**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 min  20 min  20 min  5 min  20 min  10 min  10 min  10 min  5 min  10 min  5 min | Introduce the Concept  Reading/Writing Companion  Talk About It  Oral Vocabulary/Listening Comprehension  Interactive Read Aloud  Word Work   * Phonemic Awareness * Phonics * High-Frequency Words * Decodable Reader * Handwriting   Word Work   * Structural Analysis   Reading/Writing Companion  Read the Shared Read Teach/Model Close Reading  Summarize/Quick Write  Pre-teach Vocabulary (10 min)  Reading/Writing Companion  Vocabulary  Expand Vocabulary  Grammar  Grammar “Talk About It” Tasks (10 min)  Spelling | 50 min  10 min  20 min  10 min  10 min  10 min  10 min  10 min  10 min  10 min | Reading/Writing Companion  Reread the Shared Read  Guided Practice of Close Reading  Comprehension Strategy  Text Features/Literary Elements Comprehension Skill Comprehension: Craft and Structure  Word Work   * Phonics * Structural Analysis   Word Work   * Phonemic Awareness (5 min) * Phonics (5 min) * High-Frequency Words Review   (5 min)   * Decodable Reader (5 min)   Fluency  Reading/Writing Companion  Respond to Reading  Reading/Writing Companion Study Skill/Research and Inquiry  Grammar  Grammar “Talk About It” Tasks (10 min)  Spelling  Expand Vocabulary | 20 min  10 min  40 min  10 min  10 min  10 min  10 min | Word Work   * Phonemic Awareness * Phonics * High-Frequency Words * Decodable Reader   Word Work   * Phonics (5 min) * Structural Analysis (5 min)   Literature Anthology  Read the Anchor Text  Practice/Apply Close Reading  Take Notes About Text  Grammar/Mechanics  Grammar “Talk About It” Tasks (10 min)  Spelling (10 min)  Expand Vocabulary | 10 min  20 min  50 min  10 min  10 min  10 min  10 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 Anthology  Read Anchor Text  Practice/Apply Close Reading  Take Notes About Text  Respond to the Text  Grammar  Grammar “Talk About It” Tasks (10 min)  Spelling  Expand Vocabulary | 5 min  15 min  35 min  10 min  10 min  10 min  10 min  10 min | Word Work   * Phonics   Word Work   * Phonemic Awareness (5 min) * Structural Analysis Review (5 min) * High-Frequency Words Review (5 min)   Literature Anthology  Read Anchor Text  Practice/Apply Close Reading  Reading/Writing Companion  Writing Process: Expert Model  Spelling  Grammar  Grammar “Talk About It” Tasks (10 min)  Expand Vocabulary |

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| **Small Groups** | Decodable Reader  In 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 min  10 min | Leveled Reader  **Approaching Level:** 15 min  **On Level:** 10 min  **Beyond Level:** 10 min | 30 min  15 min | Leveled Reader  **Approaching Level:** 15 min  **On Level:** 15 min  **Beyond Level:** 15 min | | 40 min  10 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) | | |
| **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 Cards  Peer Conferencing  Edit & Proofread Writing  Word Sorts  Fluency Practice  Complete Research and Inquiry Projects  Reading/Writing Companion Partner Work  Online Games and Activities  Self-Selected Reading  Self-Selected Writing  Writer’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 min  5 min  25 min  10 min  10 min  10 min  10 min  10 min  10 min | Word Work   * Phonological Awareness * Phonics * High-Frequency Words * Decodable Reader * Handwriting   Word Work   * Structural Analysis (5 min)   Literature Anthology  Reread the Anchor Text  Practical/Apply Close Reading  Reading/Writing Companion  Respond to the Text  Reading/Writing Companion  Writing Process: Plan  Expand Vocabulary (10 min)  Grammar  Grammar “Talk About It” Tasks (10 min)  Spelling | 10 min  20 min  35 min  10 min  10 min  10 min  10 min  10 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 Anthology  Paired Selection  Practice/Apply Close Reading  Reading/Writing Companion  Respond to Reading  Grammar  Grammar “Talk About It” Tasks (10 min)  Spelling  Expand Vocabulary | 20 min  10 min  25 min  10 min  10 min  5 min  10 min  10 min  10 min | Word Work   * Phonemic Awareness * Phonics * High-Frequency Words * Decodable Reader   Word Work   * Phonics (5 min) * Structural Analysis (5 min)   Literature Anthology  Read the Paired Selection  Practice/Apply Close Reading  Reading/Writing Companion  Author’s Craft  Reading/Writing Companion  Writing Process: Draft  Grammar/Mechanics  Grammar “Talk About It” Tasks (10 min)  Spelling (10 min)  Expand Vocabulary | 10 min  20 min  10 min  20 min  10 min  10 min  10 min  10 min  10 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)   Fluency  Writing: Draft  Make Connections  Grammar  Grammar “Talk About It” Tasks (10 min)  Spelling  Expand Vocabulary | 20 min  15 min  10 min  10 min  10 min  10 min  10 min  10 min  30 min | Word Work   * Phonics   Word Work   * Phonemic Awareness (5 min) * Structural Analysis (5 min) * High-Frequency Words (5 min)   Writing: Draft  Research & Inquiry  Spelling  Grammar  Grammar “Talk About It” Tasks (10 min)  Expand Vocabulary  Progress Monitoring |

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| **Small Groups** | Decodable Reader  In 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 min  10 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 | | | | | | | | | | | | |
| **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) | | |
| **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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| Differentiated Workstation Activity Cards  Fluency Practice  Complete Research and Inquiry Projects  Reading/Writing Companion Partner Work  Online Games and Activities  Self-Selected Reading  Self-Selected Writing  Writer’s Notebook  Classroom Library  Peer Conferencing  Edit & Proofread Writing  Word 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).