**Second Grade Suggested Instructional Framework: Wonders Days 1-5**

The Second Grade Instructional Framework is designed to provide guidance around the 120-minute literacy block. While the time allocations shown align to the Wonders curriculum expectations, diverse building and grade-level structures, as well as students’ needs may influence scheduling and **time spent within each component** of the Kindergarten ELA block. The content highlighted in blue indicates optional instructional opportunities. Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction.  Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction.  However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

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|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Whole Group** | 10 min20 min20 min5 min20 min10 min10 min10 min5 min10 min5 min | Introduce the ConceptReading/Writing Companion Talk About It Oral Vocabulary/Listening ComprehensionInteractive Read AloudWord Work* Phonemic Awareness
* Phonics
* High-Frequency Words
* Decodable Reader
* Handwriting

Word Work* Structural Analysis

Reading/Writing Companion Read the Shared Read Teach/Model Close ReadingSummarize/Quick Write Pre-teach Vocabulary (10 min)Reading/Writing CompanionVocabularyExpand VocabularyGrammarGrammar “Talk About It” Tasks (10 min)Spelling | 50 min10 min20 min10 min10 min10 min10 min10 min10 min10 min | Reading/Writing Companion Reread the Shared ReadGuided Practice of Close Reading  Comprehension Strategy Text Features/Literary Elements Comprehension Skill Comprehension: Craft and StructureWord Work* Phonics
* Structural Analysis

Word Work* Phonemic Awareness (5 min)
* Phonics (5 min)
* High-Frequency Words Review

(5 min)* Decodable Reader (5 min)

FluencyReading/Writing Companion Respond to ReadingReading/Writing Companion Study Skill/Research and InquiryGrammarGrammar “Talk About It” Tasks (10 min)SpellingExpand Vocabulary |  20 min10 min40 min10 min10 min10 min10 min | Word Work* Phonemic Awareness
* Phonics
* High-Frequency Words
* Decodable Reader

Word Work* Phonics (5 min)
* Structural Analysis (5 min)

Literature AnthologyRead the Anchor TextPractice/Apply Close ReadingTake Notes About TextGrammar/MechanicsGrammar “Talk About It” Tasks (10 min)Spelling (10 min)Expand Vocabulary | 10 min20 min50 min10 min10 min10 min10 min | Word Work* Phonics

Word Work* Phonemic Awareness (5 min)
* Structural Analysis Review (5 min)
* High-Frequency Words Review (5 min)
* Decodable Reader (5 min)

Literature AnthologyRead Anchor TextPractice/Apply Close ReadingTake Notes About TextRespond to the TextGrammar Grammar “Talk About It” Tasks (10 min)SpellingExpand Vocabulary | 5 min15 min35 min10 min10 min10 min10 min10 min | Word Work* Phonics

Word Work* Phonemic Awareness (5 min)
* Structural Analysis Review (5 min)
* High-Frequency Words Review (5 min)

Literature AnthologyRead Anchor TextPractice/Apply Close ReadingReading/Writing CompanionWriting Process: Expert ModelSpellingGrammar Grammar “Talk About It” Tasks (10 min)Expand Vocabulary |

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| **Small Groups** | Decodable ReaderIn Second Grade, the decodable readers can be revisited during small groups. However, they initially appear in whole group core instruction on **Days 1, 3, 6, and 8**. This means teachers will need to project the decodables on these days and engage with them whole group.*Note:**It is also acceptable to engage students during small group in decodable readers instruction when needed.* |
| 25 min10 min | Leveled Reader**Approaching Level:** 15 min**On Level:** 10 min**Beyond Level:** 10 min | 30 min15 min | Leveled Reader**Approaching Level:** 15 min**On Level:** 15 min**Beyond Level:** 15 min | 40 min10 min | Leveled Reader**Approaching Level:** 20 min**On Level:** 20 min**Beyond Level:** 10 min | 60 min | Leveled Reader**Approaching Level:** 20 min**On Level:** 20 min**Beyond Level:** 20 min | 60 min | Leveled Reader**Approaching Level:** 20 min**On Level:** 20 min**Beyond Level:** 20 min |
| *\*The small groups highlighted above in blue are optional opportunities for teachers to consider incorporating when possible.* |
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| **Additional Options** | **Teacher-led Small Group Additional Options****NOTE:** Review the Wonders Curriculum and the SCS Curriculum Maps for further guidance regarding small groups. Additional support provided by *Wonders* around planning for small groups can be found by accessing the Small Group Differentiated Instruction Interactive Planner on my.mheducation.com |
| **Approaching Small Group Teacher Edition Lessons*** 10-minute skill lesson
* 15-minute skill lesson and/or an introduction to leveled reader
* 10-minute genre passage lesson
* 20-minute leveled reader lesson and/or skill lesson
* 20-minute re-reading of Literature Anthology (Guided completion of Reading/Writing Companion)
* Optional instructional opportunities (i.e. decodable readers)
 | **On Level Small Group Teacher Edition Lessons*** 10-minute skill lesson
* 15-minute skill lesson and/or leveled reader lesson
* 20-minute leveled reader lesson
* 10-minute genre passage lesson
* 20-minute rereading of Literature Anthology (Guided completion of Reading/Writing Companion)
* Optional instructional opportunities (i.e. decodable readers)
 | **Beyond Small Group Teacher Edition Lessons*** 10-minute introduction to leveled reader lesson and/or skill lesson
* 15-minute skill lesson or leveled reader lesson
* 20-minute leveled reader lesson
* 10-minute genre passage lesson
* Optional instructional opportunities (i.e. decodable readers)
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| **The ELL Reader** and instructional guidance that accompanies this resource provides supports to aid in comprehension. The ELL Reader aligns to the on level reader, but with the additional comprehension strategies. This resource can be used during the teacher led small group with EL students and other striving readers when needed. |
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| **Workstation Options** | **Workstations, Independent Practice, Partner/Group Work Options****NOTE:** Details regarding the specific *Wonders* workstations suggested for the week can be found in the grade level’s curriculum maps under the workstation section. The Wonders small group and workstation options align with the **Blended Learning Station Rotation Model (Tech-infused, Small Group Collaboration, and Teacher-led)**. It is important to note that teachers may have multiple tech-infused or small group collaboration stations at a time that contain different tasks.  Likewise, teachers may duplicate stations so that multiple groups can engage in the same station activity at the same time while maintaining smaller group sizes. |
| Differentiated Workstation Activity CardsPeer ConferencingEdit & Proofread WritingWord SortsFluency PracticeComplete Research and Inquiry ProjectsReading/Writing Companion Partner WorkOnline Games and ActivitiesSelf-Selected Reading Self-Selected WritingWriter’s Notebook Classroom Library | \*Practice Book Activities\*Blast Assignment\*Differentiated Genre Passages (Units 4–6)\*Expert Model Writing\*Plan Writing\*Draft Writing\*Revise Writing\*Handwriting Practice\*Homework Options |

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 **Second Grade Suggested Instructional Framework: Wonders Days 6-10**

The Second Grade Instructional Framework is designed to provide guidance around the 120-minute literacy block. While the time allocations shown align to the Wonders curriculum expectations, diverse building and grade-level structures, as well as students’ needs may influence scheduling and **time spent within each component** of the Kindergarten ELA block. The content highlighted in blue indicates optional instructional opportunities. Optional instructional opportunities are provided which focus on reinforcing, revisiting, or extending the instruction.  Since these activities will often benefit all learners, teachers should plan to include the optional opportunities necessary to support their students’ understanding during whole group instruction.  However, as teachers plan for implementation some optional activities may be identified as best suited for small groups.

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|  | **Day 6** | **Day 7** | **Day 8** | **Day 9** | **Day 10** |
| **Whole Group** | 25 min5 min25 min10 min10 min10 min10 min10 min10 min | Word Work* Phonological Awareness
* Phonics
* High-Frequency Words
* Decodable Reader
* Handwriting

Word Work* Structural Analysis (5 min)

Literature AnthologyReread the Anchor TextPractical/Apply Close ReadingReading/Writing CompanionRespond to the TextReading/Writing CompanionWriting Process: PlanExpand Vocabulary (10 min)GrammarGrammar “Talk About It” Tasks (10 min)Spelling | 10 min20 min35 min10 min10 min10 min10 min10 min | Word Work* Phonics
* Structural Analysis

Word Work* Phonemic Awareness (5 min)
* Phonics Review (5 min)
* High-Frequency Words Review (5 min)
* Decodable Reader (5 min)

Literature AnthologyPaired SelectionPractice/Apply Close ReadingReading/Writing Companion Respond to ReadingGrammarGrammar “Talk About It” Tasks (10 min)SpellingExpand Vocabulary |  20 min10 min25 min10 min10 min5 min10 min10 min10 min | Word Work* Phonemic Awareness
* Phonics
* High-Frequency Words
* Decodable Reader

Word Work* Phonics (5 min)
* Structural Analysis (5 min)

Literature AnthologyRead the Paired SelectionPractice/Apply Close ReadingReading/Writing CompanionAuthor’s CraftReading/Writing CompanionWriting Process: DraftGrammar/MechanicsGrammar “Talk About It” Tasks (10 min)Spelling (10 min)Expand Vocabulary | 10 min20 min10 min20 min10 min10 min10 min10 min10 min | Word Work* Phonics

Word Work* Phonemic Awareness (5 min)
* Structural Analysis Review (5 min)
* High-Frequency Words Review (5 min)
* Decodable Reader (5 min)

FluencyWriting: DraftMake ConnectionsGrammar Grammar “Talk About It” Tasks (10 min)SpellingExpand Vocabulary | 20 min15 min10 min10 min10 min10 min10 min10 min30 min | Word Work* Phonics

Word Work* Phonemic Awareness (5 min)
* Structural Analysis (5 min)
* High-Frequency Words (5 min)

Writing: DraftResearch & InquirySpellingGrammar Grammar “Talk About It” Tasks (10 min)Expand VocabularyProgress Monitoring |

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| **Small Groups** | Decodable ReaderIn Second Grade, the decodable readers can be revisited during small groups. However, they initially appear in whole group core instruction on **Days 1, 3, 6, and 8**. This means teachers will need to project the decodables on these days and engage with them whole group.*Note:**It is also acceptable to engage students during small group in decodable readers instruction when needed.* |
| 30 min10 min | Leveled Reader**Approaching Level:** 15 min**On Level:** 15 min**Beyond Level:** 10 min | 45 min | Leveled Reader**Approaching Level:** 15 min**On Level:** 15 min**Beyond Level:** 15 min | 45 min | Leveled Reader**Approaching Level:** 15 min**On Level:** 15 min**Beyond Level:** 15 min | 60 min | Leveled Reader**Approaching Level:** 20 min**On Level:** 20 min**Beyond Level:** 20 min | 40 min | Leveled Reader**Approaching Level:** 15 min**On Level:** 15 min**Beyond Level:** 10 min |
| *\*The small groups highlighted above in blue are optional opportunities for teachers to consider incorporating when possible.* |
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| **Small Group Options** | **Teacher-led Small Group Additional Options****NOTE:** Review the Wonders Curriculum and the SCS Curriculum Maps for further guidance regarding small groups. Additional support provided by *Wonders* around planning for small groups can be found by accessing the Small Group Differentiated Instruction Interactive Planner on my.mheducation.com |
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* 15-minute skill lesson and/or an introduction to leveled reader
* 10-minute genre passage lesson
* 20-minute leveled reader lesson and/or skill lesson
* 20-minute re-reading of Literature Anthology (Guided completion of Reading/Writing Companion)
* Optional instructional opportunities (i.e. decodable readers)
 | **On Level Small Group Teacher Edition Lessons*** 10-minute skill lesson
* 15-minute skill lesson and/or leveled reader lesson
* 20-minute leveled reader lesson
* 10-minute genre passage lesson
* 20-minute rereading of Literature Anthology (Guided completion of Reading/Writing Companion)
* Optional instructional opportunities (i.e. decodable readers)
 | **Beyond Small Group Teacher Edition Lessons*** 10-minute introduction to leveled reader lesson and/or skill lesson
* 15-minute skill lesson or leveled reader lesson
* 20-minute leveled reader lesson
* 10-minute genre passage lesson
* Optional instructional opportunities (i.e. decodable readers)
 |
| **The ELL Reader** and instructional guidance that accompanies this resource provides supports to aid in comprehension. The ELL Reader aligns to the on level reader, but with the additional comprehension strategies. This resource can be used during the teacher led small group with EL students and other striving readers when needed. |
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| **Workstation Options** | **Workstations, Independent Practice, Partner/Group Work Options****NOTE:** Details regarding the specific *Wonders* workstations suggested for the week can be found in the grade level’s curriculum maps under the workstation section. The Wonders small group and workstation options align with the **Blended Learning Station Rotation Model (Tech-infused, Small Group Collaboration, and Teacher-led)**. It is important to note that teachers may have multiple tech-infused or small group collaboration stations at a time that contain different tasks.  Likewise, teachers may duplicate stations so that multiple groups can engage in the same station activity at the same time while maintaining smaller group sizes. |
| Differentiated Workstation Activity CardsFluency PracticeComplete Research and Inquiry ProjectsReading/Writing Companion Partner WorkOnline Games and ActivitiesSelf-Selected Reading Self-Selected WritingWriter’s Notebook Classroom LibraryPeer ConferencingEdit & Proofread WritingWord Sorts | \* Practice Book Activities\* Blast Assignment* Differentiated Genre Passages (Units 4–6)
* Expert Model Writing

\* Plan Writing\* Draft Writing\* Revise Writing\*Handwriting Practice\*Homework Options |

 \*Pacing suggestions noted above are based on the information found in the Wonders resource entitled, *Suggested Lesson Plans and Pacing Guides* and found [here](https://drive.google.com/file/d/11fZHkDpvX_NIBiQM6v_e_8p2UsR_jRSI/view?usp=sharing).