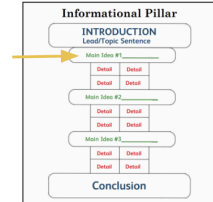


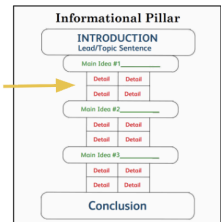
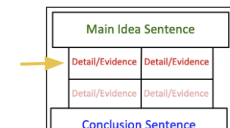
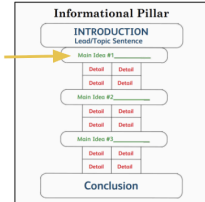
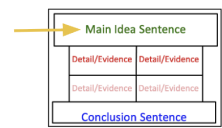
## 2nd Grade

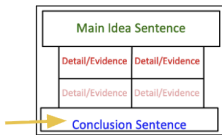
Each lesson provides the number of sessions required in parenthesis. *1 session is considered to be about 30 minutes.* This estimation depends on the time allotted for writing, familiarity with the skill/lesson, previous exposure as a result of vertical alignment already in place, individual approach, and how the lesson is chunked, and the amount of integration with reading and other subjects.


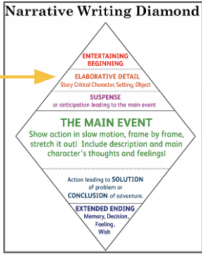
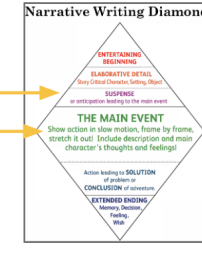
The Hub Navigation Menu denotes all assessments and lessons included in this guide with highlighting.


Assessment #1 to provide baseline for response	
<b>Literacy Launch (20-25 sessions)</b>	
L1- Introducing Graphic Organizers (2)	Reading Response Outcomes:  Students will recognize the genre of the source text(s) and of the required organization of the response. The skills within <b>Steps 1-6 of Steps for a Constructed Response</b> are all introduced and practiced (annotation, summary, givens & variables, locating evidence, and becoming familiar with an author's prewriting plan).
L2- Recognizing Genre & Introducing Opinion Writing (1)	
L5- Strategic Reading - Informed Writing (2-4)	
L7- Cut and Paste Activities (2)	
L8- Comparing Four Types of Writing (4-6)	
L9- Introduction to Literary Elements (2)	
L11- Analyzing Assignments for Givens and Variables (1)	
L12- Turning Questions into Responses (3-4)	
L13- Finding Evidence - Be a Text Detective (1)	
L15- Inferential and Evaluative Thinking (2)	
<b>Informational/Opinion (37-43 sessions)</b>	
<u>Broad Yet Distinct Main Ideas/Reasons (15-17)</u>	Reading Response Outcomes:  Students will notice how authors purposefully group details, often clearly stating a central idea at the beginning of paragraphs. They will also be able to sort and categorize evidence to address a task. With the <b>Steps for a Constructed</b>
L1- Sort and Categorize (1)	
L3- Pick, List, Choose - A Process for Thinking, Prewriting and Planning (2)	
L3a- Applying Pick List Choose to Response Writing (1)	

L6- Alternatives to Boring, Redundant Main Idea/Reason Sentences (1)	<p><b>Response, Step 7</b> will be a focus (the main idea sentence and generating a strong main idea sentence that states the controlling idea).</p>	
L7- Revising Boring, Redundant Main Idea/Reason Sentences (2)		
L8- Sentence Variety and Word Referents (1-2)		
L10- The Missing Main Idea/Reason (1)		
L11- Recognizing Main Ideas/Reasons in Prompts and Assignments (1)		
L12- Turning Questions into Responses (1)		
L13- Turning Reading Questions into Responses (1)		
L14- Using Informative Verbs in Response to Text (1-2)		
L15- Preparing to Write a Response to Text (2)		
<p><b><i>Elaboration- Detail Generating Questions (13-16)</i></b></p>		<p>Reading Response Outcomes:</p>
L2- General vs. Specific (1-2)		<p>Students will use detail generating questions to both identify and elaborate evidence within a source text. This reinforces <b>Steps 4-5 of Steps for a Constructed Response</b> and supports the development of the body of the paragraph in <b>Step 8</b>.</p>
L3- Recognizing Overly General Words/Phrases & Specific Examples (1)		
L5- What Does it Look Like? Why is it Important? Grab Bag (2)		
L6- Describing Objects - What Does it Look Like? Why is it Important? (1)		
L9- Writing Sentences Using Detail-Generating Questions What Does it Look Like? Why is it Important? (1)		
L10- Recognizing Details in Informational Writing (1)		
L10a- Using Detail Generating Questions to Identify Evidence (1)		
L11- Your Turn- What Does She/He Look Like? Why is their Job Important? (2)		
L14- Reading and Summarizing Texts (1)		
L15- Paraphrasing (1-2)		
L16- Giving the Author Credit - Citing Sources (1-2)		



Assessment #2 to show growth of skills explicitly taught up to this point; specific areas of improvement- organization, main ideas/reasons, elaboration	
<u>Research (4)</u>	Reading Response Outcomes:  Students will identify strong evidence. Learning to take notes will encourage using words and phrases from the source text instead of copying full sentences.
L3- Making it Your Own- Using Photos to Generate Research Questions (1)	
L9- Recognizing "Golden Bricks" - Statistics & Expert Quotes Within Text (1)	
L11- Taking Simple Bulleted Notes (2)	
<u>Introductions and Conclusions (1-2)</u>	Reading Response Outcomes:  Students will understand strategies to begin and end essay responses. <b>Step 9 of Steps to Constructed Response</b> will be the focus.
L13- Response to Text - Conclusion Statement (1-2)	
	
<u>Authentic Writing Tasks (4)</u>	Reading Response Outcomes:  Students will rehearse skills and broaden understanding through literary texts.
L3- Themes in Picture Books (4)	
Assessment #3 to demonstrate skills explicitly taught up to this point; specific areas of improvement- introductions and conclusions in addition to organization, main ideas/reasons, elaboration	
<b>Narrative (43-54 sessions)</b>	
<u>Entertaining Beginnings (4-6)</u>	Reading Response Outcomes:  Students will gain deeper comprehension of story beginnings and be better prepared to respond to questions relating to the following literary elements: character and setting.
L2- Analyze the Beginning (1-2)	
L5- Analyze the Beginning (1-2)	
L7- Literary Analysis Task- Beginnings (2)	

	
<p><b><u>Elaborative Detail (16-22)</u></b></p> <p>L1- Story Critical Characters, Settings, Objects (1)</p> <p>L3- General or Specific? (1)</p> <p>L4- Story Critical Elements in Literature (1)</p> <p>L6- Creating Elaborative Segments (3-6)</p> <p>L7- Elaborative Detail- Reading with Author's Eyes (2-4)</p> <p>L8- Flip the Sentence Subject (1)</p> <p>L9- What Feelings Look Like (2-3)</p> <p>L10- Showing or Telling (1)</p> <p>L11- Literary Analysis Task- Elaborative Detail (2)</p> <p>L13- Literary Analysis Task- Feelings (2)</p>	<p>Reading Response Outcomes:</p> <p>Students will become more aware of reading segments with rich elaboration and strengthen their ability to both visualize and infer. Character feelings and traits will also become clearer.</p> 
<p>Assessment #4 to show continued growth in all skill areas</p>	
<p><b><u>Suspense (6)</u></b></p> <p>L1- Find the Suspense (1)</p> <p>L2- Word Referents (1)</p> <p>L3- Red Flag Words and Phrases (1)</p> <p>L4- The Magic Of Three (1)</p> <p>L6- Literary Analysis Task- Suspense (2)</p> <p><b><u>Main Event (7-10)</u></b></p> <p>L1- Comparing Summaries and Fully Elaborated Main Events (2)</p>	<p>Reading Response Outcomes:</p> <p>Students will more easily identify the main problem and solution while also better following the development of the plot.</p> 

L3- Main Event- Guided Practice (3-6)	<p>Reading Response Outcomes:</p> <p>Students will determine the themes of stories and be able to analyze how main characters grow or change from beginning to end.</p> 
L4- Literary Analysis Task- Main Event (2)	
<b><i>Endings (8)</i></b>	
L1- Analyze the Ending (2)	
L2- Extending the Ending (4)	
L3- Literary Analysis Task- Extended Endings (2)	
<b><i>Authentic Writing Tasks (2)</i></b>	
L3- Literary Analysis- Theme (2)	
<p>Assessment #5 to show continued growth in all skill areas</p>	

