](http://www.theschoolhouse.us/lessons/lesson30.html) See The Schoolhouse.com Lesson 30- website for phonics activities HFW practice (game)- [Sight Words Bird Game](http://www.quiz-tree.com/sight-words-bird-game.html?noCache=1486495824) QuizTree.comOnline sight words game: [Sight Word Match](http://www.starfall.com/n/matching/sight-words/load.htm) Starfall.com[Language and Literacy Guide](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547895796_/launch.html) Lesson 30[Adjectives and Adverbs](https://jr.brainpop.com/readingandwriting/word/adjectivesandadverbs/) BrainPopJr. |
| [**RI.2.1, 2.4**](http://www.corestandards.org/ELA-Literacy/RI/2/) | **2) Comprehension/Building Knowledge:** Shared/Guided Reading group: *[Steve Jobs: Inventor](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)* Read aloud TE Pg. 410 See ELL [Language Support Cards](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr2/extra_support_9780547953137_/volume/launch.html?page=18A) Lesson 30 for added pre-reading support [*Inventions and Inventors*](https://www.getepic.com/app/read/6957) online book: Get epic.com |
| [**RI.2.4**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**L.2.4a**](http://www.corestandards.org/ELA-Literacy/L/2/) | **3) Vocabulary:**  [Vocabulary Frames- Strategy 12](http://learningtasks.weebly.com/vocabulary-strategies.html) for vocabulary words from *Now and Ben.* \*See [Vocab in Context Cards/Sentence Frames:](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html) *Now and Ben* Flash Cards: [Quizlet](https://quizlet.com/85182325/now-and-ben-flash-cards/)  |
| [**RF.2.4**](http://www.corestandards.org/ELA-Literacy/RF/2/) | **4) Fluency**- [*Great Americans: Ben Franklin*](https://www.getepic.com/app/read/15704) Get Epic.com (Read-to-Me book) [*A Picnic Problem*](https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/tn/gr2/ete_9780547894355_/volume6/launch.html)– decodable reader TE Pg. 415 |
| **WEEK 2**[**RF.2.3**](http://www.corestandards.org/ELA-Literacy/RF/2/)[**L.2.2**](http://www.corestandards.org/ELA-Literacy/L/2/) | **1): Word Work:** [Vowel Team game](http://www.starfall.com/n/make-a-word/two-vowel/load.htm?f) Starfall.com[Adverb game](https://www.turtlediary.com/games/adverbs.html) (Turtle Diary- online games)[Popcorn Words](http://fun4thebrain.com/English/popcornWords.html)- Fun4theBrain.com |
| [**RL2.1, 2.4**](http://www.corestandards.org/ELA-Literacy/RL/2/) | **2)Comprehension/Building Knowledge:** [*Innovation: Space Travel*](https://www.getepic.com/app/read/10707) Get epic.com[History of Man’s Space Travel](https://www.youtube.com/watch?v=96hN5maw_lQ)- Reading Rainbow (video clip) |
| [**W.2.1;**](http://www.corestandards.org/ELA-Literacy/W/2/)[**L.2.2**](http://www.corestandards.org/ELA-Literacy/L/2/) | **3) Writing/Research: Work on Writing:** Opinion paragraph. Edit and revise writing. [Oreo Opinion Writing](http://fanaticallyfirstgrade.blogspot.com/2012/03/o-r-e-o-opinion-writing-yummers.html) (Blog w/ graphic organizer and directions) |
| [**RI.2.2, 2.4**](http://www.corestandards.org/ELA-Literacy/RI/2/)**;** [**SL.2.4**](http://www.corestandards.org/ELA-Literacy/SL/2/) | **4.)** **Fluency:** Listen to fluent reading[*Best-dressed Astronaut*](https://www.nasa.gov/audience/forstudents/k-4/playandlearn/best-dressed-astronaut.html)(on-line interactive book) NASA.gov |
| 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)- for every standard, this resource provides additional support to teachers for creating scaffolded activities.  |

|  |
| --- |
| **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**
 |

**End of Year/ Week 9 of quarter 4:**

The WIDA ACCESS 2.0 test window ranges from March 6-April 21, 2017. Students will be tested within the domains of listening, reading, writing, and speaking. Please be certain to expose students to practice test items via https://www. wida-ams.us (scroll down, no need to log in). Please make sure your school composite is updated as well and that the latest version is submitted to the ESL office (purnellmc@scsk12.org).

To prepare for next year, during week 9, please **compile the following items and place in your ESL file or ESL student files** so that data may be passed on to next year’s ESL teacher and/or General Education teacher:

· Two **writing samples** taken from this last quarter. The writing should come from any two of the culminating writing tasks outlined in this curriculum guide. If accommodations were made during this writing task, please attach a brief note stating what those accommodations were. For example, did a partner assist or was a sentence or paragraph frame provided?

▪ **Reading A-Z fluency passages** levels O and P. Teachers should include these level passages, along with any other fluency check they feel may be more indicative of what a student “can do” (WIDA). **Fluency:** [Reading A-Z fluency passages](https://www.readinga-z.com/fluency/fluency-practice-passages/) (Reading A-Z [Grade level correlation chart](https://www.readinga-z.com/learninga-z-levels/level-correlation-chart/))

● **WIDA Student Profile.** Ask students to help you create a set of information specific to them. This information will be passed on to next year’s teacher (at beginning of next school year). Place these completed student profiles in your ESL files for future use. Ask students to draw a picture of self in the middle (of bubble map, for example, with interest items all around) or have students bring in a picture.

·

o Topics may include:

● favorite sports teams /sports the student participates in

● country of origin/ how long in the U.S.

● favorite school subject

● how many in my family

● my summer plans

● favorite books

● who helps me study

o After students have filled in their portion of their profile, take a moment to write in the following information within a “teacher” bubble portion of this map. Topics you may wish to address are:

● accommodations made on a regular basis are:

● this student works best when:

● student has grown the most in the area of:

● student is still struggling with:

● any other information you want to inform next year’s teacher(s) about which is relevant to this child’s education