ELA
Reading Focus Unit
2nd Grade

Day	Standard (KCCRS)	Objective	Activities	Resources	Assessment
1	W.2.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.	TSWBAT write thoughtful predictions about books they will read with 80% accuracy.	<u>Making Predictions</u> The students will look at all the books, the covers, flip through the pages, find **familiar words****, etc. and make **predictions**** about what each of them will be about when we read them. They will write each prediction on their worksheet. **vocabulary **word recognition **inferential strategy **questioning	All books: - Imani's Moon - Ecosystems - The Human Life Cycle - My Even Day [Prediction worksheet](#)	One point for each box filled in on the worksheet.
2	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe	TSWBAT recall the main idea with supporting details of a text with 80% accuracy.	<u>Main Idea with Supporting Details</u> The teacher will read the book out loud to the class as the students follow along in their own books. After the reading, the students will complete the main idea** worksheet. They may work with their table groups. They will then fill out the **literature response** worksheet.	Ecosystems book [Main Idea Worksheet](#) [Literature Response Worksheet](#)	One point for each box filled in correctly on the worksheet.

3	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	TSWBAT fill out a sequence chart describing event in a text in order with 80% accuracy.	Sequencing- First, Next, Then, Last The teacher will read the book out loud to the class as the students follow along in their own books. After the reading, the students will complete the **sequencing** worksheet. They may work with their table groups. They will then fill out the **literature response** worksheet.	The Human Life Cycle book Sequencing Worksheet Literature Response Worksheet	One point for each box filled in correctly on the worksheet.
4	RL.2.12 Distinguish shades of meaning among closely-related verbs and closely-related adjectives.	TSWBAT create a list of describing words and sentences of a character in a text with 80% accuracy.	Descriptive Sentences and Words The teacher will read the book out loud to the class as the students follow along in their own books. After the reading, the students will complete the **describing words** worksheet. They may work with their table groups. They will then fill out the **literature response** worksheet.	Imani's Moon book Describing Words Worksheet Literature Response Worksheet	One point for each line filled in correctly on the worksheet.
5	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each	TSWBAT identify examples of usage of dialogue within a text with 80% accuracy.	Dialogue and Quoting The teacher will refresh the students on the book *Imani's Moon* that they read	Imani's Moon book Dialogue Worksheet	One point for each box filled in correctly on the worksheet.

	character when reading dialogue aloud.		yesterday. After refreshing, the students will complete the **dialogue worksheet.** They may work with their table groups. They will then fill out the **literature response** worksheet.	[Literature Response Worksheet](#)	
6 7 8 9	RL.2.2, RI.2.6, RL.2.5, RL.2.12, RL.2.6 (depending on which station the student is at this day)	TSWBAT recall the main idea with supporting details of a text with 80% accuracy. TSWBAT fill out a sequence chart describing event in a text in order with 80% accuracy. TSWBAT create a list of describing words and sentences of a character in a text with 80% accuracy. TSWBAT identify examples of usage of dialogue within a text with 80% accuracy.	Stations Main Idea and Supporting Details; Sequencing- First, Next, Then, Last; Descriptive Sentences and Words; Dialogue and Quoting The teacher will begin by reading the book *My Even Day* to the class as the students follow along in their own books. They will then fill out the **literature response** worksheet. Throughout these 4 days, the students will be rotating in different stations. They will be using the newly learned concepts of main idea, sequencing, dialogue, and description that they spent all last week working on and they will complete the	My Even Day book [Main Idea Worksheet](#) [Sequencing Worksheet](#) [Describing Words Worksheet](#) [Dialogue Worksheet](#) [Literature Response Worksheet](#)	One point for each box filled in correctly on the worksheet.

			worksheets for the book *My Even Day.* The groups will be determined by their table groups (table 1 will do main idea, table 2 will do sequencing, table 3 will do describing words, tables 4 and 5 will do dialogue. The groups will rotate to each station throughout the week.)		

| 10 | SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences. | TSWBAT reenact a passage from a text in a small group with 80% accuracy. | Reader's Theater

Each group of students will get a few pages from the book and they will be in charge of creating a reenactment of those few pages for the rest of the class. (table 1 will have pages 5-10, table 2 will have pages 11-16, table 3 will have pages 17-22, table 4 will have pages 23-28, table 5 will have pages 29-33). Each group will have 4 students in it and they will each be responsible for some part of the production (narrator, actor, director, etc.). | My Even Day book | Each student will receive credit for participation. |