**Grade Level:** Grade 2 **Subject:** English Language Arts And Reading

**Unit Number and Title:** Unit 07A: Examining Characteristics of Informational Text

**IFD Planning Guide- 10 days** (ELAR)

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| **PA# 1**  Read a self-selected text. Locate and read 2-3 words containing prefixes and/or suffixes. Complete the following for *each* word:   1. Using the base word and the prefix along with the context, make a prediction about the meaning of the word. 2. **U**se a resource to confirm or revise your prediction of the meaning of the word as it is used in the text. Additionally, determine the meaning of the prefix. 3. Describe how the prefix affects the meaning of the word. 4. List (and spell correctly) 2 other words that have the same prefix. If necessary, use a resource to determine the meaning of the new words. Write the new words in a sentence. 5. Share your words with prefixes with the class and add them to a class collection of words with prefixes and suffixes. | **PA# 2**  *Teacher Note: Select 3-5 high-interest topics along with an appropriate informational text for each topic. Consider choosing topics that support what is being learned in other content areas. Select different types of texts, including multimodal and digital texts that have text/print and/or graphic features as well as organizational patterns in which students are familiar.*   1. Select a topic from the list of topics provided by your teacher. 2. Generate and record 2-3 questions you have about the topic. 3. Preview the teacher-provided text on your topic. Record two predictions you have about the text and/or topic. 4. Either individually or with a partner who picked the same topic, read the associated text accurately by using knowledge of phonics and other applicable strategies. 5. While reading pay attention to the information and details being provided by the author, including the use of text/print and graphic features. Illustrate, highlight, and/or write notes about evidence and key ideas that supports the overall message, or central idea. Record any information that answers the questions you had prior to reading. 6. With a partner who read the same text, check your comprehension by retelling the key ideas and important details from the text. 7. Create a poster (on paper or by using technology) that includes the following:  * he message, or central idea of the text (ask for adult assistance if necessary) * at least one text feature that helped you find information and/or supported the author’s central idea * the organizational pattern that the author used to present their information and central idea * your questions and any applicable answers  1. Using your poster, tell others about your topic and text. | **PA# 3:**   1. With a small group or with your class, brainstorm and create a list of tasks that require you to follow particular steps. For example: following a recipe, playing a game, shooting a free-throw shot, making your bed, etc. 2. Select a topic that you feel most confident about explaining the steps, or procedure. 3. With a partner, explain each step and record your ideas using drawings or bulleted notes. As you plan your draft consider your message, or central idea, and how you want to organize your ideas. 4. Using what you have learned about procedural texts through reading, develop a draft that clearly explains each step in the procedure so someone would be able to follow and successfully complete the task. Determine if you need to add any text/print and/or graphic features to convey your message. 5. Read your draft to a partner or other “test” audience. If possible, have them try to follow the steps to complete the task. Discuss what details may need to be added, changed, or deleted to make the directions more clear. 6. Revise your draft based on the feedback you received from your partner or other “test” audience. 7. Edit your draft for correct spelling and other previously learned skills, including sentence structure, grammar, punctuation, and capitalization. 8. Publish and share your writing |
| **TEKS (KS/SE):**  **2.2B, 2.2B.vi, 2.2C, 2.2C.vi, 2.3A, 2.3B, 2.3C** | **TEKS (KS/SE):**  **2.2B**, **2.6B**, **2.6C**, **2.6F**, **2.6G**, **2.7B**, **2.7C**,**2.7D**, **2.7E**, **2.9D**, **2.9D.i**, **2.9D.ii**, **2.9D.iii**, **2.9F**, **2.10A;2.10B**, **2.10C**, **2.13A**, **2.13C**, **2.13E** | **TEKS (KS/SE):**  **2.2C, 2.10A, 2.10B, 2.10C, 2.11A, 2.11B,2.11B.i, 2.11B.ii, 2.11C, 2.11D, 2.11D.xi, 2.11E, 2.12B** |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

**Unit Number and Title:** Unit 6: Understanding What We Read and Write: Determining Importance and Synthesizing

**IFD Planning Guide- 12 days** (ELAR)

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| **PA# 1A:** | **PA#** | **PA#** | **PA#** | **PA#** |
| **TEKS (KS/SE):** | **TEKS (KS/SE):** | **TEKS (KS/SE):** | **TEKS (KS/SE):** | **TEKS (KS/SE):** |
| **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** | **Mini-lesson Topics:** |

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| **Day 1**  **Word Study:**  **Reading:**  **Writing:** | **Day 2**  **Word Study:**  **Reading:**  **Writing:** | **Day 3**  **Word Study:**  **Reading:**  **Writing:** | **Day 4**  **Word Study:**  **Reading:**  **Writing:** | **Day 5**  **Word Study:**  **Reading:**  **Writing:** |
| **Day 6**  **Word Study:**  **Reading:**  **Writing:** | **Day 7**  **Word Study:**  **Reading:**  **Writing:** | **Day 8**  **Word Study:**  **Reading:**  **Writing:** | **Day 9**  **Word Study:**  **Reading:**  **Writing:** | **Day 10**  **Word Study:**  **Reading:**  **Writing:** |
| **Day 11**  **Word Study:**  **Reading:**  **Writing:** | **Day 12**  **Word Study:**  **Reading:**  **Writing:** | **Day 13**  **Word Study:**  **Reading:**  **Writing:** | **Day 14**  **Word Study:**  **Reading:**  **Writing:** | **Day 15**  **Word Study:**  **Reading:**  **Writing:** |
| **Day 16**  **Word Study:**  **Reading:**  **Writing:** | **Day 17**  **Word Study:**  **Reading:**  **Writing:** | **Day 18**  **Word Study:**  **Reading:**  **Writing:** | **Day 19**  **Word Study:**  **Reading:**  **Writing:** | **Day 20**  **Word Study:**  **Reading:**  **Writing:** |
| **Day 21**  **Word Study:**  **Reading:**  **Writing:** | **Day 22**  **Word Study:**  **Reading:**  **Writing:** | **Day 23**  **Word Study:**  **Reading:**  **Writing:** | **Day 24**  **Word Study:**  **Reading:**  **Writing:** | **Day 25**  **Word Study:**  **Reading:**  **Writing:** |