

COMMON CORE Standards Plus®



Language Arts GRADE 2 Teacher Edition



Copyright ©2013 Learning Plus Associates
All Rights Reserved; International Copyright Secured.
ISBN: 978-1-61032-270-6

Common Core Standards Plus® is not licensed for duplication.

The copyright in this material is owned by Learning Plus Associates, a California nonprofit corporation. This material is not licensed for duplication. This material may not be reproduced in whole or in part, in any form or by any means (including electronic, mechanical, photocopying, recording, or otherwise) without the prior written permission of Learning Plus Associates. Unauthorized reproduction is a violation of law.

Common Core Standards Plus® - Language Arts Grade 2

Table of Contents

| Resources: | Page(s) |
|---|----------------|
| What is Common Core Standards Plus? | 5 |
| Delivering the Lessons | 6-7 |
| Pacing the Materials | 8-11 |
| Suggested Pacing..... | 8-9 |
| Project-Based Learning Pacing..... | 10-11 |
| Lesson Index | 12-19 |
| <i>The Lesson Index lists the specific standard(s) addressed, the focus, and the page numbers for every Common Core Standards Plus Lesson, Assessment (Evaluation), Performance Lesson, and Integrated Project.</i> | |
| Common Core Standards Plus Strands/Topics: | Page(s) |
| Reading Foundational Skills (<i>Standards: RF.2.3a-f</i>)..... | 21-70 |
| Academic Vocabulary..... | 24 |
| Skills Trace..... | 25 |
| Reading Foundational Skills Lessons 1-16 & Assessments (Evaluations) 1-4..... | 28-67 |
| <i>Performance Lesson 1</i> | 68-70 |
| Spelling (<i>Language Standard: L.2.2d</i>)..... | 71-109 |
| Academic Vocabulary..... | 74 |
| Skills Trace..... | 74 |
| Spelling Lessons 1-12 & Assessments (Evaluations) 1-3..... | 76-105 |
| <i>Performance Lesson 2</i> | 106-109 |
| Punctuation (<i>Language Standards: L.2.2b-c</i>)..... | 111-125 |
| Academic Vocabulary..... | 113 |
| Skills Trace..... | 114 |
| Punctuation Lessons 1-4 & Assessment (Evaluation) 1..... | 116-125 |

Common Core Standards Plus® - Language Arts Grade 2

Table of Contents

| Common Core Standards Plus Strands/Topics (continued): | Page(s) |
|--|----------------|
| Capitalization (<i>Language Standard: L.2.2a</i>)..... | 127-154 |
| Academic Vocabulary..... | 129 |
| SkillsTrace..... | 130 |
| Capitalization Lessons 1-8 & Assessments (Evaluations) 1-2..... | 132-151 |
| Performance Lesson 3 | 152-154 |
| Integrated Project #1 – How English Works | 155-166 |
| (<i>Prerequisite Strands/Topics: Reading Foundational Skills, Spelling, Punctuation, Capitalization</i>) | |
| Vocabulary Acquisition and Use (<i>Language Standards: L.2.4a-d, L.2.5a-b</i>)..... | 169-242 |
| Academic Vocabulary..... | 172 |
| Skills Trace..... | 173 |
| Vocabulary Acquisition and Use Lessons 1-16 & Assessments (Evaluations) 1-4..... | 174-213 |
| Performance Lesson 4 | 214-218 |
| Vocabulary Acquisition and Use Lessons 17-24 & Assessments (Evaluations) 5-6..... | 220-239 |
| Performance Lesson 5 | 240-242 |
| Reading Literature (<i>Standards: RL.2.1-6</i>)..... | 243-308 |
| Academic Vocabulary..... | 246 |
| Skills Trace..... | 247 |
| Reading Literature Lessons 1-12 & Assessments (Evaluations) 1-3..... | 248-277 |
| Performance Lesson 6 | 278-283 |
| Reading Literature Lessons 13-20 & Assessments (Evaluations) 4-5..... | 284-303 |
| Performance Lesson 7 | 304-308 |
| Writing - Narrative (<i>Standards: W.2.3</i>)..... | 309-327 |
| Academic Vocabulary..... | 311 |
| Skills Trace..... | 312 |
| Writing Lessons 1-4 & Assessment (Evaluation) 1..... | 314-323 |
| Performance Lesson 8 | 324-327 |

Common Core Standards Plus® - Language Arts Grade 2

Table of Contents

| Common Core Standards Plus Strands/Topics: | Page(s) |
|---|----------------|
| Integrated Project #2 – <i>Story Time</i> | 329-341 |
| <i>(Prerequisite Strands/Topics: Vocabulary Acquisition and Use, Reading Literature, Writing-Narrative)</i> | |
| Grammar and Usage (<i>Language Standards: L.2.1a-f</i>)..... | 345-402 |
| Academic Vocabulary..... | 348 |
| Skills Trace..... | 349 |
| Grammar and Usage Lessons 1-20 & Assessments (Evaluations) 1-5..... | 350-399 |
| <i>Performance Lesson 9</i> | 400-402 |
| Reading Informational Text (<i>Standards: RI.2.1-RI.2.6, RI.2.8</i>)..... | 403-471 |
| Academic Vocabulary..... | 406 |
| Skills Trace..... | 407 |
| Reading Informational Text Lessons 1-12 & Assessments (Evaluations) 1-3..... | 408-437 |
| <i>Performance Lesson 10</i> | 438-443 |
| Reading Informational Text Lessons 13-20 & Assessments (Evaluations) 4-5..... | 444-463 |
| <i>Performance Lesson 11</i> | 464-471 |
| Writing (<i>Standards: W.2.1-2</i>)..... | 473-505 |
| Academic Vocabulary..... | 476 |
| Skills Trace..... | 477 |
| Writing Lessons 5-8 & Assessment (Evaluation) 2..... | 478-487 |
| <i>Performance Lesson 12</i> | 464-491 |
| Writing Lessons 9-12 & Assessment (Evaluation) 3..... | 492-501 |
| <i>Performance Lesson 13</i> | 502-505 |
| Integrated Project #3 – <i>Information Please!</i> | 507-517 |
| <i>(Prerequisite Strands/Topics: Grammar and Usage, Reading Informational Text, Writing)</i> | |
| Grade 2 Language Arts Standards | 519-523 |

Common Core Standards Plus® - Language Arts Grade 2

What is Common Core Standards Plus?

Research Behind Standards Plus:

Common Core Standards Plus is produced by Learning Plus Associates, a Nonprofit Public Benefit Corporation dedicated to creating and providing solutions that increase student achievement and support teacher delivery of high-quality, effective instruction on a daily basis. The lessons are based upon the research of Effective Schools Correlates, Edward Deming's Total Quality Management (TQM), and models of effective instruction. A team of content and grade level experts wrote the Common Core Standards Plus lessons to meet the skills, concepts, depth, and rigor of the Common Core Standards.

What is Standards Plus?

Standards Plus is a set of research-based, supplemental K-8 language arts and math materials written to the Common Core Standards. These explicit direct instruction lessons were designed to teach discrete elements of the Common Core Standards.

Benefits:

- Ready-to-teach lessons and projects with very little teacher prep
- Grade level content vocabulary is taught within the context of the lessons.
- Increases student and teacher understanding of the standards
- A year's worth of daily lessons, performance lessons, and integrated projects ensure that all students have equal access to standards at every level of rigor (DOK 1-4)
- Prepares students for the state assessment

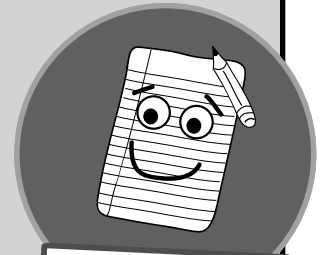
Three Types of Lessons:

Daily Lessons and Weekly Assessments (Evaluations):

(15-20 minutes daily)

There are 34 weeks of daily lessons and assessments (evaluations) written directly to the standards.

A week of instruction is comprised of **four lessons** and a **corresponding assessment**. The daily lessons are written to DOK Levels 1 and 2.



Daily Lessons & Weekly Assessments

Performance Lessons:

(3-5 days 30 minutes each day)

After one or more weeks of daily lessons written to a particular standard or topic, you will find a Performance Lesson. Performance Lessons are written to DOK Level 3.

These lessons require that students apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking than the daily lessons. Many standards are assessed at this level of rigor on state assessments.



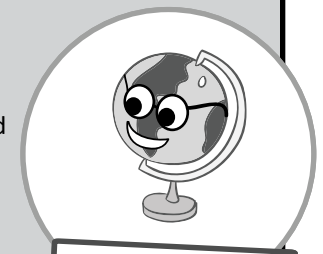
Performance Lessons

Integrated Projects:

(Multiple class sessions over several days or weeks)

Three Integrated Projects are located immediately after the supporting daily lessons, assessments, and performance lessons. Integrated

Projects require that students plan, synthesize information, produce high-quality products, and present their findings. Integrated Projects are written to DOK level 4.



Integrated Projects

Common Core Standards Plus® - Language Arts Grade 2

Delivering the Daily Lessons

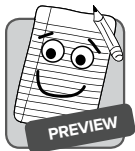


Prepare to Teach/Plan Instruction

Select the week of instruction you will be teaching. View the sample pacing on pages 8-9 or create your own pacing to match the content and standards of Standards Plus lessons to classroom instruction, district pacing guides, or benchmark information.

Helpful Hint

A week of instruction is a set of four daily lessons and a weekly assessment.



Preview the Week of Instruction (5 minutes)

Look at the teacher lesson plans for all four lessons paying particular attention to the standard(s), lesson objective, and introduction. Those three pieces of information will identify what students will learn and be able to do. Quickly scan the student page to gain an understanding of what students will be expected to do in independent practice. Repeat this process for the next three lessons and the assessment. This will give you a clear picture of how the week unfolds and will help you keep the daily lessons focused and concise.



Prepare to Teach a Daily Lesson (5 minutes)

- Read the entire teacher lesson plan.
- Identify academic vocabulary.
- Determine your instructional focus, “What do I want students to know and do by the end of today’s lesson?”
- Consider any relevant prior knowledge connections you can share with students, so they can connect the new learning to previous learning.



Teach a Daily Lesson (15-20 minutes)

Every Day

1. **Project the student lesson**
2. **Read the standard(s)** aloud with students, highlighting the part of the standard being taught in today’s lesson.
3. **Read the Introduction** provided in the Teacher Edition or provide your own.
4. **Read the Instruction aloud to students.**
Focus on new academic vocabulary, teaching the concept directly, and modeling the concept for students.
5. **Read the Guided Practice** and work through the examples together with students, sharing your thoughts aloud as you work through the item(s) step-by-step.
 - Monitor the class – If students are struggling, DO NOT MOVE onto Independent Practice, continue with Guided Practice.
6. **Read the Independent Practice and/or the Directions.**
 - Continue to monitor the class to catch common errors or misconceptions and correct immediately.
 - Differentiate instruction for struggling students by assigning fewer items.
 - Prompt and praise students for making attempts.
7. **Complete the Review**
 - Review answers when all students have completed Independent Practice or when your timeframe has expired.
 - Have students correct their mistakes or improve their answers.
8. **Read the Closure**
 - Read or paraphrase the closure or have students summarize the important concepts or skills learned in the lesson.

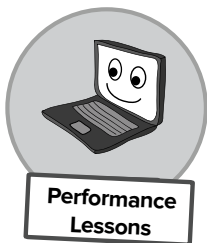
Common Core Standards Plus® - Language Arts Grade 2

Delivering the Lessons



Weekly Formative Assessments (Evaluations)

- Formative assessments that include items that match the week’s instruction.
- Use these assessments to identify students’ understanding of the concept taught and identify students for intervention.



Prepare to Teach a Performance Lesson

Allocate 30 minutes a day for 3-5 days to complete a performance lesson.

Periodically



Preview the Entire Performance Lesson (5-10 Minutes)

- Read the teacher lesson plan (1-2 pages) and student pages
- Focus on the standards listed at the top of the teacher page, the Lesson Objective, and the Overview. This information will provide a broad overview of the performance lessons.

NOTE: Performance lessons are more complex and more difficult for students than the daily lessons. **Performance lessons must be taught, not assigned.** Each performance lesson *has a large guided practice section*. This is so that the teacher can model and guide students through each component of the lesson. These lessons teach students how to successfully complete a performance task.



Prepare to Teach an Integrated Project

Multiple class sessions over several days or weeks.

3 Times a Year



Preview the Entire Integrated Project (10-15 Minutes)

- Previewing the project will provide an overview of the standards and components of the project.
- This allows the teacher to gain an understanding of how several different standards can be taught and evaluated.

NOTE: Even if you are not planning to teach a Standards Plus Integrated Project, it is helpful to view the components of the project listed in the Teacher Edition. It provides a broad look at how to integrate many topics and standards. It is a good reminder for teachers to include standards and expectations often overlooked, whether it is planning and delivering an opinion speech, or using technology to produce and publish writing as well as to interact and collaborate with others. Each project component may take up to a week or two of instruction.

Helpful Hint

To ensure all heavily-weighted standards are taught prior to state testing, you may need to teach a Performance Lesson and/or a component of an Integrated Project **in addition to** a week of Daily Lessons. **See PBL sample pacing on page 10-11 for an example.**

Common Core Standards Plus® - Language Arts Grade 2

Suggested Pacing



Standards Plus is supplemental and **does not** have to be taught in the printed order.

The pacing guide below provides a logical progression of the skills and concepts to support mastery of the grade level standards.

Suggested Pacing Guide

| WEEK | STRAND/TOPIC, LESSON (L), EVALUATIONS (E) | STANDARD(S) | TE PG# | DOK |
|---|---|--------------------------------|---------|-----|
| 1 | Reading Foundational Skills L1-4, E1 | RF.2.3a | 28-37 | 1-2 |
| 2 | Reading Foundational Skills L5-8, E2 | RF.2.3b, c | 38-47 | 1-2 |
| 3 | Reading Foundational Skills L9-12, E3 | RF.2.3d, e | 48-57 | 1-2 |
| 4 | Reading Foundational Skills L13-16, E4 | RF.2.3e, f | 58-67 | 1-2 |
| Performance Lesson 1 – Decode It!* | | RF.2.3, RF.2.3a-f | 68-70 | 3 |
| 5 | Punctuation L1-4, E1 | L.2.2b, c | 116-125 | 1-2 |
| 6 | Capitalization L1-4, E1 | L.2.2a | 132-141 | 1-2 |
| 7 | Capitalization L5-8, E2 | L.2.2a | 142-151 | 1-2 |
| Performance Lesson 3 – Capitalization and Punctuation* | | L.2.2a-c | 152-154 | 3 |
| 8 | Vocabulary Acquisition & Use L1-4, E1 | L.2.4 | 174-183 | 1-2 |
| 9 | Reading Literature L1-4, E1 | RL.2.1, RL.2.2 | 248-257 | 1-2 |
| 10 | Reading Literature L5-8, E2 | RL.2.1, RL.2.3 | 258-267 | 1-2 |
| 11 | Grammar & Usage L1-4, E1 | L.2.1a, b | 350-359 | 1-2 |
| 12 | Grammar & Usage L5-8, E2 | L.2.1c, d | 360-369 | 1-2 |
| 13 | Spelling L1-4, E1 | L.2.2d | 76-85 | 1-2 |
| 14 | Vocabulary Acquisition & Use L5-8, E2 | L.2.4a | 184-193 | 1-2 |
| 15 | Reading Literature L9-12, E3 | RL.2.1, RL.2.5 | 268-277 | 1-2 |
| Performance Lesson 6 – What Is The Story All About?* | | RL.2.1, RL.2.2, RL.2.3, RL.2.5 | 278-283 | 3 |
| 16 | Reading Literature L13-16, E4 | RL.2.1, RL.2.6 | 284-293 | 1-2 |
| 17 | Writing – Narrative L1-4, E1 | W.2.3 | 314-323 | 1-2 |
| Performance Lesson 8 – Story Writing* | | W.2.3 | 324-327 | 3 |
| 18 | Grammar & Usage L9-12, E3 | L.2.1e | 370-379 | 1-2 |
| 19 | Grammar & Usage L13-16, E4 | L.2.1f | 380-389 | 1-2 |
| 20 | Grammar & Usage L17-20, E5 | L.2.1f | 390-399 | 1-2 |
| Performance Lesson 9 – Words and Sentences* | | L.2.1, L.2.1a-f | 400-402 | 3 |
| 21 | Reading Informational Text L1-4, E1 | RI.2.1, RI.2.2 | 408-417 | 1-2 |
| 22 | Reading Informational Text L5-8, E2 | RI.2.1, RI.2.3 | 418-427 | 1-2 |
| 23 | Reading Informational Text L9-12, E3 | RI.2.1, RI.2.4 | 428-437 | 1-2 |
| Performance Lesson 10 – What's the Text About?* | | RI.2.1, RI.2.2, RI.2.3, RI.2.4 | 438-443 | 3 |
| 24 | Writing L9-12, E3 | W.2.2 | 492-501 | 1-2 |
| Performance Lesson 13 – Tell Me About It* | | W.2.2 | 502-505 | 3 |
| 25 | Spelling L5-8, E2 | L.2.2d | 86-95 | 1-2 |
| 26 | Vocabulary Acquisition & Use L9-12, E3 | L.2.4b, c | 194-203 | 1-2 |
| 27 | Vocabulary Acquisition & Use L13-16, E4 | L.2.4d | 204-213 | 1-2 |
| Performance Lesson 4 – Words We Know* | | L.2.4, L.2.4a-d | 214-218 | 3 |
| 28 | Reading Informational Text L13-16, E4 | RI.2.5 | 444-453 | 1-2 |
| 29 | Reading Informational Text L17-20, E5 | RI.2.1, RI.2.6, RI.2.8 | 454-463 | 1-2 |
| Performance Lesson 11 – Finding Facts and Purpose* | | RI.2.1, RI.2.5, RI.2.6, RI.2.8 | 464-471 | 3 |

Daily Lessons & Weekly Assessments

Each white row represents a week of instruction.

A week of instruction includes four daily lessons (L) and a weekly formative assessment/evaluation (E).

Performance Lessons

Each shaded row represents a performance lesson.

Performance lessons may take up to three 30-minute sessions to complete.

→ Suggested pacing continues at the top of the next page.

Common Core Standards Plus® - Language Arts Grade 2

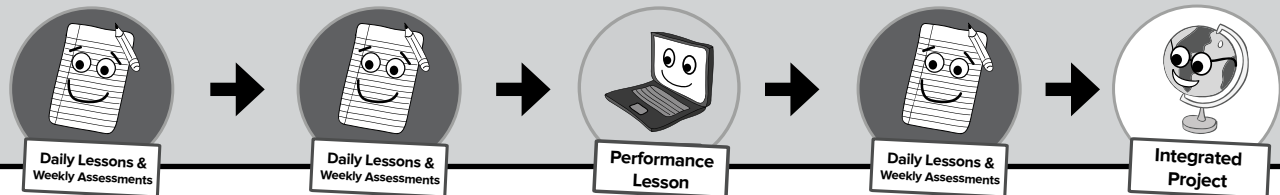
Suggested Pacing Continued

Suggested Pacing Guide Continued

| WEEK | STRAND/TOPIC, LESSON (L), EVALUATIONS (E) | STANDARD(S) | TE PG# | DOK |
|------|---|------------------------|---------|-----|
| 30 | Vocabulary Acquisition & Use L17-20, E5 | L.2.5a | 220-229 | 1-2 |
| 31 | Vocabulary Acquisition & Use L21-24, E6 | L.2.5b | 230-239 | 1-2 |
| | <i>Performance Lesson 5 – Meaningful Connections*</i> | L.2.5, L.2.5a, b | 240-242 | 3 |
| 32 | Spelling L9-12, E3 | L.2.2d | 96-105 | 1-2 |
| | <i>Performance Lesson 2 – Spelling Words*</i> | L.2.2d | 106-109 | 3 |
| 33 | Writing L5-8, E2 | W.2.1 | 478-487 | 1-2 |
| | <i>Performance Lesson 12 – What’s Your Opinion*</i> | W.2.1 | 488-491 | 3 |
| 34 | Reading Literature L17-20, E5 | RL.2.1, RL.2.4 | 294-303 | 1-2 |
| | <i>Performance Lesson 7 – Can You Hear It?*</i> | RL.2.1, RL.2.4, RL.2.6 | 304-308 | 3 |

* Use the Performance Lessons to reinforce content and build application skills.

Developing Your Own Standards Plus Pacing is Easy



The Common Core Standards Plus lessons can be easily paced to match:

- Core publisher textbooks
- District or site pacing
- District benchmarks

Here’s How:

The Lesson Index found on pages **12-19** lists the Strand, Lesson Focus, and Standard(s) taught in each lesson. Every week of instruction (four Daily Lessons & a Weekly Assessment), Performance Lesson, and an Integrated Project is included in the lesson index. Use the Strand, Lesson Focus, or Standard listed on the Lesson Index to match the Standards Plus content to your own textbooks, units, or pacing. Schedule the Daily Lessons that lead up to each Performance Lesson to ensure students can apply the skills and concepts taught in the Daily Lessons.

Common Core Standards Plus® - Language Arts Grade 2

Project-Based Learning Pacing

Pacing Explanation:

Standards Plus materials are Common Core by design. They offer instruction at all four levels of Webb’s Depth of Knowledge (DOK 1-4), and they include three instructional components (Daily Lessons, Performance Lessons, and Integrated projects) that can be scheduled to support Project-Based Learning. Each grade level and subject may be organized into three distinct sets of instruction that include several weeks of Daily Lessons and Weekly Assessments (evaluations), multiple Performance Lessons, and an Integrated Project.

If you are using Common Core Standards Plus to support Project-Based Learning, here’s an example of how you might schedule the instruction to fit your instructional day:

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|---|---|---|--|
| 32 | <i>Reading Informational Text Lesson 17</i> | <i>Reading Informational Text Lesson 18</i> | <i>Reading Informational Text Lesson 19</i> | <i>Reading Informational Text Lesson 20</i> | <i>Reading Informational Text Evaluation 5</i> |
| <i>Performance Lesson 11: Finding Facts and Purpose</i> | | | | | |
| <i>Project Component: Create a Positive Advertisement Poster</i> | | | | | |




This is an example of a week of PBL instruction that includes instruction at **every level of rigor**. In this example, you teach the Daily Lessons, a Performance Lesson, and a component of an Integrated Project in one week.

Common Core Standards Plus® - Language Arts Grade 2

Project-Based Learning Pacing

10-Week PBL Plan

| WEEK | STRAND, LESSONS, EVALUATIONS (E) | INTEGRATED PROJECT COMPONENTS |
|------|---|---|
| 1 | Reading Foundational Skills 1-4, E1 | <i>Integrated Project #1 How English Works</i> |
| 2 | Reading Foundational Skills 5-8, E2 | |
| 3 | Reading Foundational Skills 9-12, E3 | What is a Board Game? |
| 4 | Reading Foundational Skills 13-16, E4 / <i>*Performance Lesson 1</i> | Reviewing the Rules and Skills |
| 5 | Spelling 1-4, E1 | Writing Game Questions |
| 6 | Spelling 5-8, E2 | Writing Game Questions |
| 7 | Spelling 9-12, E3 / <i>*Performance Lesson 2</i> | Designing the Game Board |
| 8 | Punctuation 1-4, E1 | Rules of Play |
| 9 | Capitalization 1-4, E1 | Rules of Play |
| 10 | Capitalization 5-8, E2 / <i>*Performance Lesson 3</i> | Playing the Games |



Integrated Project

Each project component may take up to two weeks of instruction.

12-Week PBL Plan

| | | |
|----|--|--|
| 11 | Vocabulary Acquisition & Use 1-4, E1 | <i>Integrated Project #2 Story Time</i> |
| 12 | Vocabulary Acquisition & Use 5-8, E2 | |
| 13 | Vocabulary Acquisition & Use 9-12, E3 | Revisiting <i>The Little Red Hen</i> |
| 14 | Vocabulary Acquisition & Use 13-16, E4 / <i>*Performance Lesson 4</i> | |
| 15 | Vocabulary Acquisition & Use 17-20, E5 | Developing the Other Characters |
| 16 | Vocabulary Acquisition & Use 21-24, E6 / <i>*Performance Lesson 5</i> | Developing the Other Characters |
| 17 | Reading Literature 1-4, E1 | |
| 18 | Reading Literature 5-8, E2 | Writing Dialogue |
| 19 | Reading Literature 9-12, E3 / <i>*Performance Lesson 6</i> | Writing Dialogue |
| 20 | Reading Literature 13-16, E4 | Writing the Story |
| 21 | Reading Literature 17-20, E5 / <i>*Performance Lesson 7</i> | Writing the Story |
| 22 | Writing – Narrative 1-4, E1 / <i>*Performance Lesson 8</i> | Presenting the Story |

12-Week PBL Plan

| | | |
|----|---|--|
| 23 | Grammar & Usage 1-4, E1 | <i>Integrated Project #3 Information, Please!</i> |
| 24 | Grammar & Usage 5-8, E2 | |
| 25 | Grammar & Usage 9-12, E3 | |
| 26 | Grammar & Usage 13-16, E4 | Brainstorming Ideas About School |
| 27 | Grammar & Usage 17-20, E5 / <i>*Performance Lesson 9</i> | How to Write an Informative/Explanatory Paragraph |
| 28 | Reading Informational Text 1-4, E1 | Write and Peer Editing the Paragraph |
| 29 | Reading Informational Text 5-8, E2 | Write and Peer Editing the Paragraph |
| 30 | Reading Informational Text 9-12, E3 / <i>*Performance Lesson 10</i> | Write Opinion Statements About School |
| 31 | Reading Informational Text 13-16, E4 | Write Opinion Statements About School |
| 32 | Reading Informational Text 17-20, E5 / <i>*Performance Lesson 11</i> | Create a Positive Advertisement Poster |
| 33 | Writing – Opinion 5-8, E2 / <i>*Performance Lesson 12</i> | Create a Positive Advertisement Poster |
| 34 | Writing – Inform./Explanatory 9-12, E3 / <i>*Performance Lesson 13</i> | Present the Paragraph & Poster |



**** Use the Performance Lessons to reinforce content and build application skills.***

Common Core Standards Plus® - Language Arts Grade 2

Lesson Index

| Strand | Lesson | Focus | Standard(s) | TE Page | St. Ed. Page | DOK Level |
|---|---|---|---|---------|--------------|-----------|
| Reading Foundational Skills Reading Foundational Skills Standards: RF.2.3.a-f | 1 | Short and Long Vowels | RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words. | 28 | 3 | 1-2 |
| | 2 | Short and Long Vowels | | 30 | 4 | |
| | 3 | Short and Long Vowels | | 32 | 5 | |
| | 4 | Short and Long Vowels | | 34 | 6 | |
| | E1 | Evaluation – Short and Long Vowels | | 36 | 7 | |
| | 5 | Vowel Teams | RF.2.3b: Know spelling-sound correspondences for additional common vowel teams. | 38 | 9 | 1-2 |
| | 6 | Vowel Teams | | 40 | 10 | |
| | 7 | Decoding Two-Syllable Long Vowel Words | RF.2.3c: Decode regularly spelled two-syllable words with long vowels. | 42 | 11 | |
| | 8 | Decoding Two-Syllable Long Vowel Words | | 44 | 12 | |
| | E2 | Evaluation – Common Vowel Teams / Decoding Two-Syllable Words | RF.2.3b, RF.2.3c | 46 | 13 | |
| | 9 | Decoding Words with Prefixes | RF.2.3d: Decode words with common prefixes and suffixes. | 48 | 15 | 1-2 |
| | 10 | Decoding Words with Suffixes | | 50 | 16 | |
| | 11 | Prefixes and Suffixes | RF.2.3e: Identify words with inconsistent but common spelling-sound correspondences. | 52 | 17 | |
| | 12 | Prefixes and Suffixes | | 54 | 18 | |
| | E3 | Evaluation –Prefixes and Suffixes | RF.2.3d, RF.2.3e | 56 | 19 | |
| | 13 | Spelling – Sound Correspondence | RF.2.3e: Identify words with inconsistent but common spelling-sound correspondences. | 58 | 21 | 1-2 |
| | 14 | Spelling – Sound Correspondence | | 60 | 22 | |
| | 15 | Spelling – Irregularly Spelled Words | RF.2.3f: Recognize and read grade-appropriate irregularly spelled words. | 62 | 23 | |
| | 16 | Spelling – Irregularly Spelled Words | | 64 | 24 | |
| E4 | Evaluation – Inconsistent and Irregular Words | RF.2.3e, RF.2.3f | 66 | 25 | | |
| P1 | Performance Lesson – Decode It! <i>(RF.2.3, RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f)</i> | | | 68 | 27 | 3 |
| Spelling Language Standards: L.2.2d | 1 | Consonant Blends with Short Vowels | L.2.2d: Generalize learned spelling patterns when writing words. | 76 | 28 | 1-2 |
| | 2 | Consonant Blends with Short Vowels | | 78 | 29 | |
| | 3 | Consonant Blends with Long Vowels | L.2.2d | 80 | 30 | |
| | 4 | Consonant Blends with Short and Long Vowels | | 82 | 31 | |
| | E1 | Evaluation – Consonant Blends with Short and Long Vowels | | 84 | 32 | |
| | 5 | R-Controlled Vowel Sounds /ar/ and /or/ | L.2.2d | 86 | 33 | 1-2 |
| | 6 | R-Controlled Vowel Sounds /er/ | | 88 | 34 | |
| | 7 | Vowel Teams au – aw Words | | 90 | 35 | |
| | 8 | Vowel Teams ow – ou Words | | 92 | 36 | |
| | E2 | Evaluation – Vowel Teams and R-Controlled Vowel Teams | | 94 | 37 | |

Common Core Standards Plus® - Language Arts Grade 2

Lesson Index

| Strand | Lesson | Focus | Standard(s) | TE Page | St. Ed. Page | DOK Level |
|---|--------|---|--|---------|--------------|-----------|
| Spelling | 9 | Spelling Patterns <i>oy/oi</i> | L.2.2d | 96 | 39 | 1-2 |
| | 10 | Spelling Patterns <i>oy/oi</i> | | 98 | 40 | |
| | 11 | Spelling Patterns – <i>-ge/-dge</i> | | 100 | 41 | |
| | 12 | Spelling Patterns – <i>-ge/-dge</i> | | 102 | 42 | |
| | E3 | Evaluation - Spelling Patterns (<i>oy/oi</i> and <i>-ge/-dge</i>) | | 104 | 43 | |
| | P2 | Performance Lesson – Spelling Words (L.2.2d) | | 106 | 45-47 | 3 |
| Punctuation Language Standards: L.2.2b-c | 1 | Commas in Greetings and Closing of Letters | L.2.2b: Use commas in greetings and closings of letters. | 116 | 48 | 1-2 |
| | 2 | Commas in Greetings and Closing of Letters | | 118 | 49 | |
| | 3 | Apostrophes in Contractions | L.2.2c: Use an apostrophe to form contractions and frequently occurring possessives. | 120 | 50 | |
| | 4 | Apostrophes with Possessives | | 122 | 51 | |
| | E1 | Evaluation – Commas and Apostrophes | L.2.2b, L.2.2c | 124 | 52 | |
| Capitalization Language Standard: L.2.2a | 1 | Capitalizing Holidays | L.2.2a: Capitalize holidays, product names, and geographic names. | 132 | 53 | 1-2 |
| | 2 | Capitalizing Holidays | | 134 | 54 | |
| | 3 | Capitalize Product Brand Names | | 136 | 55 | |
| | 4 | Capitalize Product Names | | 138 | 56 | |
| | E1 | Evaluation – Capitalizing Holidays and Product/Brand Names | | 140 | 57 | |
| | 5 | Capitalizing Geographic Names | L.2.2a | 142 | 59 | 1-2 |
| | 6 | Capitalizing Geographic Names | | 144 | 60 | |
| | 7 | Capitalize Holidays, Product Names, and Places | | 146 | 61 | |
| | 8 | Capitalize Holidays, Product Names, and Places | | 148 | 62 | |
| | E2 | Evaluation – Capitalize Holidays, Product Names, and Places | | 150 | 63 | |
| | P3 | Performance Lesson – Capitalization and Punctuation (L.2.2a, L.2.2b, L.2.2c) | | 152 | 65 | 3 |
| Integrated Project #1: <i>How English Works</i> (RF.2.3, RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f, W.2.7, SL.2.1, L.2.1, L.2.2, L.2.2a, L.2.2b, L.2.2c, L.2.2d, L.2.6) | | | | 157 | 66-71 | 4 |

Prerequisite Common Core Standards Plus Strands:

Reading Foundational Skills, Spelling, Punctuation, and Capitalization

Product: The students will work in groups to create a board game based on the rules in the previously taught strands.

Overview: The students will use what they have learned about vowel and consonant sounds, spelling rules, punctuation, and capitalization to create a board game. The game will include questions related to the rules and skills they have been learning in the taught strands. Since this is a learning activity, all components will be completed in class.

Common Core Standards Plus® - Language Arts Grade 2

Lesson Index

| Strand | Lesson | Focus | Standard(s) | TE Page | St. Ed. Page | DOK Level | |
|--|--|--|---|---------|--------------|-----------|---|
| Vocabulary Acquisition and Use Language Standards: L.2.4a-d, L.2.5a-b | 1 | Multiple Meaning Words | L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. | 174 | 72 | 1-2 | |
| | 2 | Multiple Meaning Words | | 176 | 73 | | |
| | 3 | Multiple Meaning Words | | 178 | 74 | | |
| | 4 | Multiple Meaning Words | | 180 | 75 | | |
| | E1 | Evaluation – Multiple Meaning Words | | 182 | 76 | | |
| | 5 | Sentence Level Context | L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase. | 184 | 77 | 1-2 | |
| | 6 | Sentence Level Context | | 186 | 78 | | |
| | 7 | Sentence Level Context | | 188 | 79 | | |
| | 8 | Sentence Level Context | | 190 | 80 | | |
| | E2 | Evaluation – Sentence Level Context | | 192 | 81 | | |
| | 9 | Prefixes | L.2.4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). | 194 | 83 | 1-2 | |
| | 10 | Prefixes | | 196 | 84 | | |
| | 11 | Root Words | L.2.4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). | 198 | 85 | | |
| | 12 | Root Words | | 200 | 86 | | |
| | E3 | Evaluation – Prefixes and Root Words | L.2.4b, L.2.4c | 202 | 87 | | |
| | 13 | Compound Words | L.2.4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). | 204 | 89 | 1-2 | |
| | 14 | Compound Words | | 206 | 90 | | |
| | 15 | Compound Words | | 208 | 91 | | |
| | 16 | Compound Words | | 210 | 92 | | |
| | E4 | Evaluation – Compound Words | | 212 | 93 | | |
| | P4 | Performance Lesson – <i>Words We Know (L.2.4, L.2.4a, L.2.4b, L.2.4c, L.2.4d)</i> | | | 214 | 95-97 | 3 |
| | 17 | Word Relationships | L.2.5a: Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). | 220 | 98 | 1-2 | |
| | 18 | Word Relationships | | 222 | 99 | | |
| | 19 | Word Relationships | | 224 | 100 | | |
| | 20 | Word Relationships | | 226 | 101 | | |
| E5 | Evaluation – Word Relationships | 228 | | 102 | | | |
| 21 | Shades of Meaning | L.2.5b: Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). | 230 | 103 | 1-2 | | |
| 22 | Shades of Meaning | | 232 | 104 | | | |
| 23 | Shades of Meaning | | 234 | 105 | | | |
| 24 | Shades of Meaning | | 236 | 106 | | | |
| E6 | Evaluation – Shades of Meaning | | 238 | 107 | | | |
| P5 | Performance Lesson – <i>Meaningful Connections (L.2.5, L.2.5a, L.2.5b)</i> | | | 240 | 109-111 | 3 | |

Common Core Standards Plus® - Language Arts Grade 2

Lesson Index

| Strand | Lesson | Focus | Standard(s) | TE Page | St. Ed. Page | DOK Level | |
|---|---|---|---|---------|--------------|-----------|---|
| Reading Literature Reading Literature Standards: RL.2.1-RL.2.6 | 1 | Central Message and Key Details | RL.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. | 248 | 112 | 1-2 | |
| | 2 | Central Message and Key Details | RL.2.1, RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | 250 | 113 | | |
| | 3 | Central Message and Key Details | | 252 | 114 | | |
| | 4 | Central Message and Key Details | | 254 | 115 | | |
| | E1 | Evaluation – Central Message and Key Details | | 256 | 116 | | |
| | 5 | Character Response and Key Details | RL.2.1, RL.2.3: Describe how characters in a story respond to major events and challenges. | 258 | 117 | 1-2 | |
| | 6 | Character Response and Key Details | | 260 | 118 | | |
| | 7 | Character Response and Key Details | | 262 | 119 | | |
| | 8 | Character Response and Key Details | | 264 | 120 | | |
| | E2 | Evaluation – Character Response, and Key Details | | 266 | 121 | | |
| | 9 | Story Structure and Key Details | RL.2.1, RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | 268 | 123 | 1-2 | |
| | 10 | Story Structure and Key Details | | 270 | 124 | | |
| | 11 | Story Structure and Key Details | | 272 | 125 | | |
| | 12 | Story Structure and Key Details | | 274 | 126 | | |
| | E3 | Evaluation – Story Structure and Key Details | | 276 | 127 | | |
| | P6 | Performance Lesson – <i>What Is The Story All About?</i> (RL.2.1, RL.2.2, RL.2.3, RL.2.5) | | | 278 | 129-132 | 3 |
| | 13 | Point of View and Key Details | RL.2.1, RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | 284 | 133 | 1-2 | |
| | 14 | Point of View and Key Details | | 286 | 134 | | |
| | 15 | Point of View and Key Details | | 288 | 135 | | |
| | 16 | Point of View and Key Details | | 290 | 136 | | |
| E4 | Evaluation – Point of View and Key Details | 292 | | 137 | | | |
| 17 | Rhythm, Meaning, and Key Details | RL.2.1, RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | 294 | 139 | 1-2 | | |
| 18 | Rhythm, Meaning, and Key Details | | 296 | 140 | | | |
| 19 | Rhythm, Meaning, and Key Details | | 298 | 141 | | | |
| 20 | Rhythm, Meaning, and Key Details | | 300 | 142 | | | |
| E5 | Evaluation – Rhythm, Meaning, and Key Details | | 302 | 143 | | | |
| P7 | Performance Lesson – <i>Can You Hear It?</i> (RL.2.1, RL.2.4, RL.2.6) | | | 304 | 145-147 | 3 | |

Common Core Standards Plus® - Language Arts Grade 2

Lesson Index

| Strand | Lesson | Focus | Standard(s) | TE Page | St. Ed. Page | DOK Level |
|---|-----------|--|---|------------|--------------|----------------|
| Writing – Narrative Writing Standard: W.2.3 | 1 | Topic Sentence & Main Idea | W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | 314 | 148 | 1-2 |
| | 2 | Characters & Setting | | 316 | 149 | |
| | 3 | Story Events | | 318 | 150 | |
| | 4 | Time Order Words | | 320 | 151 | |
| | E1 | Evaluation – Narrative Writing | | 322 | 152 | |
| | P8 | Performance Lesson – <i>Story Writing (W.2.3)</i> | | | 324 | 153-154 |
| Integrated Project #2: <i>Story Time</i> (RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10, W.2.3, W.2.5, W.2.7, SL.2.2, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.4a, L.2.4b, L.2.4c, L.2.4d, L.2.4e, L.2.5, L.2.5a, L.2.5b, L.2.6) | | | | 331 | 155-159 | 4 |
| <p>Prerequisite Common Core Standards Plus Strands: Vocabulary Acquisition and Use, Reading Literature, and Writing-Narrative</p> <p>Product: The students will each rewrite <i>The Little Red Hen</i> so that at least three other animals in the barnyard pitch in to help make the bread. They will share their stories in small groups using each character’s “voice” in the telling.</p> <p>Overview: The students will use what they have learned about reading literature, writing narratives, using varied vocabulary, and characterization to rewrite <i>The Little Red Hen</i>. In their new version of the story, at least three of the other barnyard animals will agree to help plant the wheat, harvest the wheat, mill the flour, make the dough, and bake the bread. The students will give a “voice” to each character as they read their stories in small groups. Since this is a learning activity, all components will be completed in class.</p> | | | | | | |

Common Core Standards Plus® - Language Arts Grade 2

Lesson Index

| Strand | Lesson Focus | Standard(s) | TE Page | St. Ed. Page | DOK Level | |
|--|--|---|---|--------------|------------|-----|
| Grammar and Usage Language Standards: L.2.1a-f | 1 | Collective Nouns | L.2.1a: Use collective nouns (e.g., <i>group</i>). | 350 | 160 | 1-2 |
| | 2 | Collective Nouns | | 352 | 161 | |
| | 3 | Irregular Plural Nouns | L.2.1b: Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). | 354 | 162 | |
| | 4 | Irregular Plural Nouns | | 356 | 163 | |
| | E1 | Evaluation - Irregular Plural Nouns | L.2.1a, L.2.1b | 358 | 164 | |
| | 5 | Reflexive Pronouns | L.2.1c: Use reflexive pronouns (e.g., <i>myself, ourselves</i>). | 360 | 165 | 1-2 |
| | 6 | Reflexive Pronouns | | 362 | 166 | |
| | 7 | Irregular Verbs | L.2.1d: Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). | 364 | 167 | |
| | 8 | Irregular Verbs | | 366 | 168 | |
| | E2 | Evaluation – Reflexive Pronouns and Irregular Verbs | L.2.1c, L.2.1d | 368 | 169 | |
| | 9 | Adjectives | L.2.1e: Use adjectives and adverbs, and choose between them depending on what is to be modified. (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). | 370 | 171 | 1-2 |
| | 10 | Adverbs | | 372 | 172 | |
| | 11 | Adjectives and Adverbs | | 374 | 173 | |
| | 12 | Adjectives and Adverbs | | 376 | 174 | |
| | E3 | Evaluation - Adjectives and Adverbs | | 378 | 175 | |
| | 13 | Simple Sentences | L.2.1f: Produce, expand, and rearrange complete simple and compound sentences | 380 | 177 | 1-2 |
| | 14 | Simple Sentences | | 382 | 178 | |
| | 15 | Simple Sentences | | 384 | 179 | |
| | 16 | Simple Sentences | | 386 | 180 | |
| | E4 | Evaluation - Simple Sentences | | 388 | 181 | |
| 17 | Compound Sentences | L.2.1f | 390 | 183 | 1-2 | |
| 18 | Compound Sentences | | 392 | 184 | | |
| 19 | Compound Sentences | | 394 | 185 | | |
| 20 | Compound Sentences | | 396 | 186 | | |
| E5 | Evaluation - Compound Sentences | | 398 | 187 | | |
| P9 | Performance Lesson – Words and Sentences (L.2.1, L.2.1a, L.2.1b, L.2.1c, L.2.1d, L.2.1e, L.2.1f) | | 400 | 189 | 3 | |
| Reading Informational Text | 1 | Key Details | RI.2.1: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. | 408 | 190 | 1-2 |
| | 2 | Main Topic | RI.2.1, RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | 410 | 191 | |
| | 3 | Main Topic | | 412 | 192 | |
| | 4 | Main Topic | | 414 | 193 | |
| | E1 | Evaluation – Main Topic and Key Details | | 416 | 194 | |

Common Core Standards Plus® - Language Arts Grade 2

Lesson Index

| Strand | Lesson | Focus | Standard(s) | TE Page | St. Ed. Page | DOK Level |
|-----------------------------------|--|--|--|---------|--------------|-----------|
| Reading Informational Text | 5 | Connecting Ideas & Key Details | RI.2.1, RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | 418 | 195 | 1-2 |
| | 6 | Connecting Ideas & Key Details | | 420 | 196 | |
| | 7 | Connecting Ideas & Key Details | | 422 | 197 | |
| | 8 | Connecting Ideas & Key Details | | 424 | 198 | |
| | E2 | Evaluation – Connecting Ideas & Key Details | | 426 | 199 | |
| | 9 | Key Details and Word Meaning | RI.2.1, RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | 428 | 201 | 1-2 |
| | 10 | Key Details and Word Meaning | | 430 | 202 | |
| | 11 | Key Details and Word Meaning | | 432 | 203 | |
| | 12 | Key Details and Word Meaning | | 434 | 204 | |
| | E3 | Evaluation – Key Details and Word Meaning | | 436 | 205 | |
| P10 | Performance Lesson – What’s the Text About? (RI.2.1, RI.2.2, RI.2.3, RI.2.4) | | | 438 | 207-210 | 3 |
| 13 | Text Features | RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | 444 | 211 | 1-2 | |
| 14 | Text Features | | 446 | 212 | | |
| 15 | Text Features | | 448 | 213 | | |
| 16 | Text Features | | 450 | 214 | | |
| E4 | Evaluation – Text Features | | 452 | 215 | | |
| 17 | Main Purpose & Key Details | RI.2.1, RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | 454 | 217 | 1-2 | |
| 18 | Main Purpose & Key Details | | 456 | 218 | | |
| 19 | Supporting Reasons | RI.2.8: Describe how reasons support specific points the author makes in a text. | 458 | 219 | | |
| 20 | Supporting Reasons | | 460 | 220 | | |
| E5 | Evaluation – Main Purpose, Supporting Reasons, and Key Details | RI.2.1, RI.2.6, RI.2.8 | 462 | 221 | | |
| P11 | Performance Lesson – Finding Facts and Purpose (RI.2.1, RI.2.5, RI.2.6, RI.2.8) | | | 464 | 223-228 | 3 |
| Writing | 5 | Writing Topic Sentences | W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section. | 478 | 229 | 1-2 |
| | 6 | Finding Support & Reasons | | 480 | 230 | |
| | 7 | Linking Words | | 482 | 231 | |
| | 8 | Writing Conclusions | | 484 | 232 | |
| | E2 | Evaluation – Opinion Writing | | 486 | 233 | |
| | P12 | Performance Lesson – What’s Your Opinion? (W.2.1) | | | 488 | |

Common Core Standards Plus® - Language Arts Grade 2

Lesson Index

| Strand | Lesson Focus | Standard(s) | TE Page | St. Ed. Page | DOK Level | |
|---|--------------|--|---|----------------|----------------|------------|
| Writing Writing Standards: W.2.1-W.2.2 | 9 | Writing Topic Sentences | W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | 492 | 237 | 1-2 |
| | 10 | Evaluating & Identifying Points | | 494 | 238 | |
| | 11 | Using Definitions to Develop Points | | 496 | 239 | |
| | 12 | Writing Concluding Statements | | 498 | 240 | |
| | E3 | Evaluation – Informative/Explanatory Writing | | 500 | 241 | |
| | P13 | Performance Lesson – Tell Me About It (W.2.2) | | 502 | 243-244 | 3 |
| Integrated Project #3: Information, Please! (RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.8, RI.2.10, W.2.1, W.2.2, W.2.5, W.2.7, SL.2.1c, SL.2.2, SL.2.3, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.6) | | | 509 | 245-247 | 4 | |
| Prerequisite Common Core Standards Plus Domains: | | | | | | |
| <u>Grammar and Usage, Reading Informational Text, and Writing – Opinion & Informative/Explanatory</u> | | | | | | |
| Product: The students will each write an informative/explanatory text that tells all about his/her school. Then, the student will create a poster advertising the school with multiple opinion statements that tell why the school is the best. The students will present the paragraph and poster to the class. | | | | | | |
| Overview: The students will use what they have learned about grammar and usage, informational text, writing an opinion, and writing to inform or explain to write at least a paragraph describing the school. The students will work in a group to peer edit the paragraphs. Then the students will create a poster that advertises why the school is the best. The students will draw and write opinion statements to complete the posters. Since this is a learning activity, all components will be completed in class. | | | | | | |