

Introduction to Grade 2

All units in ***SRA Open Court Reading*** are organized around a central theme. Some units allow students to expand their perspectives on universal themes, such as Teamwork and Story Time, by relating what they read to their own experiences. Other units, such as Earth in Action and Citizenship, involve students in the research process, giving them the tools they need to discover and learn on their own and as part of a collaborative group. Each selection in a unit adds more information or a different perspective to students' growing knowledge of the unit theme or concept.

Each unit also has an Inquiry to investigate. Inquiry is a time within the lesson that allows students to research a topic that interests them and that is related to the theme. Inquiry begins in Lesson I and develops across each unit. At the end of each unit, students will present the results of their investigations through a variety of formats.

Inquiry is designed to help students

- deepen their comprehension by enabling them to apply the skills they are learning to texts and activities of their own choosing.
- synthesize and organize what they are learning in order to present their findings to their classmates.
- determine suitable avenues of Inquiry and methods of presentation.
- become more independent and responsible about their time and efforts.
- work efficiently in collaborative groups.

Lesson Format

All lessons are divided into three parts:

- **Part 1:** *Foundational Skills* focuses on phonics and decoding as well as word analysis.
- **Part 2:** *Reading and Responding* addresses comprehension, vocabulary, fluency, and Inquiry.
- **Part 3:** *Language Arts* contains the writing process; penmanship; grammar, usage, and mechanics; and spelling.

Instructional and management routines are incorporated into each part of the lesson.

Assessment

SRA Open Court Reading has a four-step assessment cycle. It starts with a Diagnostic Assessment used for screening at the beginning of the year. Tools to monitor progress and differentiate instruction are built into each lesson. At the end of each lesson is a Lesson Assessment, while a Unit Assessment concludes each unit. A Benchmark Assessment is available to monitor student progress periodically over the course of the school year.

Workshop

Workshop is the time each day set aside for small-group instruction. Workshop develops over time as students internalize classroom routines that promote independence. During Workshop, you will be working with small groups of students while other students are practicing and reviewing skills, developing listening skills, working on fluency, reading a wide range of other materials, writing, or engaging in Inquiry activities.

Workshop areas that focus on different areas of literacy should be set up in your classroom. For example:



Reading Area

Provide as many books as possible for your classroom Reading Area. During the course of the year, students will be asked to do much reading on specific subjects. Prepare your classroom ahead of time by bringing in books on the concepts or themes students will be studying. You should encourage students to bring in books that they have enjoyed and want to share with their classmates.

Listening Area

Each selection in the *Student Anthologies* is recorded for use in your classroom. As you read each selection, encourage students to listen to the recording during Workshop.

Fluency Area

This area can be incorporated into the Reading Area. It should contain items such as leveled reading materials, *Decodable Stories*, computers, and timers. This is an ideal place to keep student fluency folders to chart their progress in fluency.

Computer Area

Students can use computers in each of the other areas or you might have a designated Computer Area. Students can practice lesson skills in phonics, vocabulary, comprehension, and spelling by using *SRA Open Court Reading eGames*, or they can use the Internet along with *eInquiry* to help with their Inquiry projects.

Writing Area

The Writing Area should contain materials students can use to write and illustrate their work and to facilitate students' efforts as they work together on unit investigations, including

- pens, pencils, markers, and crayons
- assorted paper
- old magazines students can cut up
- scissors and staplers
- reference books, such as dictionaries, encyclopedias, and thesauruses
- computers—preferably with Internet access. The *SRA Open Court Reading* Home page (see <http://connected.mcgraw-hill.com/>) includes materials specifically related to the unit themes.
- books on themes students are studying

Game Area

This area should be filled with games that support the various skill strands found in each lesson. These can be computer games, board games, or a variety of other materials. *SRA Open Court Reading* contains an assortment of manipulatives that support the lessons and that can be stored in this area.

Whole-Group and Small-Group Instruction

Workshop helps teachers combine whole- and small-group instruction based upon the needs of their students to maximize instructional time. Workshop is flexible whole- and small-group instruction. Students work on assigned and self-selected, purposeful activities that reinforce and extend the instruction in *SRA Open Court Reading* while the teacher works with small groups of students who are grouped based upon their instructional needs. The teacher works with small groups on the following activities: preteaching, reteaching, providing intervention, working on fluency, holding writing conferences, doing informal assessment, listening to students read, and extending learning. During this time of small-group instruction, the rest of the students in the class are working independently, in pairs, or collaboratively in small groups.

Teachers often ask “When should we do Workshop?” Some teachers like to start the day with Workshop. Lists that contain activities that students “May Do” and “Must Do” should be set up on the board, or students can continue working on something from the prior day. Some teachers like to have Workshop after each part of the lesson—Part 1: Foundational Skills, Part 2—Reading and Responding, and Part 3—Language Arts. This enables the teacher to reteach a concept from a part or preteach for the next part of the lesson. Some teachers do a Workshop block in the morning and another one in the afternoon. Others find that a single Workshop block fits their schedule best. Whatever the case may be, Workshop should be flexible and work well for both you and your students.



Concept/Question Board

One of the primary goals of *SRA Open Court Reading* is to help you and your students form a community of learners. To do this, sharing information is essential. The **Concept/Question Board** is an integral part of the learning environment. It is a place where students can share their growing knowledge about a unit theme or concept by posting on the Board newspaper clippings, magazine articles, information taken from the Internet, photographs, and other items that might be of interest or helpful to their classmates. As the class progresses through a unit, the Board serves as the place where common interests become evident. As these interests emerge, students can use them as the basis for forming collaborative groups to investigate ideas in greater depth.

In addition, the Board encourages students to ask questions that arise as they read on their own. The questions can be written directly on a sheet of paper attached to the Board, or they can be written on separate slips of paper and pinned to it. Self-sticking notes also can be used. The **Concept/Question Board** lets students know that questions are not problems but a way of learning. Questions thus become a springboard for further investigation. Collaborative groups can be formed around common questions. The Board should change constantly, reflecting the developing and changing interests of the class.



LESSON 1

Foundational Skills

Phonics and Decoding

- /ch/ spelled *ch*, /th/ spelled *th*, and /sh/ spelled *sh*, /w/ spelled *wh*_ and /ar/ spelled *ar*

Reading a Decodable, Book 2, Stories I0, II

LESSON 2

Phonics and Decoding

- Closed Syllables; /j/ spelled █ *dge*, /k/ spelled █ *ck*, /ch/ spelled █ *tch*

Reading a Decodable, Book 2, Story I2

LESSON 3

Phonics and Decoding

- Lessons I and 2 Sounds/Spellings and Inflectional Endings -*s*, -*es*, and -*ed*

Reading a Decodable, Book 2, Story I3

Reading and Responding

Read the Selection

Comprehension Strategies

- Making, Revising, and Confirming Predictions

Access Complex Text

- Cause and Effect
- Making Inferences

Writer's Craft

- Story Elements: Character and Setting

Vocabulary

Fluency

Inquiry

Read the Selection

Comprehension Strategies

- Clarifying

Access Complex Text

- Compare and Contrast
- Main Idea and Details

Writer's Craft

- Author's Purpose
- Language Use
- Text Features

Vocabulary

Fluency

Inquiry

Read the Selection

Comprehension Strategies

- Asking and Answering Questions

Access Complex Text

- Cause and Effect
- Classify and Categorize

Writer's Craft

- Genre Knowledge
- Language Use

Vocabulary

Fluency

Inquiry

Language Arts

Writing

- Writing an Opinion Piece

Spelling

- /ch/ spelled *ch*; /th/ spelled *th*; /sh/ spelled *sh*; /w/ spelled *wh*; and /ar/ spelled *ar*

Penmanship

- Small Letters *i* and *l*

Grammar, Usage, and Mechanics

- Common and Proper Nouns

Writing

- Writing an Opinion Piece

Spelling

- Closed Syllables; /j/ spelled █ *dge*; /k/ spelled █ *ck*; /ch/ spelled █ *tch*

Penmanship

- Small Letters *t* and *f*

Grammar, Usage, and Mechanics

- Action Verbs

Writing

- Writing an Opinion Piece

Spelling

- Inflectional Endings -*s*, -*es*, and -*ed*

Penmanship

- Small Letters *i* and *l*

Grammar, Usage, and Mechanics

- Helping and Linking Verbs

LESSON 4

Phonics and Decoding

- /ng/ spelled ■ng; /nk/ spelled ■nk; and Inflectional Ending -ing; Schwa; and /əl/ spelled *el, le, al, il*

Reading a Decodable, Book 2, Stories 14, 15

LESSON 5

Phonics and Decoding

- /er/ spelled *er, ir, ur, ear* and /or/ spelled *or, ore*

Reading a Decodable, Book 2, Stories 16, 17

LESSON 6

Phonics and Decoding

- Review Unit 1 Lessons 1–5

Reading a Decodable, Book 2, Story 18

Read the Selection

Comprehension Strategies

- Summarizing

Access Complex Text

- Compare and Contrast
- Sequence

Writer’s Craft

- Language Use
- Genre Knowledge
- Story Elements: Character

Vocabulary

Fluency

Inquiry

Read the Selection

Comprehension Strategies

- Making Connections

Access Complex Text

- Main Idea and Details
- Making Inferences

Writer’s Craft

- Language Use
- Story Elements: Plot

Vocabulary

Fluency

Inquiry

Read the Selection

Comprehension Strategies

- Asking and Answering Questions
- Making, Revising, and Confirming Predictions
- Summarizing

Access Complex Text

- Cause and Effect
- Main Idea and Details

Writer’s Craft

- Story Elements: Character and Plot

Vocabulary

Fluency

Inquiry

Writing

- Writing an Opinion Piece

Spelling

- /ng/ spelled ■ng; /nk/ spelled ■nk; Inflectional ending -ing; /əl/ spelled *el, le, al, il*

Penmanship

- Small Letters *e* and *o*

Grammar, Usage, and Mechanics

- Subjects and Predicates

Writing

- Writing an Opinion Piece

Spelling

- /er/ spelled *er, ir, ur*; /or/ spelled *or, ore*

Penmanship

- Small Letters *n* and *r*

Grammar, Usage, and Mechanics

- Capitalization: First Letter of a Sentence

Writing

- Writing an Opinion Piece

Spelling

- Unit 1 Review

Penmanship

- Small Letters *e, o, n* and *r*

Grammar, Usage, and Mechanics

- Unit 1 Review

DAY 1

DAY 2

Foundational Skills

Resources

- *Decodable Stories, Book 2*, Story I8
- Routine 9
- *Sound/Spelling Cards*, I0, I1, 23, 32–39

Phonics and Decoding

- Review Lesson I Sounds/Spellings, p. T334

Reading a Decodable Story

- Book 2, Story I8, p. T334

Phonics and Decoding

- Review Lesson 2 Sounds/Spellings, p. T350

Reading and Responding

Resources

- Routines A, I1, I2, and I4
- *Student Anthology I*, pp. I24–I61

Build Background, pp. T335–T336

Preview the Selection, pp. T336–T337

Read the Selection, p. T337

Comprehension Strategies

- Asking and Answering Questions, pp. T341, T342
- Making, Revising, and Confirming Predictions, pp. T339, T343
- Summarizing, p. T339

Fluency, p. T344

Inquiry, p. T345

Read the Selection, p. T351

Comprehension Strategies

- Asking and Answering Questions, p. T353
- Making, Revising, and Confirming Predictions, pp. T353, T355
- Summarizing, p. T356

Discuss the Selection, pp. T357–T358

Develop Vocabulary, pp. T359–T360

Fluency, p. T361

Language Arts

Resources

- *Language Arts Handbook*, pp. 22–29, 38

Writing

- Writing an Opinion Piece, pp. T346–T348

Spelling

- Unit I Review, p. T349

Writing

- Writing an Opinion Piece, pp. T362–T364

Penmanship

- Small Letters *e* and *o*, p. T365



Workshop

- *eGames*
- *EL Photo Library Cards*
- *English Learner Teacher’s Guide*
- *Intervention Support*
- *Intervention Teacher’s Guide*

Differentiated Instruction, pp. T334, T344, T345, T346, T348

English Learner, pp. T335, T337, T339, T341, T342

Inquiry, p. T345

Differentiated Instruction, pp. T350, T355, T357, T362

English Learner, pp. T350, T351, T353, T355, T356



Monitor Progress

- *eGames*
- *Lesson and Unit Assessment I*, pp. 63–84
- *Skills Practice I*, pp. 52, 71–76

Comprehension Rubrics, p. T337

Inquiry Rubrics, p. T345

Comprehension Rubrics, p. T351

Skills Practice I, p. T350

DAY 3

Phonics and Decoding
• Review Lessons 3 Sounds/Spellings and Inflectional Endings *-s, -es, -ed*, p. T366

Close Reading, p. T367
Access Complex Text
• Cause and Effect, pp. T367, T368
• Main Idea and Details, pp. T367, T368
Text Connections, p. T369
Practice Vocabulary, p. T370
Practice Comprehension, p. T371
Fluency, p. T371

Writing
• Writing an Opinion Piece, p. T372
Grammar, Usage, and Mechanics
• Unit I Review, p. T373

Differentiated Instruction, pp. T366, T369, T371
English Learner, pp. T366, T373

Skills Practice I, pp. T366, T370, T371

DAY 4

Phonics and Decoding
• Review Lesson 4 Sounds/Spellings and Inflectional Ending *-ing*, p. T374

Close Reading, p. T375
Writer’s Craft
• Story Elements: Character and Plot, pp. T375, T376, T377, T378, T379
Social Studies Connection, p. T380
Look Closer, p. T381
Apply Vocabulary, p. T382
Fluency, p. T383
Inquiry, p. T383

Writing
• Writing an Opinion Piece, pp. T384–T386
Penmanship
• Small Letters *n* and *r*, p. T387

Differentiated Instruction, pp. T374, T376, T377, T378, T384, T385
English Learner, pp. T374
Inquiry, p. T383

Inquiry Rubrics, p. T383
Skills Practice I, pp. T374, T385

DAY 5

Phonics and Decoding
• Review Lesson 5 Sounds/Spellings, p. T388

Theme Wrap-Up and Review, pp. T389–T390

Writing
• Writing an Opinion Piece, p. T391

Differentiated Instruction, pp. T390

Lesson and Unit Assessment I, pp. T388, T390, T391
Writing Rubrics, p. T391

Resources:

- *Sound/Spelling Cards* 23, 32, 33, 34, and 38
- Routine 9
- *Decodable Stories, Book 2*, Story 18

Objectives:

- Students will
- review words with /ch/ spelled *ch*, /th/ spelled *th*, /sh/ spelled *sh*, /w/ spelled *wh*, and /ar/ spelled *ar*.
- learn a new high-frequency word.
- read a *Decodable Story*.

CCSS

RF.2.3.F Recognize and read grade-appropriate irregularly spelled words. **RF.2.4.A** Read grade-level text with purpose and understanding. **RF.2.4.B** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Phonics and Decoding

Review Lesson 1 Sounds/Spellings

Blending

CCSS RF.2.3.F



REVIEW /ch/ spelled *ch*, /th/ spelled *th*, /sh/ spelled *sh*, /w/ spelled *wh*, and /ar/ spelled *ar* using *Sound/Spelling Cards* 23, 32, 33, 34, and 38. Then review the high-frequency words that were introduced in Lesson 1 (*far, much, start, upon, which*).

Introduce the high-frequency word *live*. Display *live* for students. Say the word (pronounced /liv/), and then have students repeat it several times. Explain the meaning of the word. Then have students read the words and sentences from Lesson 1.

Fluency: Reading a Decodable Story

ROUTINE 9

CCSS RF.2.4.A

Book 2, Story 18: Tracks at a Pond

New High-Frequency Word: *live*

Reviewed High-Frequency Words: *by, walk*

USE Routine 9, the *Reading a Decodable Story Routine*, to have students read “Tracks at a Pond.”

Checking Comprehension

HAVE students answer the following questions to check their understanding of the story.

1. What is something that birds and skunks like to eat? *Birds and skunks like to eat turtle eggs.*
2. Where do chipmunks live? *Chipmunks live in long, dirt tunnels.*
3. What kind of animal paddles in ponds? *Ducks paddle in ponds.*

Building Fluency

CCSS RF.2.4.B



BUILD students’ fluency by having them read “Tracks at a Pond” with a partner. Have the partners reread the story aloud several times. As students partner-read, check their fluency for speed, accuracy, and expression.



Differentiated Instruction

AL APPROACHING LEVEL If students need additional support with this lesson, refer to the *Intervention Teacher’s Guide* during Workshop to reteach the skills taught in this part of the lesson.



Differentiated Instruction

AL APPROACHING LEVEL For additional practice with the sound/spellings from this lesson, have students read Story 18: “Turtle Shop” from *Practice Decodable Stories* during Workshop.

ePresentation

Blending — Lesson 1 Day 1

Words

1	chop	chest	rich	enchant
2	thin	this	path	within
3	shop	shut	cash	dishrag
4	chipmunk	shipment	lunchbox	bathtub

Blending — Lesson 1 Day 1

Sentences

- 1 How far will Chet dash for lunch?
- 2 Thelma put the hat upon Trish’s head.

Blending — Lesson 1 Day 3

Words

1	when	which	whiff	whiz
2	art	sharp	cart	charm
3	whip	whim	wham	whisk
4	carpet	darkness	barnyard	benchmark

Blending — Lesson 1 Day 3

Sentences

- 1 Carl knows which car will not start.
- 2 Did Barb whisk the eggs too much?
- 3 There are bats that live in the barn.

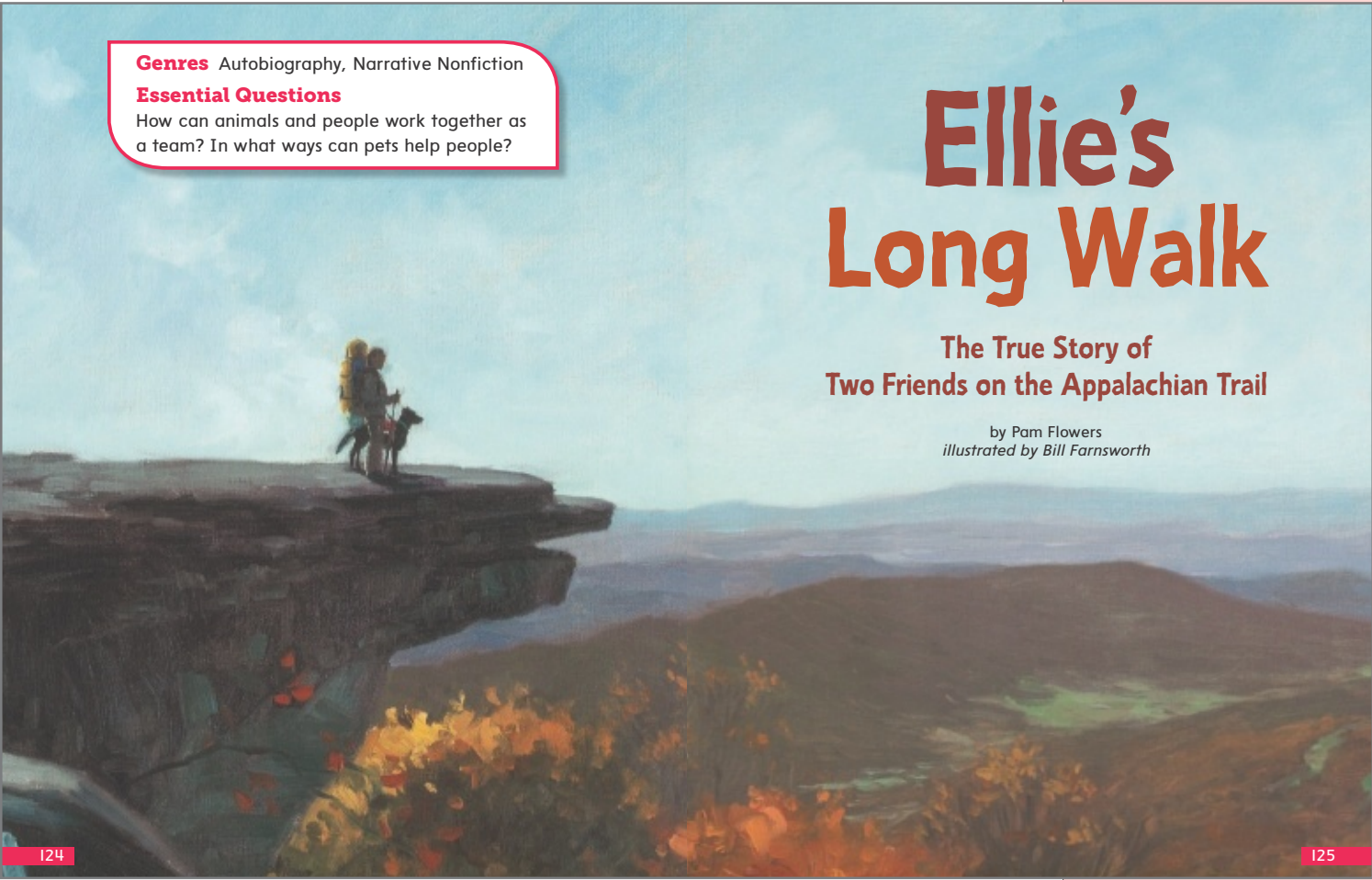
Resources:

- *Student Anthology I*, pp. 124–141
- Routines 12 and 14

Objectives: Students will

- read grade-level text with purpose and understanding.
- read grade-level text orally, at an appropriate rate.
- deliver presentations for Inquiry.

ePresentation



Build Background

Background Information ROUTINE 14

- USE Routine 14, the Reading the Selection Routine, to guide students in reading “Ellie’s Long Walk.” Ask if any students know about the Appalachian Trail. Tell them that the Appalachian Trail is a path that is more than 2,000 miles long and that it passes through 14 states. Each year, between two and three million people walk at least part of the Trail.

Teacher Tip

BACKGROUND INFORMATION Display a map of the Appalachian Trail and the states through which it passes to help students visualize and comprehend the trail’s length. A map of the Appalachian Trail can be found on page 161 of *Student Anthology I*.

English Learner

ADDITIONAL INSTRUCTION The *English Learner Teacher’s Guide* provides English learners with support for reading and discussing the selection, developing vocabulary, using comprehension strategies, accessing complex text, and identifying elements of writer’s craft. Some of the lessons should be taught before the core lesson, and others can be used to reteach or review more difficult aspects of the lesson. Preteach, Reteach, and Review icons are provided next to the *English Learner Teacher’s Guide* lessons.

Reading and Responding

Genres

TELL students that “Ellie’s Long Walk” is an autobiography. Explain that an *autobiography* is a story of a real person’s life written by that person. Discuss the elements of autobiography:

- *It is written by a person about his or her own life.*
- *It tells the most important information about a person’s life and how the person talks, feels, and thinks about things.*
- *It may be the story of a person’s whole life or only part of a person’s life.*
- *Events are almost always told in chronological order.*

○ Explain that “Ellie’s Long Walk” can also be classified as *narrative nonfiction* because it blends elements of fiction with elements of nonfiction in order to make the story exciting. Discuss the elements of narrative nonfiction with students.

- *Facts about real people, places, or events are included. This information is shaped into a story.*
- *The real people become characters; the real places become settings; and the real events become the plot.*

Concept Vocabulary: Partnership

EXPLAIN to students that this lesson’s concept vocabulary word is *partnership*. Tell them that *partnership* is a form of *partner* and means “the joining together of two or more people or animals.” Have students discuss how the word *partnership* relates to the theme Teamwork.

Essential Questions

HAVE students read aloud the Essential Questions on *Student Anthology I* page 124. Tell them to think about the Essential Questions as they read “Ellie’s Long Walk.”

- *How can animals and people work together as a team?*
- *In what ways can pets help people?*

Preview the Selection LEXILE® 660L

Browse ROUTINE 12

USE Routine 12, the Clues, Problems, and Wonderings Routine, to have students browse the first few pages of the selection. Explain to students that browsing will help them to read the text with purpose and understanding. As students browse, have them search for clues that tell them something about the selection. Also, have them look for problems, such as unfamiliar words, and concepts they wonder about. For example, students might note that the selection features a woman and dog. Students might notice unfamiliar words, such as *Appalachian Trail*, and they might wonder why the dog is wearing a backpack.

Set Purposes

REMIND students that they will be reading a story about a real person’s life. Ask them to think about how this selection relates to the unit theme Teamwork.

CCSS RF.2.4.A Read grade-level text with purpose and understanding.

ePresentation

Genre

Autobiography

- ▶ It is written by a person about his or her own life.
- ▶ It tells the most important information about a person’s life and how the person talks, feels, and thinks about things.
- ▶ It may be the story of a person’s whole life or only part of a person’s life.
- ▶ Events are almost always told in chronological order.

Genre

Narrative Nonfiction

- ▶ Facts about real people, places, or events are included. This information is shaped into a story.
- ▶ The real people become characters; the real places become settings; and the real events become the plot.

Essential Questions

- ▶ How can animals and people work together as a team?
- ▶ In what ways can pets help people?

Clues/Problems/Wonderings Chart


Clues	Problems	Wonderings
The selection is about a woman and a dog.	Appalachian Trail	Why is the dog wearing a backpack?



Teacher Tip


GENRE Tell students that in narrative nonfiction, the author will sometimes guess what a character is thinking or feeling. Because the author of “Ellie’s Long Walk” wrote about herself, she is able to tell readers what she was actually thinking and feeling at different points during her and Ellie’s adventure.

BIG Idea: How can you work better with others?

-  **READ** the Big Idea question before the class reads the selection. Tell students to keep this question in mind as they read the story.

Read the Selection

Comprehension Strategies

-  **MODEL** the use of the following comprehension strategies as you read the first half of “Ellie’s Long Walk” in small groups:

EL

- Predicting and Confirming Predictions
- Asking and Answering Questions
- Summarizing

Remind students that predicting means thinking about what will happen next in a story. Making predictions helps readers think about the story and focus on what they are reading. Readers make predictions based on clues in the text and their own knowledge. As readers progress in a story, they reconsider predictions they have made and then confirm or revise them. Display sentence frames for predicting as students read to help them apply this strategy.

Have students recall that asking questions helps the reader to continually monitor his or her understanding of the story. Remind students to use the question words *who*, *what*, *where*, *when*, *why*, and *how* to ask meaningful questions as they read the story. They should return to their questions during and after reading to discuss possible answers and revisit the text to check for answers and clues to answers.

Remind students that, from time to time, readers will pause to summarize what they have read and prepare to continue reading. When readers summarize, they put the information in their own words. This not only helps good readers remember what they have read, but also prompts them to evaluate how well they understand the information.

ePresentation

BIG Idea**BIG Idea**

How can you work better with others?

Sentence Frames

- ▶ I predict _____ because _____.
- ▶ The clues the author gave are _____, so I _____ my prediction.
- ▶ My prediction was confirmed because _____.
- ▶ I want to revise my prediction because _____.

**Teacher Tip**

HOME CONNECTION Send home a copy of *Home Connection* (available in either English or Spanish) that goes with this lesson. After reading the weekly selection with students in class, encourage students to discuss the selection with their families and complete the activity provided.

**Teacher Tip**

ASKING QUESTIONS To gain a deeper understanding of a text, students should ask higher-order thinking questions. Tell students they should avoid asking questions that have a simple, direct answer such as *yes* or *no*.

**English Learner**

ADJECTIVES There are several adjectives that appear on p. 116 of the *Student Anthology*, such as: *tiny*, *front*, *seven*, *little*, *black*, *white*, *good*, *nice*, *big*, *round*, *every*, *new*, *fine*, etc. During Workshop, ask students questions such as: “What color is Ellie? What kind of manners does Ellie have? Where did Ellie move?” Ensure that students use the appropriate adjective in each response.

Reading and Responding

ePresentation

Ellie raced to the side of the puppy pen to see who was coming. When she saw Pam, Ellie reached up with her tiny front paws as if to say,

“Pick me! Pick ME!”

There were seven little puppies. All needed a home.

Ellie was black with a white blaze on her chest. When Ellie and Pam looked at each other, the puppy sat right down, lowered her head, and pulled her ears back, showing good dog manners.

Pam smiled and scooped Ellie into her arms. “I’ll **adopt** this one. She behaves and will make a nice friend.”

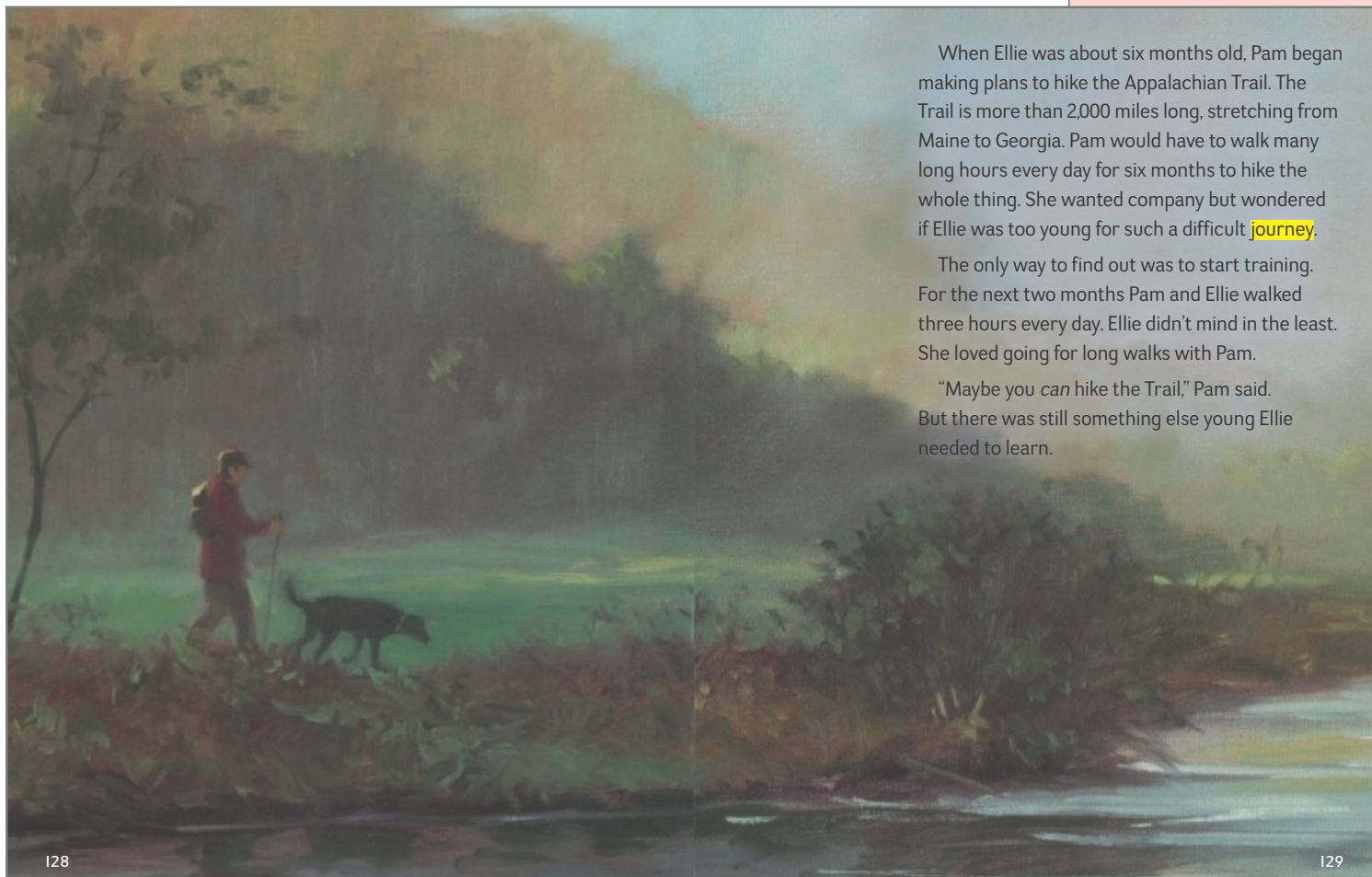
Ellie moved into a big, round pen next to Pam’s desk so they could be together all day. The puppy wagged her tail as she sniffed every **inch** of her new home.

“I see you like to explore new places, Ellie,” Pam said. “Me, too! You and I are going to make a fine team.” **I**

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ePresentation

On the Appalachian Trail they would both carry packs on their backs. Pam would carry a tent, sleeping bag, food, and maps. Ellie would carry her food, a bowl, and her toenail clippers.

Pack training started right away. When Pam first strapped Ellie's pack on her, the puppy jumped straight up, spun around, and tried to shake it off.

Pam laughed as she straightened the pack. "Don't worry, you'll get used to it."

That first day, they wore empty packs.

Each day Pam added small weights. The packs got heavier and heavier. After four months, Pam and Ellie could carry fully loaded packs and walk six miles without getting tired.

They were ready to begin their journey. 2 3



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Comprehension Strategy

Predicting

- 1 **TEACHER MODEL:** *I am going to make a prediction here. Pam says that she likes to explore new places, like Ellie does, and that they are going to make a fine team. I predict that Pam and Ellie will have some kind of adventure together or take a trip to a new place.*

Summarizing

- 2 **TEACHER MODEL:** *The text here says that Pam and Ellie were ready to begin their journey. This is a good place to pause and summarize what I have read so far. Pam adopted Ellie, and then Pam started planning to hike the Appalachian Trail. To train for the hike, Pam and Ellie took long walks and practiced carrying more and more weight in their backpacks. When they were able to carry full packs for six miles, Pam decided they were ready for the Trail.*

Confirming Predictions

- 3 **TEACHER MODEL:** *I can confirm that my prediction was correct. Pam and Ellie are going on an adventure together—they are going to hike the Appalachian Trail!*

Sentence Frames

- ▶ I predict _____ because _____.
- ▶ The clues the author gave are _____, so I _____ my prediction.
- ▶ My prediction was confirmed because _____.
- ▶ I want to revise my prediction because _____.



Teacher Tip

COMPREHENSION STRATEGIES Keep a list of predictions students make and questions they ask as you read the story. Remind students to revisit predictions to confirm or revise them based on new information. Students should also revisit their questions and note any answers they found in the text.

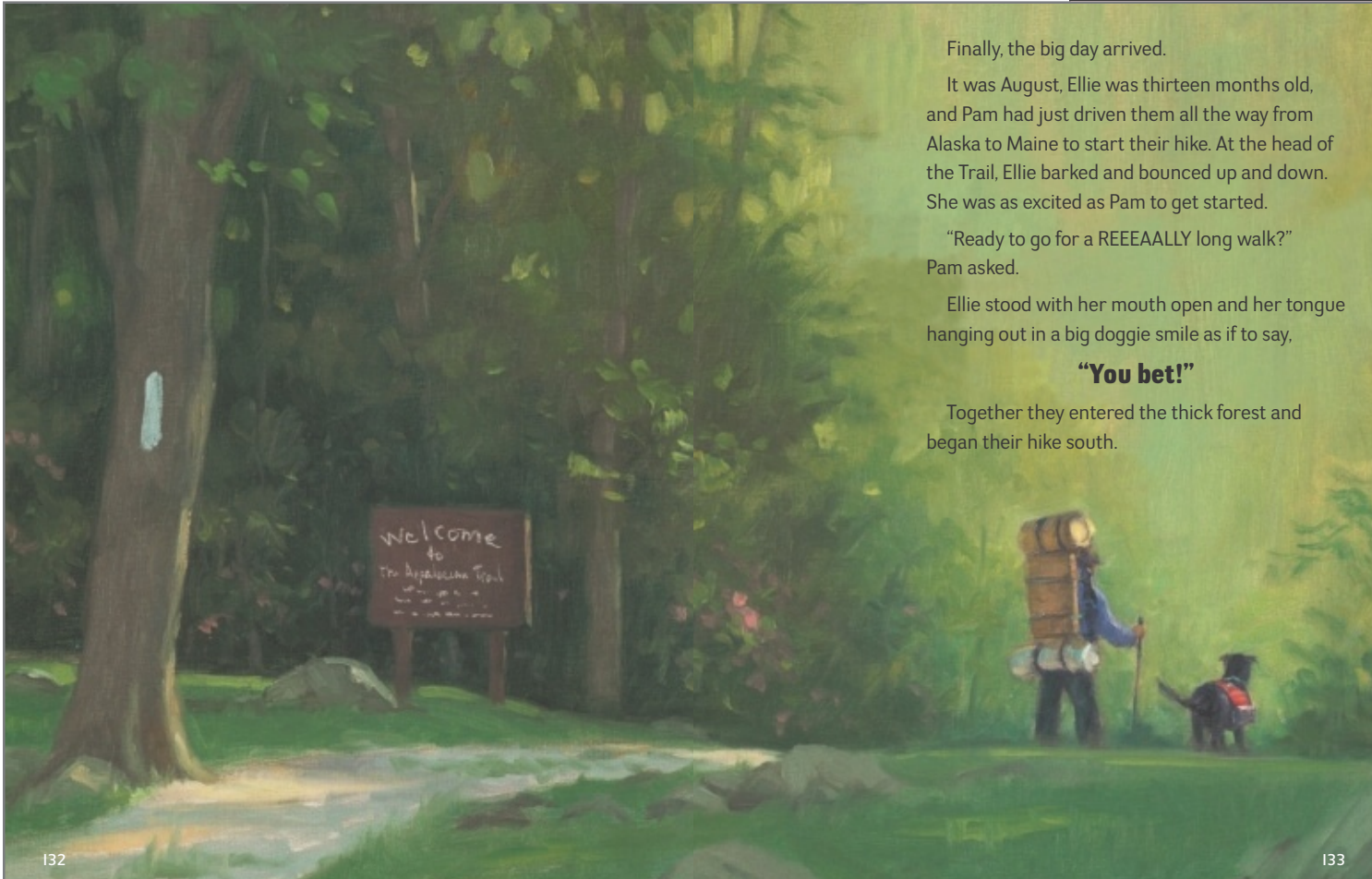


English Learner

COGNATES If students' native language is a Romance language, they may recognize the following cognates that appear on pp. 129-130 of *Student Anthology I*: **plans, miles, long, hours, day, company, difficult, training, and maps** (Spanish: *planes, millas, largo, horas, día, compañía, difícil, entrenamiento, mapas*).

Reading and Responding

ePresentation



Finally, the big day arrived.

It was August, Ellie was thirteen months old, and Pam had just driven them all the way from Alaska to Maine to start their hike. At the head of the Trail, Ellie barked and bounced up and down. She was as excited as Pam to get started.

“Ready to go for a REEEAALLY long walk?” Pam asked.

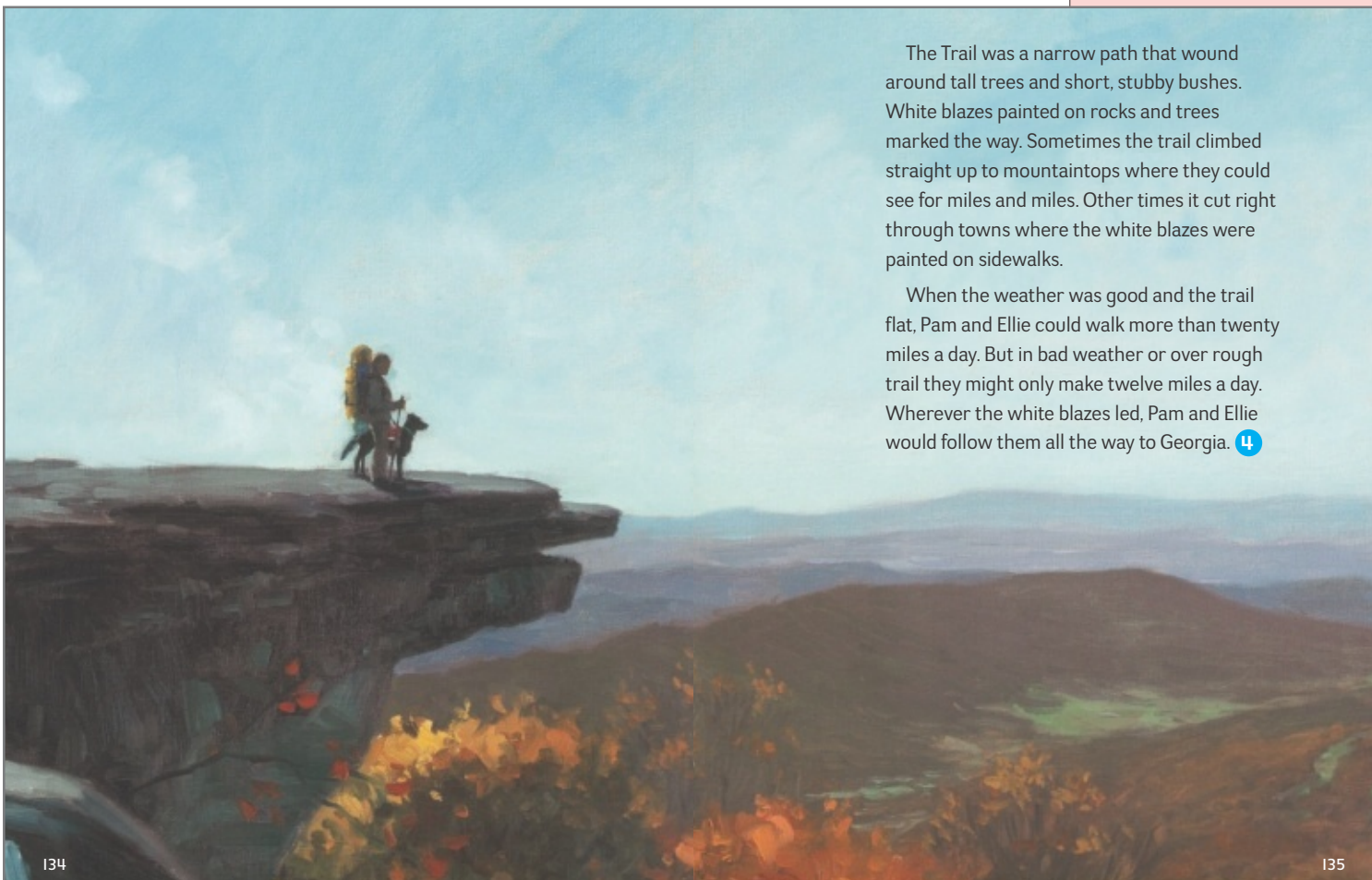
Ellie stood with her mouth open and her tongue hanging out in a big doggie smile as if to say,

“You bet!”

Together they entered the thick forest and began their hike south.

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133



The Trail was a narrow path that wound around tall trees and short, stubby bushes. White blazes painted on rocks and trees marked the way. Sometimes the trail climbed straight up to mountaintops where they could see for miles and miles. Other times it cut right through towns where the white blazes were painted on sidewalks.

When the weather was good and the trail flat, Pam and Ellie could walk more than twenty miles a day. But in bad weather or over rough trail they might only make twelve miles a day. Wherever the white blazes led, Pam and Ellie would follow them all the way to Georgia. 4

134

135

ePresentation



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On such a long, difficult journey, Pam knew it was important to have a daily routine of hiking, eating, and resting.

But Ellie had her own routine. Every morning as Pam lay sleeping, Ellie snuck up and touched her cold, wet nose to Pam's nose.

"Oh!" Pam would cry as she jolted awake.

Ellie would smile as if to say,

"Gotcha!"

Then Pam would laugh and reply, "Good morning, Sunshine. Ready for a new day?"

Such a happy beginning to their days helped them **face** many challenges together. **5**

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Comprehension Strategy

Asking and Answering Questions

- 4** **TEACHER MODEL:** On page 135, I see that Pam mentions white blazes that are painted on trees, rocks, and sidewalks to mark the Trail. Where did I see the words white blaze before, and why is the author using this term again? I will look back in the text.

EL

Okay, on page 126 it says that Ellie has a white blaze on her chest. I think that the author uses this term to describe both the mark on Ellie's chest and the mark on the signs so as to make a strong connection between Ellie and the Appalachian Trail. Maybe the author is suggesting that Ellie was meant to walk the Trail because she shares the same marking as the signs.

Asking Questions

- 5** **TEACHER MODEL:** At the end of page 137 the author says happy beginnings to their days helped Pam and Ellie face many challenges. What kinds of challenges will they face on the hike? I will keep reading to look for answers.



Teacher Tip

GENRE Remind students that "Ellie's Long Walk" which is an autobiography. Most autobiographies are written using the words *I*, *me*, and *my*, but in this case the author, Pam Flowers, writes about herself as a character in the story. This is one reason why the selection is also classified as narrative nonfiction.



English Learner

PRONUNCIATION During Workshop, note how students pronounce the *-ed* endings of the following words on pp. 133–137 of *Student Anthology I*: *barked*, *bounced*, *dropped*, *asked*, *marked*, *touched*, *helped* (/t/); *arrived*, *entered*, *climbed* (/d/); *excited*, *started*, *painted*, *jolted* (/ɪd/). For additional support, reference the Contrasting Sounds activity in Unit 1 Lesson 3 of the *English Learner Teacher's Guide*.

Reading and Responding



138

In October, as Pam and Ellie walked through Vermont, the weather was pleasant for many days in a row. Then, one evening just as they climbed into their tent, a huge storm blew in. Lightning flashed, thunder rolled, and wind shook their tent with every gust.

The storm **raged** for hours and hours. In the darkest part of the night, Pam and Ellie were **startled** by a loud *crack* followed by a terrifying explosion. It was a nearby tree crashing to the ground.

Crack! Another tree fell.

Crack! Crack! Crack!

All night long the wind blew down one tree after another. Pam was terrified. She was afraid one of the trees would smash them flat.

Ellie was scared, too. She crept up next to Pam. Pam wrapped her arm around the young dog and all through that long, terrible night they huddled together, comforting each other. **6**

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Comprehension Strategy

Answering Questions

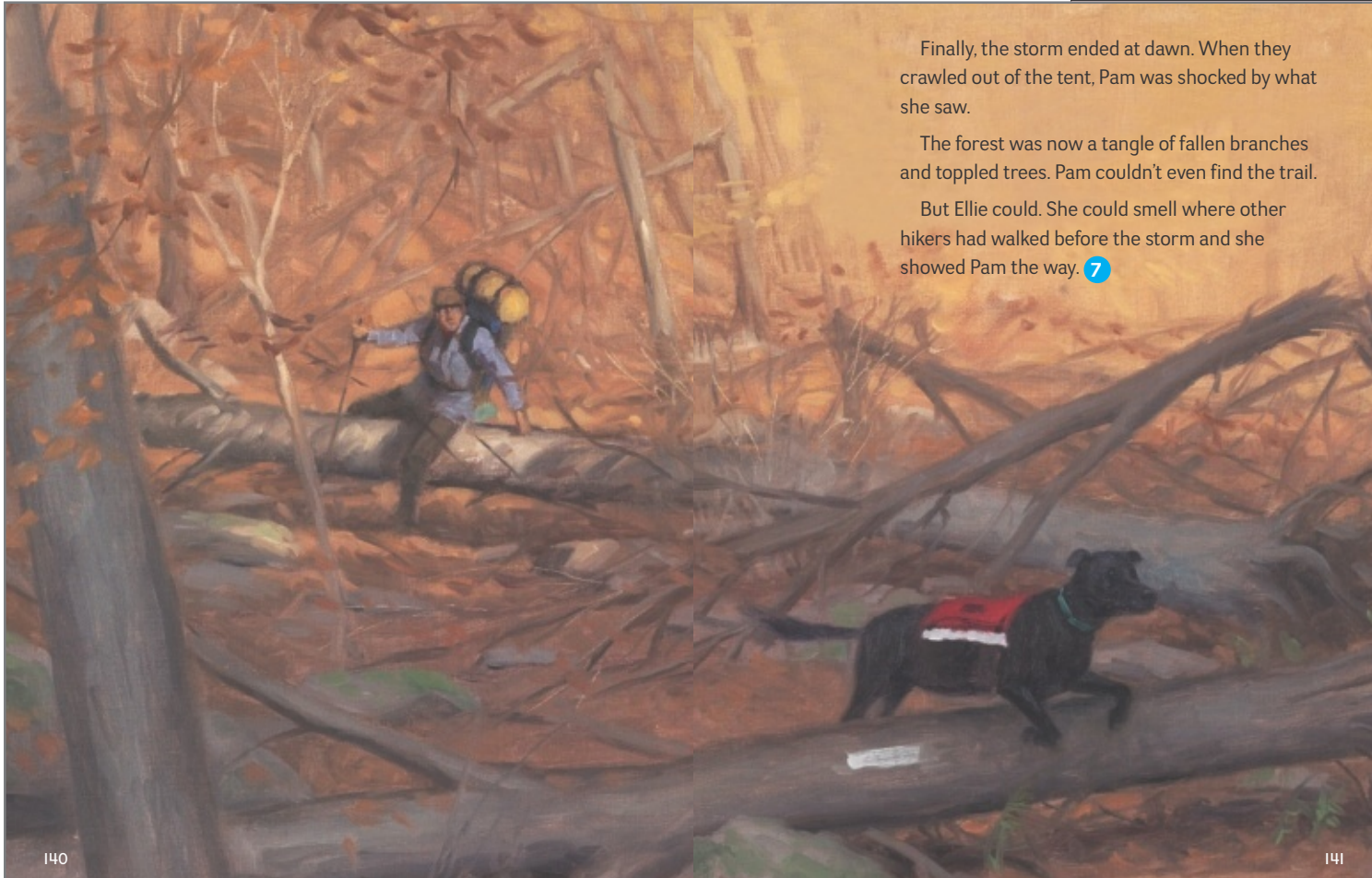
- 6** **TEACHER MODEL:** *I found an answer to my question about what challenges Pam and Ellie would face. They had to endure a very scary storm, and Pam spent a whole night worried that a tree would fall on Ellie and her.*

EL

English Learner

PREPOSITIONS The following prepositions appear on page 139 of *Student Anthology I*: *in, through, for, in, into, with, of, by, to, after, and around*. During Workshop, ask students questions that require the use of the preposition in the response, such as: "Where did Pam and Ellie walk? Where did they climb? What were they startled by? What did Pam do with her arms?"

ePresentation



Finally, the storm ended at dawn. When they crawled out of the tent, Pam was shocked by what she saw.

The forest was now a tangle of fallen branches and toppled trees. Pam couldn't even find the trail.

But Ellie could. She could smell where other hikers had walked before the storm and she showed Pam the way. **7**

Comprehension Strategy

Predicting

7 TEACHER MODEL: *That storm was definitely a challenge for Pam and Ellie. I am going to predict that they face another scary or difficult situation because the text on page 137 says they faced many challenges together.*

Sentence Frames

- ▶ I predict _____ because _____.
- ▶ The clues the author gave are _____, so I _____ my prediction.
- ▶ My prediction was confirmed because _____.
- ▶ I want to revise my prediction because _____.



Teacher Tip

PREDICTING Remind students that predictions should be reasonable and based on information in the text and on students' prior knowledge.

Reading and Responding

Fluency

Rate

CCSS RI.2.6, RF.2.4.B



REMIND students that reading at an appropriate rate, or speed, is part of reading with fluency.



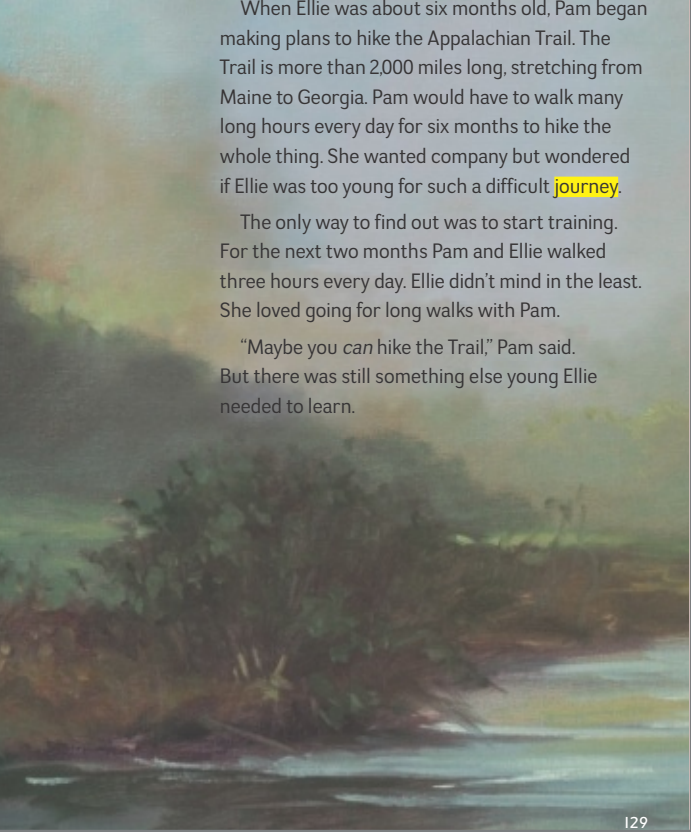
Commas and end marks are signals to pause, and they help readers control the pace of their reading. Readers should not pause at the end of a line if there is no punctuation mark.

Read aloud the first paragraph on page 129 from “Ellie’s Long Walk.” Model pausing briefly at commas and slightly longer at periods. Then have student pairs practice reading the same paragraph at an appropriate rate.

CCSS RI.2.6 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RF.2.4.B** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

ePresentation

Fluency



When Ellie was about six months old, Pam began making plans to hike the Appalachian Trail. The Trail is more than 2,000 miles long, stretching from Maine to Georgia. Pam would have to walk many long hours every day for six months to hike the whole thing. She wanted company but wondered if Ellie was too young for such a difficult journey.

The only way to find out was to start training. For the next two months Pam and Ellie walked three hours every day. Ellie didn't mind in the least. She loved going for long walks with Pam.

“Maybe you *can* hike the Trail,” Pam said. But there was still something else young Ellie needed to learn.

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Teacher Tip

FLUENCY Circulate while student pairs read aloud and provide guidance as needed to help them read at an appropriate rate.



Differentiated Instruction



AL APPROACHING LEVEL Pair these students with a beyond-level partner for fluency practice. The beyond-level student can act as a mentor and model how to read at an appropriate rate.

Inquiry

Step 6—Deliver Presentations

CCSS W.2.7, W.2.8, SL.2.2, SL.2.3

DELIVER PRESENTATIONS As a class for another student group or as large groups taking turns, present the research findings.

After the presentations, have other students summarize and recount key ideas and details from the information presented orally and through other media—this can help students pay attention when acting as listeners. Have listeners ask questions about what speakers said in order to clarify comprehension, gather additional information, and deepen understanding of a topic or issue. Give speakers time to answer such questions.

Review the concept of supporting teammates from the selection “The Final Game,” and discuss how Travis’s negative comments and attitude toward some players made it harder for the team to work together. Connect this to the rules you created related to the inquiry process.

Discuss how the presentation method helped communicate the information to the audience. Was there anything students would have done differently? Model giving positive feedback and constructive suggestions for future presentations. Provide sentence frames, if needed. For example, *I liked it when you _____.* *One thing you might do next time is _____.*

CCSS **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. **SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **SL.2.3** 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.

ePresentation

Giving Feedback and Suggestions

► I liked it when you _____. One thing you might do next time is _____.



Monitor Progress

SPEAKING AND LISTENING RUBRICS Use the Speaking and Listening Rubrics in the Level Appendix to assess students’ collaborative conversation, presentation, and/or listening skills.



Differentiated Instruction

AL **APPROACHING LEVEL** For students needing additional support, use the *Intervention Teacher’s Guide* during Workshop to reteach the comprehension strategies taught in this lesson.

Resource:

• *Language Arts Handbook*, pp. 22–27



Objectives: Students will

- review linking words.
- use a graphic organizer to begin planning their opinion pieces.
- generalize learned spelling patterns when writing words.

Writing an Opinion Piece

Prewriting

Instruct—Making a Plan

-  **HAVE** volunteers share some of their ideas and opinions about money from the previous day’s lesson. Tell students they will need to choose a topic for an opinion piece. Remind them that they will need to support their opinion with three reasons and a further explanation for each reason.
-  Review linking words and how they can help a reader understand the relationship between an opinion and the reason for having the opinion, as well as how they can guide the reader through an opinion essay. Using a previous model of an opinion piece, identify linking words. **Possible Answers:** *so, Another reason, if . . . then, because, also, In conclusion*



Differentiated Instruction

AL RETEACH For students needing additional support, use the *Intervention Teacher’s Guide* during Workshop to reteach the Writing and Spelling skills taught in this lesson.



Teacher Tip

EXTRA PRACTICE Have students write as many linking words as they can on a piece of paper. Have them exchange their list with a partner. Have them circle words on their partner’s lists that did not appear on their own. Have them write three sentences using three of the linking verbs they circled.

Guided Practice

DISPLAY a blank TREE graphic organizer. Review the sections of the graphic organizer and how they can be used to plan and organize opinion pieces. Model filling in a TREE graphic organizer. The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.

Possible Answer:

- **Topic Sentence:** *I think that a child who receives an allowance should divide it evenly between spending, saving, and giving.*
- **Reason #1:** *A child will learn the importance of saving money. Explanation #1: Many things in life are expensive, and learning how to save money, rather than having to borrow it, is an important lesson.*
- **Reason #2:** *Understanding how to spend money is important also. Explanation #2: A child will learn how to make good decisions about what is worth buying or not worth buying.*
- **Reason #3:** *Giving money to others, especially those who need it, benefits everyone. Explanation #3: The feeling that comes with generosity is powerful.*
- **Ending:** *Money is a tool everyone has to learn to use. Being familiar with the three main ways to use it is important.*

ePresentation

Writing

Tree	
T	Topic Sentence—Tell what you believe.
R First Reason E	Reasons—3 or more. Explain each reason further. Reason: Explanation:
Second Reason	Reason: Explanation:
Third Reason	Reason: Explanation:
E	Ending—Wrap it up right.

Apply



DISTRIBUTE a blank TREE graphic organizer to each student. Have them use the TREE graphic organizer or another similar graphic organizer to begin planning their opinion pieces. Remind them that their plan should include:

- an opening sentence that clearly states the opinion.
- three reasons that support the opinion.
- an explanation for each reason.
- a strong concluding statement.

Refer students to *Language Arts Handbook* pages 22-27 for more information about the prewriting step of the writing process.

ePresentation

Writing

Characteristics of an Opinion Piece

- ▶ An opening sentence that clearly states the opinion
- ▶ Three reasons that support the opinion
- ▶ An explanation for each reason
- ▶ A strong concluding statement



Differentiated Instruction: TREE Diagram

AL APPROACHING LEVEL If students are having trouble understanding how to complete the TREE graphic organizer, then during Workshop pair them with an on-level or beyond-level student. Have the more proficient student model completing the TREE graphic organizer, explaining each step in the process.

OL ON LEVEL If students are able to complete the TREE graphic organizer, then during Workshop have them complete a second TREE graphic organizer using the opinion piece they completed in a previous lesson.

BL BEYOND LEVEL If students are ready for a challenge with the TREE graphic organizer, then during Workshop have them complete a second TREE graphic organizer using the opinion piece they completed in a previous lesson. Have them suggest two ways they could improve that paragraph.

Spelling

Unit I Review

Spelling Assessment

CCSS L.2.2.D

USE the following process to review spelling words from Lessons 1–5. Have students take out a clean sheet of paper. Tell them to write the word *Spelling* and their names in the top margin. Have them number the first ten lines 1–10, skip a line, and then number the next five lines 11–15. Read each word and give students time to spell it correctly. Tell them to spell the challenge words, but assure them that misspelling a challenge word will not affect their test scores.

Spelling Words

1. march
2. shed
3. judge
4. track
5. clapped
6. wishes
7. middle
8. shrank
9. chores
10. purple

Challenge Words

11. chicken
12. furniture
13. tornado
14. coral
15. swinging

Diagnose

HAVE students exchange papers with a partner. Display the ePresentation list of Spelling Words and Challenge Words. Have students check their partner’s spelling.



Teacher Tip

REVIEW Have students make drawings of the spelling word or words that they missed. Have them write a sentence using the spelling word underneath the drawing.



Teacher Tip

FOUNDATIONAL SKILLS Have students use this week’s *Sound/Spelling Cards* to review the spelling patterns for their spelling words.

CCSS L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

ePresentation

Spelling

Spelling Words

1. march
2. shed
3. judge
4. track
5. clapped
6. wishes
7. middle
8. shrank
9. chores
10. purple

Challenge Words

11. chicken
12. furniture
13. tornado
14. coral
15. swinging