

Topic: Fiction

Days: 25

Subject(s):

Grade(s):

**Key Learning:** Effective readers understand the elements of fiction.



**Unit Essential Question(s):** How does understanding literary elements in fiction help readers comprehend?



**Concept:**

**Character**

How do I distinguish between main characters and supporting characters? (A)

How can I describe a character? (A)

How do I acknowledge the points of view of different characters?

How do characters respond to major events and challenges?

**Concept:**

**Setting**

**Lesson Essential Question(s):**  
How do I identify the setting(s) keeping in mind time and place? (ET)

How do I use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its setting? (ET)

**Concept:**

**Plot/ Action/ Events**

**Lesson Essential Question(s):**  
How do I identify events, problem, and solution/ resolution in text? (ET)

How does the beginning introduce the story? (ET)

How does the ending conclude the action? (ET)

How do I use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its plot? (ET)



**Lesson Essential Question(s):**  
How do I distinguish between main characters and supporting characters? (A)

How can I describe a character? (A)

How do I acknowledge the points of view of different characters? (ET)

How do characters respond to major events and challenges? (ET)

How do I use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters? (ET)



**Vocabulary:**

main, supporting, minor, emotions, traits, feelings, description, relationships, dialogue, identify, compare, character map, graphic organizer, connections, who

**Vocabulary:**

setting, location, time, place, where, when, identify, compare, describe, visualize illustrations

**Vocabulary:**

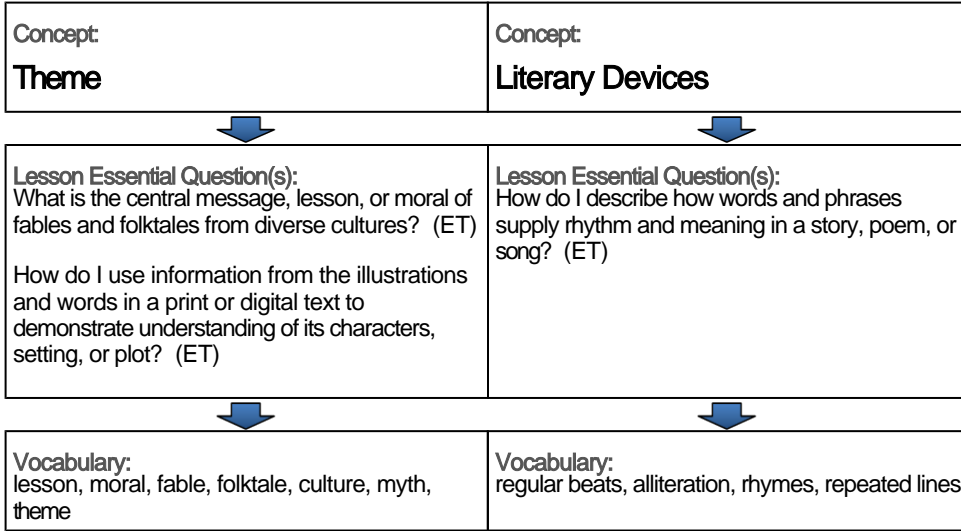
plot, problem, resolution/solution, events, sequence, relationships, cause and effect, identify, how, what, why

Topic: Fiction

Days: 25

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<p>Additional Information:</p>
<p>Attached Document(s):</p>

Vocab Report for Topic: Fiction

Days: 25

Subject(s):

Grade(s):

**Concept: Character**

main, supporting, minor, emotions, traits, feelings, description, relationships, dialogue, identify, compare, character map, graphic organizer, connections, who -

**Concept: Setting**

setting, location, time, place, where, when, identify, compare, describe, visualize illustrations -

**Concept: Plot/ Action/ Events**

plot, problem, resolution/solution, events, sequence, relationships, cause and effect, identify, how, what, why -

**Concept: Theme**

lesson, moral, fable, folktale, culture, myth, theme -

**Concept: Literary Devices**

regular beats, alliteration, rhymes, repeated lines -

Topic: Letter Sounds and Word Parts

Days: 25

Subject(s):

Grade(s):

**Key Learning:** Knowledge of letter sounds and their combinations help me to understand what I read and write.



**Unit Essential Question(s):** How does knowing letter sounds and word parts help me to read and write?

<p>Concept: <b>Phonics</b></p>	<p>Concept: <b>Sight Words</b></p>	<p>Concept: <b>Structural Analysis</b></p>
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<p><b>Lesson Essential Question(s):</b> How does knowing letter/sound combinations and patterns help me to read and write words with automaticity? (ET)</p> <p>How do I know and apply grade level phonics and word analysis skills in decoding words? (ET)</p> <p>How do I distinguish long and short vowel sounds when reading regularly spelled one syllable words? (A)</p> <p>How do I know spelling sound correspondence for additional common vowel teams? (A)</p> <p>How do I decode regularly spelled two syllable words with long vowels? (ET)</p> <p>How do I decode words with common prefixes and suffixes? (ET)</p> <p>How do I identify with inconsistent but common spelling sound correspondences? (A)</p> <p>How do I recognize and read grade appropriate irregularly spelled words? (ET)</p> <p>How do I generalize learned spelling patterns when writing words? (A)</p>	<p><b>Lesson Essential Question(s):</b> How does knowing sight words help me to read and write fluently? (ET)</p>	<p><b>Lesson Essential Question(s):</b> How can learning word parts help me to read and write words? (ET)</p> <p>How do I determine the meaning of the new word formed when a known prefix is added to a known word? (A)</p> <p>How do I use a known root word as a clue to the meaning of an unknown word with the same root? (A)</p>
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<p><b>Vocabulary:</b> complex consonants (squ, spr, spl, str, scr, thr, -tch, -dge, qu, shr, -ck, Vvke, Cch, -ge, wr); hard and soft g, c; -ed inflected endings; diphthongs (ew/ou, oo/ou, oy/oi, ou/ow, au/aw/al); contractions; compound words; r-controlled vowels (ar, ir, or, ur, er); long vowels (ai, ay, ee, ea, ie, igh, ICC, oa, oe/o, oCC, ue, ui)</p>	<p><b>Vocabulary:</b> sight words, word wall, sight word list (Fry), high frequency words, irregular spelling</p>	<p><b>Vocabulary:</b> root words, prefixes, suffixes, affixes, common endings (-er, est, -ing, -ed, -s, -es), compound words, base words, verb tense, syllable division, possessives</p>
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Topic: Letter Sounds and Word Parts

Days: 25

Subject(s):

Grade(s):

Additional Information:
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Attached Document(s):
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Vocab Report for Topic: Letter Sounds and Word Parts

Days: 25

Subject(s):

Grade(s):

### **Concept: Phonics**

complex consonants (squ, spr, spl, str, scr, thr, -tch, -dge, qu, shr, -ck, Vvke, Cch, -ge, wr); hard and soft g, c; -ed inflected endings; diphthongs (ew/ou, oo/ou, oy/oi, ou/ow, au/aw/al); contractions; compound words; r-controlled vowels (ar, ir, or, ur, er); long vowels (ai, ay, ee, ea, ie, igh, iCC, oa, oe/o, oCC, ue, ui)

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### **Concept: Sight Words**

sight words, word wall, sight word list (Fry), high frequency words, irregular spelling -

### **Concept: Structural Analysis**

root words, prefixes, suffixes, affixes, common endings (-er, est, -ing, -ed, -s, -es), compound words, base words, verb tense, syllable division, possessives -

Topic: Listening and Speaking

Days: 25

Subject(s):

Grade(s):

**Key Learning:** Students become effective learners by listening and speaking appropriately.



**Unit Essential Question(s):** How do I demonstrate appropriate listening and speaking skills?

<p><b>Concept:</b> <b>Speaking</b></p>	<p><b>Concept:</b> <b>Questioning</b></p>	<p><b>Concept:</b> <b>Speaking and Listening Skills</b></p>
<p><b>Lesson Essential Question(s):</b> Why are good speaking skills important? (ET)</p> <p>What speaking skills do I need to communicate with others? (ET)</p> <p>How do I tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences? (ET)</p> <p>How do I present audio recordings of stories or poems? (ET)</p> <p>How do I clarify ideas, thoughts, and feelings through drawings or other visual displays? (ET)</p> <p>How do I produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification? (ET)</p>	<p><b>Lesson Essential Question(s):</b> How does asking relevant questions help me to understand? (ET)</p> <p>How do I ask for clarification and further explanation as needed about the topics and text under discussion? (ET)</p>	<p><b>Lesson Essential Question(s):</b> How do listening skills help you understand a text that is read aloud? (ET)</p> <p>Why is listening important? (ET)</p> <p>How can I be an effective listener?</p> <p>How do I compare formal and informal uses of english? (ET)</p> <p>How do I participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups? (ET)</p> <p>How do I follow agreed upon rules for discussions? (ET)</p> <p>How do I build others' talk in conversations by linking their comments to the remarks of others? (ET)</p> <p>How do I recount or describe key ideas or details from a text read aloud or information presented orally or through other media? (ET)</p> <p>How do I ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, understanding of a topic or issue? (ET)</p>
<p><b>Vocabulary:</b> communication, communication, interviews, conversation, present, speech, dialogue, audience, volume, clarity, eye contact, enthusiasm, rehearsal, participation, pacing, presentation, complete sentences</p>	<p><b>Vocabulary:</b> relevant, understanding, question words: who, what, where, when why, how</p>	<p><b>Vocabulary:</b> comprehension, attention, turn-taking, respond appropriately, active listening</p>

Topic: Listening and Speaking

Days: 25

Subject(s):

Grade(s):

Additional Information:
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Attached Document(s):
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Vocab Report for Topic: Listening and Speaking

Days: 25

Subject(s):

Grade(s):

**Concept: Speaking**

communication, communication, interviews, conversation, present, speech, dialogue, audience, volume, clarity, eye contact, enthusiasm, rehearsal, participation, pacing, presentation, complete sentences -

**Concept: Questioning**

relevant, understanding, question words: who, what, where, when why, how -

**Concept: Speaking and Listening Skills**

comprehension, attention, turn-taking, respond appropriately, active listening -

Topic: Non-fiction

Days: 25

Subject(s):

Grade(s):

Key Learning: **Effective readers understand the elements and structures nonfiction.**



Unit Essential Question(s): **Why is it important to utilize the text structure and text features while reading a nonfiction text?**



Concept:  
**Text Features**

Concept:  
**Sequence/ Time Order**

Concept:  
**Descriptive**



**Lesson Essential Question(s):**  
Why does the author use a title, heading, or subheading in a nonfiction text? (A)

How do I know and use various text features to locate key facts or information in a text efficiently? (ET)

What is the significance of bold print words in a nonfiction text? (ET)

How can you use the glossary, table of contents and index to support your learning? (A)

How do I explain how specific images contribute to and clarify text? (ET)

Why is it important to look at the graphic aids in a nonfiction text? (A)

**Lesson Essential Question(s):**  
How is the sequence important to the process or topic? (ET)

How do I identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text? (ET)

**Lesson Essential Question(s):**  
What important facts or details describe the topic? (A)

How do I ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details? (ET)

How do I describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text? (ET)



**Vocabulary:**  
title, heading, chapters, table of contents, glossary, index, photographs, captions, diagrams, graphs, charts, maps, labels, preview, skim, scan, bold print, subheadings, indexes, electronic menus, icons

**Vocabulary:**  
sequence, order, time order words (first, next, last), life cycles, directions, time line, then, finally

**Vocabulary:**  
details, fact, main idea, subject/topic, text features, who, what, when, where, why, how

Topic: Non-fiction

Days: 25

Subject(s):

Grade(s):

Concept:

**Cause and Effect**



Lesson Essential Question(s):

What cause and effect relationships can you find in the text? (A)



Vocabulary:

cause, effect, relationships, main idea, details, fact

Additional Information:

Attached Document(s):

Vocab Report for Topic: Non-fiction

Days: 25

Subject(s):

Grade(s):

**Concept: Text Features**

title, heading, chapters, table of contents, glossary, index, photographs, captions, diagrams, graphs, charts, maps, labels, preview, skim, scan, bold print, subheadings, indexes, electronic menus, icons -

**Concept: Sequence/ Time Order**

sequence, order, time order words (first, next, last), life cycles, directions, time line, then, finally -

**Concept: Descriptive**

details, fact, main idea, subject/topic, text features, who, what, when, where, why, how -

**Concept: Cause and Effect**

cause, effect, relationships, main idea, details, fact -

Topic: Vocabulary

Days: 25

Subject(s):

Grade(s):

**Key Learning:** Expanding and using vocabulary helps students to understand how words work in context.



Unit Essential Question(s):

**How can I increase my vocabulary to help me comprehend what I read?**



Concept:

**Word Categories/Synonyms and Antonyms**

Concept:

**Content Words**

Concept:

**Multiple Meaning Words**



**Lesson Essential Question(s):**

What is the different between a synonym and an antonym? (A)

How can I tell which form of a homonym to use? (A)

**Lesson Essential Question(s):**

How can I determine the meaning of a word or phrase relevant to a second grade topic or subject? (ET)

How can I compare and contrast words with similar meanings? (ocean, lake, pond) (A)

How do I use knowledge of the meaning of individual words to predict the meaning of compound words? (A)

How do I use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases? (ET)

How do I demonstrate understanding of word relationships and nuances in word meanings? (ET)

**Lesson Essential Question(s):**

How does the context change the meaning of a word? (A)

How do I determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies? (ET)



**Vocabulary:**

homonym, synonym, antonym, context clues, homophone

**Vocabulary:**

definition, context clues, vocabulary, content, glossary, dictionary, multiple meaning words, compare, contrast

**Vocabulary:**

multiple meaning, context clues

Topic: Vocabulary

Days: 25

Subject(s):

Grade(s):

Concept:

**Using Resources**



Lesson Essential Question(s):

Where can I look to find out more about a word? (ET)



Vocabulary:

word walls, glossary, dictionary

Additional Information:

Attached Document(s):

Vocab Report for Topic: Vocabulary

Days: 25

Subject(s):

Grade(s):

**Concept: Word Categories/Synonyms and Antonyms**

homonym, synonym, antonym, context clues, homophone -

**Concept: Content Words**

definition, context clues, vocabulary, content, glossary, dictionary, multiple meaning words, compare, contrast -

**Concept: Multiple Meaning Words**

multiple meaning, context clues -

**Concept: Using Resources**

word walls, glossary, dictionary -

Topic: Writing

Days: 25

Subject(s):

Grade(s):










**Key Learning:** Writing conveys meaning. The five-step writing process is useful when creating a written piece.



Unit Essential Question(s):

**What are the five steps of the writing process?**

**How can using the writing process help me become a better writer?**

 <b>Concept:</b> <b>Writing Process/Pre-writing</b>	 <b>Concept:</b> <b>Writing/Written Drafting</b>	 <b>Concept:</b> <b>Writing Process, Revising</b>
 <b>Lesson Essential Question(s):</b> How can a graphic organizer help me pre-write/ brainstorm for a piece of writing? (A)  How and where do I get ideas for writing? (ET)	 <b>Lesson Essential Question(s):</b> How do I use my ideas to create a first draft? (ET)	 <b>Lesson Essential Question(s):</b> How do I revise my writing? (A)  How do I, with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing? (A)  How do I with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers? (A)
 <b>Vocabulary:</b> ideas, graphic organizers, list, webbing, brainstorming, mapping, pre-writing, interviewing	 <b>Vocabulary:</b> rough draft, organize, focus, details, sloppy copy	 <b>Vocabulary:</b> edit, revising, proof reading, punctuation, capitalization, sentence structure, word choice, variety, adjectives, compound sentences, add, remove, replace, change, carat, expand, improve



Topic: Writing

Days: 25

Subject(s):

Grade(s):

<p>Concept: <b>Writing Process/Editing</b></p>	<p>Concept: <b>Writing Process/Publishing/Sharing</b></p>
<p><b>Lesson Essential Question(s):</b> How do I, with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers? (A)</p> <p>How do I find and correct mistakes in my writing? (A)</p> <p>How do I with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing? (A)</p>	<p><b>Lesson Essential Question(s):</b> How do I share/publish my work? (A)</p>
<p><b>Vocabulary:</b> mistake, error, correct, edit/editing, conferencing, partners, capitalization, punctuation, spelling, spacing, complete sentences</p>	<p><b>Vocabulary:</b> handwriting, manuscript, word processing, rubric, author, illustrator, publishing, share, final draft, final copy</p>

<b>Additional Information:</b>
<b>Attached Document(s):</b>

Vocab Report for Topic: Writing

Days: 25

Subject(s):

Grade(s):

**Concept: Writing Process/Pre-writing**

ideas, graphic organizers, list, webbing, brainstorming, mapping, pre-writing, interviewing -

**Concept: Writing/Written Drafting**

rough draft, organize, focus, details, sloppy copy -

**Concept: Writing Process, Revising**

edit, revising, proof reading, punctuation, capitalization, sentence structure, word choice, variety, adjectives, compound sentences, add, remove, replace, change, carat, expand, improve -

**Concept: Writing Process/Editing**

mistake, error, correct, edit/editing, conferencing, partners, capitalization, punctuation, spelling, spacing, complete sentences -

**Concept: Writing Process/Publishing/Sharing**

handwriting, manuscript, word processing, rubric, author, illustrator, publishing, share, final draft, final copy -