

Sample English Language Arts Learning Plan

Big Idea/Topic

Interactive Read-Alouds

Standard(s) Alignment

ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.

Instructional Design

The following links have been shared from our *Bookworms* partners. Visit [Bookworms K-5 Reading and Writing](#) to access all of their free resources. These lessons can be implemented face-to-face, synchronous, and asynchronous. Considerations for offline/unplugged and asynchronous learning are also provided

How to access the selected interactive read-aloud lessons:

- Click on the [Grade 2 Interactive Read-Alouds \(First Nine Weeks\)](#)
- Scroll to page 2 and review the interactive read-aloud lessons for [Alexander, Who Used to Be Rich Last Sunday](#)
 - We recommend you focus on the following with your students
 - background knowledge
 - comprehension strategies & questioning
 - discussion
 - Complete both lessons (pages 2-5)
 - You can incorporate additional parts of the lessons, as needed
- Scroll to page 6 and review the interactive read-aloud lesson for [The Girl Who Loved Wild Horses](#)
 - We recommend you focus on the following with your students
 - background knowledge
 - comprehension strategies & questioning
 - discussion
 - Complete the lesson (pages 6-8)
 - You can incorporate additional parts of the lesson, as needed

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

August 2020 - Page 1 of 3



- Scroll to page 30 and review the interactive read-aloud lessons for [The Story of Ruby Bridges](#)
 - We recommend you focus on the following with your students
 - background knowledge
 - comprehension strategies & questioning
 - discussion
 - Complete both lessons (pages 30-33)
 - You can incorporate additional parts of the lessons, as needed
- Scroll to page 41 and review the interactive read-aloud lesson for [Wolf Island](#)
 - We recommend you focus on the following with your students
 - background knowledge
 - comprehension strategies & questioning
 - discussion
 - Complete the lesson (pages 41-43)
 - You can incorporate additional parts of the lesson, as needed
- Feel free to review additional grade 2 interactive read-aloud lessons and incorporate, as needed

Literacy Workstations:

Students can engage in independent or collaborative learning during this time. Students can participate in

- **Independent/Partner Reading**
- **Guided Reading and/or Strategy Lessons**
- **Independent/Partner Writing - students can draw, label, and/or write about the interactive stories above**

Considerations for Offline/Unplugged and Asynchronous Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work independently or with a family member.

- Record the lesson for students participating in asynchronous learning.
 - When recording, provide students wait time to participate in book discussions.
- Students can conduct discussions with family members and/or respond in their reading/writing journals.
- [Grade 2 Interactive Read-Alouds \(First Nine Weeks\)](#)
- [Alexander, Who Used to be Rich Last Sunday](#)
- [The Girl Who Loved Wild Horses](#)
- [The Story of Ruby Bridges](#)
- [Wolf Island](#)
- “Just right” books or the following resource for selecting “just right” books at home: [Finding “Just Right” Books](#)
- Students can visit their local library for books. *We have selected book titles that are commonly found in classroom, school, and public libraries.*
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading with children at home: [Reading Tips for Parents of Second Graders](#)

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

August 2020 - Page 2 of 3



Evidence of Student Success

- Students should be able to:
 - develop comprehension ability
 - expand vocabulary
 - build knowledge
 - discuss the story with guidance and support from the teacher and/or with a partner
- Emoji Faces - How are you feeling about the lesson today? Place your sticky note on the correct emoji. Unplugged students can draw emoji faces.
- Virtual Meeting - Thumbs Up or Thumbs Down for student understanding of the lesson
- Show and Share - students can share what they learned

Student Learning Supports

- Challenge students to collaborate during the comprehension discussion
- Challenge students to ask/answer additional questions about the text
- Challenge students to summarize parts of the story
- [Partner Reading](#)
- [Supporting Students with Disabilities Choice Boards](#)
- [Universal Design for Learning in Education](#)

Engaging Families

Below are some additional support materials and/or resources that can be used at home to support students.

- [Georgia Home Classroom](#)
- [ELA Distance Learning Guides](#)
- [Cox Campus](#)
- [Rollins Center for Language and Literacy](#)
- [Reading Tips for Parents of Second Graders](#)

