

## Curriculum Map: Common Core ELA Grade 2

Course: Second-Reading Subtopic: Reading

Grade(s): None specified

**Course Description:** Students in Grade 2 extend word recognition fluency, deepen understanding of text and increase writing proficiency through whole group instruction, small group instruction, including flexible learning groups, cooperative learning and individual and small group learning stations. They continue to extend their knowledge of Foundational Skills of Reading, Reading Literature, Reading Informational Texts, Writing, Speaking & Listening and conventions of Language. They decode letter patterns using phonics, syllabication and word parts. They practice fluent oral and silent reading. They learn additional comprehension skills and strategies such as purpose in reading and recognize cause and effect and to read and understand grade level text in both fiction and nonfiction. Students also learn how to compare and contrast different plots, setting and characters as they become more independent readers and writers. They write coherent sentences and paragraphs that develop a main idea. They progress through the writing process to practice drafting and revising when writing reports and conducting research projects. They write narratives based on familiar experiences using graphic organizers to plan and sequence their writing of literacy responses, stories, explanations and letters. The students also practice grammatical knowledge not only in writing, but in speaking as well. They give oral presentations so as to exemplify speaking with fluency and expression. To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations- as part of a whole class, in small groups, and with a partner.

**Course Textbooks, Workbooks, Materials Citations:**  
Story Town Text  
StoryTown leveled readers  
A.R. program

### Unit: Unit 1 Foundational Skills of Reading

**Unit/Module Description:** Students gain a working knowledge of concepts of print, the alphabetic principle and other basic conventions and learn to apply them as effective readers. Students learn book handling, print concepts, phonological awareness, phonics, and word recognition and fluency.

**Unit/Module Big Ideas:** Effective readers use appropriate strategies to construct meaning.  
Decoding  
phonics and word recognition  
fluency

**Unit/Module Essential Questions:**  
Can you read regularly spelled one syllable words with long or short vowels?  
Can you identify common vowel teams?  
Can you decode two syllable long vowel words?  
Can you decode words that contain prefixes and suffixes?  
Can you identify and read irregularly spelled words?  
Can you identify words with inconsistent and common spelling sound correspondences?  
Can you read grade level text with purpose and comprehension?  
Can you read with accuracy, appropriate rate, and expression?  
Can you read and use context to make corrections as necessary?

**Unit/Module Key Terminology & Definitions:**  
Homographs – words that are spelled the same, but that have different meanings  
Homophones – words that sound the same, but that have different meanings and spellings  
Prefix – a group letters added to the beginning of a root word to form a new word  
Root word – a simple word that becomes a new word by adding more letters at the beginning or end  
Synonyms – words that have the same, or almost the same, meaning  
Suffix- group of letter that are added to the end of a root word to change its meaning

**Unit/Module Student Learning Outcomes:** Students will be able to independently use their learning to:  
Know and apply grade level phonics and word analysis skills decoding words  
Distinguish long and short vowels when reading regularly spelled one-syllable words  
Decode two syllable words with long vowels and words with common prefixes and suffixes

Read grade level high frequency words and words with inconsistent but common spelling sound correspondences

Read grade appropriate irregularly spelled words

Read with accuracy and fluency to support comprehension

Read on level text with purpose and understanding

Read on level text orally with accuracy, appropriate rate, and expression on successive reading.

Use context to confirm or self correct word recognition and understanding, rereading as necessary.

Comprehend and evaluate complex texts across a range of types and disciplines.

Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.

Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.

Communicate effectively for varied purposes and audiences.

Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Students will understand:

How to apply grade level phonics and word analysis skills in decoding words

Reading with sufficient accuracy and fluency to support comprehension

**Unit/Module Student Performance Tasks:** Demonstrate knowledge of words through oral reading with fluency  
Decode unknown words using basic phonetic analysis  
completion of skills related page or computer assisted instructional activity  
word sorting

**Unit/Module Materials:** Story Town text  
Story town Leveled Readers  
Story Town decodable books  
A.R. program  
Various teacher created worksheets  
High Frequency word lists  
Dolch word list  
Kid Writing Journals/posters  
Teacher Generated Reading Centers

websites:

Pinterest

Teachers Pay Teachers

[www.thinkcentral.com](http://www.thinkcentral.com)

[www.prometheanplanet.com](http://www.prometheanplanet.com)

[www.spellcity.com](http://www.spellcity.com)

[www.studyisland.com](http://www.studyisland.com)

**Unit/Module Assignments:** The student will be able to cooperatively respond to published materials, teacher created materials, informal oral reading assessments, and other tasks through shared reading and independent reading activities related to the foundational skills.

## STANDARDS

STATE: [PA Common Core Standards \(2012\)](#)

[CC.1.1.2.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

[CC.1.1.2.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:

### Lesson Topic: Core Lesson 1- Foundational Skills

**Core Lesson/Topic Description:** Students will know and apply grade level phonics and word analysis skills to distinguish long and short vowel regularly spelled one syllable words.

**Core Lesson/Topic Big Ideas:** decoding  
isolate and change beginning, medial, and final sounds  
phonics and word recognition  
use digraphs and blends  
rhyme

Fluency  
auditory word recall  
categorize and find commonality in words  
manipulate sounds in words

**Core Lesson/Topic Essential Questions:** Can you read regularly spelled one syllable words with long or short vowels?  
Can you identify common vowel teams?  
Can you identify words with inconsistent and common spelling sound correspondences?  
Can you read grade level text with purpose and comprehension?  
Can you read with accuracy, appropriate rate, and expression?  
Can you read and use context to make corrections as necessary?

**Core Lesson/Topic Key Terminology & Definitions:** Homographs – words that are spelled the same, but that have different meanings  
Homophones – words that sound the same, but that have different meanings and spelling  
Prefix – a group letters added to the beginning of a root word to form a new word  
Root word – a simple word that becomes a new word by adding more letters at the beginning or end  
Synonyms – words that have the same, or almost the same, meaning  
Suffix- group of letter that are added to the end of a root word to change its meaning

**Core Lesson/Topic Student Learning Outcomes:** Students will:  
read grade level high frequency words  
read with accuracy and fluency to support comprehension  
read on level text with purpose and understanding  
read on level text orally with accuracy, appropriate rate, and expression  
use context to confirm or self correct word recognition and understanding

**Core Lesson/Topic Instructional Procedures & Activities:** Use a word sort to distinguish between long or short vowels  
Determine short and long vowel one syllable words within a text  
distinguish long and short vowels when reading regularly spelled one syllable words

**Core Lesson/Topic Materials:** Story Town text  
Story town Leveled Readers  
Story Town decodable books  
A.R. program  
Various teacher created worksheets  
High Frequency word lists  
Dolch word list  
Kid Writing Journals/posters  
Teacher Generated Reading Centers

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[www.studyisland.com](http://www.studyisland.com)

**Core Lesson/Topic Notes:** additional terms:  
short vowel  
long vowel  
decode  
vowel teams  
spelling patterns  
syllables

### **Lesson Topic: Core Lesson 2: Foundational Skill**

**Core Lesson/Topic Description:** Students will know and apply grade level phonics and word attack skills to decode two syllable words with long vowels and words with common prefixes and suffixes.

<b>Core Lesson/Topic Big Ideas:</b>	Effective readers use appropriate strategies to construct meaning.  Decoding phonics and word recognition fluency
<b>Core Lesson/Topic Essential Questions:</b>	Can you identify common vowel teams? Can you decode two syllable long vowel words? Can you decode words that contain prefixes and suffixes? Can you identify words with inconsistent and common spelling sound correspondences? Can you read grade level text with purpose and comprehension? Can you read with accuracy, appropriate rate, and expression? Can you read and use context to make corrections as necessary?
<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	Homographs – words that are spelled the same, but that have different meanings Homophones – words that sound the same, but that have different meanings and spellings Prefix – a group letters added to the beginning of a root word to form a new word Root word – a simple word that becomes a new word by adding more letters at the beginning or end Synonyms – words that have the same, or almost the same, meaning Suffix- group of letter that are added to the end of a root word to change its meaning
<b>Core Lesson/Topic Student Learning Outcomes:</b>	Students will: read grade level high frequency words read with accuracy and fluency to support comprehension read on level text with purpose and understanding read on level text orally with accuracy, appropriate rate, and expression use context to confirm or self correct word recognition and understanding
<b>Core Lesson/Topic Instructional Procedures &amp; Activities:</b>	review regularly spelled two syllable words located regularly spelled two syllable words with long vowel sounds decode regularly spelled two syllable words with long vowels
<b>Core Lesson/Topic Materials:</b>	Story Town text Story town Leveled Readers Story Town decodable books A.R. program Various teacher created worksheets High Frequency word lists Dolch word list Kid Writing Journals/posters Teacher Generated Reading Centers  websites: Pinterest Teachers Pay Teachers <a href="http://www.thinkcentral.com">www.thinkcentral.com</a> <a href="http://www.prometheanplanet.com">www.prometheanplanet.com</a> <a href="http://www.spellcity.com">www.spellcity.com</a> <a href="http://www.studyisland.com">www.studyisland.com</a>
<b>Core Lesson/Topic Assignments:</b>	Use correct reading and decoding skills to identify grade level words
<b>Core Lesson/Topic Notes:</b>	additional vocabulary: long vowels syllables vowel teams decode

**Lesson Topic: Core Lesson 3: Foundational Skills**

<b>Core Lesson/Topic Description:</b>	Students will know and apply grade level phonics and word analysis skills in decoding grade appropriate irregularly spelled words.
<b>Core Lesson/Topic Big Ideas:</b>	Effective readers use appropriate strategies to construct meaning.  Decoding phonics and word recognition fluency
<b>Core Lesson/Topic Essential Questions:</b>	Can you read regularly spelled one syllable words with long or short vowels? Can you identify common vowel teams? Can you decode two syllable long vowel words? Can you decode words that contain prefixes and suffixes? Can you identify and read irregularly spelled words? Can you identify words with inconsistent and common spelling sound correspondences? Can you read grade level text with purpose and comprehension? Can you read with accuracy, appropriate rate, and expression? Can you read and use context to make corrections as necessary?
<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	Homographs – words that are spelled the same, but that have different meanings Homophones – words that sound the same, but that have different meanings and spellings Prefix – a group letters added to the beginning of a root word to form a new word Root word – a simple word that becomes a new word by adding more letters at the beginning or end Synonyms – words that have the same, or almost the same, meaning Suffix- group of letter that are added to the end of a root word to change its meaning
<b>Core Lesson/Topic Student Learning Outcomes:</b>	Students will: read grade level high frequency words read with accuracy and fluency to support comprehension read on level text with purpose and understanding read on level text orally with accuracy, appropriate rate, and expression use context to confirm or self correct word recognition and understanding
<b>Core Lesson/Topic Instructional Procedures &amp; Activities:</b>	identify irregularly spelled words for second grade recognize some words have spelling patterns that do not follow normal pronunciation rules use knowledge of second grade irregularly spelled words when reading text recognize and read grade appropriate irregularly spelled words
<b>Core Lesson/Topic Materials:</b>	Story Town text Story town Leveled Readers Story Town decodable books A.R. program Various teacher created worksheets High Frequency word lists Dolch word list Kid Writing Journals/posters Teacher Generated Reading Centers  websites: Pinterest Teachers Pay Teachers <a href="http://www.thinkcentral.com">www.thinkcentral.com</a> <a href="http://www.prometheanplanet.com">www.prometheanplanet.com</a> <a href="http://www.spellcity.com">www.spellcity.com</a> <a href="http://www.studyisland.com">www.studyisland.com</a>
<b>Core Lesson/Topic Notes:</b>	decode syllables inflectional endings irregular spelled words spelling patterns

**Lesson Topic: Core Lesson 4: Foundational Skill**

**Core** Students will know and apply grade level phonics and word analysis skills to read grade level

<b>Lesson/Topic Description:</b>	high frequency words and words with inconsistent but common spelling sound correspondence.
<b>Core Lesson/Topic Big Ideas:</b>	Effective readers use appropriate strategies to construct meaning.  Decoding phonics and word recognition fluency
<b>Core Lesson/Topic Essential Questions:</b>	Can you read regularly spelled one syllable words with long or short vowels? Can you identify common vowel teams? Can you decode two syllable long vowel words? Can you decode words that contain prefixes and suffixes? Can you identify and read irregularly spelled words? Can you identify words with inconsistent and common spelling sound correspondences? Can you read grade level text with purpose and comprehension? Can you read with accuracy, appropriate rate, and expression? Can you read and use context to make corrections as necessary?
<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	Homographs – words that are spelled the same, but that have different meanings Homophones – words that sound the same, but that have different meanings and spellings Prefix – a group letters added to the beginning of a root word to form a new word Root word – a simple word that becomes a new word by adding more letters at the beginning or end Synonyms – words that have the same, or almost the same, meaning Suffix- group of letter that are added to the end of a root word to change its meaning
<b>Core Lesson/Topic Student Learning Outcomes:</b>	Students will: read grade level high frequency words read with accuracy and fluency to support comprehension read on level text with purpose and understanding read on level text orally with accuracy, appropriate rate, and expression use context to confirm or self correct word recognition and understanding
<b>Core Lesson/Topic Instructional Procedures &amp; Activities:</b>	determine that there are different purposes for reading retell or explain what has been read read on level text with purpose and understanding
<b>Core Lesson/Topic Materials:</b>	Story Town "Arthur's Reading Race" Story Town "Frog and Toad All Year" Story Town "Henry and Mudge" Story Town "Dogs" Story Town Reader's Theater "Neighborhood News"
<b>Core Lesson/Topic Notes:</b>	additional vocabulary: purpose understanding

## Unit: Unit 2 Reading Informational Text

**Unit/Module Description:** Students read, understand and respond to informational text with an emphasis on comprehension, vocabulary acquisition and making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition and use and range of reading.

**Unit/Module Big Ideas:** Effective readers use appropriate strategies to construct meaning.  
  
An expanded vocabulary enhances one's ability to express information and ideas.  
  
Critical thinkers actively and skillfully interpret, analysis, and evaluate, and synthesis information.  
  
Concepts about print  
fluency  
reading strategies  
response to text

comprehension  
inquiry and research  
vocabulary

**Unit/Module**

**Essential  
Questions:**

Can you read with grade appropriate fluency?  
Can you compare and contrast the same topic with two texts?  
What is the main idea of the multi-paragraph text?  
What is the author explaining or describing? How can your answer be supported?  
Can you answer who, what, where, when, why, and how about the text?  
What is the main idea of the multi-paragraph text? What is the focus of each individual paragraph in the text?  
What is the connection between this series of events?  
Can you tell me the meaning of the words using context clues or pictures?  
Can you locate the answer using text features (captions, bold print, subheadings, glossaries, index, icons, etc)  
How does the illustration contribute to the text?  
Can you compare and contrast the same topic using two different texts?

**Unit/Module**

**Key  
Terminology &  
Definitions:**

Antonyms – words that have the opposite meaning  
Cause – the reason something happens; leads to an effect  
Compare – look for things that are the same about two sentences, passages, or topics  
Context – the text surrounding a word or sentence  
Contrast – to find things that are different about two sentences, passages, or topics  
Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
Effect – the result of a cause  
Fact – a statement that is always true  
Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
Inference – a conclusion that make, based on the information you have  
Main Idea – what a story or passage is mostly about  
Nonfiction – a type of writing that contains facts and teaches you something  
Opinion – a belief about a subject  
Prefix – a group letters added to the beginning of a root word to form a new word  
Root word – a simple word that becomes a new word by adding more letters at the beginning or end  
Sequence – the order in which events in a passage happen  
Simile – a comparison of two like things, using the words “like” or “as”  
Subject – the noun that is the subject of a sentence  
Suffix – a group of letters added to the end of a root word to form a new word  
Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
Synonyms – words that have the same, or almost the same, meaning  
Tense – tells you when a sentence is happening  
Topic – the main subject of a nonfiction passage

**Unit/Module**

**Student  
Learning  
Outcomes:**

Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text

Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text

Describe the connection between a series of events, concepts, or steps in a procedure within a text

Use various text features and search tools to locate key facts or information in a text

Determine the meaning of words and phrases as they are used in grade level text including multiple meaning words

Explain how graphic representations contribute to and clarify a text

Describe how reasons support specific points to author makes in a text

Compare and contrast the most important points presented by two texts on the same topic.

Acquire and use grade appropriate conversational, general academic, and domain specific words and phrases

Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content, choosing from a range of strategies and tools.

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Students will understand:

- \* key details and ideas in a text
- \* text features and structure
- \* the relationship between illustrations in a text
- \* how to read with purpose and understanding in informational text

**Unit/Module Student Performance Tasks:** research reports  
 identify and compare informational text using a graphic organizer  
 completion of skill related page or computer assisted instructional activity  
 journal response to text  
 students constructed questions related to the text  
 oral summary of information from text  
 discuss and compare informational text  
 completion of content relevant graphic organizer pertaining to vocabulary  
 book reviews  
 literature circles  
 vocabulary using charts, pictures, sentences, and stories

**Unit/Module Materials:** Story Town leveled readers  
 Story Town Student Edition  
 Accelerated Reader  
 Online magazines and newspaper sites  
 Science and Social Studies books  
 Story Town decodable books  
 Various teacher created worksheets  
 High Frequency word lists  
 Dolch word list  
 Kid Writing Journals/posters  
 Teacher Generated Reading Centers  
 graphic organizers  
 Harcourt website

websites:  
 Pinterest  
 Teachers Pay Teachers  
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[www.spellcity.com](http://www.spellcity.com)  
[www.studyisland.com](http://www.studyisland.com)

**Unit/Module Assignments:** Students will complete critical thinking questions, main idea and details graphic organizers, oral summary of information of text. Teacher will use informal teacher observations, comprehension worksheets, teacher created materials, and weekly lesson tests.

**STANDARDS**

STATE: PA Common Core Standards (2012)

- [CC.1.2.2.A \(Advanced\)](#) Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- [CC.1.2.2.B \(Advanced\)](#) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- [CC.1.2.2.C \(Advanced\)](#) Describe the connection between a series of events, concepts, or steps in a procedure within a text.
- [CC.1.2.2.E \(Advanced\)](#) Use various text features and search tools to locate key facts or information in a text efficiently.
- [CC.1.2.2.F \(Advanced\)](#) Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
- [CC.1.2.2.G \(Advanced\)](#) Explain how graphic representations contribute to and clarify a text.
- [CC.1.2.2.H \(Advanced\)](#) Describe how reasons support specific points the author makes in a text.
- [CC.1.2.2.I \(Advanced\)](#) Compare and contrast the most important points presented by two texts on the same topic.
- [CC.1.2.2.J \(Advanced\)](#) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- [CC.1.2.2.K \(Advanced\)](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
- [CC.1.2.2.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.



## Lesson Topic: Core Lesson 1: Reading Informational Text

<b>Core Lesson/Topic Description:</b>	Students will identify the main idea of a multi-paragraph text. They will ask and answer questions to demonstrate understanding of key details in text.
<b>Core Lesson/Topic Big Ideas:</b>	Effective readers use appropriate strategies to construct meaning. An expanded vocabulary enhances one's ability to express information and ideas. Critical thinkers actively and skillfully interpret, analysis, and evaluate, and synthesis information. Concepts about print fluency reading strategies response to text comprehension inquiry and research vocabulary
<b>Core Lesson/Topic Essential Questions:</b>	What is the main idea of the multi paragraph text? What is the focus of each individual paragraph in the text? What is the connection between this series of events? What is the author explaining or describing? How can your answer be supported?
<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	Antonyms – words that have the opposite meaning Cause – the reason something happens; leads to an effect Compare – look for things that are the same about two sentences, passages, or topics Context – the text surrounding a word or sentence Contrast – to find things that are different about two sentences, passages, or topics Detail – a sentence or bit of information that supports the main idea of a paragraph or passage Effect – the result of a cause Fact – a statement that is always true Heading – a word or phrase that comes before a page or paragraph, and tells you the topic Inference – a conclusion that make, based on the information you have Main Idea – what a story or passage is mostly about Nonfiction – a type of writing that contains facts and teaches you something Opinion – a belief about a subject Prefix – a group letters added to the beginning of a root word to form a new word Root word – a simple word that becomes a new word by adding more letters at the beginning or end Sequence – the order in which events in a passage happen Simile – a comparison of two like things, using the words “like” or “as” Subject – the noun that is the subject of a sentence Suffix – a group of letters added to the end of a root word to form a new word Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph Synonyms – words that have the same, or almost the same, meaning Tense – tells you when a sentence is happening Topic – the main subject of a nonfiction passage
<b>Core Lesson/Topic Student Learning Outcomes:</b>	Students will: read grade level high frequency words read with accuracy and fluency to support comprehension read on level text with purpose and understanding read on level text orally with accuracy, appropriate rate, and expression use context to confirm or self correct word recognition and understanding answer questions to demonstrate understanding
<b>Core Lesson/Topic Instructional Procedures &amp; Activities:</b>	define paragraph locate paragraph/paragraphs in a text state main idea of a paragraph. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text
<b>Core Lesson/Topic Materials:</b>	Story Town leveled readers Story Town Student Edition Accelerated Reader

Online magazines and newspaper sites  
Science and Social Studies books  
Story Town decodable books  
Various teacher created worksheets  
High Frequency word lists  
Dolch word list  
Kid Writing Journals/posters  
Teacher Generated Reading Centers  
graphic organizers  
Harcourt website

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**Core Lesson/Topic Notes:** additional vocabulary:  
main topic  
key details  
retell

### **Lesson Topic: Core Lesson 2: Reading Informational Text**

**Core Lesson/Topic Description:** Students will ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**Core Lesson/Topic Big Ideas:** Identify the story elements

**Core Lesson/Topic Essential Questions:** Can you answer who, what, where, when, why, and how about the text?

Can you use different text features to locate information?

Can you read with grade appropriate fluency?

**Core Lesson/Topic Key Terminology & Definitions:** Antonyms – words that have the opposite meaning  
Cause – the reason something happens; leads to an effect  
Compare – look for things that are the same about two sentences, passages, or topics  
Context – the text surrounding a word or sentence  
Contrast – to find things that are different about two sentences, passages, or topics  
Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
Effect – the result of a cause  
Fact – a statement that is always true  
Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
Inference – a conclusion that make, based on the information you have  
Main Idea – what a story or passage is mostly about  
Nonfiction – a type of writing that contains facts and teaches you something  
Opinion – a belief about a subject  
Prefix – a group letters added to the beginning of a root word to form a new word  
Root word – a simple word that becomes a new word by adding more letters at the beginning or end  
Sequence – the order in which events in a passage happen  
Simile – a comparison of two like things, using the words “like” or “as”  
Subject – the noun that is the subject of a sentence  
Suffix – a group of letters added to the end of a root word to form a new word  
Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
Synonyms – words that have the same, or almost the same, meaning  
Tense – tells you when a sentence is happening  
Topic – the main subject of a nonfiction passage

**Core Lesson/Topic Student Learning Outcomes:** Students will:  
read grade level high frequency words  
read with accuracy and fluency to support comprehension  
read on level text with purpose and understanding  
read on level text orally with accuracy, appropriate rate, and expression  
use context to confirm or self correct word recognition and understanding

**Core Lesson/Topic Instructional Procedures & Activities:** locate specific details from a text  
answer questions using details from the text  
develop questions related to key details in the text  
ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

**Core Lesson/Topic Materials:** Story Town leveled readers  
Story Town Student Edition  
Accelerated Reader  
Online magazines and newspaper sites  
Science and Social Studies books  
Story Town decodable books  
Various teacher created worksheets  
High Frequency word lists  
Dolch word list  
Kid Writing Journals/posters  
Teacher Generated Reading Centers  
graphic organizers  
Harcourt website

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### **Lesson Topic: Core Lesson 3: Reading Informational Text**

**Core Lesson/Topic Description:** Students will describe the connection between a series of events, concepts, or steps in a procedure within a text.

**Core Lesson/Topic Big Ideas:** Students will understand:  
key details and ideas in a text  
text features and structure

**Core Lesson/Topic Essential Questions:** What is the connection between this series of events?  
Can you use different text features to locate information?  
Can you read with grade appropriate fluency?

**Core Lesson/Topic Key Terminology & Definitions:** Antonyms – words that have the opposite meaning  
Cause – the reason something happens; leads to an effect  
Compare – look for things that are the same about two sentences, passages, or topics  
Context – the text surrounding a word or sentence  
Contrast – to find things that are different about two sentences, passages, or topics  
Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
Effect – the result of a cause  
Fact – a statement that is always true  
Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
Inference – a conclusion that make, based on the information you have  
Main Idea – what a story or passage is mostly about  
Nonfiction – a type of writing that contains facts and teaches you something  
Opinion – a belief about a subject  
Prefix – a group letters added to the beginning of a root word to form a new word  
Root word – a simple word that becomes a new word by adding more letters at the beginning or end  
Sequence – the order in which events in a passage happen  
Simile – a comparison of two like things, using the words “like” or “as”  
Subject – the noun that is the subject of a sentence  
Suffix – a group of letters added to the end of a root word to form a new word  
Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
Synonyms – words that have the same, or almost the same, meaning  
Tense – tells you when a sentence is happening  
Topic – the main subject of a nonfiction passage

**Core Lesson/Topic Student Learning Outcomes:** Students will:  
read grade level high frequency words  
read with accuracy and fluency to support comprehension  
read on level text with purpose and understanding  
read on level text orally with accuracy, appropriate rate, and expression  
use context to confirm or self correct word recognition and understanding

**Core Lesson/Topic Instructional Procedures & Activities:** Identify historical events, scientific ideas or concepts, or steps in a technical process within a text.  
Describe how events in a text are related to one another  
explain how an idea is developed in a text  
discuss how steps in a process are related to one another.  
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

**Core Lesson/Topic Materials:** Story Town leveled readers  
Story Town Student Edition  
Accelerated Reader  
Online magazines and newspaper sites  
Science and Social Studies books  
Story Town decodable books  
Various teacher created worksheets  
High Frequency word lists  
Dolch word list  
Kid Writing Journals/posters  
Teacher Generated Reading Centers  
graphic organizers  
Harcourt website

websites:  
Pinterest  
Teachers Pay Teachers  
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[www.prometheanplanet.com](http://www.prometheanplanet.com)  
[www.spellcity.com](http://www.spellcity.com)  
[www.studyisland.com](http://www.studyisland.com)

**Core Lesson/Topic Notes:** additional vocabulary:  
describe  
connection  
individual  
event  
idea  
information  
compare

#### **Lesson Topic: Core Lesson 4: Reading Informational Text**

**Core Lesson/Topic Description:** Students will use various text features and search tools to locate key facts or information in a text efficiently.

**Core Lesson/Topic Big Ideas:** Students will:  
identify the relationship between illustrations in a text  
use grade level reading skills and strategies

**Core Lesson/Topic Essential Questions:** Can you locate the answer using text features (captions, bold print, subheadings, glossaries, index, menus/ icons)?

Can you use different text features to locate information?

Can you read with grade appropriate fluency?

**Core Lesson/Topic Key Terminology & Definitions:** Antonyms – words that have the opposite meaning  
Cause – the reason something happens; leads to an effect  
Compare – look for things that are the same about two sentences, passages, or topics  
Context – the text surrounding a word or sentence  
Contrast – to find things that are different about two sentences, passages, or topics  
Detail – a sentence or bit of information that supports the main idea of a paragraph or passage

Effect – the result of a cause  
 Fact – a statement that is always true  
 Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
 Inference – a conclusion that make, based on the information you have  
 Main Idea – what a story or passage is mostly about  
 Nonfiction – a type of writing that contains facts and teaches you something  
 Opinion – a belief about a subject  
 Prefix – a group letters added to the beginning of a root word to form a new word  
 Root word – a simple word that becomes a new word by adding more letters at the beginning or end  
 Sequence – the order in which events in a passage happen  
 Simile – a comparison of two like things, using the words “like” or “as”  
 Subject – the noun that is the subject of a sentence  
 Suffix – a group of letters added to the end of a root word to form a new word  
 Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
 Synonyms – words that have the same, or almost the same, meaning  
 Tense – tells you when a sentence is happening  
 Topic – the main subject of a nonfiction passage

**Core Lesson/Topic Student Learning Outcomes:** Read with purpose and understanding in informational text  
 Find the relationship between illustrations in a text  
 locate key details and ideas in a text

**Core Lesson/Topic Instructional Procedures & Activities:** Identify text features  
 explain how text features can help you locate facts and information in a text  
 know and use various text features to locate key facts or information in a text efficiently

**Core Lesson/Topic Materials:** Story Town leveled readers  
 Story Town Student Edition  
 Accelerated Reader  
 Online magazines and newspaper sites  
 Science and Social Studies books  
 Story Town decodable books  
 Various teacher created worksheets  
 High Frequency word lists  
 Dolch word list  
 Kid Writing Journals/posters  
 Teacher Generated Reading Centers  
 graphic organizers  
 Harcourt website

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[www.spellcity.com](http://www.spellcity.com)  
[www.studyisland.com](http://www.studyisland.com)

**Core Lesson/Topic Notes:** additional vocabulary:  
 front cover  
 back cover  
 title page  
 page  
 instruct:  
 text features  
 headings  
 table of contents  
 glossaries  
 electronic menus  
 icon  
 key facts  
 information

**Lesson Topic: Core Lesson 5: Reading Informational Text**

<b>Core Lesson/Topic Description:</b>	Students will determine the meaning of words and phrases as they are used in grade level text including multiple meaning words.
<b>Core Lesson/Topic Big Ideas:</b>	Students will determine or clarify the meaning of unknown multiple meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
<b>Core Lesson/Topic Essential Questions:</b>	Can you tell me the meaning of the word using context or picture clues?
<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	<p>Antonyms – words that have the opposite meaning</p> <p>Cause – the reason something happens; leads to an effect</p> <p>Compare – look for things that are the same about two sentences, passages, or topics</p> <p>Context – the text surrounding a word or sentence</p> <p>Contrast – to find things that are different about two sentences, passages, or topics</p> <p>Detail – a sentence or bit of information that supports the main idea of a paragraph or passage</p> <p>Effect – the result of a cause</p> <p>Fact – a statement that is always true</p> <p>Heading – a word or phrase that comes before a page or paragraph, and tells you the topic</p> <p>Inference – a conclusion that make, based on the information you have</p> <p>Main Idea – what a story or passage is mostly about</p> <p>Nonfiction – a type of writing that contains facts and teaches you something</p> <p>Opinion – a belief about a subject</p> <p>Prefix – a group letters added to the beginning of a root word to form a new word</p> <p>Root word – a simple word that becomes a new word by adding more letters at the beginning or end</p> <p>Sequence – the order in which events in a passage happen</p> <p>Simile – a comparison of two like things, using the words “like” or “as”</p> <p>Subject – the noun that is the subject of a sentence</p> <p>Suffix – a group of letters added to the end of a root word to form a new word</p> <p>Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph</p> <p>Synonyms – words that have the same, or almost the same, meaning</p> <p>Tense – tells you when a sentence is happening</p> <p>Topic – the main subject of a nonfiction passage</p>
<b>Core Lesson/Topic Student Learning Outcomes:</b>	<p>Use context clues to identify the meanings of words</p> <p>Use knowledge of prefix, suffix, and root words to help define words</p> <p>Students will read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>
<b>Core Lesson/Topic Instructional Procedures &amp; Activities:</b>	<p>determine unfamiliar words or phrases in a text</p> <p>determine the meaning of unknown words or phrases by using surrounding words</p> <p>identify examples of context clues in text</p> <p>explain how context clues help determine word meanings</p>
<b>Core Lesson/Topic Materials:</b>	<p>Story Town leveled readers</p> <p>Story Town Student Edition</p> <p>Accelerated Reader</p> <p>Online magazines and newspaper sites</p> <p>Science and Social Studies books</p> <p>Story Town decodable books</p> <p>Various teacher created worksheets</p> <p>High Frequency word lists</p> <p>Dolch word list</p> <p>Kid Writing Journals/posters</p> <p>Teacher Generated Reading Centers</p> <p>graphic organizers</p> <p>Harcourt website</p> <p>websites:</p> <p>Pinterest</p> <p>Teachers Pay Teachers</p> <p><a href="http://www.thinkcentral.com">www.thinkcentral.com</a></p> <p><a href="http://www.prometheanplanet.com">www.prometheanplanet.com</a></p> <p><a href="http://www.spellcity.com">www.spellcity.com</a></p> <p><a href="http://www.studyisland.com">www.studyisland.com</a></p>

**Core Lesson/Topic Notes:** context clues  
unknown words  
phrase  
clarify  
determine meaning  
clarify meaning

### **Lesson Topic: Core Lesson 6: Reading Informational Text**

**Core Lesson/Topic Description:** Students will explain how graphic representations contribute to and clarify text.

**Core Lesson/Topic Big Ideas:** Use pictures and graphic information to locate and explain information

**Core Lesson/Topic Essential Questions:** Can you locate essential information using text features?  
How does the illustration contribute to the text?

**Core Lesson/Topic Key Terminology & Definitions:** Antonyms – words that have the opposite meaning  
Cause – the reason something happens; leads to an effect  
Compare – look for things that are the same about two sentences, passages, or topics  
Context – the text surrounding a word or sentence  
Contrast – to find things that are different about two sentences, passages, or topics  
Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
Effect – the result of a cause  
Fact – a statement that is always true  
Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
Inference – a conclusion that make, based on the information you have  
Main Idea – what a story or passage is mostly about  
Nonfiction – a type of writing that contains facts and teaches you something  
Opinion – a belief about a subject  
Prefix – a group letters added to the beginning of a root word to form a new word  
Root word – a simple word that becomes a new word by adding more letters at the beginning or end  
Sequence – the order in which events in a passage happen  
Simile – a comparison of two like things, using the words “like” or “as”  
Subject – the noun that is the subject of a sentence  
Suffix – a group of letters added to the end of a root word to form a new word  
Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
Synonyms – words that have the same, or almost the same, meaning  
Tense – tells you when a sentence is happening  
Topic – the main subject of a nonfiction passage

**Core Lesson/Topic Student Learning Outcomes:** Students will:  
read grade level high frequency words  
read with accuracy and fluency to support comprehension  
read on level text with purpose and understanding  
read on level text orally with accuracy, appropriate rate, and expression  
use context to confirm or self correct word recognition and understanding

**Core Lesson/Topic Instructional Procedures & Activities:** identify image in a text  
use image to make a connection to the text  
use image to clarify a text  
explain how specific images contribute to clarify a text

**Core Lesson/Topic Materials:** Story Town leveled readers  
Story Town Student Edition  
Accelerated Reader  
Online magazines and newspaper sites  
Science and Social Studies books  
Story Town decodable books  
Various teacher created worksheets  
High Frequency word lists  
Dolch word list

Kid Writing Journals/posters  
Teacher Generated Reading Centers  
graphic organizers  
Harcourt website

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www.prometheanplanet.com  
www.spellcity.com  
www.studyisland.com

**Core Lesson/Topic Notes:** additional vocab.  
describe  
illustration  
text  
relationship  
details  
topic  
information  
key ideas

### Lesson Topic: Core Lesson 7: Reading Informational Text

**Core Lesson/Topic Description:** Students will describe how reasons support specific points the author makes in a text.

**Core Lesson/Topic Key Terminology & Definitions:** Antonyms – words that have the opposite meaning  
Cause – the reason something happens; leads to an effect  
Compare – look for things that are the same about two sentences, passages, or topics  
Context – the text surrounding a word or sentence  
Contrast – to find things that are different about two sentences, passages, or topics  
Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
Effect – the result of a cause  
Fact – a statement that is always true  
Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
Inference – a conclusion that make, based on the information you have  
Main Idea – what a story or passage is mostly about  
Nonfiction – a type of writing that contains facts and teaches you something  
Opinion – a belief about a subject  
Prefix – a group letters added to the beginning of a root word to form a new word  
Root word – a simple word that becomes a new word by adding more letters at the beginning or end  
Sequence – the order in which events in a passage happen  
Simile – a comparison of two like things, using the words “like” or “as”  
Subject – the noun that is the subject of a sentence  
Suffix – a group of letters added to the end of a root word to form a new word  
Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
Synonyms – words that have the same, or almost the same, meaning  
Tense – tells you when a sentence is happening  
Topic – the main subject of a nonfiction passage

**Core Lesson/Topic Instructional Procedures & Activities:** discuss author's purpose of the text  
identify the main topic and supporting details in the text  
identify the reasons that an author gives to support the main topic  
explain how the author uses reasons to support topic/focus  
describe how reasons support specific points the author makes in a text

**Core Lesson/Topic Materials:** Story Town leveled readers  
Story Town Student Edition  
Accelerated Reader  
Online magazines and newspaper sites  
Science and Social Studies books  
Story Town decodable books  
Various teacher created worksheets  
High Frequency word lists  
Dolch word list  
Kid Writing Journals/posters  
Teacher Generated Reading Centers  
graphic organizers



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**Core Lesson/Topic Notes:** additional vocabulary  
author reason  
graphic organizer  
point

### Lesson Topic: Core Lesson 8: Reading Informational Text

**Core Lesson/Topic Description:** The students will compare and contrast the most important points presented by two texts on the same topic.

**Core Lesson/Topic Essential Questions:** Can you compare and contrast the same topic using two different texts?

**Core Lesson/Topic Key Terminology & Definitions:** Antonyms – words that have the opposite meaning  
Cause – the reason something happens; leads to an effect  
Compare – look for things that are the same about two sentences, passages, or topics  
Context – the text surrounding a word or sentence  
Contrast – to find things that are different about two sentences, passages, or topics  
Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
Effect – the result of a cause  
Fact – a statement that is always true  
Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
Inference – a conclusion that make, based on the information you have  
Main Idea – what a story or passage is mostly about  
Nonfiction – a type of writing that contains facts and teaches you something  
Opinion – a belief about a subject  
Prefix – a group letters added to the beginning of a root word to form a new word  
Root word – a simple word that becomes a new word by adding more letters at the beginning or end  
Sequence – the order in which events in a passage happen  
Simile – a comparison of two like things, using the words “like” or “as”  
Subject – the noun that is the subject of a sentence  
Suffix – a group of letters added to the end of a root word to form a new word  
Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
Synonyms – words that have the same, or almost the same, meaning  
Tense – tells you when a sentence is happening  
Topic – the main subject of a nonfiction passage

**Core Lesson/Topic Student Learning Outcomes:** Use grade appropriate reading strategies to compare and contrast the same topic using two texts

**Core Lesson/Topic Instructional Procedures & Activities:** identify the main points in two different texts  
compare and contrast the most important points presented by two texts on the same topic

**Core Lesson/Topic Materials:** Story Town leveled readers  
Story Town Student Edition  
Accelerated Reader  
Online magazines and newspaper sites  
Science and Social Studies books  
Story Town decodable books  
Various teacher created worksheets  
High Frequency word lists

Dolch word list  
Kid Writing Journals/posters  
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www.spellcity.com  
www.studyisland.com

**Core Lesson/Topic Notes:** additional vocab.  
similar  
compare  
different  
contrast  
illustrations  
descriptions  
procedures  
similarities  
differences

### Unit: Unit 3 Reading Literature

**Unit/Module Description:** Students read and respond to works of literature with an emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence. Students learn key ideas and details, craft and structure, integration of knowledge and ideas, vocabulary acquisition and use and range of reading.

**Unit/Module Big Ideas:** Effective readers use appropriate strategies to construct meaning.

An expanded vocabulary enhances one's ability to express information and ideas.

Critical thinkers actively and skillfully interpret, analysis, evaluate, and synthesize information.

**Unit/Module Essential Questions:** How do strategic readers create meaning from informational and literary text?  
How does what readers' read influence how they should read?  
What is this text really about?  
How does interaction with the text provoke thinking and response?  
How do readers know what to believe?  
How does a readers' purpose influence how text should be read?  
Why learn new words?  
What strategies and resources does a reader use to figure out unknown vocabulary?  
How do strategic readers create meaning from informational and literary text?  
How do learners develop and refine their vocabulary?  
Can you tell me the characters, setting, and plot of the story?(story elements)  
Can you identify the who, what, where, when, and why of the story?  
What is the main idea or moral of the story for the fable/folktale?  
How does the main character respond to the problem in the story?  
Which words help drive the story's rhythm and meaning?  
Can you identify the beginning, middle, and end of the story?  
Can you compare and contrast the different versions of the same story?  
Can you read and then retell the story to show understanding?  
Can you read with grade appropriate fluency?  
Can you identify how words and phrases supply rhythm and meaning in a story, poem, or song?

**Unit/Module Key Terminology & Definitions:** Act – a main part of a play, such as the beginning, middle, or end  
Alliteration- use of words that start with the same sound  
Author- person who wrote something  
Author's purpose- why an author wrote something  
Antonyms – words that have the opposite meaning

Cause – the reason something happens; leads to an effect

Character – a person in a story

Compare – look for things that are the same about two sentences, passages, or topics

Context – the text surrounding a word or sentence

Contrast – to find things that are different about two sentences, passages, or topics

Detail – a sentence or bit of information that supports the main idea of a paragraph or passage

Dialogue – the spoken lines characters say to each in a drama

Drama – a story that is written to be performed on a stage, such as a play

Effect – the result of a cause

Exaggeration – saying that something is more than what it is

Fact – a statement that is always true

Fiction – stories that are made-up; events in fictional stories did not really happen

Heading – a word or phrase that comes before a page or paragraph, and tells you the topic

Homographs – words that are spelled the same, but that have different meanings

Homophones – words that sound the same, but that have different meanings and spellings

Inference – a conclusion that make, based on the information you have

Main Character – the person a story is mostly about

Main Idea – what a story or passage is mostly about

Metaphor – a suggested comparison of two like things that does not use “like” or “as”

Nonfiction – a type of writing that contains facts and teaches you something

Opinion – a belief about a subject

Pattern – something repeated over and over again

Plot – the main action in a story

Poem – a type of writing that includes stanzas, rhythm, and rhyme

Rhyme – a set of words or lines that sound very much alike

Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them

Scene – a small part of a play; part of an act

Sequence – the order in which events in a passage happen

Setting – the time and place in which the events of the story happen

Simile – a comparison of two like things, using the words “like” or “as”

Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken

Stanza – a set of lines in a poem

Subject – the noun that is the subject of a sentence

Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

Synonyms – words that have the same, or almost the same, meaning

Tense – tells you when a sentence is happening

Theme – the author’s general message in a story

Topic – the main subject of a nonfiction passage

Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Unit/Module  
Student  
Learning  
Outcomes:**

Recount stories and determine their central message, lesson, or moral

Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Describe how characters in a story respond to major events and challenges.

Read and comprehend literature on grade level, reading independently and proficiently

Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot

Compare and contrast two or more versions of the same story by different authors or from different cultures.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing from a range of strategies and tools.

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

**Unit/Module  
Student  
Performance  
Tasks:**

Book reports

story retelling, oral or written

Readers' theater

Identify and compare elements of fiction

Completion of skill related page or computer assisted instructional activity

Journal response to literature

Student constructed questions related to the story

**Unit/Module  
Materials:**

Story Town text

Story town Leveled Readers

Story Town decodable books

A.R. program

Various teacher created worksheets

High Frequency word lists

Dolch word list

Kid Writing Journals/posters

Teacher Generated Reading Centers

Story Town retelling cards

graphic organizer

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Teachers Pay Teachers

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[www.spellcity.com](http://www.spellcity.com)

[www.studyisland.com](http://www.studyisland.com)

**Unit/Module  
Assignments:**

Students will complete critical thinking questions at the end of the text, complete main idea and details graphic organizer. They will orally retell a story using Story Town retell cards.

Teachers will use informal teacher observations, comprehension worksheets, teacher created materials, and weekly tests.

**STANDARDS**

STATE: PA Common Core Standards (2012)

[CC.1.2.2.A \(Advanced\)](#)

Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

[CC.1.2.2.B \(Advanced\)](#)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.2.2.C \(Advanced\)](#)

Describe the connection between a series of events, concepts, or steps in a procedure within a text.

<a href="#">CC.1.2.2.E (Advanced)</a>	Use various text features and search tools to locate key facts or information in a text efficiently.
<a href="#">CC.1.2.2.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
<a href="#">CC.1.2.2.G (Advanced)</a>	Explain how graphic representations contribute to and clarify a text.
<a href="#">CC.1.2.2.H (Advanced)</a>	Describe how reasons support specific points the author makes in a text.
<a href="#">CC.1.2.2.I (Advanced)</a>	Compare and contrast the most important points presented by two texts on the same topic.
<a href="#">CC.1.2.2.J (Advanced)</a>	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<a href="#">CC.1.2.2.K (Advanced)</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
<a href="#">CC.1.2.2.L (Advanced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

### Lesson Topic: Core Lesson 1: Reading Literature

**Core Lesson/Topic Description:** Students will recount stories and determine their central message, lesson, or moral.

**Core Lesson/Topic Big Ideas:** The students will identify the lesson or moral of a variety of texts.

**Core Lesson/Topic Essential Questions:** What is the main idea or moral of the story?

**Core Lesson/Topic Key Terminology & Definitions:**

- Act – a main part of a play, such as the beginning, middle, or end
- Alliteration- use of words that start with the same sound
- Author- person who wrote something
- Author's purpose- why an author wrote something
- Antonyms – words that have the opposite meaning
- Cause – the reason something happens; leads to an effect
- Character – a person in a story
- Compare – look for things that are the same about two sentences, passages, or topics
- Context – the text surrounding a word or sentence
- Contrast – to find things that are different about two sentences, passages, or topics
- Detail – a sentence or bit of information that supports the main idea of a paragraph or passage
- Dialogue – the spoken lines characters say to each in a drama
- Drama – a story that is written to be performed on a stage, such as a play
- Effect – the result of a cause
- Exaggeration – saying that something is more than what it is
- Fact – a statement that is always true
- Fiction – stories that are made-up; events in fictional stories did not really happen
- Heading – a word or phrase that comes before a page or paragraph, and tells you the topic
- Homographs – words that are spelled the same, but that have different meanings
- Homophones – words that sound the same, but that have different meanings and spellings
- Inference – a conclusion that make, based on the information you have
- Main Character – the person a story is mostly about
- Main Idea – what a story or passage is mostly about
- Metaphor – a suggested comparison of two like things that does not use “like” or “as”
- Nonfiction – a type of writing that contains facts and teaches you something
- Opinion – a belief about a subject
- Pattern – something repeated over and over again
- Plot – the main action in a story
- Poem – a type of writing that includes stanzas, rhythm, and rhyme
- Rhyme – a set of words or lines that sound very much alike
- Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them
- Scene – a small part of a play; part of an act
- Sequence – the order in which events in a passage happen
- Setting – the time and place in which the events of the story happen
- Simile – a comparison of two like things, using the words “like” or “as”
- Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken

Stanza – a set of lines in a poem  
 Subject – the noun that is the subject of a sentence  
 Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
 Synonyms – words that have the same, or almost the same, meaning  
 Tense – tells you when a sentence is happening  
 Theme – the author's general message in a story  
 Topic – the main subject of a nonfiction passage  
 Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Core Lesson/Topic Instructional Procedures & Activities:** retell stories, using key elements and key details of a selection  
 identify the genre and elements of each genre  
 identify characteristics of various cultures when reading different genres  
 determine the central message, lesson, or moral of the selection  
 recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral

**Core Lesson/Topic Materials:** Story Town text  
 Story town Leveled Readers  
 Story Town decodable books  
 A.R. program  
 Various teacher created worksheets  
 High Frequency word lists  
 Dolch word list  
 Kid Writing Journals/posters  
 Teacher Generated Reading Centers  
 Story Town retelling cards  
 graphic organizer

websites:  
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[www.thinkcentral.com](http://www.thinkcentral.com)  
[www.prometheanplanet.com](http://www.prometheanplanet.com)  
[www.spellcity.com](http://www.spellcity.com)  
[www.studyisland.com](http://www.studyisland.com)

**Core Lesson/Topic Notes:** retell  
 familiar stories  
 key details  
 who  
 what  
 when  
 where  
 why  
 beginning  
 middle  
 end  
 central message/lesson

**Lesson Topic: Core Lesson 2: Reading Literature**

**Core Lesson/Topic Description:** Students will ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**Core Lesson/Topic Big Ideas:** Identify and describe the story elements.  
 Read with grade appropriate fluency

**Core Lesson/Topic Essential Questions:** Can you tell me the characters, setting, the plot of the story?  
 Can you identify the who, what, where, when, and why of the story?

**Core Lesson/Topic Key Terminology &** Act – a main part of a play, such as the beginning, middle, or end  
 Alliteration- use of words that start with the same sound  
 Author- person who wrote something  
 Author's purpose- why an author wrote something

**Definitions:**

- Antonyms – words that have the opposite meaning
- Cause – the reason something happens; leads to an effect
- Character – a person in a story
- Compare – look for things that are the same about two sentences, passages, or topics
- Context – the text surrounding a word or sentence
- Contrast – to find things that are different about two sentences, passages, or topics
- Detail – a sentence or bit of information that supports the main idea of a paragraph or passage
- Dialogue – the spoken lines characters say to each in a drama
- Drama – a story that is written to be performed on a stage, such as a play
- Effect – the result of a cause
- Exaggeration – saying that something is more than what it is
- Fact – a statement that is always true
- Fiction – stories that are made-up; events in fictional stories did not really happen
- Heading – a word or phrase that comes before a page or paragraph, and tells you the topic
- Homographs – words that are spelled the same, but that have different meanings
- Homophones – words that sound the same, but that have different meanings and spellings
- Inference – a conclusion that make, based on the information you have
- Main Character – the person a story is mostly about
- Main Idea – what a story or passage is mostly about
- Metaphor – a suggested comparison of two like things that does not use “like” or “as”
- Nonfiction – a type of writing that contains facts and teaches you something
- Opinion – a belief about a subject
- Pattern – something repeated over and over again
- Plot – the main action in a story
- Poem – a type of writing that includes stanzas, rhythm, and rhyme
- Rhyme – a set of words or lines that sound very much alike
- Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them
- Scene – a small part of a play; part of an act
- Sequence – the order in which events in a passage happen
- Setting – the time and place in which the events of the story happen
- Simile – a comparison of two like things, using the words “like” or “as”
- Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken
- Stanza – a set of lines in a poem
- Subject – the noun that is the subject of a sentence
- Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph
- Synonyms – words that have the same, or almost the same, meaning
- Tense – tells you when a sentence is happening
- Theme – the author’s general message in a story
- Topic – the main subject of a nonfiction passage
- Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Core Lesson/Topic Student Learning Outcomes:**

- locate specific details from the text
- identify story elements using evidence from the text
- answer questions using details from the text
- answer questions related to key details in the text
- ask and answer questions to demonstrate understanding of key details in a text

**Core Lesson/Topic Materials:**

- Story Town text
- Story town Leveled Readers
- Story Town decodable books
- A.R. program
- Various teacher created worksheets
- High Frequency word lists
- Dolch word list
- Kid Writing Journals/posters
- Teacher Generated Reading Centers
- Story Town retelling cards
- graphic organizer

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<b>Core Lesson/Topic Notes:</b>	additional vocab. key details beginning middle end character setting events plot problem solution
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### Lesson Topic: Core Lesson 3: Reading Literature

<b>Core Lesson/Topic Description:</b>	Students will describe how characters in a story respond to major events and challenges.
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<b>Core Lesson/Topic Essential Questions:</b>	How does the main character respond to the problem in the story?
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<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	<p>Act – a main part of a play, such as the beginning, middle, or end</p> <p>Alliteration- use of words that start with the same sound</p> <p>Author- person who wrote something</p> <p>Author's purpose- why an author wrote something</p> <p>Antonyms – words that have the opposite meaning</p> <p>Cause – the reason something happens; leads to an effect</p> <p>Character – a person in a story</p> <p>Compare – look for things that are the same about two sentences, passages, or topics</p> <p>Context – the text surrounding a word or sentence</p> <p>Contrast – to find things that are different about two sentences, passages, or topics</p> <p>Detail – a sentence or bit of information that supports the main idea of a paragraph or passage</p> <p>Dialogue – the spoken lines characters say to each in a drama</p> <p>Drama – a story that is written to be performed on a stage, such as a play</p> <p>Effect – the result of a cause</p> <p>Exaggeration – saying that something is more than what it is</p> <p>Fact – a statement that is always true</p> <p>Fiction – stories that are made-up; events in fictional stories did not really happen</p> <p>Heading – a word or phrase that comes before a page or paragraph, and tells you the topic</p> <p>Homographs – words that are spelled the same, but that have different meanings</p> <p>Homophones – words that sound the same, but that have different meanings and spellings</p> <p>Inference – a conclusion that make, based on the information you have</p> <p>Main Character – the person a story is mostly about</p> <p>Main Idea – what a story or passage is mostly about</p> <p>Metaphor – a suggested comparison of two like things that does not use "like" or "as"</p> <p>Nonfiction – a type of writing that contains facts and teaches you something</p> <p>Opinion – a belief about a subject</p> <p>Pattern – something repeated over and over again</p> <p>Plot – the main action in a story</p> <p>Poem – a type of writing that includes stanzas, rhythm, and rhyme</p> <p>Rhyme – a set of words or lines that sound very much alike</p> <p>Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them</p> <p>Scene – a small part of a play; part of an act</p> <p>Sequence – the order in which events in a passage happen</p> <p>Setting – the time and place in which the events of the story happen</p> <p>Simile – a comparison of two like things, using the words "like" or "as"</p> <p>Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken</p> <p>Stanza – a set of lines in a poem</p> <p>Subject – the noun that is the subject of a sentence</p> <p>Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph</p> <p>Synonyms – words that have the same, or almost the same, meaning</p> <p>Tense – tells you when a sentence is happening</p> <p>Theme – the author's general message in a story</p> <p>Topic – the main subject of a nonfiction passage</p> <p>Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph</p>
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<b>Core Lesson/Topic</b>	identify major events including challenges
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**Instructional Procedures & Activities:** identify character responses to events and challenges  
describe how characters in a story respond to major events and challenges

**Core Lesson/Topic Materials:** Story Town text  
Story town Leveled Readers  
Story Town decodable books  
A.R. program  
Various teacher created worksheets  
High Frequency word lists  
Dolch word list  
Kid Writing Journals/posters  
Teacher Generated Reading Centers  
Story Town retelling cards  
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**Core Lesson/Topic Notes:** additional vocab  
key detail  
characters  
setting  
problem  
describe

#### **Lesson Topic: Core Lesson 4: Reading Literature**

**Core Lesson/Topic Description:** Students will acknowledge differences in points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**Core Lesson/Topic Key Terminology & Definitions:** Act – a main part of a play, such as the beginning, middle, or end  
Alliteration- use of words that start with the same sound  
Author- person who wrote something  
Author's purpose- why an author wrote something  
Antonyms – words that have the opposite meaning  
Cause – the reason something happens; leads to an effect  
Character – a person in a story  
Compare – look for things that are the same about two sentences, passages, or topics  
Context – the text surrounding a word or sentence  
Contrast – to find things that are different about two sentences, passages, or topics  
Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
Dialogue – the spoken lines characters say to each in a drama  
Drama – a story that is written to be performed on a stage, such as a play  
Effect – the result of a cause  
Exaggeration – saying that something is more than what it is  
Fact – a statement that is always true  
Fiction – stories that are made-up; events in fictional stories did not really happen  
Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
Homographs – words that are spelled the same, but that have different meanings  
Homophones – words that sound the same, but that have different meanings and spellings  
Inference – a conclusion that make, based on the information you have  
Main Character – the person a story is mostly about  
Main Idea – what a story or passage is mostly about  
Metaphor – a suggested comparison of two like things that does not use “like” or “as”  
Nonfiction – a type of writing that contains facts and teaches you something  
Opinion – a belief about a subject  
Pattern – something repeated over and over again  
Plot – the main action in a story  
Poem – a type of writing that includes stanzas, rhythm, and rhyme  
Rhyme – a set of words or lines that sound very much alike  
Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them  
Scene – a small part of a play; part of an act  
Sequence – the order in which events in a passage happen

Setting – the time and place in which the events of the story happen  
 Simile – a comparison of two like things, using the words “like” or “as”  
 Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken  
 Stanza – a set of lines in a poem  
 Subject – the noun that is the subject of a sentence  
 Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
 Synonyms – words that have the same, or almost the same, meaning  
 Tense – tells you when a sentence is happening  
 Theme – the author’s general message in a story  
 Topic – the main subject of a nonfiction passage  
 Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Core Lesson/Topic Instructional Procedures & Activities:** identify characters  
 describe the feelings of the characters in the story  
 identify the ways characters will speak differently based on their feelings  
 locate dialogue  
 recognize character's point of view  
 acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud

**Core Lesson/Topic Materials:** Story Town text  
 Story town Leveled Readers  
 Story Town decodable books  
 A.R. program  
 Various teacher created worksheets  
 High Frequency word lists  
 Dolch word list  
 Kid Writing Journals/posters  
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**Core Lesson/Topic Notes:** author  
 illustrator  
 role  
 narrator

**Lesson Topic: Core Lesson 5: Reading Literature**

**Core Lesson/Topic Description:** Students will describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**Core Lesson/Topic Key Terminology & Definitions:** Act – a main part of a play, such as the beginning, middle, or end  
 Alliteration- use of words that start with the same sound  
 Author- person who wrote something  
 Author's purpose- why an author wrote something  
 Antonyms – words that have the opposite meaning  
 Cause – the reason something happens; leads to an effect  
 Character – a person in a story  
 Compare – look for things that are the same about two sentences, passages, or topics  
 Context – the text surrounding a word or sentence  
 Contrast – to find things that are different about two sentences, passages, or topics  
 Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
 Dialogue – the spoken lines characters say to each in a drama  
 Drama – a story that is written to be performed on a stage, such as a play  
 Effect – the result of a cause  
 Exaggeration – saying that something is more than what it is  
 Fact – a statement that is always true  
 Fiction – stories that are made-up; events in fictional stories did not really happen

Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
 Homographs – words that are spelled the same, but that have different meanings  
 Homophones – words that sound the same, but that have different meanings and spellings  
 Inference – a conclusion that make, based on the information you have  
 Main Character – the person a story is mostly about  
 Main Idea – what a story or passage is mostly about  
 Metaphor – a suggested comparison of two like things that does not use “like” or “as”  
 Nonfiction – a type of writing that contains facts and teaches you something  
 Opinion – a belief about a subject  
 Pattern – something repeated over and over again  
 Plot – the main action in a story  
 Poem – a type of writing that includes stanzas, rhythm, and rhyme  
 Rhyme – a set of words or lines that sound very much alike  
 Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them  
 Scene – a small part of a play; part of an act  
 Sequence – the order in which events in a passage happen  
 Setting – the time and place in which the events of the story happen  
 Simile – a comparison of two like things, using the words “like” or “as”  
 Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken  
 Stanza – a set of lines in a poem  
 Subject – the noun that is the subject of a sentence  
 Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
 Synonyms – words that have the same, or almost the same, meaning  
 Tense – tells you when a sentence is happening  
 Theme – the author’s general message in a story  
 Topic – the main subject of a nonfiction passage  
 Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Core Lesson/Topic Instructional Procedures & Activities:** identify the beginning, middle, and end of the story  
 describe the beginning of the story  
 locate the middle of the story  
 describe the major events in the story  
 describe how the ending concludes the action of a story  
 describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action

**Core Lesson/Topic Materials:** Story Town text  
 Story town Leveled Readers  
 Story Town decodable books  
 A.R. program  
 Various teacher created worksheets  
 High Frequency word lists  
 Dolch word list  
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**Lesson Topic: Core Lesson 6: Reading Literature**

**Core Lesson/Topic Description:** Students will describe how words and phrases supply rhythm and meaning in a story, poem, or song.

**Core Lesson/Topic Essential Questions:** Which words help drive the story's rhythm and meaning?

Can you identify words or word phrases supply rhythm and meaning in a story, poem, or song?

<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	<p>Act – a main part of a play, such as the beginning, middle, or end</p> <p>Alliteration- use of words that start with the same sound</p> <p>Author- person who wrote something</p> <p>Author's purpose- why an author wrote something</p> <p>Antonyms – words that have the opposite meaning</p> <p>Cause – the reason something happens; leads to an effect</p> <p>Character – a person in a story</p> <p>Compare – look for things that are the same about two sentences, passages, or topics</p> <p>Context – the text surrounding a word or sentence</p> <p>Contrast – to find things that are different about two sentences, passages, or topics</p> <p>Detail – a sentence or bit of information that supports the main idea of a paragraph or passage</p> <p>Dialogue – the spoken lines characters say to each in a drama</p> <p>Drama – a story that is written to be performed on a stage, such as a play</p> <p>Effect – the result of a cause</p> <p>Exaggeration – saying that something is more than what it is</p> <p>Fact – a statement that is always true</p> <p>Fiction – stories that are made-up; events in fictional stories did not really happen</p> <p>Heading – a word or phrase that comes before a page or paragraph, and tells you the topic</p> <p>Homographs – words that are spelled the same, but that have different meanings</p> <p>Homophones – words that sound the same, but that have different meanings and spellings</p> <p>Inference – a conclusion that make, based on the information you have</p> <p>Main Character – the person a story is mostly about</p> <p>Main Idea – what a story or passage is mostly about</p> <p>Metaphor – a suggested comparison of two like things that does not use “like” or “as”</p> <p>Nonfiction – a type of writing that contains facts and teaches you something</p> <p>Opinion – a belief about a subject</p> <p>Pattern – something repeated over and over again</p> <p>Plot – the main action in a story</p> <p>Poem – a type of writing that includes stanzas, rhythm, and rhyme</p> <p>Rhyme – a set of words or lines that sound very much alike</p> <p>Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them</p> <p>Scene – a small part of a play; part of an act</p> <p>Sequence – the order in which events in a passage happen</p> <p>Setting – the time and place in which the events of the story happen</p> <p>Simile – a comparison of two like things, using the words “like” or “as”</p> <p>Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken</p> <p>Stanza – a set of lines in a poem</p> <p>Subject – the noun that is the subject of a sentence</p> <p>Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph</p> <p>Synonyms – words that have the same, or almost the same, meaning</p> <p>Tense – tells you when a sentence is happening</p> <p>Theme – the author’s general message in a story</p> <p>Topic – the main subject of a nonfiction passage</p> <p>Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph</p>
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<b>Core Lesson/Topic Instructional Procedures &amp; Activities:</b>	<p>define rhyme, regular beats, alliteration, rhyme, repeated lines and patterns</p> <p>identify rhyme, regular beats, alliteration, rhythm, repeated lines and patterns</p> <p>describe how words and phrases supply rhythm and meaning in a story, poem, or song</p>
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<b>Core Lesson/Topic Materials:</b>	<p>Story Town text</p> <p>Story town Leveled Readers</p> <p>Story Town decodable books</p> <p>A.R. program</p> <p>Various teacher created worksheets</p> <p>High Frequency word lists</p> <p>Dolch word list</p> <p>Kid Writing Journals/posters</p> <p>Teacher Generated Reading Centers</p> <p>Story Town retelling cards</p> <p>graphic organizer</p>
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websites:  
Pinterest  
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www.prometheanplanet.com

## Lesson Topic: Core Lesson 7: Reading Literature

<b>Core Lesson/Topic Description:</b>	The student will use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
<b>Core Lesson/Topic Big Ideas:</b>	Compare the relationship between illustrations in a text, and familiar stories
<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	Act – a main part of a play, such as the beginning, middle, or end Alliteration- use of words that start with the same sound Author- person who wrote something Author's purpose- why an author wrote something Antonyms – words that have the opposite meaning Cause – the reason something happens; leads to an effect Character – a person in a story Compare – look for things that are the same about two sentences, passages, or topics Context – the text surrounding a word or sentence Contrast – to find things that are different about two sentences, passages, or topics Detail – a sentence or bit of information that supports the main idea of a paragraph or passage Dialogue – the spoken lines characters say to each in a drama Drama – a story that is written to be performed on a stage, such as a play Effect – the result of a cause Exaggeration – saying that something is more than what it is Fact – a statement that is always true Fiction – stories that are made-up; events in fictional stories did not really happen Heading – a word or phrase that comes before a page or paragraph, and tells you the topic Homographs – words that are spelled the same, but that have different meanings Homophones – words that sound the same, but that have different meanings and spellings Inference – a conclusion that make, based on the information you have Main Character – the person a story is mostly about Main Idea – what a story or passage is mostly about Metaphor – a suggested comparison of two like things that does not use “like” or “as” Nonfiction – a type of writing that contains facts and teaches you something Opinion – a belief about a subject Pattern – something repeated over and over again Plot – the main action in a story Poem – a type of writing that includes stanzas, rhythm, and rhyme Rhyme – a set of words or lines that sound very much alike Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them Scene – a small part of a play; part of an act Sequence – the order in which events in a passage happen Setting – the time and place in which the events of the story happen Simile – a comparison of two like things, using the words “like” or “as” Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken Stanza – a set of lines in a poem Subject – the noun that is the subject of a sentence Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph Synonyms – words that have the same, or almost the same, meaning Tense – tells you when a sentence is happening Theme – the author’s general message in a story Topic – the main subject of a nonfiction passage Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph
<b>Core Lesson/Topic Instructional Procedures &amp; Activities:</b>	identify how illustrations help me determine how character if feeling identify words that help me determine how a character is feeling identify how illustrations help me determine the setting in a story identify words that help me determine the setting in a story identify words that help me determine the setting in a story use illustrations to explain the beginning, middle, and ending of a story use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
<b>Core Lesson/Topic Materials:</b>	Story Town text Story town Leveled Readers Story Town decodable books

A.R. program  
Various teacher created worksheets  
High Frequency word lists  
Dolch word list  
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### Lesson Topic: Core Lesson 8: Reading Literature

**Core Lesson/Topic Description:**

Students will compare and contrast two or more versions of the same story by different authors or from different cultures.

**Core Lesson/Topic Essential Questions:**

Can you compare and contrast the different versions of the same story?

Can you read and then retell the story to show understanding?

Can you compare and contrast two or more versions of a story from different authors or cultures?

**Core Lesson/Topic Key Terminology & Definitions:**

Act – a main part of a play, such as the beginning, middle, or end  
Alliteration- use of words that start with the same sound  
Author- person who wrote something  
Author's purpose- why an author wrote something  
Antonyms – words that have the opposite meaning  
Cause – the reason something happens; leads to an effect  
Character – a person in a story  
Compare – look for things that are the same about two sentences, passages, or topics  
Context – the text surrounding a word or sentence  
Contrast – to find things that are different about two sentences, passages, or topics  
Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
Dialogue – the spoken lines characters say to each in a drama  
Drama – a story that is written to be performed on a stage, such as a play  
Effect – the result of a cause  
Exaggeration – saying that something is more than what it is  
Fact – a statement that is always true  
Fiction – stories that are made-up; events in fictional stories did not really happen  
Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
Homographs – words that are spelled the same, but that have different meanings  
Homophones – words that sound the same, but that have different meanings and spellings  
Inference – a conclusion that make, based on the information you have  
Main Character – the person a story is mostly about  
Main Idea – what a story or passage is mostly about  
Metaphor – a suggested comparison of two like things that does not use “like” or “as”  
Nonfiction – a type of writing that contains facts and teaches you something  
Opinion – a belief about a subject  
Pattern – something repeated over and over again  
Plot – the main action in a story  
Poem – a type of writing that includes stanzas, rhythm, and rhyme  
Rhyme – a set of words or lines that sound very much alike  
Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them  
Scene – a small part of a play; part of an act  
Sequence – the order in which events in a passage happen  
Setting – the time and place in which the events of the story happen  
Simile – a comparison of two like things, using the words “like” or “as”  
Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken  
Stanza – a set of lines in a poem  
Subject – the noun that is the subject of a sentence  
Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any

sentence other than the first and last sentences in a paragraph  
 Synonyms – words that have the same, or almost the same, meaning  
 Tense – tells you when a sentence is happening  
 Theme – the author’s general message in a story  
 Topic – the main subject of a nonfiction passage  
 Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Core Lesson/Topic Student Learning Outcomes:** Identify similarities and differences between different versions of the same text.  
 Read fluently

**Core Lesson/Topic Instructional Procedures & Activities:** identify the story elements in two different texts  
 recognize how cultural differences and traditions influence story elements and author's word choice  
 compare and contrast two or more versions of the same story by different authors or from different cultures

**Core Lesson/Topic Materials:** Story Town text  
 Story town Leveled Readers  
 Story Town decodable books  
 A.R. program  
 Various teacher created worksheets  
 High Frequency word lists  
 Dolch word list  
 Kid Writing Journals/posters  
 Teacher Generated Reading Centers  
 Story Town retelling cards  
 graphic organizer

websites:  
 Pinterest  
 Teachers Pay Teachers  
 www.thinkcentral.com  
 www.prometheanplanet.com  
 www.spellcity.com  
 www.studyisland.com

**Lesson Topic: Core Lesson 9: Reading Literature**

**Core Lesson/Topic Description:** Students will determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content choosing from a range or strategies and tools.

**Core Lesson/Topic Big Ideas:** Use context clues to identify meanings of words

**Core Lesson/Topic Key Terminology & Definitions:** Act – a main part of a play, such as the beginning, middle, or end  
 Alliteration- use of words that start with the same sound  
 Author- person who wrote something  
 Author's purpose- why an author wrote something  
 Antonyms – words that have the opposite meaning  
 Cause – the reason something happens; leads to an effect  
 Character – a person in a story  
 Compare – look for things that are the same about two sentences, passages, or topics  
 Context – the text surrounding a word or sentence  
 Contrast – to find things that are different about two sentences, passages, or topics  
 Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
 Dialogue – the spoken lines characters say to each in a drama  
 Drama – a story that is written to be performed on a stage, such as a play  
 Effect – the result of a cause  
 Exaggeration – saying that something is more than what it is  
 Fact – a statement that is always true  
 Fiction – stories that are made-up; events in fictional stories did not really happen  
 Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
 Homographs – words that are spelled the same, but that have different meanings  
 Homophones – words that sound the same, but that have different meanings and spellings  
 Inference – a conclusion that make, based on the information you have

Main Character – the person a story is mostly about  
 Main Idea – what a story or passage is mostly about  
 Metaphor – a suggested comparison of two like things that does not use “like” or “as”  
 Nonfiction – a type of writing that contains facts and teaches you something  
 Opinion – a belief about a subject  
 Pattern – something repeated over and over again  
 Plot – the main action in a story  
 Poem – a type of writing that includes stanzas, rhythm, and rhyme  
 Rhyme – a set of words or lines that sound very much alike  
 Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them  
 Scene – a small part of a play; part of an act  
 Sequence – the order in which events in a passage happen  
 Setting – the time and place in which the events of the story happen  
 Simile – a comparison of two like things, using the words “like” or “as”  
 Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken  
 Stanza – a set of lines in a poem  
 Subject – the noun that is the subject of a sentence  
 Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
 Synonyms – words that have the same, or almost the same, meaning  
 Tense – tells you when a sentence is happening  
 Theme – the author’s general message in a story  
 Topic – the main subject of a nonfiction passage  
 Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

**Core Lesson/Topic Materials:**

Story Town text  
 Story town Leveled Readers  
 Story Town decodable books  
 A.R. program  
 Various teacher created worksheets  
 High Frequency word lists  
 Dolch word list  
 Kid Writing Journals/posters  
 Teacher Generated Reading Centers  
 Story Town retelling cards  
 graphic organizer

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[www.studyisland.com](http://www.studyisland.com)

**Unit: Unit 4 Writing**

**Unit/Module Description:** Students write clear and focused text to convey a well-defined perspective and appropriate content for different purposes and audiences. Students explore informative/exploratory, opinion/ argumentative and narrative writing. They learn to respond to literature, produce and distribute their writing and use technological application for publication. Students conduct research, evaluate the credibility, reliability and validity of sources and experience the range of writing.

**Unit/Module Big Ideas:** Audience and purpose influence the writer's choice or organizational pattern, language, and literacy techniques.

Rules of grammar and convention of language support clarity of communication between writers/ speakers, and readers/listeners.

Effective readers research requires multiple sources of information to gain or expand knowledge.

writing as a process  
 writing as a product  
 writing types, audiences, purposes  
 research and inquiry



**Unit/Module****Essential****Questions:**

What is the purpose?  
 What makes clear and effective writing?  
 Who is the audience?  
 What will work best for the audience?  
 How do grammar and conventions of language influence spoken and written communication?  
 How does one best present findings?  
 What does a reader look for and how can they find it?  
 How does a reader know the sources and be trusted?  
 Why do writers write?  
 What is the purpose?  
 Does your writing share and support an opinion?  
 Does your writing inform or explain?  
 Does your writing tell a story?  
 Does your writing include details in an order that makes sense?  
 Does your writing provide closure?  
 Do you use the suggestions of others to strengthen your writing?  
 What digital tools did you use to publish your writing?  
 Can you recall information from experiences or gather information from provided sources to answer a question?

**Unit/Module****Key****Terminology & Definitions:**

Adjective – a word that describes a noun  
 Adverb – a word that describes a verb  
 Antonyms – words that have the opposite meaning  
 Article – a word that tells you whether a noun is definite or indefinite  
 Capital Letter – and “upper-case” letter  
 Capitalize – to make the first letter in a word a capital letter  
 Cause – the reason something happens; leads to an effect  
 Character – a person in a story  
 Comma – a special mark used to separate items in a list  
 Compare – look for things that are the same about two sentences, passages, or topics  
 Concluding Sentence – a sentence that ends a paragraph and sums up its main point  
 Context – the text surrounding a word or sentence  
 Contrast – to find things that are different about two sentences, passages, or topics  
 Definite Article – tells you exactly which person, place, or thing you are talking about  
 Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
 Dialogue – the spoken lines characters say to each in a drama  
 Effect – the result of a cause  
 Exaggeration – saying that something is more than what it is  
 Fact – a statement that is always true  
 Fiction – stories that are made-up; events in fictional stories did not really happen  
 Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
 Homographs – words that are spelled the same, but that have different meanings  
 Homophones – words that sound the same, but that have different meanings and spellings  
 Indefinite Article – an article that does not tell you exactly which person, place, or thing you are talking about  
 Main Character – the person a story is mostly about  
 Main Idea – what a story or passage is mostly about  
 Metaphor – a suggested comparison of two like things that does not use “like” or “as”  
 Nonfiction – a type of writing that contains facts and teaches you something  
 Noun – a person, place, or thing  
 Opinion – a belief about a subject  
 Pattern – something repeated over and over again  
 Period – a special mark used to show that a statement has ended  
 Plot – the main action in a story  
 Prefix – a group letters added to the beginning of a root word to form a new word  
 Pronoun – a word that takes the place of a noun  
 Rhyme – a set of words or lines that sound very much alike  
 Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them  
 Root word – a simple word that becomes a new word by adding more letters at the beginning or end  
 Scene – a small part of a play; part of an act  
 Sequence – the order in which events in a passage happen  
 Setting – the time and place in which the events of the story happen  
 Simile – a comparison of two like things, using the words “like” or “as”  
 Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken  
 Stanza – a set of lines in a poem  
 Subject – the noun that is the subject of a sentence  
 Suffix – a group of letters added to the end of a root word to form a new word  
 Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
 Synonyms – words that have the same, or almost the same, meaning

Tense – tells you when a sentence is happening  
 Theme – the author’s general message in a story  
 Topic – the main subject of a nonfiction passage  
 Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph  
 Verb – the action word in a sentence

**Unit/Module  
 Student  
 Learning  
 Outcomes:**

Participate in individual or shared research and writing projects  
 Recall information from experiences or gather information from provided sources to answer a question.

Write informative/ explanatory texts to examine a top and convey idea and information.

- \* Identify and introduce the topic.
- \* develop the topic with facts/ definitions
- \* Group information and provide a concluding statement/ section
- \* Choose words and phrases for effect.
- \* Demonstrate a grade appropriate command of the conventions
- \* Capitalize proper nouns
- \* use commas and apostrophes appropriately
- \* Spell words drawing on common spelling patterns
- \* Consult reference material as needed

Write opinion pieces on familiar topics or texts.

- \* Identify the topic and state an opinion
- \* Support the opinion with reasons that include details connected to the opinion
- \* Create an organizational structure that includes reasons and includes a concluding statement.
- \* Use a variety of words and phrases to appeal to the audience.
- \* Demonstrate a grade appropriate command of the conventions of grammar, usage capitalization, punctuation, and spelling

Write narratives to develop real or imagined experiences or events.

- \* Establish a situation and introduce a narrator and character
- \* Include thoughts and feelings to describe experience and events to show the response of characters to situation
- \* Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure
- \* Choose words and phrases for effect

Students will understand:

- \* How to write for different purposes
- \*How to produce and distribute writing
- \*How to research and write using gathered information
- \*How to use suggestions to strengthen writing

**Unit/Module  
 Student  
 Performance  
 Tasks:**

writing journal  
 author's chair  
 collaborative stories  
 published stories (narrative, explanatory, informative, and opinion)  
 written response to reading selections  
 journal response  
 book reports and evaluations  
 District writing prompts  
 graphic organizers/venn diagrams  
 everyday writing

**Unit/Module  
 Materials:**

Story Town text  
 Story town Leveled Readers  
 Story Town decodable books  
 A.R. program  
 Various teacher created worksheets  
 High Frequency word lists  
 Dolch word list  
 Kid Writing Journals/posters  
 Teacher Generated Reading Centers  
 Graphic organizers  
 Editor's/writer's checklist  
 Rubrics

websites:  
Pinterest  
Teachers Pay Teachers  
www.thinkcentral.com  
www.prometheanplanet.com  
www.spellcity.com  
www.studyisland.com

**Unit/Module Assignments:** Students will publish stories of various topics and styles. They will conference with peers regarding their work using an Editor's checklist. Teacher's will use teacher created rubrics, published rubrics, and writer/editor checklist.  
Students will be able to use the writing process for a variety of purposes, including prewriting, editing, publishing, and conferencing.

**Unit/Module Instructional Procedures & Activities:** follow Kid Writing guide for appropriate grade 2 material

## STANDARDS

STATE: PA Common Core Standards (2012)

- [CC.1.4.2.A \(Advanced\)](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- [CC.1.4.2.B \(Advanced\)](#) Identify and introduce the topic.
- [CC.1.4.2.C \(Advanced\)](#) Develop the topic with facts and/or definitions.
- [CC.1.4.2.D \(Advanced\)](#) Group information and provide a concluding statement or section.
- [CC.1.4.2.E \(Advanced\)](#) Choose words and phrases for effect.
- [CC.1.4.2.F \(Advanced\)](#) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.2.G \(Advanced\)](#) Write opinion pieces on familiar topics or texts.
- [CC.1.4.2.H \(Advanced\)](#) Identify the topic and state an opinion.
- [CC.1.4.2.I \(Advanced\)](#) Support the opinion with reasons that include details connected to the opinion.
- [CC.1.4.2.J \(Advanced\)](#) Create an organizational structure that includes reasons and includes a concluding statement.
- [CC.1.4.2.K \(Advanced\)](#) Use a variety of words and phrases to appeal to the audience.
- [CC.1.4.2.L \(Advanced\)](#) Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- [CC.1.4.2.M \(Advanced\)](#) Write narratives to develop real or imagined experiences or events.
- [CC.1.4.2.N \(Advanced\)](#) Establish a situation and introduce a narrator and/or characters.
- [CC.1.4.2.O \(Advanced\)](#) Include thoughts and feeling to describe experience and events to show the response of characters to situations.
- [CC.1.4.2.P \(Advanced\)](#) Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
- [CC.1.4.2.Q \(Advanced\)](#) Choose words and phrases for effect
- [CC.1.4.2.R \(Advanced\)](#) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- [CC.1.4.2.T \(Advanced\)](#) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- [CC.1.4.2.U \(Advanced\)](#) With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
- [CC.1.4.2.V \(Advanced\)](#) Participate in individual or shared research and writing projects.
- [CC.1.4.2.W \(Advanced\)](#) Recall information from experiences or gather information from provided sources to answer a question.
- [CC.1.4.2.X \(Advanced\)](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

## Lesson Topic: Core Lesson 1: Writing

<b>Core Lesson/Topic Description:</b>	Students write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>Core Lesson/Topic Big Ideas:</b>	<p>Write informative/ explanatory texts to examine a top and convey idea and information.</p> <ul style="list-style-type: none"> <li>* Identify and introduce the topic.</li> <li>* develop the topic with facts/ definitions</li> <li>* Group information and provide a concluding statement/ section</li> <li>* Choose words and phrases for effect.</li> <li>* Demonstrate a grade appropriate command of the conventions</li> <li>* Capitalize proper nouns</li> <li>* use commas and apostrophes appropriately</li> <li>* Spell words drawing on common spelling patterns</li> <li>* Consult reference material as needed</li> </ul>
<b>Core Lesson/Topic Essential Questions:</b>	<p>Does your writing inform or explain?</p> <p>Does your writing include details in an order that makes sense?</p> <p>Does your writing provide closer?</p> <p>Can you recall information from experiences or gather information from provided sources to answer a question?</p>
<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	<p>Adjective – a word that describes a noun</p> <p>Adverb – a word that describes a verb</p> <p>Antonyms – words that have the opposite meaning</p> <p>Article – a word that tells you whether a noun is definite or indefinite</p> <p>Capital Letter – and "upper-case" letter</p> <p>Capitalize – to make the first letter in a word a capital letter</p> <p>Cause – the reason something happens; leads to an effect</p> <p>Character – a person in a story</p> <p>Comma – a special mark used to separate items in a list</p> <p>Compare – look for things that are the same about two sentences, passages, or topics</p> <p>Concluding Sentence – a sentence that ends a paragraph and sums up its main point</p> <p>Context – the text surrounding a word or sentence</p> <p>Contrast – to find things that are different about two sentences, passages, or topics</p> <p>Definite Article – tells you exactly which person, place, or thing you are talking about</p> <p>Detail – a sentence or bit of information that supports the main idea of a paragraph or passage</p> <p>Dialogue – the spoken lines characters say to each in a drama</p> <p>Effect – the result of a cause</p> <p>Exaggeration – saying that something is more than what it is</p> <p>Fact – a statement that is always true</p> <p>Fiction – stories that are made-up; events in fictional stories did not really happen</p> <p>Heading – a word or phrase that comes before a page or paragraph, and tells you the topic</p> <p>Homographs – words that are spelled the same, but that have different meanings</p> <p>Homophones – words that sound the same, but that have different meanings and spellings</p> <p>Indefinite Article – an article that does not tell you exactly which person, place, or thing you are talking about</p> <p>Main Character – the person a story is mostly about</p> <p>Main Idea – what a story or passage is mostly about</p> <p>Metaphor – a suggested comparison of two like things that does not use "like" or "as"</p> <p>Nonfiction – a type of writing that contains facts and teaches you something</p> <p>Noun – a person, place, or thing</p> <p>Opinion – a belief about a subject</p> <p>Pattern – something repeated over and over again</p> <p>Period – a special mark used to show that a statement has ended</p> <p>Plot – the main action in a story</p> <p>Prefix – a group letters added to the beginning of a root word to form a new word</p> <p>Pronoun – a word that takes the place of a noun</p> <p>Rhyme – a set of words or lines that sound very much alike</p> <p>Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them</p> <p>Root word – a simple word that becomes a new word by adding more letters at the beginning or end</p> <p>Scene – a small part of a play; part of an act</p> <p>Sequence – the order in which events in a passage happen</p> <p>Setting – the time and place in which the events of the story happen</p> <p>Simile – a comparison of two like things, using the words "like" or "as"</p> <p>Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken</p> <p>Stanza – a set of lines in a poem</p> <p>Subject – the noun that is the subject of a sentence</p> <p>Suffix – a group of letters added to the end of a root word to form a new word</p> <p>Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph</p> <p>Synonyms – words that have the same, or almost the same, meaning</p>

Tense – tells you when a sentence is happening  
 Theme – the author’s general message in a story  
 Topic – the main subject of a nonfiction passage  
 Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph  
 Verb – the action word in a sentence

**Core Lesson/Topic Student Learning Outcomes:** Students will  
 research and write using gathered information  
 support their topic with details  
 edit their writing  
 publish their writing

**Core Lesson/Topic Instructional Procedures & Activities:** identify informative and explanatory  
 recognize an introduction  
 produce an introduction in own writing  
 identify facts and definitions to develop specific points  
 recognize a concluding statement  
 produce a concluding statement  
 demonstrate how a concluding statement reinforces an opinion  
 write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statements or section

**Core Lesson/Topic Materials:** Story Town text  
 Story town Leveled Readers  
 Story Town decodable books  
 A.R. program  
 Various teacher created worksheets  
 High Frequency word lists  
 Dolch word list  
 Kid Writing Journals/posters  
 Teacher Generated Reading Centers

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**Lesson Topic: Core Lesson 2: Writing**

**Core Lesson/Topic Description:** Write opinion pieces on familiar topics or texts.

**Core Lesson/Topic Big Ideas:** Write opinion pieces on familiar topics or texts.  
 \* Identify the topic and state an opinion  
 \* Support the opinion with reasons that include details connected to the opinion  
 \* Create an organizational structure that includes reasons and includes a concluding statement.  
 \* Use a variety of words and phrases to appeal to the audience.  
 \* Demonstrate a grade appropriate command of the conventions of grammar, usage capitalization, punctuation, and spelling

**Core Lesson/Topic Essential Questions:** What is the purpose?  
 What makes clear and effective writing?  
 Who is the audience?  
 What will work best for the audience?  
 How do grammar and conventions of language influence spoken and written communication?  
 What is the purpose?  
 Does your writing share and support an opinion?  
 Does your writing inform or explain?  
 Does your writing include details in an order that makes sense?  
 Does your writing provide closure?  
 Do you use the suggestions of others to strengthen you writing?  
 What digital tools did you use to publish your writing?  
 Can you recall information from experiences or gather information from provided sources to answer a question?

<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	<p>Adjective – a word that describes a noun</p> <p>Adverb – a word that describes a verb</p> <p>Antonyms – words that have the opposite meaning</p> <p>Article – a word that tells you whether a noun is definite or indefinite</p> <p>Capital Letter – and “upper-case” letter</p> <p>Capitalize – to make the first letter in a word a capital letter</p> <p>Cause – the reason something happens; leads to an effect</p> <p>Character – a person in a story</p> <p>Comma – a special mark used to separate items in a list</p> <p>Compare – look for things that are the same about two sentences, passages, or topics</p> <p>Concluding Sentence – a sentence that ends a paragraph and sums up its main point</p> <p>Context – the text surrounding a word or sentence</p> <p>Contrast – to find things that are different about two sentences, passages, or topics</p> <p>Definite Article – tells you exactly which person, place, or thing you are talking about</p> <p>Detail – a sentence or bit of information that supports the main idea of a paragraph or passage</p> <p>Dialogue – the spoken lines characters say to each in a drama</p> <p>Effect – the result of a cause</p> <p>Exaggeration – saying that something is more than what it is</p> <p>Fact – a statement that is always true</p> <p>Fiction – stories that are made-up; events in fictional stories did not really happen</p> <p>Heading – a word or phrase that comes before a page or paragraph, and tells you the topic</p> <p>Homographs – words that are spelled the same, but that have different meanings</p> <p>Homophones – words that sound the same, but that have different meanings and spellings</p> <p>Indefinite Article – an article that does not tell you exactly which person, place, or thing you are talking about</p> <p>Main Character – the person a story is mostly about</p> <p>Main Idea – what a story or passage is mostly about</p> <p>Metaphor – a suggested comparison of two like things that does not use “like” or “as”</p> <p>Nonfiction – a type of writing that contains facts and teaches you something</p> <p>Noun – a person, place, or thing</p> <p>Opinion – a belief about a subject</p> <p>Pattern – something repeated over and over again</p> <p>Period – a special mark used to show that a statement has ended</p> <p>Plot – the main action in a story</p> <p>Prefix – a group letters added to the beginning of a root word to form a new word</p> <p>Pronoun – a word that takes the place of a noun</p> <p>Rhyme – a set of words or lines that sound very much alike</p> <p>Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them</p> <p>Root word – a simple word that becomes a new word by adding more letters at the beginning or end</p> <p>Scene – a small part of a play; part of an act</p> <p>Sequence – the order in which events in a passage happen</p> <p>Setting – the time and place in which the events of the story happen</p> <p>Simile – a comparison of two like things, using the words “like” or “as”</p> <p>Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken</p> <p>Stanza – a set of lines in a poem</p> <p>Subject – the noun that is the subject of a sentence</p> <p>Suffix – a group of letters added to the end of a root word to form a new word</p> <p>Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph</p> <p>Synonyms – words that have the same, or almost the same, meaning</p> <p>Tense – tells you when a sentence is happening</p> <p>Theme – the author’s general message in a story</p> <p>Topic – the main subject of a nonfiction passage</p> <p>Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph</p> <p>Verb – the action word in a sentence</p>
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<b>Core Lesson/Topic Student Learning Outcomes:</b>	<p>Write with a purpose</p> <p>Produce and distribute writing</p> <p>Produce a polished final copy using all steps of the writing process</p>
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<b>Core Lesson/Topic Instructional Procedures &amp; Activities:</b>	<p>distinguish between fact and opinion</p> <p>identify an opinion in a selection</p> <p>identify reasons to support an opinion</p> <p>identify linking words</p> <p>use linking words to connect opinions and reasons</p> <p>identify introductory statements or questions</p> <p>provide introductory statements or questions that begin with a fact or question about the topic</p> <p>write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, use linking words</p>
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**Core Lesson/Topic Materials:** Story Town text  
Story town Leveled Readers  
Story Town decodable books  
A.R. program  
Various teacher created worksheets  
High Frequency word lists  
Dolch word list  
Kid Writing Journals/posters  
Teacher Generated Reading Centers  
Graphic organizers  
Editor's/writer's checklist  
Rubrics

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www.spellcity.com  
www.studyisland.com

**Core Lesson/Topic Notes:** additional vocab words:  
opinion  
state  
topic  
drawing  
dictating  
writing  
compose  
preference  
reason  
closure  
support

### Lesson Topic: Core Lesson 3: Writing

**Core Lesson/Topic Description:** The students will write narratives to develop real or imagined experiences or events.

**Core Lesson/Topic Essential Questions:** Does your writing tell a story?  
Does your writing include details in an order that makes sense?  
Does your writing include all necessary story elements needed to convey the story?

**Core Lesson/Topic Key Terminology & Definitions:** Adjective – a word that describes a noun  
Adverb – a word that describes a verb  
Antonyms – words that have the opposite meaning  
Article – a word that tells you whether a noun is definite or indefinite  
Capital Letter – and "upper-case" letter  
Capitalize – to make the first letter in a word a capital letter  
Cause – the reason something happens; leads to an effect  
Character – a person in a story  
Comma – a special mark used to separate items in a list  
Compare – look for things that are the same about two sentences, passages, or topics  
Concluding Sentence – a sentence that ends a paragraph and sums up its main point  
Context – the text surrounding a word or sentence  
Contrast – to find things that are different about two sentences, passages, or topics  
Definite Article – tells you exactly which person, place, or thing you are talking about  
Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
Dialogue – the spoken lines characters say to each in a drama  
Effect – the result of a cause  
Exaggeration – saying that something is more than what it is  
Fact – a statement that is always true  
Fiction – stories that are made-up; events in fictional stories did not really happen  
Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
Homographs – words that are spelled the same, but that have different meanings  
Homophones – words that sound the same, but that have different meanings and spellings  
Indefinite Article – an article that does not tell you exactly which person, place, or thing you are talking about  
Main Character – the person a story is mostly about  
Main Idea – what a story or passage is mostly about

Metaphor – a suggested comparison of two like things that does not use “like” or “as”  
 Nonfiction – a type of writing that contains facts and teaches you something  
 Noun – a person, place, or thing  
 Opinion – a belief about a subject  
 Pattern – something repeated over and over again  
 Period – a special mark used to show that a statement has ended  
 Plot – the main action in a story  
 Prefix – a group letters added to the beginning of a root word to form a new word  
 Pronoun – a word that takes the place of a noun  
 Rhyme – a set of words or lines that sound very much alike  
 Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them  
 Root word – a simple word that becomes a new word by adding more letters at the beginning or end  
 Scene – a small part of a play; part of an act  
 Sequence – the order in which events in a passage happen  
 Setting – the time and place in which the events of the story happen  
 Simile – a comparison of two like things, using the words “like” or “as”  
 Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken  
 Stanza – a set of lines in a poem  
 Subject – the noun that is the subject of a sentence  
 Suffix – a group of letters added to the end of a root word to form a new word  
 Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
 Synonyms – words that have the same, or almost the same, meaning  
 Tense – tells you when a sentence is happening  
 Theme – the author’s general message in a story  
 Topic – the main subject of a nonfiction passage  
 Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph  
 Verb – the action word in a sentence

**Core Lesson/Topic Student Learning Outcomes:**

Students will establish a situation and introduce a narrator or character.  
 Include thoughts and feelings to describe experiences and events to show the response of characters to situations.  
 Organize a short sequence of events, using temporal words to signal event order, provide a sense of closure.  
 Choose words and phrases for effect.

**Core Lesson/Topic Instructional Procedures & Activities:**

identify narratives  
 recount a well elaborated event  
 recount a short sequence of events  
 identify details that describe actions, thought, feelings  
 identify temporal words  
 use temporal words to signal event order  
 identify closure

**Core Lesson/Topic Materials:**

Story Town text  
 Story town Leveled Readers  
 Story Town decodable books  
 A.R. program  
 Various teacher created worksheets  
 High Frequency word lists  
 Dolch word list  
 Kid Writing Journals/posters  
 Teacher Generated Reading Centers  
 Graphic organizers  
 Editor’s/writer’s checklist  
 Rubrics

websites:  
 Pinterest  
 Teachers Pay Teachers  
[www.thinkcentral.com](http://www.thinkcentral.com)  
[www.prometheanplanet.com](http://www.prometheanplanet.com)  
[www.spellcity.com](http://www.spellcity.com)  
[www.studyisland.com](http://www.studyisland.com)

**Core Lesson/Topic Notes:**

additional vocab.  
 narrative  
 narrate  
 event



reaction  
sequence  
order  
dictate  
audience  
draw  
write  
story  
beginning  
middle  
end  
details  
temporal words (first, next, then, last, etc)  
closure

## Unit: Unit 5 Speaking & Listening

**Unit/Module Description:** Students present themselves appropriately in formal speaking situations, listen critically and respond intelligently as individual or in group discussions. Students apply comprehension and collaboration skills. They practice presenting knowledge and ideas. Students integrate knowledge and ideas and apply the conventions of standard English.

**Unit/Module Big Ideas:** Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Effective speakers prepare and communicate messages to address the audience and purpose.

Discussion  
Questioning  
Contributing and collaborating  
descriptive language  
oral presentation  
active listening

**Unit/Module Essential Questions:** What do good listeners do?  
How do active listeners make meaning?  
How do active listeners know what to believe in what they hear?  
How do task, purpose, and audience influence how speakers craft and deliver a message?  
How do speakers employ language and utilize resources to effectively communicate a message?  
Did you wait for your turn to speak?  
Was your response relevant to the conversation?  
Did you ask questions to gather or clarify information?  
Did you express your thoughts, ideas, and feelings clearly?  
In your own words, can you restate what you have just heard?  
Did you include visuals to clarify thoughts and feelings?

### Unit/Module Key Terminology & Definitions:

Adjective – a word that describes a noun

Adverb – a word that describes a verb

Antonyms – words that have the opposite meaning

Article – a word that tells you whether a noun is definite or indefinite

Cause – the reason something happens; leads to an effect

Character – a person in a story

Compare – look for things that are the same about two sentences, passages, or topics

Concluding Sentence – a sentence that ends a paragraph and sums up its main point

Context – the text surrounding a word or sentence

Contrast – to find things that are different about two sentences, passages, or topics

Definite Article – tells you exactly which person, place, or thing you are talking about

Detail – a sentence or bit of information that supports the main idea of a paragraph or passage

Dialogue – the spoken lines characters say to each in a drama

Drama – a story that is written to be performed on a stage, such as a play

Effect – the result of a cause

Exaggeration – saying that something is more than what it is

Fact – a statement that is always true

Fiction – stories that are made-up; events in fictional stories did not really happen

Heading – a word or phrase that comes before a page or paragraph, and tells you the topic

Homographs – words that are spelled the same, but that have different meanings

Homophones – words that sound the same, but that have different meanings and spellings

Indefinite Article – an article that does not tell you exactly which person, place, or thing you are talking about

Inference – a conclusion that make, based on the information you have

Main Character – the person a story is mostly about

Main Idea – what a story or passage is mostly about

Metaphor – a suggested comparison of two like things that does not use “like” or “as”

Nonfiction – a type of writing that contains facts and teaches you something

Noun – a person, place, or thing

Opinion – a belief about a subject

Pattern – something repeated over and over again

Period – a special mark used to show that a statement has ended

Plot – the main action in a story

Poem – a type of writing that includes stanzas, rhythm, and rhyme

Prefix – a group letters added to the beginning of a root word to form a new word

Pronoun – a word that takes the place of a noun

Rhyme – a set of words or lines that sound very much alike

Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them

Root word – a simple word that becomes a new word by adding more letters at the beginning or end

Scene – a small part of a play; part of an act

Sequence – the order in which events in a passage happen

Setting – the time and place in which the events of the story happen

Simile – a comparison of two like things, using the words “like” or “as”

Subject – the noun that is the subject of a sentence

Suffix – a group of letters added to the end of a root word to form a new word

Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

Synonyms – words that have the same, or almost the same, meaning

Tense – tells you when a sentence is happening

Theme – the author’s general message in a story

Topic – the main subject of a nonfiction passage

Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

Verb – the action word in a sentence

**Unit/Module  
Student  
Learning  
Outcomes:**

Participate in collaborative conversations with peers and adults in small and larger groups.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media..

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

Add drawings or other visual displays to presentations when appropriate to clarify ideas, and feelings.

How do speakers employ language and utilize resources to effectively communicate a message?

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

Write sentences when appropriate to task and situation in order to provide requested detail or clarification.

Students will understand:

\*how to participate in collaborative conversations

\*How to ask and answer questions in order to gather information

\*How to include description and detail when speaking/ presenting in a formal or informal situation

**Unit/Module  
Student  
Performance  
Tasks:**

oral presentation

class discussions

role playing

oral response to questions

recall and recount information presented orally

oral retelling or stories

**Unit/Module  
Materials:**

Story Town text

Story town Leveled Readers

Story Town decodable books

A.R. program

Various teacher created worksheets

High Frequency word lists

Dolch word list

Kid Writing Journals/posters

Teacher Generated Reading Centers

websites:

Pinterest

Teachers Pay Teachers

[www.thinkcentral.com](http://www.thinkcentral.com)

[www.prometheanplanet.com](http://www.prometheanplanet.com)

[www.spellcity.com](http://www.spellcity.com)

[www.studyisland.com](http://www.studyisland.com)

**Unit/Module  
Assignments:**

Students will produce oral and/or written responses that include relevant details. They will participate in group conversations following appropriate rules for discussion.

Students will construct responses that include details to deepen understanding.

The students will be able to cooperatively and respectfully respond to teacher created questions during small and large group discussions relevant to the text.

**STANDARDS**

STATE: PA Common Core Standards (2012)

- [CC.1.5.2.A \(Advanced\)](#) Participate in collaborative conversations with peers and adults in small and larger groups.
- [CC.1.5.2.B \(Advanced\)](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- [CC.1.5.2.C \(Advanced\)](#) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- [CC.1.5.2.D \(Advanced\)](#) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- [CC.1.5.2.E \(Advanced\)](#) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- [CC.1.5.2.F \(Advanced\)](#) Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
- [CC.1.5.2.G \(Advanced\)](#) Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

**Lesson Topic: Core Lesson 1: Speaking and Listening**

- Core Lesson/Topic Description:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
- Core Lesson/Topic Big Ideas:** Participate in collaborative conversations with peers and adults in small and larger groups  
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media  
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue  
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  
Produce complete sentences when appropriate to task and situation in order to provide requested details  
Add drawing or other visual displays to presentations when appropriate
- Core Lesson/Topic Essential Questions:** What do good listeners do?  
How do active listeners make meaning?  
How do active listeners know what to believe in what they hear?  
How do task, purpose, and audience influence how speakers craft and deliver a message?  
How do speakers employ language and utilize resources to effectively communicate a message?  
Did you wait for your turn to speak?  
Was your response relevant to the conversation?  
Did you ask questions to gather or clarify information?  
Did you express your thoughts, ideas, and feelings clearly?  
In your own words, can you restate what you have just heard?  
Did you include visuals to clarify thoughts and feelings?
- Core Lesson/Topic Key Terminology & Definitions:** Adjective – a word that describes a noun  
Adverb – a word that describes a verb  
Antonyms – words that have the opposite meaning  
Article – a word that tells you whether a noun is definite or indefinite  
Cause – the reason something happens; leads to an effect  
Character – a person in a story  
Compare – look for things that are the same about two sentences, passages, or topics  
Concluding Sentence – a sentence that ends a paragraph and sums up its main point  
Context – the text surrounding a word or sentence  
Contrast – to find things that are different about two sentences, passages, or topics  
Definite Article – tells you exactly which person, place, or thing you are talking about  
Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
Dialogue – the spoken lines characters say to each in a drama  
Drama – a story that is written to be performed on a stage, such as a play  
Effect – the result of a cause  
Exaggeration – saying that something is more than what it is  
Fact – a statement that is always true  
Fiction – stories that are made-up; events in fictional stories did not really happen  
Heading – a word or phrase that comes before a page or paragraph, and tells you the topic  
Homographs – words that are spelled the same, but that have different meanings  
Homophones – words that sound the same, but that have different meanings and spellings  
Indefinite Article – an article that does not tell you exactly which person, place, or thing you are talking about

Inference – a conclusion that make, based on the information you have  
 Main Character – the person a story is mostly about  
 Main Idea – what a story or passage is mostly about  
 Metaphor – a suggested comparison of two like things that does not use “like” or “as”  
 Nonfiction – a type of writing that contains facts and teaches you something  
 Noun – a person, place, or thing  
 Opinion – a belief about a subject  
 Pattern – something repeated over and over again  
 Period – a special mark used to show that a statement has ended  
 Plot – the main action in a story  
 Poem – a type of writing that includes stanzas, rhythm, and rhyme  
 Prefix – a group letters added to the beginning of a root word to form a new word  
 Pronoun – a word that takes the place of a noun  
 Rhyme – a set of words or lines that sound very much alike  
 Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them  
 Root word – a simple word that becomes a new word by adding more letters at the beginning or end  
 Scene – a small part of a play; part of an act  
 Sequence – the order in which events in a passage happen  
 Setting – the time and place in which the events of the story happen  
 Simile – a comparison of two like things, using the words “like” or “as”  
 Subject – the noun that is the subject of a sentence  
 Suffix – a group of letters added to the end of a root word to form a new word  
 Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
 Synonyms – words that have the same, or almost the same, meaning  
 Tense – tells you when a sentence is happening  
 Theme – the author’s general message in a story  
 Topic – the main subject of a nonfiction passage  
 Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph  
 Verb – the action word in a sentence

**Core Lesson/Topic Student Learning Outcomes:**

Participate in collaborative conversations with peers and adults in small and larger groups.  
 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media..  
 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  
 Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.  
 Add drawings or other visual displays to presentations when appropriate to clarify ideas, and feelings.  
 How do speakers employ language and utilize resources to effectively communicate a message?  
 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences  
 Write sentences when appropriate to task and situation in order to provide requested detail or clarification.

Students will understand:

- \*how to participate in collaborative conversations
- \*How to ask and answer questions in order to gather information
- \*How to include description and detail when speaking/ presenting in a formal or informal situation

**Core Lesson/Topic Instructional Procedures & Activities:**

review listening skills, speaking one at a time  
 use appropriate manner to "gain the floor"  
 model appropriate contributions to group conversations about grade 2 topics and texts in both small and large groups  
 follow agreed-upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

**Core Lesson/Topic Materials:**

Story Town text  
 Story town Leveled Readers  
 Story Town decodable books  
 A.R. program  
 Various teacher created worksheets  
 High Frequency word lists  
 Dolch word list  
 Kid Writing Journals/posters

websites:  
Pinterest  
Teachers Pay Teachers  
www.thinkcentral.com  
www.prometheanplanet.com  
www.spellcity.com  
www.studyisland.com

**Core Lesson/Topic Notes:** additional vocab.  
listen  
collaborate  
cooperate  
classroom talk  
take turns  
community  
topic  
conversation  
discussion  
partner discussion  
rules/norm  
respond  
comment

## Unit: Unit 6 Language

**Unit/Module Description:** Students study the conventions of language including knowledge of language; vocabulary acquisition and use; the mechanics and grammar of standard English; and knowledge of the functions of language in terms of meaning and style.

**Unit/Module Big Ideas:** Effective use of vocabulary builds social and academic knowledge.  
Conventions of English grammar in writing, speaking, reading, or listening  
Vocabulary development  
Word choice  
Word attack strategies  
Word relationships and meaning  
Response to text

**Unit/Module Essential Questions:** Did you capitalize proper nouns?  
Does your greeting and closing have a comma?  
Did you use the dictionary to check your spelling?  
Did you use the correct form of the plural nouns?  
Did you use an adverb or adjective?  
Can you rearrange complete simple and compound sentences?  
Did you use an apostrophe to demonstrate possession?  
Did you correctly use the past tense form of the irregular verb?  
Can you use reflective pronouns?

**Unit/Module Key Terminology & Definitions:** Adjective – a word that describes a noun  
Adverb – a word that describes a verb  
Antonyms – words that have the opposite meaning  
Article – a word that tells you whether a noun is definite or indefinite  
Capital Letter – and “upper-case” letter  
Capitalize – to make the first letter in a word a capital letter  
Cause – the reason something happens; leads to an effect  
Character – a person in a story  
Comma – a special mark used to separate items in a list

Compare – look for things that are the same about two sentences, passages, or topics

Concluding Sentence – a sentence that ends a paragraph and sums up its main point

Context – the text surrounding a word or sentence

Contrast – to find things that are different about two sentences, passages, or topics

Definite Article – tells you exactly which person, place, or thing you are talking about

Detail – a sentence or bit of information that supports the main idea of a paragraph or passage

Dialogue – the spoken lines characters say to each in a drama

Drama – a story that is written to be performed on a stage, such as a play

Effect – the result of a cause

Exaggeration – saying that something is more than what it is

Fact – a statement that is always true

Fiction – stories that are made-up; events in fictional stories did not really happen

Heading – a word or phrase that comes before a page or paragraph, and tells you the topic

Homographs – words that are spelled the same, but that have different meanings

Homophones – words that sound the same, but that have different meanings and spellings

Indefinite Article – an article that does not tell you exactly which person, place, or thing you are talking about

Inference – a conclusion that make, based on the information you have

Main Idea – what a story or passage is mostly about

Metaphor – a suggested comparison of two like things that does not use “like” or “as”

Noun – a person, place, or thing

Opinion – a belief about a subject

Period – a special mark used to show that a statement has ended

Plot – the main action in a story

Poem – a type of writing that includes stanzas, rhythm, and rhyme

Prefix – a group letters added to the beginning of a root word to form a new word

Pronoun – a word that takes the place of a noun

Rhyme – a set of words or lines that sound very much alike

Rhythm – the way the lines in a poem sound when you read them; when the lines of a poem sound like a song when you read them

Root word – a simple word that becomes a new word by adding more letters at the beginning or end

Scene – a small part of a play; part of an act

Sequence – the order in which events in a passage happen

Setting – the time and place in which the events of the story happen

Simile – a comparison of two like things, using the words “like” or “as”

Stage Directions – the instructions in a drama that tell you what the characters are doing before, during, and after dialogue is spoken

Stanza – a set of lines in a poem

Subject – the noun that is the subject of a sentence

Suffix – a group of letters added to the end of a root word to form a new word

Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph

Synonyms – words that have the same, or almost the same, meaning

Tense – tells you when a sentence is happening

Theme – the author’s general message in a story

Topic – the main subject of a nonfiction passage

Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph

Verb – the action word in a sentence

**Unit/Module Student Learning Outcomes:** Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

The student will:

- \* capitalize proper nouns
- \* use commas and apostrophes appropriately
- \* spell words drawing on common spelling patterns
- \* consult reference material as needed

**Unit/Module Student Performance Tasks:** various types of writing (narrative, explanatory, opinion, etc)  
oral responses during class discussions  
word choice in oral and written language  
word attack skills used in the context of reading  
Standard English grammar and usage in writing, speaking, reading, and listening

**Unit/Module Materials:** published tests  
teacher made test  
district writing prompts  
spelling tests  
open ended responses  
kid writing journals  
Story Town readers  
Story Town leveled readers  
A.R. program  
www.studyisland.com

**Unit/Module Instructional Procedures & Activities:** Instruct and review parts of speech appropriate to grade 2  
label parts of speech  
write grade level material

## STANDARDS

STATE: PA Common Core Standards (2012)

- [CC.1.1.2.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- [CC.1.1.2.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:
- [CC.1.2.2.A \(Advanced\)](#) Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- [CC.1.2.2.B \(Advanced\)](#) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- [CC.1.2.2.C \(Advanced\)](#) Describe the connection between a series of events, concepts, or steps in a procedure within a text.
- [CC.1.2.2.E \(Advanced\)](#) Use various text features and search tools to locate key facts or information in a text efficiently.
- [CC.1.2.2.F \(Advanced\)](#) Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
- [CC.1.2.2.G \(Advanced\)](#) Explain how graphic representations contribute to and clarify a text.
- [CC.1.2.2.H \(Advanced\)](#) Describe how reasons support specific points the author makes in a text.
- [CC.1.2.2.I \(Advanced\)](#) Compare and contrast the most important points presented by



two texts on the same topic.

<a href="#">CC.1.2.2.J (Advanced)</a>	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<a href="#">CC.1.2.2.K (Advanced)</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
<a href="#">CC.1.2.2.L (Advanced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.2.A (Advanced)</a>	Recount stories and determine their central message, lesson, or moral.
<a href="#">CC.1.3.2.B (Advanced)</a>	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<a href="#">CC.1.3.2.C (Advanced)</a>	Describe how characters in a story respond to major events and challenges.
<a href="#">CC.1.3.2.D (Advanced)</a>	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<a href="#">CC.1.3.2.E (Advanced)</a>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<a href="#">CC.1.3.2.F (Advanced)</a>	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
<a href="#">CC.1.3.2.G (Advanced)</a>	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
<a href="#">CC.1.3.2.H (Advanced)</a>	Compare and contrast two or more versions of the same story by different authors or from different culture.
<a href="#">CC.1.3.2.I (Advanced)</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
<a href="#">CC.1.3.2.J (Advanced)</a>	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<a href="#">CC.1.3.2.K (Advanced)</a>	Read and comprehend literature on grade level, reading independently and proficiently.
<a href="#">CC.1.4.2.A (Advanced)</a>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### Lesson Topic: Core Lesson 1: Language

<b>Core Lesson/Topic Description:</b>	Students will master the skills to demonstrate command of standard English grammar and usage in writing, speaking, reading, and listening. Students will also demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Core Lesson/Topic Big Ideas:</b>	Vocabulary development Word Choice Word attack strategies Word relationships and meanings response to text
<b>Core Lesson/Topic Essential Questions:</b>	Did you capitalize proper nouns? Does your greeting and closing have a comma? Did you use the dictionary to check your spelling? Did you use the correct form of the plural noun? Did you use an adverb or adjective? Can you rearrange complete simple and compound sentences? Did you use an apostrophe to demonstrate possession? Did you correctly use the past tense form of the irregular verb? Can you use reflexive pronouns?
<b>Core Lesson/Topic Key Terminology &amp; Definitions:</b>	Adjective – a word that describes a noun Adverb – a word that describes a verb Antonyms – words that have the opposite meaning Article – a word that tells you whether a noun is definite or indefinite Capital Letter – and “upper-case” letter Capitalize – to make the first letter in a word a capital letter Cause – the reason something happens; leads to an effect Comma – a special mark used to separate items in a list Concluding Sentence – a sentence that ends a paragraph and sums up its main point Context – the text surrounding a word or sentence

Contrast – to find things that are different about two sentences, passages, or topics  
 Definite Article – tells you exactly which person, place, or thing you are talking about  
 Detail – a sentence or bit of information that supports the main idea of a paragraph or passage  
 Effect – the result of a cause  
 Exaggeration – saying that something is more than what it is  
 Fact – a statement that is always true  
 Homographs – words that are spelled the same, but that have different meanings  
 Homophones – words that sound the same, but that have different meanings and spellings  
 Indefinite Article – an article that does not tell you exactly which person, place, or thing you are talking about  
 Main Idea – what a story or passage is mostly about  
 Metaphor – a suggested comparison of two like things that does not use “like” or “as”  
 Noun – a person, place, or thing  
 Period – a special mark used to show that a statement has ended  
 Prefix – a group letters added to the beginning of a root word to form a new word  
 Pronoun – a word that takes the place of a noun  
 Root word – a simple word that becomes a new word by adding more letters at the beginning or end  
 Simile – a comparison of two like things, using the words “like” or “as”  
 Subject – the noun that is the subject of a sentence  
 Suffix – a group of letters added to the end of a root word to form a new word  
 Supporting Sentence – a sentence in a paragraph that supports the topic sentence; usually any sentence other than the first and last sentences in a paragraph  
 Synonyms – words that have the same, or almost the same, meaning  
 Tense – tells you when a sentence is happening  
 Topic – the main subject of a nonfiction passage  
 Topic Sentence – sentence that tells you the topic of a paragraph; usually the first sentence in the paragraph  
 Verb – the action word in a sentence

**Core Lesson/Topic Student Learning Outcomes:**

Student will:  
 demonstrate command of the conventions of standard English grammar in writing, speaking, reading, or listening.  
 Clarify the meaning of unknown words and phrases  
 demonstrate understanding of word relationships in meaning  
 use words and phrases to respond to text

**Core Lesson/Topic Materials:**

Story Town text  
 Story town Leveled Readers  
 Story Town decodable books  
 A.R. program  
 Various teacher created worksheets  
 High Frequency word lists  
 Dolch word list  
 Kid Writing Journals/posters  
 Teacher Generated Reading Centers

websites:  
 Pinterest  
 Teachers Pay Teachers  
[www.thinkcentral.com](http://www.thinkcentral.com)  
[www.prometheanplanet.com](http://www.prometheanplanet.com)  
[www.spellcity.com](http://www.spellcity.com)  
[www.studyisland.com](http://www.studyisland.com)  
 Harcourt website

**Core Lesson/Topic Notes:**

Foundational grammar should be taught in the context of reading, writing, and speaking  
 Emphasizing collective nouns, irregular plural nouns, reflexive pronouns, irregular verb tenses, adjectives, adverbs, simple and compound sentences.  
 Emphasizing commas (letters), apostrophes (contractions/ possessives), capitalization (holidays, product names, geographic names)

**Unit:**

This Curriculum Map Unit has no Topics to display