

Topic: New Unit 2

Days: 25

Subject(s):

Grade(s):

Key Learning: The structure of a text helps readers get and summarize information.



Unit Essential Question(s): How can I retell and write a story in sequential order?

<p>Concept: Retelling 2.R.L.2, 2.R.I.1, 2.R.I.6, 2.S.2, 2.S.4, 2.S.5, 2.R.L.6, 2.R.L.9, 2.R.I.10, 2.R.I.5</p>	<p>Concept: Questioning 2.S.1, 2.S.3, 2.S.6</p>	<p>Concept: Word Study 2.L.1b, 2.L.2a, 2.L.2b, 2.L.2c, 2.L.2d, 2.L.2e, 2.L.3, 2.L.3a, 2.L.4a, 2.L.4b, 2.L.4c, 2.L.4d, 2.R.I.4</p>
<p>Lesson Essential Question(s): How can I describe the beginning, middle, and end of a story? (A) 2.R.L.2, 2.R.I.1, 2.R.I.6, 2.S.2, 2.S.4, 2.S.5</p> <p>How does point of view and voice affect the character? (A) 2.R.L.6</p> <p>How can I compare and contrast two versions of the same story or texts on the same topic? (A) 2.R.L.9</p> <p>What tools help the reader effectively read and comprehend texts? (A) 2.R.I.10, 2.R.I.5</p>	<p>Lesson Essential Question(s): Why does sharing ideas and asking questions build understanding? (A) 2.S.1, 2.S.3, 2.S.6</p>	<p>Lesson Essential Question(s): How do writers and speakers express meaningful ideas clearly? (A) 2.L.1b, 2.L.2a, 2.L.2b, 2.L.2c, 2.L.2d, 2.L.2e</p> <p>What are the characteristics of formal language? When is it appropriate? (A) 2.L.3, 2.L.3a</p> <p>What strategies can be used to understand the meaning of unknown words? (A) 2.L.4a, 2.L.4b, 2.L.4c, 2.L.4d, 2.R.I.4</p>
<p>Vocabulary: beginning, middle, end, retell, summarize, compare and contrast, character traits</p>	<p>Vocabulary: questioning, key ideas, clarification</p>	<p>Vocabulary: prefix, suffix, root word, compound words, context clue, irregular plural nouns, greeting, closing, friendly letter</p>

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Subject(s):

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<p>Concept: Guided Reading 2.R.F.3, 2.R.F.3a, 2.R.F.3b, 2.R.F.3c, 2.R.F.3d, 2.R.F.3e, 2.R.F.4, 2.R.F.4a, 2.R.F.4b, 2.R.F.4c, 2.R.F.3f</p>	<p>Concept: Narrative Writing 2.W.3, 2.W.5, 2.W.2, 2.W.7, 2.W.8</p>
<p>Lesson Essential Question(s): I can use grade-level phonics skills in order to decode words. (A) 2.R.F.3, 2.R.F.3a, 2.R.F.3b, 2.R.F.3c, 2.R.F.3d, 2.R.F.3e I am able to recognize and read grade-level appropriate irregularly spelled words. (A) 2.R.F.3e How do I become a fluent reader? (A) 2.R.F.4, 2.R.F.4a, 2.R.F.4b, 2.R.F.4c, 2.R.F.3f</p>	<p>Lesson Essential Question(s): What needs to be included in a narrative writing piece? (A) 2.W.3, 2.W.5 What components need to be included in all quality writing pieces? (A) 2.W.2, 2.W.7, 2.W.8</p>
<p>Vocabulary: short and long vowels, syllable, vowel teams, digraphs, vowels, consonants, high frequency words, prefixes and suffixes, fluency, rate, accuracy, expression</p>	<p>Vocabulary: narrative, informational, explanatory, revising, editing, introduction, conclusion</p>

Additional Information:
The guided reading concept is done at an appropriate level for every student. The guided reading concept should be ongoing throughout the school year.

Attached Document(s):
[Pacing Guide for Reading Instruction](#)

Vocab Report for Topic: New Unit 2

Days: 25

Subject(s):

Grade(s):

Concept: Retelling

beginning -
middle -
end -
retell -
summarize -
compare and contrast
-
character traits
-

Concept: Questioning

questioning -
key ideas
-
clarification -

Concept: Word Study

prefix -
suffix -
root word
-
compound words
-
context clue
-
irregular plural nouns
-
greeting -
closing -
friendly letter
-

Concept: Guided Reading

short and long vowels, syllable, vowel teams, digraphs, vowels, consonants, high frequency words, prefixes and suffixes, fluency, rate, accuracy, expression
-

Concept: Narrative Writing

narrative -
informational -
explanatory -

Vocab Report for Topic: New Unit 2

Days: 25

Subject(s):

Grade(s):

revising -

editing -

introduction -

conclusion -

