Pennsylvania Weekly Lesson Planners

Correlated to the Early Childhood Learning Continuum Indicators for Reading, Writing, Speaking and Listening
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<td><strong>Focus Question</strong> What is David like?</td>
<td><strong>Focus Question</strong> Which parts of the story could have happened in your life? Explain.</td>
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<td><strong>Writing</strong> Daily Writing Prompt: Write a list of what you usually do on a school day. Write the events in order. 13E</td>
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<td><strong>Focus Question</strong>: How will analyzing story structure, character, and setting help you read and understand another selection? Speaking, Listening, and Viewing, 37H 1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2</td>
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**Focus Question**

What does being a friend mean to you?
- Build Background, 38/39
- 1.6.D.2

**Phonemic Awareness**
- Generate Rhymes, 39A
  1.1.C.2

**Focus Question**

What happens to Mr. Putter at the beginning, middle, and end of this story?
- 1.6.D.2

**Phonemic Awareness**
- Phoneme Isolation, 41F
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**Vocabulary**
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**Phonics**
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- 41J-65A

**Strategy:** Story Structure
- Skill: Plot
  Practice Book A-O-B, 11-12
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**Read**
- Mr. Putter & Tabby
  *Pour the Tea*, 42/43-62/63

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**Strategy:** Story Structure
- Maintain Skill: Plot
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Skill: Plot

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<td>What happens when a fire breaks out in a forest?</td>
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rade 2, Unit 1, Week 3, Fighting the Fire, 70A–81HH
**ORAL LANGUAGE**

- **Oral Vocabulary**
- **Listening Comprehension**
- **Phonemic Awareness**

**WORD STUDY**

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  - Suffixes -er and -est, 77R
  - Substitution, 77P

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  - Strategy: Right There, 77T

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  - Subjects, 81A
  - Grammar Practice Book, 14

- **Writing**
  - Daily Writing Prompt: Imagine you are interviewing a firefighter. Write the questions and then the answers the firefighter might give. 77D
  - Revise and Proofread a Report, 81C

**DAY 4**

- **Focus Question**: How do firefighters put out fires?
  - 1.6.D.2

- **Phonemic Awareness**: Phoneme Substitution, 77P
  - 1.1.C.2

**DAY 5**

- **Focus Question**: How will summarizing and indentifying the main idea and details help you read another selection?
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- **Spelling**
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  - 1.5.F.1

- **Vocabulary**
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  - Spiral Review, 81H
  - 1.1.E

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  - Strategy: Summarize, 81H

- **Fluency**: Word Automaticity, 77S
  - 1.1.H.1

- **Fluency**: Timed Reading, 81EE–81FF
  - 1.1.H

**Writing**

- Daily Writing Prompt: Explain why you think a firefighter’s job is important. 81E
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## PENNSYLVANIA Lesson Plan

### DAY 1

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Build Background, 82K |
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Practice Book A-O-B, 25  
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| **Phonemic Awareness** | Phoneme Categorization, 85F  
1.1.C.2 |
| **Phonics** | Blend with /i/_e,  
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| **Comprehension** | Strategy: Summarize  
Skill: Main Idea and Details  
Practice Book A-O-B, 27–28 |
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| **Focus Question** | How did the photographs work with the text to tell about Rosina?  
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| **Phonemic Awareness** | Phoneme Blending, 107F  
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| **Phonics** | Blend and Build with /i/_e,  
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| **Fluency** | Repeated Reading, 107I  
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Rewrite a Personal Introduction, 107C  
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| **Grammar** | Commas, 107K  
Grammar Practice Book, 18  
1.5.F |
| **Mechanics** | Daily Writing Prompt: Imagine that you are Rosina. What skills have you developed as a result of being hearing impaired?  
Draft a Personal Introduction, 107M  
1.2.C, 1.4.A |

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*rade 2, Unit 1, Week 4, Meet Rosina, 82A–111DD*
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<td><strong>Focus Question</strong> How do you think Rosina would feel about “You-Tú”? 1.6.D.2</td>
<td><strong>Focus Question</strong> How might summarizing help you understand another selection? 1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2&lt;br&gt;Speaking, Listening, and Viewing, 111H</td>
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<td><strong>Read</strong> Self-Selected Reading, 821 1.3.F</td>
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## PENNSYLVANIA Lesson Plan

### DAY 1

**Focus Question:** Why do you think many people move to America?
1.6.D.2

**Phonemic Awareness:** Phoneme
1.1.C.2

**Phonics**
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  - Practice Book A-O-B 33
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**Strategy:** Summarize
- 1.1.D.1, 1.1.G.1

**Fluency**
- Word Automaticity
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### DAY 2

**Focus Question:** Do you think Yoon will make friends in her new school?
1.6.D.2

**Phonemic Awareness:** Phoneme
1.1.C.2

**Phonics**
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  - Build with /o_e, /o_e/ 115G
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**Vocabulary**
- Review Words in Context
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**Reading**
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**Strategy:** Summarize
- 1.1.D.1, 1.1.G.1

**Fluency**
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**Grammar**
- Daily Language Activity
  - 115C
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**Writing**
- Picture Prompt: Look at the picture. Write about what you see.
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**Writing**
- Daily Writing Prompt: Imagine you made a new friend who was from another country. Tell how you would help him or her feel more at home in America. 115E

**Grammar**
- Daily Language Activity
  - 143B

**Writing**
- Daily Writing Prompt: Describe a time when you felt something like Yoon did in the story. 143D

### DAY 3

**Focus Question:** How is Miguel like Yoon? How is he different?
1.6.B.1, 1.6.B.3

**Phonemic Awareness:** Phoneme
1.1.C.7

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**Vocabulary**
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**Reading**
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**Strategy:** Summarize
  - 1.1.D.1

**Fluency**
- Repeated Reading
  - 143I

**Grammar**
- Daily Language Activity
  - 143K

**Writing**
- Daily Writing Prompt: Describe a time when you felt something like Yoon did in the story. 143D

**Writing**
- Daily Writing Prompt: Voice
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### Grade 2, Unit 1, Week 5, My Name Is Yoon, 112A-149DD
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**Phonics**
- Short /o/, /oe
- Long /o/oe

**Vocabulary**
- Words: cuddle, favorite, patient, practiced, settled, wrinkled
- Strategy: Word Parts/Inflected Verbs

**Comprehension**
- Strategy: Summarize
- Skill: Make and Confirm Predictions

**Writing**
- Journal Entry

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**ORAL LANGUAGE**

- **Oral Vocabulary**

- **Listening Comprehension**

- **Phonemic Awareness**

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**WORD STUDY**

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**DAY 4**

**Focus Question**
- How does the number of immigrants from Yoon's country compare with the other countries on the graph? 1.6.D.2

**Phonemic Awareness**
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**DAY 5**

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**Weekly Assessment in PSSA format**

**Unit and Benchmark Assessment in PSSA format**

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**GRADE 2, UNIT 1, WEEK 5, MY NAME IS YOON, 112A-149DD**
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### Day 5

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  - How will summarizing help you read and understand another selection?
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    - "Leo Grows Up," 222/223
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    - Grammar Practice Book, 42
      - 1.5.F.4
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- **Writing**
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**DAY 4**

**Focus Question:** If Emma and Jamal had attended the Get Fit Fair, what do you think they could have learned to get healthier?

1.6.D.2

**Phonemic Awareness** Phoneme Substitution, 228O
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- **Grammar**
  
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**Focus Question:** How will generating questions help you read and understand another selection?

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**Phonemic Awareness** Phoneme Blending, 291B
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- **Phonics**
  
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- **Self-Selected Reading,** 264I
  
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- **Comprehension**
  
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- **Strategy:** Generate Questions

- **Skill:** Make Inferences
  
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- **Fluency**
  
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**Grammar**

Daily Language Activity, 291F

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**Writing**

Daily Writing Prompt: Make a poster that encourages other kids to stay fit. 291A

Publish and Present an Explanation, 291G

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### DAY 5

#### Review and Assess

**Focus Question**
- Do you think this story was once part of an oral tradition? Explain why or why not.
  - 1.6.D.2

**Phonemic Awareness**
- Phoneme Categorization, 327D
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**Focus Question**
- How will rereading help you read and understand another selection?
  - 1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2

**Phonemic Awareness**
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  - Content Vocabulary: orally, tradition, festivals
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**Fluency**
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**Writing**
- Oral Language Writing Prompt: Write a description of your favorite story.
  - Publish and Present a Persuasive Poster, 331G
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Grade 2, Unit 3, Week 1. *Head, Body, Legs: A Story from Liberia*, 296J-331DD

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# PENNSYLVANIA Lesson Plan

## DAY 1

**Focus Question**  What do you do to stay safe when you play outside?
- Build Background, 332K
- 1.6.D.2

**Phonemic Awareness**  Phoneme Isolation, 333A
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### WORD STUDY

**Phonics**  Introduce /u/ u, e, 333A Practice Book A-O-B, 93
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**Vocabulary**  enormous, buddy, tips, accident, obeys, attention, 333E
- Practice Book A-O-B, 94
- Strategy: Context Clues/Synonyms
- 1.1.E.1

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**Read**  Decodable Reader, Rules to Fight the Flu, 333D
- “Safety at School,” 334K/335
- 1.1.B, 1.1.C, 1.1.E

**Comprehension**  333A–335B
- Strategy: Monitor Comprehension/Read Ahead
- Skill: Use Illustrations
- 1.1.D

**Fluency**  Word Automaticity, 333D
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**Grammar**  Daily Language Activity, 335C
- Present-Tense Verbs, 335C
- Grammar Practice Book, 56
- 1.5.F.4

**Writing**  Picture Prompt: Look at the picture.
- Write about what you see, 332K
- Brainstorm a Persuasive Speech, 335D
- 1.4.C, 1.5.A

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**Focus Question**  How do the illustrations help make the story funny?
- 1.6.D.2

**Phonemic Awareness**  Phoneme Segmentation, 335F
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**Phonics**  Blend and Build with /u/ u, e, 335F
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**Comprehension**  335I–361A
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- 1.1.H.1

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- Subject-Verb Agreement, 361B
- Grammar Practice Book, 57
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**Writing**  Daily Writing Prompt: Tell which safety rule is most important for one place you go.
- 335E
- Prewrite a Persuasive Speech, 361C
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**Focus Question**  How is Gloria like dogs you know? How is she different?
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**Phonemic Awareness**  Phoneme Blending, 361F
- 1.1.C.7

### WORD STUDY

**Phonics**  Blend and Build with /u/ u, e, 361F
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- Spelling Practice Book, 47
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**Vocabulary**  Strategy: Context Clues, 361H
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**Read**  Officer Buckle and Gloria, 336–337–358/359

**Comprehension**  Maintain Skill: Make Inferences
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**Fluency**  Repeated Reading, 361I
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- Mechanics: Commas, 361K
- Grammar Practice Book, 53
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- 361D

**Writing Trait**  Ideas, 361L
- Draft a Persuasive Speech, 361M
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<td>• <strong>Grammar</strong></td>
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<tr>
<td>• <strong>Writing</strong></td>
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</table>

**Focus Question** What are some other safety tips that firefighters might try to teach to students and families?
1.6.D.2

**Phonemic Awareness** Phoneme Segmentation, 367D
1.1.C.7

**Phonics** Build Words with /u/ or u_e, 361P
Practice Book A-O-B, 99
1.1.C.6, 1.1.C.7, 1.1.C.12

**Spelling** Practice Weekly Spelling Words, 361Q
Spelling Practice Book, 48
1.1.E

**Vocabulary** Review Words in Context, 361Q
1.1.E

1.2.A.4

**Comprehension** 361R–365A
Text Feature: Floor Plan
Content Vocabulary: calm, hazards, route
Practice Book A-O-B, 100
1.1.F, 1.2.A.4

**Fluency** Word Automaticity, 361Q
1.1.H.1

**Grammar** Daily Language Activity, 365B
Present-Tense Verbs, 365C
Grammar Practice Book, 59
1.5.F.4

**Writing** Daily Writing Prompt: Describe how you and your friends stay safe during your favorite sport or outdoor activity. 361N
Revise and Proofread a Persuasive Speech, 365D
1.4.C, 1.5.E, 1.5.F

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<td><strong>Review and Assess</strong></td>
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</table>
| **Focus Question** How will reading ahead help you read and understand another selection?
1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2

**Phonemic Awareness** Phoneme Blending, 367B
1.1.C.7

**Phonics** Blend with, /u/ or u_e, 367B
1.1.C.6, 1.1.C.7, 1.1.C.12

**Spelling** Posttest, 367C
1.5.F.1

**Vocabulary** Review: accident, attention, buddy, enormous, obeys, tips, 367D
Spiral Review, 367D
1.1.E

**Read** Self-Selected Reading, 332l
1.3.F

**Comprehension** 367E
Strategy: Monitor Comprehension/Read Ahead
Skill: Use Illustrations
1.1.D

**Fluency** Timed Reading, 332l
1.1.H

**Grammar** Daily Language Activity, 367F
Present-Tense Verbs, 367F
Grammar Practice Book, 60
1.5.F.4

**Writing** Daily Prompts: Write a list of questions that you would ask a firefighter or police officer during an interview. 367A
Publish and Present a Persuasive Speech, 367G
1.5.G
# PENNSYLVANIA Lesson Plan

**ORAL LANGUAGE**

- **Focus Question**: How do we learn about animals that lived long, long ago?
  - Build Background, 368K
  - 1.6.D.2

- **Phonemic Awareness**: Segment and Blend Onsets and Rimes, 369A
  - 1.1.C.7

**WORD STUDY**

- **Phonics**: Introduce /ch/ch, /sh/sh, /th/th, /hw/hw, 369A
  - Practice Book A-O-B, 101
  - 1.1.C.3, 1.1.C.6, 1.1.C.7, 1.1.C.12

- **Spelling**: Pretest Consonant digraphs: ch, th, sh, wh
  - Spelling Practice Book, 49
  - 1.1.C.1, 1.1.C.5, 1.1.E, 1.5.F.1

- **Vocabulary**: hopeful, unknown, confirm, ancient, valid
  - 371H

  **Strategy**: Word Parts: Prefixes/Suffixes
  - Practice Book A-O-B, 102
  - 1.1.C.4

**READING**

- **Read**: Decodable Reader, Check Out the Whole Show, 369D
  - "A Very Old Fish,"
  - "Boy Finds Fossils," 370/371
  - 1.1.B, 1.1.C.1, 1.1.E

- **Comprehension**: 371A–371B
  - Strategy: Monitor Comprehension/Adjust Reading Rate
  - Skill: Summarize

- **Fluency**: Word Automaticity, 369D
  - 1.1.C.3, 1.1.C.6, 1.1.C.7, 1.1.C.12

- **Focus Question**: Did a crocodile the size of a school bus once live on Earth?
  - 1.6.D.2

- **Phonemic Awareness**: Phoneme Substitution, 371F
  - 1.1.C.2

**PHONESIS**

- **Phonics**: Blend words with /ch/ch, /sh/sh, /th/th, /hw/hw, 371F
  - Build with /ch/ch, /sh/sh, /th/th, /hw/hw, 371G
  - 1.1.C.6, 1.1.C.7, 1.1.C.12

- **Spelling**: Word Sort with ch, th, sh, wh, 371G
  - Spelling Practice Book, 50

- **Vocabulary**: Review Words in Context, 371H
  - 1.1.E

  **Strategy**: Word Parts: Prefixes/Suffixes
  - Practice Book A-O-B, 105
  - 1.1.C.4

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- **Grammar**: Daily Language Activity, 371C
  - Past-Tense Verbs, 371C
  - Grammar Practice Book, 61
  - 1.5.F.4

- **Writing**: Picture Prompt: Look at the picture. Write about what you see. 368K
  - General Questions/Determine Sources, 371D
  - 1.4.B, 1.5.A, 1.8.B.1, 1.8.B.2

- **Grammar**: Daily Language Activity, 375B
  - Review Past-Tense Verbs, 375B
  - Grammar Practice Book, 62
  - 1.5.F.4

- **Writing**: Daily Writing Prompt: Write questions that you would ask a fossil scientist during an interview. 371E
  - Prewrite a Report, 375C
  - 1.4.B, 1.5.A, 1.5.B.1

- **Grammar**: Daily Language Activity, 375L
  - Mechanics: Letter Punctuation, 375L
  - Grammar Practice Book, 63
  - 1.5.F.2

- **Writing**: Daily Writing Prompt: Describe an animal that you might see if you lived in prehistoric times.
  - Writing Trait: Organization
  - Draft a Report
  - 1.2.C, 1.4.B, 1.5.B.2

---

**Meet the Super Croc, 372–375**

- **Focus Question**: How do the illustrations and facts help in giving information about the "Super Croc"?
  - Read Aloud: "Buried in the backyard," 375E
  - 1.6.B.1, 1.6.B.3

- **Phonemic Awareness**: Phoneme Addition, 375F
  - 1.1.C.2

- **Spelling**: Word Sort, 375G
  - Spelling Practice Book, 51
  - 1.1.C.5, 1.1.E

- **Vocabulary**: Strategy: Word Parts: Prefixes/Suffixes
  - Practice Book A-O-B, 105
  - 1.1.C.4

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**Grade 2, Unit 3, Week 3, Meet the Super Croc. 368A–379HH**
### DAY 4

#### ORAL LANGUAGE
- **Oral Vocabulary**
- **Listening Comprehension**
- **Phonemic Awareness**

#### WORD STUDY
- **Phonics**
- **Spelling**
- **High-Frequency Words**

#### READING
- **Comprehension**
- **Fluency**

#### LANGUAGE ARTS
- **Grammar**
- **Writing**

---

### DAY 5

#### Review and Assess
- **Focus Question**
  - How did fossil hunters find? 1.6.D.2
- **Phonemic Awareness**
  - Segment, Blend Onsets/Rimes, 375Q 1.1.C.7
- **Phonics**
  - Build Words with Consonant Digraphs, 375Q 1.1.C.6, 1.1.C.7, 1.1.C.12
- **Spelling**
  - Practice Weekly Spelling Words, 375S 1.1.E, 1.5.F.1
- **Vocabulary**
  - Review Words in Context, 375S 1.1.E

#### Reading
- **Read**
- **Comprehension**
  - Test Strategy: Think and Search, 379T–376/377 1.1.H
- **Fluency**
  - Word Automaticity, 375S 1.1.H.1

#### Grammar
- **Daily Language Activity, 379A**
- **Grammar Practice Book, 64**
- **Proofread, 379B**

#### Writing
- **Daily Writing Prompt:** Write about what you would see and do if you lived when the dinosaurs did. Revise and Proofread a Report, 379C 1.4.B, 1.5.C.1, 1.5.E, 1.5.F

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**Grade 2, Unit 3, Week 3, Meet the Super Croc, 368A–379HH**
# PENNSYLVANIA Lesson Plan

## DAY 1
- **Focus Question:** What types of performances can people give?  
  Build Background, 380K  
  1.6.D.2

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<tr>
<td>• Listening Comprehension</td>
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<tr>
<td>• Phonemic Awareness</td>
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## DAY 2
- **Focus Question:** Who are the Alvin Alley kids and what do they do?  
  1.6.D.2

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| Identify and Work with Syllables, 381A  
  1.1.C.11 |

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| Introduce Medial, Final Consonant Digraphs, 381A  
  Practice Book A-O-B, 109  
  1.1.C.3, 1.1.C.6, 1.1.C.7, 1.1.C.12 |
| Pretest: Medial, Final Consonant Digraphs, 381C  
  Spelling Practice Book, 53  
  1.1.C.1, 1.1.C.5, 1.1.E, 1.3.F.1 |

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| effort, mood, perform, proud, remember, students, 381E  
  Strategy: Use a Thesaurus/Dictionary  
  Practice Book A-O-B, 110  
  1.1.E.1 |

## DAY 3
- **Focus Question:** Did you think that reading about real kids was more interesting than reading about made-up characters?  
  Read-Aloud: “Boy, Can He Dance,” 403E  
  1.6.B.1, 1.6.B.3

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| Phoneme Segmentation, 383F  
  1.1.C.7 |

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| Blend and Build with Medial, Final Consonant Digraphs, 383G  
  1.1.C.6, 1.1.C.7, 1.1.C.12 |
| Word Sort with Medial, Final Consonant Digraphs, 383H  
  Spelling Practice Book, 54  
  1.1.C.5, 1.1.E |

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| Review Words in Context, 383I  
  1.1.E |

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| Strategy: Visualize  
  Practice Book A-O-B, 111-112  
  1.1.G.1 |

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| Word Automaticity, 381D  
  1.1.H.1 |

## Reading
- **Read** Decodable Reader, Watch the Birch Tree, 381D “A Little Symphony,” 382/383  
  1.1.B, 1.1.C.1, 1.1.E

## Comprehension
- **Comprehension:** 383A–383B  
  Strategy: Visualize  
  Practice Book A-O-B, 111-112  
  1.1.G.1

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| Echo-Read, 403A  
  1.1.H.3, 1.6.C.2 |

## Grammar
- **Grammar** Daily Language Activity, 383C  
  The Verb Have, 383C  
  Grammar Practice Book, 66  
  1.5.F.4

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| Picture Prompt: Look at the picture, Write about what you see.  
  Brainstorm a Persuasive Ad, 383D  
  1.4.C, 1.5.A |

## Writing
- **Writing** Daily Writing Prompt: Review a performance that you attended.  
  Freewrite a Persuasive Ad, 403C  
  1.5.A

## Mechanics
- **Mechanics:** Book Titles, 403K  
  Grammar Practice Book, 68  
  1.5.F.2

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| Daily Writing Prompt: Persuade a friend to join your dance class.  
  Writing Trait: Voice, 403L  
  Draft a Persuasive Ad, 403M  
  1.2.C |

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*grade 2, Unit 3, Week 4, The Alvin Alley Kids: Dancing As a Team, 380A–407DD*
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<tr>
<td>• Oral Vocabulary</td>
<td>Focus Question: How are the dance classes like the message in these lyrics? 1.6.B.2</td>
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<tr>
<td>• Listening Comprehension</td>
<td>Focus Question: How will summarizing help you to read and understand another selection? 1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2</td>
</tr>
<tr>
<td>• Phonemic Awareness</td>
<td>Phonemic Awareness: Identify and Work with Syllables, 4030 1.1.C.11</td>
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<td><strong>WORD STUDY</strong></td>
<td>Phonemic Awareness: Phoneme Blending, 407B 1.1.C.7</td>
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<td>• Phonics</td>
<td>Phonics: Build Words with Medial, Final Consonant Digraphs, 403P Words with Open and Closed Syllables, 403Q Practice Book A-O-B, 115 1.1.C.6, 1.1.C.7, 1.1.C.12</td>
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<td>Spelling: Practice Weekly Spelling Words, 403R 1.1.E, 1.5.F.1</td>
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<td>Writing: Self-Selected Reading, 380l 1.3.F</td>
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<td><strong>READING</strong></td>
<td>Comprehension: Visualize Skill: Summarize 1.1.G.1</td>
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<td>Read: &quot;You'll Sing a Song,&quot; 404/405 1.3.C, 1.3.D</td>
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<td>Fluency: Timed Reading, 380l 1.1.H</td>
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<td>Grammar: Daily Language Activity, 407F The Verb Have, 407F Grammar Practice Book, 70 1.5.F.4</td>
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<tr>
<td>• Writing</td>
<td>Writing: Daily Writing Prompt: Create a poster for a play, dance, or musical performance. Publish and Present a Persuasive Ad, 407G 1.5.G</td>
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</table>
| Daily Writing Prompt: Imagine you are part of a performance for the first time. Revise and Edit/Proofread a Persuasive Ad, 405B 1.5.E, 1.5.F | **Instructional Navigator Interactive Pennsylvania Lesson Planner**

Weekly Assessment in PSSA format

Unit and Benchmark Assessment in PSSA format

Grade 2, Unit 3, Week 4, The Alvin Alley Kids: Dancing As a Team, 380A-407DD

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Day 1

Focus Question: Why do you think we need farms?
- Build Background, 408K
- 1.6.D.2

Phonemic Awareness: Phoneme Addition and Deletion, 409A
- 1.1.C.2

Phonics: Introduce Initial Triple Consonant Blends: scr, spr, str, 409C
- Practice Book A-O-B, 117
- 1.1.C.3, 1.1.C.6, 1.1.C.7, 1.1.C.12

Spelling: Pretest: Words with: scr, spr, str, 409C
- Spelling Practice Book, 57
- 1.1.C.1, 1.1.C.5, 1.1.E, 1.5.F.1

Vocabulary:
- Demand, emergency, furious, impatient, sincerely, snore, 409E
- Strategy: Use a Thesaurus/Synonyms
- Practice Book A-O-B, 118
- 1.1.E.1

Reading: Decodable Reader, The Missing String Beans, 409D ("Iggy Pig Saves the Day"), 410/411
- 1.1.B, 1.1.C.1, 1.1.E

Comprehension: 411A-411B
- Strategy: Visualize

Fluency: Word Automaticity, 409D
- 1.1.H.1

Grammar: Daily Language Activity, 411C
- Combining Sentences, 411C
- Grammar Practice Book, 71
- 1.5.F.4

Writing: Picture Prompt: Look at the picture. Write about what you see, 408K
- Brainstorm a Persuasive Letter, 411D
- 1.4.C, 1.5.A

Day 2

Focus Question: How do the cows get Farmer Brown to do what they want?
- 1.6.D.2

Phonemic Awareness: Identify and Generate Alliteration, 411F
- 1.1.C.2

Phonics: Blend with scr, spr, str, 411F
- Build with scr, spr, str, 411G
- 1.1.C.6, 1.1.C.7, 1.1.C.12

Spelling: Word Sort with scr, spr, str, 411G
- Spelling Practice Book, 58
- 1.1.C.5, 1.1.E

Vocabulary:
- Review Words in Context, 411H
- 1.1.E

Reading: Click, Clack, Moo: Cows That Type, 412/413-434/435

Comprehension: 411I-437A
- Strategy: Visualize
- Skill: Identify Cause and Effect
- Practice Book A-O-B, 119-120
- 1.1.D

Fluency: Echo Reading and Repeated Reading, 437A
- 1.1.H.1

Grammar: Daily Language Activity, 437B
- Combining Predicates, 437B
- Grammar Practice Book, 72
- 1.5.F.4

Writing: Daily Writing Prompt: What kind of a farmer must have to do the job well.
- Prewrite a Persuasive Letter, 437C
- 1.4.C, 1.5.A

Day 3

Focus Question: How were the animals in this story like farm animals in real life?
- Read Aloud: "Barnyard Lullaby," 437E
- 1.6.B.1, 1.6.B.3

Phonemic Awareness: Phoneme Blending, 437F
- 1.1.C.7

Phonics: Blend and Build with scr, spr, str, 437F
- 1.1.C.6, 1.1.C.7, 1.1.C.12

Spelling: Word Sort, 437G
- Spelling Practice Book, 59
- 1.1.C.5, 1.1.E

Vocabulary:
- Strategy: Use a Thesaurus/Synonyms
- Practice Book A-O-B, 122
- 1.1.E.1

Reading: Click, Clack, Moo: Cows That Type, 412/413-434/435

Comprehension: 437I
- Maintain Skill: Cause and Effect
- 1.1.D

Fluency: Repeated Reading, 437I
- Practice Book A-O-B, 121
- 1.1.H.1, 1.1.H.3

Grammar: Daily Language Activity, 437K
- Mechanics: Sentence Punctuation, 437K
- Grammar Practice Book, 73
- 1.5.F.3

Writing: Daily Writing Prompt: Write an ad telling what skills a farmer must have to do the job well.
- Writing Trait: Word Choice, 437L
- Draft a Persuasive Letter, 437M
- 1.2.C, 1.4.C
**DAY 4**

**Focus Question:** What other things might Farmer Brown have to do besides take care of the cows?
1.6.D.2

**Phonemic Awareness:** Phonomer Addition and Deletion, 437Q
1.1.C.2

**Phonics:** Build words with scr, spr, str, 437O
Possesses, 437P
Practice Book A-O-B, 123
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**Spelling:** Practice Weekly Spelling Words, 437Q
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**Vocabulary:** Review Words in Context, 437Q
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**Read:** "Farming Corn," 438/439-440/441
1.1.G.1, 1.2.A.4

**Comprehension:** 437R-441A
- Text Feature: Calendar
- Content Vocabulary: crop, harvest, schedule
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**Fluency:** Word Automaticity, 437Q
1.1.H.1

**Grammar:** Daily Language Activity, 441B
- Sentence Combining, 441C
Grammar Practice Book, 74
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**Writing:** Daily Writing Prompt: Imagine that you work on a farm. Write a journal entry to tell what you did today. Review and Proofread a Persuasive Letter, 441D
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**DAY 5**

**Focus Question:** How will visualizing help you read and understand another selection?
1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2

**Phonemic Awareness:** Phonomer Blending, 443B
1.1.C.7

**Phonics:** Blend with scr, spr, str, 443B
1.1.C.6, 1.1.C.7, 1.1.C.12

**Spelling:** Posttest, 443C
1.5.F.1

**Vocabulary:** Review: demand, emergency, furious, impatient, sincerely, snore, 443D
Spiral Review, 443D
1.1.E

**Read:** Self-Selected Reading, 4081
1.3.F

**Comprehension:** 443E
- Strategy: Visualize

**Fluency:** Timed Reading, 4081
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**Grammar:** Daily Language Activity, 443F
- Sentence Combining, 443F
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1.5.F.2, 1.5.F.3

**Writing:** Daily Writing Prompt: Imagine that you are a child who lives on a farm. Publish and Present a Persuasive Letter, 443G
1.5.G
## PENNSYLVANIA Lesson Plan

### ORAL LANGUAGE
- **Oral Vocabulary**
- **Listening Comprehension**
- **Phonemic Awareness**

### WORD STUDY
- **Phonics**
  - Introduce r-Controlled Vowels /ar/, /ɛr/, /ɔr/, 11A
  - Blend with r-Controlled Vowels /ar/, /ɛr/, /ɔr/, 11B
- **Spelling**
  - Pretest: Words with ar, or, 11C
- **Vocabulary**
  - Beasts, preen, handy, itches, nibble, puddles, 11A
  - Strategy: Words Farts/Inflected Nouns

### READING
- **Read**
  - Decodable Reader, All Sorts of Sharks, 11B
  - "Animals Need to Eat," 12/13
- **Comprehension**
  - 11A, 11B, 11C, 11E
  - Strategy: Generate Questions
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  - Linking Verbs, 13C
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  - 1.5.A, 4
- **Writing**
  - Picture Prompt: Look at the picture. Write about what you see. 10T
  - Brainstorm a Summary, 13D

### Focus Question
- **Day 1**: What do animals and humans need to live? Build Background, 10T
- **Day 2**: How do the different animals clean themselves? 1.6.D.2
- **Day 3**: How did looking at the photographs help you understand the information in the article? Read Aloud: "The Great Kapok Tree," 37E

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- **Day 1**: Phoneme Identity, 11A
- **Day 2**: Phoneme Categorization, 13F
- **Day 3**: Phoneme Blending, 37F

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- **Day 2**: Spelling Practice Book, 63
- **Day 3**: Practice Book A-O-B, 132

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**Grade 2, Unit 4, Week 1, Spish! Splash! Animal Baths**: 10A-11DD
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<td><strong>Review and Assess</strong></td>
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| - Oral Vocabulary | - Focus Question: How will generating questions help you read and understand another selection?  
1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2  
Phonemic Awareness: Phoneme Blending, 41B |
| - Listening Comprehension | - Focus Question: How do the animals in the play and Splish! Splash! meet their needs?  
1.6.D.2 |
| - Phonemic Awareness | | |
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| - Fluency | | |
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| - Grammar | - Grammar: Linking Verbs, 41F  
Grammar Practice Book, 80  
1.5.F.2, 1.5.F.4 |
| - Writing | | |
| **Writing** | | |
| | **Writing** |
**DAY 4**

**Focus Question** How are the newspaper article and Goose's Story alike? How are they different?
1.6.D.2

**Phonemic Awareness** Phoneme Segmentation, 73O
1.1.C.7

**Phonics** Build Words with *r*-Controlled Vowel /aɪər/, ir, ur, 73P Practice Book A–O–B, 141
1.1.C.6, 1.1.C.7, 1.1.C.12

**Spelling** Practice Weekly Spelling Words, 73Q Spelling Practice Book, 68
1.1.E, 1.5.F.1

**Vocabulary** Review Words in Context, 73Q
1.1.E

**Reading** "Baby Owl Rescue," 74.75–76/77
1.1.H.5, 1.2.A.4

**Comprehension** Text Feature: Maps
Content Vocabulary: endangered, pollution, sanctuary, 73R Practice Book A–O–B, 142
1.2.A.4

**Fluency** Word Automaticity, 73Q
1.1.H.1

**Grammar** Daily Language Activity, 77C Helping Verbs, 77C Grammar Practice Book, 84
1.5.F.2, 1.5.F.4

**Writing** Daily Writing Prompt: Imagine you are the parent of baby geese. Tell what you do to make sure your babies survive. 73N Revise and Edit/Proofread a News Story, 77D
1.5.E, 1.5.F

**DAY 5**

**Focus Question** How will generating questions help you to read and understand another selection?
Speaking and Listening, 79H
1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2

**Phonemic Awareness** Phoneme Blending, 79B
1.1.C.7

**Phonics** Blend with *r*-Controlled Vowel /aɪər/, ir, ur, 79B
1.1.C.6, 1.1.C.7, 1.1.C.12

**Spelling** Posttest, 79C
1.5.F.1

**Vocabulary** Review: balance, deserted, freezes, imagine, saddest, wider, 79D Spiral Review, 79D
1.1.E

**Reading** Self-Selected Reading, 42I
1.3.F

**Comprehension** Strategy: Generate Questions
Skill: Identify Cause and Effect
1.1.H.5

**Fluency** Timed Reading, 42I
1.1.H

**Grammar** Daily Language Activity, 79F Helping Verbs, 79F Grammar Practice Book, 85
1.5.F.4

**Writing** Daily Writing Prompt: Imagine you are an animal from one of the concept webs. Write about what you do in a typical day in order to survive. 79A Publish and Present a News Story, 79G
1.5.G
# PENNSYLVANIA Lesson Plan

**A Way to Help Planet Earth, 84–87**

## DAY 1

**Focus Question**
How do people cause problems for Earth? What can people do to help?

- Build Background, 80K
- 1.6.D.2

**Phonemic Awareness**
- Generate Rhymes, 81A
- 1.1.C.9

**WORD STUDY**

- **Phonics**
  - Introduce Variant Vowel /u/oo, ou, 81A
  - Blend with Variant Vowel /u/oo, ou, 81B
  - Practice Book A–O–B, 143
  - 1.1.C.3, 1.1.C.6, 1.1.C.7, 1.1.C.12

- **Spelling**
  - Pretest: Words with oo, ou, 81C
  - Spelling Practice Book, 69
  - 1.1.C.1, 1.1.C.5, 1.1.E, 1.5.F.1

- **Vocabulary**
  - conservation, extinct, hardest, remains, trouble, 81E
  - Strategy: Context Clues/Comparatives and Superlatives
  - Practice Book A–O–B, 144
  - 1.1.E.1

**READING**

- **Read**
  - Decodable Reader, We Should Look at Fishing, 81D
  - “Prairie Problem,” Be Careful, We’re Almost Gone, 82/83
  - 1.1.B, 1.1.C.1, 1.1.E

- **Comprehension**
  - 83A–83B

- **Fluency**
  - Word Automaticity, 81D
  - 1.1.H.1

## DAY 2

**Focus Question**
What can everyone do to help keep Earth clean?

- 1.6.D.2

**Phonemic Awareness**
- Initial Sound Substitution, 83F
- 1.1.C.2

**WORD STUDY**

- **Phonics**
  - Blend with Variant Vowel /u/oo, ou, 83F
  - Build with Variant Vowel /u/oo, ou, 83G
  - 1.1.C.6, 1.1.C.7, 1.1.C.12

- **Spelling**
  - Word Sort with oo, ou, 83G
  - Spelling Practice Book, 70
  - 1.1.C.5, 1.1.E

- **Vocabulary**
  - Words in Context, 83H
  - 1.1.E

**READING**

- **Read**
  - A Way to Help Planet Earth, 84/85–86/87

- **Comprehension**
  - 83J–87A

- **Fluency**
  - Echo-Read, 87A
  - 1.1.H.3, 1.6.C.2

## DAY 3

**Focus Question**
What information did you learn by reading this article?

- Read Aloud: “This Is Our Earth,” 87E
  - 1.6.B.1, 1.6.B.3

**Phonemic Awareness**
- Phonoem Blending, 87F
- 1.1.C.7

**WORD STUDY**

- **Phonics**
  - Blend and Build with Variant Vowel /u/oo, ou, 87F
  - 1.1.C.6, 1.1.C.7, 1.1.C.12

- **Spelling**
  - Spelling Practice Book, 71
  - 1.1.C.5, 1.1.E

- **Vocabulary**
  - Strategy: Context Clues/Comparatives and Superlatives, 87H
  - Practice Book A–O–B, 147
  - 1.1.E.1

**READING**

- **Read**
  - A Way to Help Planet Earth, 84/85–86/87

- **Comprehension**
  - 87J–87K

- **Fluency**
  - Repeated Reading, 87I
  - Practice Book A–O–B, 149

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Grade 2, Unit 4, Week 3, A Way to Help Planet Earth, 80A–91HH
# Skills/Strategies

**Phonics**
- Variant Vowel /u/oo, ou

**Vocabulary**
- Words: conservation, extinct, hardest, remains, trouble
- Strategy: Context Clues/Comparatives and Superlatives

**Comprehension**
- Strategy: Generate Questions
- Skill: Description

**Writing**
- Nonfiction Article

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# Pennsylvania Lesson Plan

## Oral Language
- **Focus Question**: What happens when a powerful storm strikes? How can people stay safe during a big storm?  
  1.6.D.2
- **Phonemic Awareness**: 
  - Segmentation: 1.1.C.7

## Phonics
- **Phonics**: Introduce Variant Vowel /u/oo, ui, ew, oe, 93A
- **Spelling Pretest**: Words with oo, ui, ew, oe, 93B
- **Vocabulary**: beware, destroy, grasslands, prevent, uprooted, violent, 93E
  - Strategy: Word Parts/Compound Words
  - Practice Book A-O-B, 152
  - 1.1.E.1

## Reading
- **Read**: Decodable Reader, 
  - Soon the North Wind Blew: 90D
- **Comprehension**: 95A–95B
  - Strategy: Monitor Comprehension/ Reread
  - Skill: Make and Confirm Predictions
  - 1.1.D.1, 1.1.G.5
  - Fluency: Word Automaticity, 95D
  - 1.1.H.1

## Grammar
- **Grammar**: Daily Language Activity, 95C
  - Irregular Verbs, 95C
  - Grammar Practice Book, 91
  - 1.5.F.4

## Writing
- **Writing**: 
  - Picture Prompt: Look at the picture. Write about what you see. 92K
  - Brainstorm a Compare-Contrast Paragraph, 95D
  - 1.5.A

## Phonemic Awareness
- **Phonemic Awareness**: Phoneme Blending, 95F
  - 1.1.C.7

## Phonics
- **Phonics**: 
  - Blend with Variant Vowel /u/oo, ui, ew, oe, 95F
  - Build with /u/oo, ui, ew, oe, 95F
  - Practice Book A-O-B, 151
  - 1.1.C.6, 1.1.C.7, 1.1.C.12
  - Spelling Pretest: Words with oo, ui, ew, oe, 95H
  - Spelling Practice Book, 74
  - 1.1.C.5, 1.1.E

## Vocabulary
- **Vocabulary**: Review Words in Context, 95I
  - 1.1.E

## Comprehension
- **Comprehension**: 95J–95A
  - Strategy: Monitor Comprehension/ Reread
  - Skill: Make and Confirm Predictions
  - Practice Book A-O-B, 153–154
  - Fluency: Echo-Reading, 119A
  - 1.1.H.3, 1.6.C.2

## Grammar
- **Grammar**: Daily Language Activity, 119B
  - Irregular Verbs, 119B
  - Grammar Practice Book, 92
  - 1.5.F.4

## Writing
- **Writing**: 
  - Daily Writing Prompt: Imagine a hurricane is coming to your area. Tell what you will do to prepare for it. 95F
  - Prewrite a Compare-Contrast Paragraph, 119C
  - 1.5.A

## Vocabulary
- **Vocabulary**: Strategy: Word Parts/ Compound Words, 119H
  - Practice Book A-O-B, 156
  - 1.1.E.1

## Writing
- **Writing**: 
  - Daily Writing Prompt: Write a description of a day with one kind of “super storm.” 119D
  - Writing Trait: Ideas, 119L
  - Draft a Compare-Contrast Paragraph, 119M
  - 1.2.C
**ORAL LANGUAGE**

- **Oral Vocabulary**
  - Focus Question: Which kind of storm is the storm in the poem most like? Explain why. 1.6.D.2

- **Listening Comprehension**

- **Phonemic Awareness**
  - Phonemic Awareness: Phoneme Blending, 119O
    - 1.1.C.7

**WORD STUDY**

- **Phonics**
  - Phonics: Build Words with Variant Vowel /u/ oo, ui, eu, oe, ue, 119O
    - Practice Book A-O-B, 157
    - 1.1.C.6, 1.1.C.7, 1.1.C.12

- **Spelling**
  - Spelling: Practice Weekly Spelling Words, 119P
    - Spelling Practice Book, 76
    - 1.1.E, 1.5.F.1

- **Vocabulary**
  - Vocabulary: Review Words in Context, 119P
    - 1.1.E

**READING**

- **Comprehension**
  - Text Feature: Repetition and Word Choice, 119Q
    - Practice Book A-O-B, 158
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- **Fluency**
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    - 1.1.H.1

**LANGUAGE ARTS**

- **Grammar**
  - Grammar: Daily Language Activity, 121A
    - Irregular Verbs, 121A
    - Grammar Practice Book, 94
    - 1.5.F.2

- **Writing**
  - Writing: Daily Writing Prompt: Describe the kind of weather you like the least. Tell why you don’t like it and what you do during that kind of weather. 119N
    - Revise and Proofread a Compare-Contrast Paragraph, 121B
    - 1.5.E, 1.5.F

**DAY 4**

**DAY 5**

**Review and Assess**

- **Focus Question**: How will rereading help you read and understand another selection? Speaking, Listening, and Viewing, 123H
  - 1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2

- **Phonemic Awareness**: Identify and Work with Syllables, 123B
  - 1.1.C.11

- **Phonics**: Blend with Variant Vowel /u/ oo, ui, eu, oe, ue, 123B
  - 1.1.C.6, 1.1.C.7, 1.1.C.12

- **Spelling**: Posttest, 123C
  - 1.5.F.1

- **Vocabulary**: Review: beware, destroy, grasslands, prevent, uprooted, violent. 123D
  - Spiral Review, 123D
  - 1.1.E

**Read**: Self-Selected Reading, 92l
- 1.3.F

**Comprehension**: 123E
- Strategy: Monitor Comprehension/Reread
- Skill: Make and Confirm Predictions
  - 1.1.D.1, 1.1.G.5
  - Fluency: Timed Reading, 92l

**Grammar**: Daily Language Activity, 123F
- Irregular Verbs, 123F
- Grammar Practice Book, 95
  - 1.5.F.2, 1.5.F.4

**Writing**: Daily Writing Prompt: Choose a kind of weather that you read about this week. Write a poem about it. 123A
- Publish and Present a Compare-Contrast Paragraph, 123G
  - 1.5.G
## DAY 4
### Focus Question
How would Nutik’s life have been different if he never left his pack? 
1.6.D.2

### Phonemic Awareness
- **Phoneme:** Categorization, 149O
- **Phoneme:** Blending, 155B

### Vocabulary
- **Review Words in Context:** 149Q
- **Words:** beloved, glanced, gleamed, noble, promised, wiggled

### Spelling
- **Practice Weekly Spelling Words:** 149Q
- **Practice Book:** 80

### Phonics
- **Build Words with Variant Vowel /əu/ aw:** 149Q
- **Practice Book:** A-O-B, 165

### Reading
- **Read:** “Wolves,” 150/151–152/153
- **Comprehension:** 149R–153A
- **Text Feature:** Heads
  - **Habitats:** prey, room
- **Practice Book:** A-O-B, 166
- **Fluency:** 1.1.H.1

## DAY 5
### Focus Question
How will adjusting your reading rate help you read and understand another selection? 
1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2

### Phonemic Awareness
- **Phoneme:** Blending, 155B
- **Phoneme:** Categorization, 149O

### Vocabulary
- **Review:** beloved, glanced, gleamed, noble, promised, wiggled, 155D
- **Spiral Review:** 155D
- **Unit and Benchmark Assessment in PSSA format**

### Spelling
- **Posttest:** 155C
- **Practice Book:** 80

### Phonics
- **Blend with Variant Vowel /əu/ aw:** 155B
- **Practice Book:** A-O-B, 165

### Comprehension
- **Strategy:** Monitor Comprehension: Adjust Reading Rate
- **Skill:** Make Inferences

### Grammar
- **Daily Language Activity:** 153B

### Writing
- **Daily Writing Prompt:** Write a description of one animal home. Tell how it helps the animal survive. 149N
- **Revise and Proofread:** A Book Report, 153D

### Grade 2, Unit 4, Week 5, Nutik, the Wolf Pup, 124A–155DD
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### DAY 1

**Focus Question:** What is life like in the desert? Build Background, 160T
1.6.D.2

**Phonemic Awareness:** Phoneme Identity, 161A
1.1.C.2

### DAY 2

**Focus Question:** What do you learn about the toad? Build Background, 160T
1.6.D.2

**Phonemic Awareness:** Initial and Final Sound Substitution, 163F
1.1.C.2

### DAY 3

**Focus Question:** How did the author tell facts in an interesting way in this story? Read Aloud: “The Desert Is Theirs,” 187E
1.1.C.6, 1.1.C.7, 1.1.C.12

**Phonemic Awareness:** Phoneme Blending, 187F
1.1.C.7

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### ORAL LANGUAGE
- Oral Vocabulary
- Listening Comprehension
- Phonemic Awareness

### WORD STUDY
- Phonics
  - Introduce Diphthong /ou/, /ow/, 161A Practice Book A-O-B, 169
  - /i/.C, 1.1.C.6, 1.1.C.7, 1.1.C.12
- Spelling
  - Pretest: Words with Diphthong /ou/, /ow/, 161C
  - Spelling Practice Book, 81
  - /i/.C, 1.1.C.5, 1.1.E, 1.5.F.1
- Vocabulary
  - beyond, burrow, distant, lengthy, ranger’s, warning, 161E
  - Strategy: Context Clues/Possessives Practice Book A-O-B, 170
  - 1.1.C.4

## READING

**Read** Decodable Reader, Southwest Flowering Plants, 161D
“The Coatis of the Sonora Desert,” 162/163
1.1.B, 1.1.C.1, 1.1.E

**Comprehension** 163A–163B
- Strategy: Summarize
  - Skill: Author’s Purpose Practice Book A-O-B, 171–172
  - 1.1.G.1

**Fluency** Word Automaticity, 161D
1.1.H.1

**Read** Dig, Wait, Listen: A Desert Toad’s Tale, 164/165–184/185

**Comprehension** 1631–187A
- Strategy: Summarize
  - Skill: Author’s Purpose Practice Book A-O-B, 171–172
  - 1.1.G.1

**Fluency** Echo-Read, 187A
1.1.H.1

## LANGUAGE ARTS

**Grammar** Daily Language Activity, 163C
- Pronouns, 163C
  - Grammar Practice Book, 101
  - 1.5.F.4

**Writing**
- Picture Prompt: Look at the picture. Write about what you see. 160G
  - Brainstorm a Fictional Dialogue, 163D
  - 1.4.A, 1.5.A

**Grammar** Daily Language Activity, 187B
- Pronouns, 187B
  - Grammar Practice Book, 102
  - 1.5.F.4

**Writing**
- Daily Writing Prompt: Imagine you are one of the animals that lives in the desert. Write a description of a typical day in the desert for this animal as it finds what it needs to survive. 163E
  - Prewrite and a Fictional Dialogue, 187C
  - 1.5.A, 1.5.C.2

**Grammar** Daily Language Activity, 187K
- Mechanics: Quotation Marks, 187K
  - Grammar Practice Book, 103
  - 1.5.F

**Writing**
- Daily Writing Prompt: Write a poem about a desert toad. Use words that will help your readers create pictures in their minds. 187D

**Writing**
- Trait: Voice, 1871
  - Draft a Fictional Dialogue, 187M
  - 1.2.C, 1.4.A

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**Note:** Grade 2, Unit 5, Week 1, Dig, Wait, Listen: A Desert Toad’s Tale, 160J–193DD
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## Lesson Plan
### DAY 1
- **Focus Question:** How do different people work together to put on a play?
  - Build Background, 194K
- **Phonemic Awareness:** Segment and Blend Onsets/Rimes, 195A
  - 1.1.C.7

### DAY 2
- **Focus Question:** What is the people’s problem? How do they solve it?
  - 1.6.D.2
- **Phonemic Awareness:** Phoneme Substitution, 197F
  - 1.1.C.2

### DAY 3
- **Focus Question:** How is a play different from a book?
  - Read Aloud: "Albert’s Play," 213E
    - 1.6.B.1, 1.6.B.3
- **Phonemic Awareness:** Phoneme Segmentation, 213F
  - 1.1.C.7
- **Phonics:** Blend with Diphthongs /oi/ or oy, 197C
  - 1.1.C.6, 1.1.C.7, 1.1.C.12
- **Spelling:** Word Sort with Diphthongs /oi/ or oy, 197H
  - 1.1.C.5, 1.1.E
- **Vocabulary:** Review Words in Context, 1971
  - 1.1.E

### WORD STUDY
- **Phonics**
  - Introduce and Blend with Diphthongs /oi/ or oy, 195A
    - Practice Book A-O-B, 177
    - 1.1.C.3, 1.1.C.6, 1.1.C.7, 1.1.C.12
- **Spelling**
  - Pretest: Words with Diphthongs /oi/ or oy, 195C
    - Spelling Practice Book, 85
    - 1.1.C.1, 1.1.C.5, 1.1.E, 1.5.F.1
- **Vocabulary**
  - agreed, gathered, jabbing, randomly, signal, 195E
  - Strategy: Word Parts/Inflected Endings
    - Practice Book A-O-B, 178
    - 1.1.C.4

### READING
- **Read**
  - Decodable Reader, Let’s Join Joy’s Show!, 195D
    - Why Sun and Moon Live in the Sky,” 196/197
  - 1.1.B, 1.1.C.1, 1.1.E
- **Comprehension**
  - 197A–197B
  - Strategy: Visualize
- **Fluency**
  - Word Automatically, 195D
  - 1.1.H.1

### LANGUAGE ARTS
- **Grammar**
  - Daily Language Activity, 197C
    - I and me, we and us, 197C
    - Grammar Practice Book, 106
    - 1.5.F.4
- **Writing**
  - Picture Prompt: Look at the picture. Write about what you see. 194K
    - Brainstorm a Play, 197D
    - 1.4.A, 1.5.A

### Grammar
- Daily Language Activity, 213B
  - I and me, we and us, 213B
  - Grammar Practice Book, 107
  - 1.5.F.4
- **Writing**
  - Daily Writing Prompt: Design and make a poster for a play. Include the title and what the play is about. 197E
    - Prewrite a Play, 213C
    - 1.4.A.3, 1.5.A, 1.5.C.2

### Grammar
- Daily Language Activity, 213K
  - Mechanics: Pronoun I, 213K
  - Grammar Practice Book, 108
  - 1.5.F.4
- **Writing**
  - Daily Writing Prompt: Imagine you are one of the characters in the play who helped push the sky up higher. 213D
    - Draft a Play, 213M
    - 1.2.C, 1.5.C.2

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Trade 2, Unit 5, Week 2, Pushing Up the Sky, 194A–217DD
**DAY 4**

- **Focus Question**: Do you think this is one of Joseph Bruchac’s favorite stories? Explain why or why not.
  - 1.6.D.2

- **Phonemic Awareness**: Phoneme Substitution, 213O
  - 1.1.C.2

- **Phonics**: Build with Diphthong /oi/oi, oy, 213P
  - Homophones, 213Q
  - Practice Book A-O, 183
  - 1.1.C.6, 1.1.C.7, 1.1.C.12

- **Spelling**: Practice Weekly Spelling Words, 213R
  - Practice Book 88
  - 1.1.E, 1.5.F.1

- **Vocabulary**: Review, 213R
  - 1.1.E

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**DAY 5**

- **Focus Question**: How did the reading strategy and skill help you?
  - Speaking, Listening, and Viewing, 217H
  - 1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2

- **Phonemic Awareness**: Phoneme Segmentation, 217B
  - 1.1.C.7

- **Phonics**: Blend with Diphthong /oi/oi, oy, 217B
  - 1.1.C.6, 1.1.C.7, 1.1.C.12

- **Spelling**: Posttest, 217C
  - 1.5.F.1

- **Vocabulary**: Review: agreed, gathered, jabbing, randomly, signal, 217D
  - Spiral Review, 217D
  - 1.1.E

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**READING**

- **Read**: “Getting to Know Joseph Bruchac,” 214-215
  - 1.2.A.4

- **Comprehension**: 2135-215A
  - Text Feature: Interview
  - Content Vocabulary: append, author, interviewed
  - Practice Book A-O, 184
  - 1.1.F, 1.2.A.4

- **Fluency**: Word Automaticity, 213R
  - 1.1.H.1

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**LANGUAGE ARTS**

- **Grammar**: Daily Language Activity, 215B
  - I and me, we and us, 215C
  - Grammar Practice Book, 109
  - 1.5.F.2, 1.5.F.4

- **Writing**: Daily Writing Prompt: Add an eighth chief character to the play Pushing Up the Sky. Write some lines for the new character in each scene. 213N
  - Revise and Proofread a Play, 215D
  - 1.5.E, 1.5.F.

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**Writing**

- **Daily Writing Prompt**: Write a story about a class play. 217A
  - Publish and Present a Play, 217G
  - 1.5.G
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<td>Daily Writing Prompt: Imagine that you are an explorer and you are packing for a voyage. Tell where you are going and write about what you will bring. 221E</td>
<td>Daily Writing Prompt: Imagine that you are an explorer. Write a journal entry about what you do in a typical day. 225D</td>
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<td>Generate Questions/Determine Sources, 221D</td>
<td>Prewrite a Report, 225C</td>
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<td>1.2.C, 1.4.B, 1.5.B.2</td>
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**Columbus Explores New Lands, 222-225**

**Phonics** Blend and Build with Schwa /a/ o, 221F
1.1.C.6, 1.1.C.7, 1.1.C.12
**Spelling** Word Sort with Schwa /a/ o, 221G
**Vocabulary** Strategy: Context Clues, 225H

**Comprehension** 225J
Maintain Skill: Make and Confirm Predictions, 225J
Research and Study Skills: Text Feature/Media Center, 225K
Practice Book A-O-B, 190
1.1.D.1

**Fluency** Repeated Reading, 225I
Practice Book A-O-B, 191
1.1.H.1, 1.1.H.3
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<td>* Listening Comprehension</td>
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<td>- Phonics: Build Words with Schwa /a/, 225Q Derivations, Base Words, 225R Practice Book A-O-B, 194 1.1.C.6, 1.1.C.7, 1.1.C.12</td>
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<td>- Spelling: Practice Weekly Spelling Words, 225S Spelling Practice Book, 92 1.1.E, 1.5.F.1</td>
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<td>- Vocabulary: Review: areas, oceans, planet, vast, voyage, 229H Spiral Review, 229H 1.1.E</td>
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<td>- Grammar: Daily Language Activity, 229A Proofread, 229B Grammar Practice Book, 114 1.5.F.4</td>
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<td>- Writing: Daily Writing Prompt: Imagine that you were on Columbus's voyage. Write about what you did and saw. 225P Revise and Proofread a Report, 229C-229D 1.4.B, 1.5.E, 1.5.F</td>
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<td>* Vocabulary: REVIEW: areas, oceans, planet, vast, voyage, 229H Spiral Review, 229H 1.1.E</td>
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<td>* Writing</td>
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<td>- Writing: Daily Writing Prompt: Write a poem about what it is like to explore a new place. 229E Publish and Present a Report, 229K</td>
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Grade 2, Unit 5, Week 3, Columbus Explores New Lands, 218A-229HH
**Day 4**

**Focus Question:** Which plants would the characters in *The Ugly Vegetables* have to add to their garden to make African peanut soup?

1.6.D.2

**Phonemic Awareness:** Phoneme Deletion, 257Q

1.1.C.2

**Phonics:** Build Words with /n/, /gn/, /kn/, /tr/., /mr/., /mb/, 257P

Practice Book A-O-B, 199

1.1.C.6, 1.1.C.7, 1.1.C.12

**Spelling:** Practice Weekly Spelling Words, 257Q

Spelling Practice Book, 96

1.1.E, 1.5.F.1

**Vocabulary:** Review Words in Context, 257Q

1.1.E

**Reading:**

*Soup from Around the Globe,* 258/259-260/261

1.1.D.2, 1.2.A.4

**Comprehension:** 257R-261A

**Text Feature:** Written Directions

Content Vocabulary: combine, directions, ingredients

Practice Book A-O-B, 200

1.1.F., 1.2.A.4

**Fluency:** Word Automaticity, 257Q

1.1.H.1

**Grammar:**

Daily Language Activity, 261B

Pronoun-Verb Agreement, 261B

Grammar Practice Book, 119

1.5.F.4

**Writing:**

Daily Writing Prompt: Write a description of what you would see, feel, hear, smell, taste, and touch in a garden. 257N

Revise and Proofread a Realistic Story, 261D

1.4.A.3, 1.5.E, 1.5.F

**Day 5**

**Review and Assess**

**Focus Question:** How did the reading strategy and skill help you?

Speaking and Listening, 263H

1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2

**Phonemic Awareness:** Phoneme Blending, 263B

1.1.C.7

**Phonics:** Blend with /n/, /gn/, /kn/, /tr/., /mr/., /mb/, 263B

1.1.C.6, 1.1.C.7, 1.1.C.12

**Spelling:** Posttest, 263C

1.5.F.1

**Vocabulary:**

Review: aroma, blooming, muscles, prickly, scent, trade, 263D

Spiral Review, 263D

1.1.E

**Reading:**

Self-Selected Reading, 230I

1.3.F

**Comprehension:** 263E

**Strategy:** Summarize

**Skill:** Sequence of Events

1.1.G.1

**Fluency:** Timed Reading, 230I

1.1.H

**Grammar:**

Daily Language Activity, 263F

Pronoun-Verb Agreement, 263F

Grammar Practice Book, 120

1.5.F.4

**Writing:**

Daily Writing Prompt: Pretend you have spent a whole summer growing your garden. Write a paragraph to tell what you will do with the things you have grown.

263A

Publish and Present a Realistic Story, 263G

1.5.G
## PENNSYLVANIA Lesson Plan

### DAY 1

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<th>What do you know about the moon? Does it always look the same? 1.6.D.2</th>
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<td>Pretest: Words with Hard, Soft Consonants: c, g, 265C</td>
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<td>Vocabulary</td>
<td>discovered, footprint, lunar, spacecraft, surface, visible, 265E</td>
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<td>Read</td>
<td>Decodable Reader, <em>Meg Cage in Space</em>, 265D &quot;Discover the Moon,&quot; 266/267</td>
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### DAY 2

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<th>What information have you learned about the Moon? 1.6.D.2</th>
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### DAY 3

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<td>Oral Language Writing Prompt: Write about a clear night with a full moon. 267E</td>
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### DAY 4

**Focus Question:** Think about how the Moon is described in this poem and *The Moon*. Why are the descriptions so different?

1.6.D.2

**Phonemic Awareness**
- *Phoneme Segmentation, 289O*
  - 1.1.C.7

### DAY 5

**Focus Question:** How will summarizing help you to read and understand another selection?

Speaking, Listening, Viewing, 293H
1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2

**Phonemic Awareness**
- *Phoneme Blending, 293B*
  - 1.1.C.7

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### ORAL LANGUAGE

- **Oral Vocabulary**
- **Listening Comprehension**
- **Phonemic Awareness**

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### WORD STUDY

- **Phonics**
  - *Build with Hard, Soft Consonants, 289O*
  - Practice Book A-O-B, 207
  - 1.1.C.6, 1.1.C.7, 1.1.C.12
- **Spelling**
  - *Practice Weekly Spelling Words, 289P*
  - Spelling Practice Book, 100
  - 1.1.E, 1.5.F.1
- **Vocabulary**
  - *Review Words in Context, 289P*
  - 1.1.E

---

### READING

- **Read**
  - "Night Comes,"
  - 290/291
  - 1.3.C, 1.3.D

- **Comprehension**
  - 289O-290/291
- **Literary Elements:**
  - Personification and Imagery
  - Practice Book A-O-B, 208
  - 1.3.C, 1.3.D
- **Fluency**
  - *Word Automaticity, 289P*
  - 1.1.H.1

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### LANGUAGE ARTS

- **Grammar**
  - *Daily Language Activity, 291A*
  - Contractions, 291A
  - Grammar Practice Book, 124
  - 1.5.F
- **Writing**
  - *Daily Writing Prompt: Write your own poem about the moon. Tell how it looks, feels, smells, and sounds, 289N*
  - Revise and Proofread a Description of a Place, 291B
  - 1.5.E, 1.5.F

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### Weekly Assessment

- *Weekly Assessment in PSSA format*

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### Unit and Benchmark Assessment

- *Unit and Benchmark Assessment in PSSA format*
## Pennsylvania Lesson Plan

### DAY 1

**Focus Question:** What kinds of celebrations does your family have? Do you have special traditions?
- Build Background, 298T
  - 1.6.D.2

**Phonemic Awareness**
- Identify and Make Oral Rhymes, 299A
  - 1.1.C.9

**Word Study**
- **Phonics**
  - Introduce Endings /-dge, -ge, -lge, -nge, -rge, 299A
  - Blend with Endings /-dge, -ge, -lge, -nge, -rge, 299B
  - Practice Book A-O-B, 211
  - 1.1.C.3, 1.1.C.6, 1.1.C.7, 1.1.C.12

- **Spelling**
  - Pretest: Words Ending with -dge, -ge, -lge, -nge, -rge, 299C
  - Spelling Practice Book, 101
  - 1.1.C.1, 1.1.C.5, 1.1.E, 1.5.F.1

**Vocabulary**
- assemblen, deerved, fetch, forgetting, menu, simmered, 299E
- **Strategy:** Word Parts/Inflected Verbs
  - Practice Book A-O-B, 212
  - 1.1.C.4

**Reading**
- **Read**
  - Decodable Reader, Judge Marge, 299D
  - 1.1.B, 1.1.C.1, 1.1.E

- **Comprehension**
  - 300/301-301B
  - "Bobo's Celebration," 300/301
  - **Strategy:** Analyze Story Structure
  - 1.1.D

- **Fluency**
  - Word Automaticity, 299D
  - 1.1.H.3

**Language Arts**
- **Grammar**
  - Daily Language Activity, 301C
  - Adjectives, 301C
  - Grammar Practice Book, 126
  - 1.5.F.4

- **Writing**
  - Picture Prompt: Look at the picture. Write about what you see. 298E
  - Brainstorm a Descriptive Flyer, 301D
  - 1.5.A

### DAY 2

**Focus Question:** What do the mice do in this story that they can't do in real life?
- 1.6.D.2

**Phonemic Awareness**
- Phoneme Deletion, 301F
  - 1.1.C.2

**Phonics**
- Blend with Endings /-dge, -ge, -lge, -nge, -rge, 301F
- Build with Endings /-dge, -ge, -lge, -nge, -rge, 301G
  - 1.1.C.6, 1.1.C.7, 1.1.C.12

**Spelling**
- Word Sort with Endings -dge, -ge, -lge, -nge, -rge, 301H
- Spelling Practice Book, 102
  - 1.1.C.5, 1.1.E

**Vocabulary**
- Review Words in Context, 301I
  - 1.1.E

**Reading**
- **Read**
  - Mice and Beans, 301J-330/331
  - 1.1.H.5, 1.3.F

- **Comprehension**
  - 302/303-333A
  - **Strategy:** Analyze Story Structure
  - **Skill:** Fantasy and Reality
  - Practice Book A-O-B, 213-214
  - 1.1.D

- **Fluency**
  - Echo-Reading, 333A
  - 1.1.H.3, 1.6.C.2

**Grammar**
- Daily Language Activity, 333B
- Adjectives, 333B
- Grammar Practice Book, 127
  - 1.5.F.4

**Writing**
- Daily Writing Prompt: Imagine you are having a party. Decide what kind of celebration you will have, then write an invitation to the party. 301E
- Prewrite a Descriptive Flyer, 333C
  - 1.5.A

### DAY 3

**Focus Question:** What parts of the story could not happen in real life?
- Read Aloud: "When Elephant Goes to a Party," 333E
  - 1.6.B.1, 1.6.B.3

**Phonemic Awareness**
- Phoneme Blending, 333F
  - 1.1.C.7

**Phonics**
- **Blend and Build with** /-dge, -ge, -lge, -nge, -rge, 333F
  - 1.1.C.6, 1.1.C.7, 1.1.C.12

**Spelling**
- Word Sort, 333G
- Spelling Practice Book, 103
  - 1.1.C.5, 1.1.E

**Vocabulary**
- Strategy: Word Parts/Inflected Verbs
  - Practice Book A-O-B, 216
  - 1.1.C.4

**Reading**
- **Read**
  - Mice and Beans, 302/303-330/331
  - 1.1.H.5, 1.3.F

- **Comprehension**
  - Maintain Skill: Make and Confirm Predictions, 333J
  - 1.1.D.1

- **Fluency**
  - Repeated Reading, 333I
  - Practice Book A-O-B, 215
  - 1.1.H.1, 1.1.H.3

**Grammar**
- Daily Language Activity, 333K
- **Mechanics:** Commas in Series, 333K
- Grammar Practice Book, 128
  - 1.5.F

**Writing**
- Daily Writing Prompt: Imagine that you were a guest at the party Rosa Maria hosted. Write a thank you note to her. 333D

- **Trait:** Word Choice, 333L
  - Draft a Descriptive Flyer, 333M
  - 1.2.C, 1.5.D.2
### DAY 4

#### ORAL LANGUAGE
- **Oral Vocabulary**
- **Listening Comprehension**
- **Phonemic Awareness**

#### WORD STUDY
- **Phonics**
  - Build with /i/-dge, -ge, -lge, -nge, -rge, 333P
  - Practice Book A-O-B, 217
- **Spelling**
  - Practice Weekly Spelling Words, 333Q
  - Spelling Practice Book, 104
- **Vocabulary**
  - Words in Context, 333Q

#### READING
- **Comprehension**
  - Text Feature: Written Directions, 333R
  - Content Vocabulary: tablespoon, cup, ounce, 333R-334/335
  - Practice Book A-O-B, 218
- **Fluency**
  - Word Automaticity, 333Q

#### LANGUAGE ARTS
- **Grammar**
- **Writing**
  - Daily Writing Prompt: Choose two different kinds of celebrations. Compare and contrast what you celebrate, what you eat, what you wear, and what you do. 333N
  - Revise and Proofread a Descriptive Flyer, 337D

### DAY 5

#### Review and Assess

#### ORAL LANGUAGE
- **Focus Question**
  - How will understanding story structure help you when you read another selection?
  - Speaking, Listening, Viewing, 339H
  - 1.5.E, 1.5.F
- **Phonemic Awareness**
  - Phoneme Blending, 339B
  - 1.1.C.7

#### WORD STUDY
- **Phonics**
  - Blend with /i/-dge, -ge, -lge, -nge, -rge, 333B
  - 1.1.C.6, 1.1.C.7, 1.1.C.12
- **Spelling**
  - Posttest, 339C
  - 1.5.F.1
- **Vocabulary**
  - Review: assembled, devoured, fetch, forgetting, menu, simmered, 339D
  - Spiral Review, 339D
  - 1.1.E

#### READING
- **Comprehension**
  - Strategy: Analyze Story Structure
  - Skill: Fantasy and Reality, 339E
  - 1.1.D
- **Fluency**
  - Timed Reading, 298R
  - 1.1.H

#### LANGUAGE ARTS
- **Grammar**
- **Writing**
  - Daily Writing Prompt: Draw and write about an event you have been to at school. Include descriptive details. 339A
  - Publish and Present a Descriptive Flyer, 339G
  - 1.5.G

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Grade 2, Unit 6, Week 1. *Mice and Beans*, 298J-339DD
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**ORAL LANGUAGE**

- **Oral Vocabulary**
- **Listening Comprehension**
- **Phonemic Awareness**

**WORD STUDY**

- **Phonics**
  - Blend with /aɪər/; /ɑːɪər/; /ɑːɪər/, air, 361O
  - Build Words with /aɪər/; /ɑːɪər/; /ɑːɪər/, air, 361P
  - Practice Book A-O-B, 225
- **Spelling**
  - Practice Weekly Words, 361P
  - Spelling Practice Book, 108
- **Vocabulary**
  - Review Words in Context, 361P

**READING**

- **Comprehension**
  - Literary Elements:
    - Onomatopoeia
    - Word Play, 361Q
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- **Grammar**
  - Daily Language Activity, 363A
  - Use a and an, 363A
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- **Writing**
  - Daily Writing Prompt: Write a personal narrative about something that really happened to you. 361N
  - Revise and Proofread a Descriptive Poem, 363B

**DAY 4**

- **Focus Question**: Think about the speaker from the poem and Pam Muñoz Ryan. How are they alike? 1.6.D.2
- **Phonemic Awareness**: Phoneme Segmentation, 361O 1.1.C.7

**DAY 5**

- **Focus Question**: How will you understand text structure? Help you when you read another selection? Speaking, Listening, Viewing, 365H 1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2
- **Phonemic Awareness**: Phoneme Blending, 365B 1.1.C.7

**Review and Assess**

- **Phonics**: Blend with r-Controlled Vowels /aɪər/; /ɑːɪər/; /ɑːɪər/, air, 365B 1.1.C.6, 1.1.C.7, 1.1.C.12
- **Spelling**: Posttest, 365C 1.5.F.1
- **Vocabulary**
  - Review: creating, familiar, glamorous, imagination, memories, occasions, 365D
  - Spiral Review, 365D 1.1.E
- **Comprehension**
  - Strategy: Text Structure
  - Skill: Draw Conclusions, 365E 1.2.A.3
- **Fluency**: Timed Reading, 340I 1.1.H

**Weekly Assessment**

- In PSSA format

**Unit and Benchmark**

- Assessment in PSSA format

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Grade 2, Unit 6, Week 2, Stirring Up Memories, 340A–365DD
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- **Phonics**
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  - Blend with /air/; /eer/; /eer, ere, ear, 367B
  - Practice Book A-O-B, 227
  - 1.1.C.3, 1.1.C.6, 1.1.C.7, 1.1.C.12

- **Spelling**
  - Pretest: Words with r-Controlled Vowels: er, ere, ear, 367C
  - Spelling Practice Book, 109
  - 1.1.C.1, 1.1.C.5, 1.1.E, 1.5.F.1

- **Vocabulary**
  - impossible, pleasant, talent, treasures, watch, 367E
  - Strategy: Context Clues/Multiple-Meaning Words
    - Practice Book A-O-B, 228
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- **Read**
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    - 1.1.B, 1.1.C.1, 1.1.E
  - Comprehension:
    - 366/369-369B
    - "Frozen Art" and "Elephant Artists,"
  - Strategy: Text Structure
    - Skill: Make Judgments
      - 1.1.D
  - Fluency: Word Automaticity, 367D
    - 1.1.H.1

- **Grammar**
  - Daily Language Activity, 369C
    - Adjectives That Compare, 369C
    - Grammar Practice Book, 136
    - 1.5.F.4

- **Writing**
  - Picture Prompt: Look at the picture.
    - Write about what you see: 366K
    - Brainstorm a Nonfiction Article, 369D
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**READING**

- **Read**
  - Music of the Stone Age, 370/371/372/373
  - Comprehension:
    - 370/371/373A
    - Strategy: Text Structure
      - Skill: Make Judgments
        - Practice Book A-O-B, 229-230
    - 1.1.D
  - Fluency: Echo-Read, 373A
    - 1.1.H.3, 1.6.C.2

**GRAMMAR**

- **Grammar**
  - Daily Language Activity, 373B
    - Adjectives That Compare, 373B
    - Grammar Practice Book, 137
    - 1.5.F.4

- **Writing**
  - Daily Writing Prompt: Think about a form of art that you would like to try for the first time. Write to tell about what kind of art you would make, what tools you would use, and where you would display the art. 369E
  - Prewrite a Nonfiction Article, 373C
    - 1.4.B, 1.5.A, 1.5.B.1

- **Mechanics**
  - Apostrophes, 373L-M
  - Grammar Practice Book, 138
  - 1.5.F.4

- **Writing**
  - Daily Writing Prompt: Think about a form of art that you would like to try for the first time. Write to tell about what kind of art you would make, what tools you would use, and where you would display the art. 373D
  - Writing Trait: Organization, 373N
  - Draft a Nonfiction Article, 373O
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**Phonics**
- Blend Words with /aɪ/er; /ɪ/eer, ere, ear, 373Q
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**Vocabulary**
- Words in Context, 373S

**Phonemic Awareness**
- Segmentation and Blending, 373Q

**Comprehension**
- Test Strategy: On My Own

**Fluency**
- Timed Reading

**Grammar**
- Daily Language Activity
- Adjectives That Compare, 377B

**Writing**
- Daily Writing Prompt: Imagine you are a writer who is interviewing an artist. Write the questions you would ask and the answers the artist would give. 373P
- Revise and Proofread a Nonfiction Article, 377C-D

### DAY 5

**Focus Question**
- How will understanding text structure help you when you read another selection?
- 1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.3
- Speaking, Listening, Viewing, 377L

**Phonemic Awareness**
- Phoneme Addition and Deletion, 377F

**Comprehension**
- Strategy: Text Structure
- Skill: Make Judgments

**Grammar**
- Daily Language Activity, 377J
- Adjectives That Compare, 377J

**Writing**
- Daily Writing Prompt: Write to explain why it is important to create and share art.
- Publish and Present a Nonfiction Article, 377K

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*Weekly Assessment in PSSA format*
*Unit and Benchmark Assessment in PSSA format*
Focus Question: Describe some of the inventions that make your life easier. Do you know who created them?
Build Background, 378K
1.6.D.2

Phonemic Awareness: Segment and blend Onsets and Rimes, 379A
1.1.C.7

Focus Question: How are these inventors alike? How are they different?
1.6.D.2

Phonemic Awareness: Phoneme Substitution, 381F
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Focus Question: What does a biography tell you that another kind of nonfiction piece might not?
Read Aloud: “So You Want to Be an Inventor,” 403F
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Phonemic Awareness: Phoneme Blending, 403F
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Vocabulary: allowed, design, instrument, invented, powerful, products, 379E
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Practice Book A–O, 236
1.1.E.1

Read: Decodable Reader, More Fun Than a Hat! 379D

Comprehension: 360/381–381B
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Fluency: Word Automaticity, 379D
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Read: African-American Inventors, 382/383–400/401

Comprehension: 361–403A
Strategy: Monitor Comprehension/Reread
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Conclusions
1.2.A.3

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Grammar: Daily Language Activity, 403B

Adverbs, 403B
Grammar Practice Book, 142
1.5.F.4

Writing: Daily Writing Prompt: Imagine that you have just invented the first telephone. Write a note to a good friend about your amazing new invention. 381E
Prewrite a Biography, 403C
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Grammar: Daily Language Activity, 403K

Mechanics: Capitalization, 403K
Grammar Practice Book, 143
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Writing: Daily Writing Prompt: What is an invention that you use everyday? Write a short description of one without it. 403P
Writing Trait: Ideas, 403L
Draft a Biography, 403M
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## DAY 4

### ORAL LANGUAGE
- **Oral Vocabulary**
- **Listening Comprehension**
- **Phonemic Awareness**

### WORD STUDY
- **Phonics** Build Words, 403P
  Related Words, 403Q
  Practice Book A-O-B, 241
  1.1.C.6, 1.1.C.7, 1.1.C.12
- **Spelling** Practice Weekly Words, 403R
  Spelling Practice Book, 116
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- **Vocabulary** Review Words in Context, 403R
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- **Fluency** Word Automaticity, 403R
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### LANGUAGE ARTS
- **Grammar** Daily Language Activity, 405B
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  1.5.F.2
- **Writing**
  **Daily Writing Prompt** Is there an invention that you dislike? Write a paragraph explaining why you wish a certain thing was never invented. 405N
  Revise/Proofread a Biography, 405D–405E
  1.5.E, 1.5.F

## DAY 5

### REVIEW AND ASSESS

### ORAL LANGUAGE
- **Focus Question** How will rereading help you when you read another selection?
  Speaking, Listening, Viewing, 407H
  1.5.G, 1.6.A.1, 1.6.C.1, 1.6.E.2
- **Phonemic Awareness** Phoneme Blending, 407B
  1.1.C.7

### WORD STUDY
- **Phonics** Blend with r-Controlled Vowel /ər/, ore, oar
  1.1.C.6, 1.1.C.7, 1.1.C.12

### READING
- **Comprehension** Strategy: Monitor Comprehension/Reread
  Skill: Monitor and Compare and Contrast, 407E
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- **Fluency** Timed Reading, 378I
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### LANGUAGE ARTS
- **Grammar** Daily Language Activity, 407F
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- **Writing**
  **Daily Writing Prompt** If you were going to invent a machine named after yourself, what would the machine do? Describe it. 407A
  Publish and Present a Biography, 407G
  1.5.G
**PENNSYLVANIA Lesson Plan**

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**Rave 2, Unit 6, Week 5, Babu’s Song, 408A–447DD**
1.1 Learning to Read Independently

1.1.1 A. Identify the types of various texts (e.g., literary, informational).
1.1.2 B. Preview text formats to identify title, author, chapters, and table of contents.
1.1.3 C. Use knowledge of structural features of spoken and written language and use word analysis, picture and context clues to decode and understand words.
1.1.3.1 C.1. Read multi-syllabic words and high frequency sight words.
1.1.3.1 C.2. Use initial, medial, and final sounds to decode unknown words.
1.1.3.1 C.3. Use knowledge of letter-to-sound correspondence and familiar spelling patterns to read unknown words.
1.1.3.1 C.4. Read compound words, contractions, possessives, and words with inflectional endings.
1.1.3.1 C.5. Categorize words based on sound/symbol representations and syllable configuration.
1.1.3.1 C.6. Use the knowledge of advanced letter/sound correspondence and word structure to decode words.
1.1.3.1 C.7. Segment and blend phonetic elements to decode unknown words (e.g., special vowel spellings, word endings, diphthongs).
1.1.3.1 C.8. Produce speech sounds that correspond to written letter combinations for advanced phonetic elements (e.g., vowel combinations and diphthongs).
1.1.3.1 C.9. Produce a series of rhyming words including words with blends.
1.1.3.1 C.10. Produce the sounds that correspond to frequently used vowel diphthongs and digraphs.
1.1.3.1 C.11. Use syllabification to read multi-syllabic words.
1.1.3.1 C.12. Use phonetic elements to decode and encode unfamiliar words.
1.1.4 D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, self-question, reread and clarify for meaning).
1.1.4.1 D.1. Use text to monitor/revise predictions as needed.
1.1.4.1 D.2. Reread and self-correct comprehension errors.
1.1.4.1 D.3. Acquire a reading vocabulary by identifying and correctly using words (e.g., high-frequency words, synonyms, antonyms, categories of words).
1.1.4.1 D.4. Use a dictionary when appropriate.
1.1.4.1 D.5. Determine meaning of unknown words as they are encountered in books and text.
1.1.5 E. Understand new vocabulary learned in various subject areas.
1.1.5.1 F.1. Use new vocabulary and grammatical construction in different contexts.
1.1.5.1 G.1. Explain the differences between fiction/nonfiction text.
1.1.5.1 G.1.1. Retell or summarize major ideas, sequence and themes of text.
1.1.5.1 G.2. Describe the major ideas and theme of a story.
1.1.5.1 G.3. Connect the new information in text to known information.
1.1.5.1 G.4. Answer and construct text-based questions to clarify understanding through discussion.
1.1.5.1 G.5. Reread passages to clarify ideas.
1.1.5.1 G.6. Support answers and conclusions by citing key words from the text as evidence.
1.1.6 H. Demonstrate fluency in reading and answer comprehension questions based on material read.
1.1.6.1 H.1. Read familiar passages aloud.
1.1.6.1 H.2. Self-correct mistakes from selected text.
1.1.6.1 H.3. Use appropriate rhythm and pronunciation when reading.
1.1.6.1 H.4. Read a variety of genres.
1.1.6.1 H.5. Demonstrate comprehension through paraphrasing, answering, and forming questions.
1.1.6.1 H.6. Apply information and connections from reading.
1.2 Reading Critically in All Content Areas
1.2 A. Read and understand essential content of informational text.
1.2.1 A.1. Identify facts and opinions within text.
1.2.1 A.2. Identify essential/non-essential information in a text.
1.2.1 A.3. Make inferences and draw conclusions from a variety of reading materials.
1.2.1 A.4. Describe the organizational structures of text and indicate significance to information.
1.2.1 B. Identify and use a variety of media to gain information and evaluate quality of information gained.
1.2.1 B.1. Use electronic media to develop illustrations and text-based stories based on subject content.
1.2.1 B.2. Access appropriate type of media for specific task.
1.2.1 B.3. Identify and discuss different techniques in television programs and discuss and evaluate facts and misleading information.
1.2.1 B.4. Discuss the quality of different types of media projects.
1.2.1 C. Produce work in one form of genre (e.g., biographies, poems, tales, mysteries, fables) and use identified conventions of the genre.
1.2.1 C.1. Use appropriate process.
1.2.1 C.2. Interpret and respond appropriately to expressions, gestures, and body language cues from audience.
1.2.1 C.3. Recount experiences or present stories on a specified topic.
1.2.1 D.1. Ask related questions for clarification and understanding.
1.2.1 D.2. Respond with related information or opinions to questions asked.
1.2.1 D.3. Listen critically and respond appropriately to the contributions of others.
1.2.1 D.4. Display appropriate turn-taking behaviors by adding information to discussions following another person's input.
1.2.1 E. Participate in small and large group discussions.
1.2.1 E.1. Participate in everyday conversation in different subject areas by asking appropriate questions and initiating sentences.
1.2.1 E.2. Deliver brief recitations and oral presentations.
1.2.1 E.3. Deliver a short report on a topic with supportive facts and details.
1.2.1 E.4. Record information obtained from other persons in question and answer sequence.
1.2.1 E.5. Give simple directions in correct sequence and provide rationale.
1.2.1 E.6. Report an emergency to appropriate adults or agency and give identifying information.
1.2.1 F. Use media for learning purposes, such as word processing, editing, searching Internet.
1.2.1 F.1. Recognize the role and importance of television, radio, film, and Internet in the lives of people.
1.2.1 F.2. Distinguish between advertisements and informational pieces.
1.2.1 F.3. Identify what was learned through media in specific subjects.
1.1.7 1.7 Characteristics and Functions of the English Language
1.1.7 A. Recognize that some words from other languages are commonly used English words.
1.1.7 B. Identify variations in the dialects of literary characters and relate them to various settings.
1.1.7 C. Gather and organize information related to the main idea.
1.1.7 C.1. Take notes using a graphic organizer to represent important information.
1.1.7 C.2. Summarize main ideas in writing from key facts and concepts.

1.2 B. Listen to a selection and classify similar experiences.
1.2 C. Make reasonable predictions about what will happen next.
1.2 D.3. State the chronological order of a story.
1.2 D.4. Distinguish between character and tone in spoken information.
1.2 E. Present ideas using appropriate speaking skills.
1.2 E.1. Use volume appropriate for setting.
1.2 E.2. Pronounce two and three syllable words correctly.
1.2 E.3. Use appropriate pace.
1.2 E.4. Interpret and respond appropriately to expressions, gestures, and body language cues from audience.
1.2 E.5. Recount experiences or present stories on a specified topic.
1.2 E.1. Ask related questions for clarification and understanding.
1.2 E.2. Respond with related information or opinions to questions asked.
1.2 E.3. Listen critically and respond appropriately to the contributions of others.
1.2 E.4. Display appropriate turn-taking behaviors by adding information to discussions following another person's input.
1.2 E.5. Participate in small and large group discussions.
1.2 E.1. Participate in everyday conversation in different subject areas by asking appropriate questions and initiating sentences.
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1.2 E.6. Report an emergency to appropriate adults or agency and give identifying information.
1.2 F. Use media for learning purposes, such as word processing, editing, searching Internet.
1.2 F.1. Recognize the role and importance of television, radio, film, and Internet in the lives of people.
1.2 F.2. Distinguish between advertisements and informational pieces.
1.2 F.3. Identify what was learned through media in specific subjects.

1.3 Reading, Analyzing and Interpreting Literature
1.3 A. Read and discuss similarities and differences in a variety of works of literature.
1.3 B. Identify literary elements in stories including characters, setting, and plot.
1.3 C. Identify literary devices in stories (e.g., rhyme, rhythm, repetition and patterns).
1.3 D. Recognize the structures in poetry (e.g., pattern, books, predictable books, nursery rhymes).
1.3 E. Recognize the structures in drama including story, acts, scenes.
1.3 F. Read and comprehend both nonfiction and fiction.

1.4 Types of Writing
1.4 A. Write narrative pieces including stories and poems.
1.4 A.1. Include basic descriptions of people, places and things in writing.
1.4 A.2. Use illustrations to accompany writing.
1.4 A.3. Include plot elements in writing.
1.4 B. Write an informational paragraph about a specified topic (e.g., letters, reports, descriptions, instructions) using illustrations when relevant.
1.4 C. State an opinion and support it with facts.

1.5 Quality of Writing
1.5 A. Group related ideas to write with a consistent focus.
1.5 B. Expand ideas to write paragraphs using content appropriate for the topic.
1.5 B.1. Gather information and determine organizational format.
1.5 B.2. Write a series of related sentences with one central idea.
1.5 B.3. Refine and expand details appropriate to the topic using short paragraphs.
1.5 C. Use transition words to write an organized paragraph.
1.5 C.1. Write a sequence of events in logical order using key words (e.g., first, next, then, finally, cause-effect, if/then).
1.5 C.2. Include a beginning, middle, and end when writing paragraphs.
1.5 D. Use a variety of words and sentence structures to create consistent writer's voice and tone.
1.5 D.1. Use sentences of differing length and type.
1.5 D.2. Write short paragraphs containing descriptive words and verbs in context.
1.5 E. Revise writing to improve detail and sequential order.
1.5 F. Edit writing using grammar, punctuation, spelling and sentence formation.
1.5 F.1. Spell most common, frequently used words correctly.
1.5 F.2. Capitalize proper nouns.
1.5 F.3. Use proper end punctuation and commas.
1.5 F.4. Use nouns, pronouns, verbs and adjectives in writing.
1.5 F.5. Use complete, simple, declarative, interrogative, exclamatory and imperative sentences in writing.
1.5 G. Present and defend written work.

1.6 Speaking and Listening
1.6 A. Listen to others in order to respond appropriately to questions, directions, and situations.
1.6 A.1. Ask questions to obtain clarifying information and check understanding.
1.6 A.2. Identify and differentiate between facts and opinions.
1.6 B. Listen to a selection of literature (fiction and/or nonfiction).