

Length: 2 weeks

**Required Texts:**

1. Richard was a Picker (EPIC Books)

**Text Dependent Questions:**

Page 15- Why does the author bold the word STUCK? How could you use this technique in your own stories?

After reading page 19, predict what Richard's plan is.

**Possible Student Outcomes:**

Students should realize bolded words are emphasized when reading aloud. They can also use this technique in their own writing.

2. Lost Dog (Poster from Benchmark Unit 4)- Multiple reads are not necessary for this text.

**Text Dependent Questions:**

Use *Lost Dog: Comprehension Questions* (BLM 5) for story elements quiz.

**Possible Student Outcomes:**

3. When Sophie Gets Angry- Really, Really Angry (Interactive Read Aloud-can also be found on YouTube)

**Text Dependent Questions:**

Look at the title of the book. There is a special punctuation at the end called an ellipsis. This is used when writers leave out an important part of what is getting ready to happen. This would be a good time for the reader to make a prediction. Make predictions of what makes Sophie angry.

What does the author mean when it says, "Sophie is a volcano ready to explode?"

**Possible Student Outcomes:**

She is really, really, angry. Her feelings will come out or "explode" as a volcano has lava flowing from it when it explodes.

4. Goggles (Interactive Read Aloud)

**Text Dependent Questions:****Possible Student Outcomes:**

5. Stellaluna (Interactive Read-Aloud-book on StorylineOnline and YouTube)

<p><b><u>Text Dependent Questions:</u></b></p> <p>Who is the author of <u>Stellaluna</u> and where did you find this information?</p> <p>Find an example of dialogue in <u>Stellaluna</u> and copy it as a readers' response.</p>	<p><b><u>Possible Student Outcomes:</u></b></p> <p>on the book cover or title page</p> <p>Which character is speaking in this quote? Students will respond to this in their reader's response with their example of dialogue.</p>
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**Suggested Texts:**

1. Alexander and the Wind-Up Mouse (Interactive Read Aloud)
2. Owl Moon (Interactive Read Aloud)
3. Sylvester and the Magic Pebble (Interactive Read Aloud)
4. Strega Nona (Interactive Read Aloud)
5. Jumanji (Interactive Read Aloud)

**Reading Groups:** [DRA Support Document](#)

DRA _____	DRA _____	DRA _____	DRA _____
Text:	Text:	Text:	Text:
Target:	Target:	Target:	Target:

**Writing:** [Writing Expectations](#)

**\*Revisit My Best Moment (Benchmark) to discuss narrative story elements**

Week 1- Narrative- Write about a time you were angry like Sophie in When Sophie Gets Angry, Really, Really Angry.

Week 2- Practice Personal Narrative for 1<sup>st</sup> Nine Weeks Writing Assessment

**Spelling/Phonics:** Words Their Way

**Language:**

**FOCUS:** Proper Nouns

\*Mentor text taken from When Sophie Gets Angry, Really, Really, Angry

**Week 1- When Sophie gets angry, really, really, angry...she runs!**

Monday- Read the sentence; discuss what it means; ask questions

Tuesday- Note the focus by circling or highlighting. When **Sophie** gets angry, really, really, angry...she runs!

Wednesday- Revise the sentence

Thursday- Imitate the sentence by creating their own

Friday- Share sentences from Thursday

**FOCUS:** Proper Nouns

\*Mentor text from Richard was a Picker

**Week 2- His neighbors called him Booger Boy.**

Monday- Read the sentence; discuss what it means; ask questions

Tuesday- Note the focus by circling or highlighting. His neighbors called him **Booger Boy**.

Wednesday- Revise the sentence

Thursday- Imitate the sentence by creating their own

Friday- Share sentences from Thursday

**Standards:**

RL.2.1- Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3- Describe how characters in a story respond to major events and challenges.

RL.2.5- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.2.4- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.6- Identify the main purpose of a text (author's purpose/message).

RF.2.3- Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4- Read with sufficient accuracy and fluency to support comprehension.

W.2.3- Write narrative in which they recount a well-elaborated event or short sequence of events. Include details to describe actions, thoughts, and feelings. Use temporal words to signal even order and

provide a sense of closure.

W.2.5- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

SL.2.1- Participate in collaborative conversations with partners about grade 2 topics and texts with peers and adults, small and larger groups.

SL.2.3- 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.

SL.2.4- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (proper nouns).

L.2.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.