**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.

**ELAGSE2WR**: 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](http://example.com) 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)](http://example.com)

- Scroll to page 2 and review the interactive read-aloud lessons for [Alexander, Who Used to Be Rich Last Sunday](http://example.com)
  - 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](http://example.com)
  - 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
  o We recommend you focus on the following with your students
    ▪ background knowledge
    ▪ comprehension strategies & questioning
    ▪ discussion
  o Complete both lessons (pages 30-33)
  o You can incorporate additional parts of the lessons, as needed

• Scroll to page 41 and review the interactive read-aloud lesson for Wolf Island
  o We recommend you focus on the following with your students
    ▪ background knowledge
    ▪ comprehension strategies & questioning
    ▪ discussion
  o Complete the lesson (pages 41-43)
  o 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.
  o 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.
  o 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**