

<b>Empowering<sup>®</sup></b> <i>Writers</i> Write. Read. Succeed.							
	<b>110.6 Strand 1</b>	<b>110.6 Strand 2</b>	<b>110.6 Strand 3</b>	<b>110.6 Strand 4</b>	<b>110.6 Strand 5</b>	<b>110.6 Strand 6</b>	<b>110.6 Strand 7</b>
<b>Grade 2 Informational and Opinion Writing Deconstructing Text, Writing Essays, Reports, Response to Text</b>	<b>Developing and Sustaining Foundational Language Skills</b>	<b>Comprehension</b>	<b>Response</b>	<b>Multiple Genres</b>	<b>Author's Purpose and Craft</b>	<b>Composition</b>	<b>Inquiry and Research</b>
<i>Section 1: Recognizing Genre/ Organization</i>							
Lesson 1: Creating Bookcovers for Narrative Stories and Informational Texts	(1)(A)	(6)(A,H)	(7)(B,F)	(8)(A);(9)(Diii,Ei)	(10)(A-B)	(11)(Bi,ii)	
Lesson 2: Fact or Opinion?	(1)(A,C)	(6)(A-C,E,I)	(7)(B,F)	(8)(A)(9)(Eii);			
Lesson 3: Recognizing Genre & Introducing Opinion Writing	(1)(A-C)	(6)(A,B,E,I)	(7)(B,F)		(10)(A,C)		
Lesson 4: Text Detectives - Response to Text	(1)(A,C);(4)(A)	(6)(A,B,C,I)	(7)(C,E,F)	(9)(F)			
Lesson 5: Informational, Opinion, or Response to Text	(1)(A);(4)(A)	(6)(A-I)	(7)(A,C,E-F)	(9)(A,Di,Ei,F)	(10)(A-B)		
Lesson 6: Strategic Reading - Informed Writing	(1)(A,B,);(3)(A,B);(4)(A)	(6)(A-I)	(7)(B-F)	(8)(A);(9)(Di,ii,F)	(10)(A-C)		
Lesson 7: Strategic Reading - Organization and Text Conventions	(1)(A,B,D);(3)(A);(4)(A)	(6)(A-I)	(7)(A-F)	(9)(Di-iii,F)	(10)(A-C)		
Lesson 8: Annotating and Analyzing Narrative Stories and Informational Pieces	(1)(A,B);(4)(A)	(6)(A-I)	(7)(A-F)	(8)(A,C,D);(9)(Di-iii)			
Lesson 9: Sorting Details	(1)(A,B)	(6)(C,E,G)	(7)(E,F)	(9)(Di,iii)	(10)(A-C)		
Lesson 10: Autumn Sorting	(1)(A-C)	(6)(C-E,G,H)	(7)(E,F)	(9)(Di,iii)	(10)(A-C)		
Lesson 11: Annotating and Analyzing Informational Writing	(1)(A,B);(4)(A)	(6)(A-I)	(7)(A-F)	(9)(Di,iii)	(10)(A-B)		

Lesson 12: Comparing and Contrasting In Response to Multiple Texts	(3)(A,B,);(4)(A)	(6)(A-I)	(7)(A-F)	(9)(Di,iii)	(10)(A-C)		
Lesson 13: Finding Irrelevant, Extraneous Details	(1)(A);(4)(A)	(6)(A-I)	(7)(A-F)	(9)(Di,Eii)	(10)(A)	(11)(C)	
Lesson 14: Recognizing Genre and Introducing Opinion Writing	(1)(A,C)	(6)(A,B,E,I)	(7)(B,F)		(10)(A,C)		
Lesson 15: Recognizing Main Ideas & Supporting Details	(1)(A,C)	(6)(G)	(7)(A,F)	(9)(Di,iii)			
Lesson 16: Informational Pieces for Comparison	(1)(A,C);(4)(A)	(6)(A-I)	(7)(A-F)		(10)(A,B)		
Lesson 17: Cut and Paste Activities	(1)(A-D);(3)(B);(4)(A)	(6)(A-I)	(7)(A-D,F)	(9)(Di,iii,Ei-iii)	(10)(A,B)		
Note:(2)(C) write legibly in cursive to complete assignments should be used at teacher discretion when completing assignments							
(5)(A) self-select text and read independently for a sustained period of time is an opportunity to apply knowledge of skills learned as strategic readers							

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<b>Grade 2 Informational and Opinion Writing Deconstructing Text, Writing Essays, Reports, Response to Text</b>	<b>Developing and Sustaining Foundational Language Skills</b>	<b>Comprehension</b>	<b>Response</b>	<b>Multiple Genres</b>	<b>Author's Purpose and Craft</b>	<b>Composition</b>	<b>Inquiry and Research</b>
<i>Section 2: Broad Yet Distinct Main Ideas/Reasons</i>							
Lesson 1: Sort and Categorize	(1)(A,C)	(6)(A,D,E,G-I)		(9)(Di)			
Lesson 2: Compare These Pieces	(1)(A,C);(4)(A)	(6)(A-I)	(7)(C,E)	(9)(Di,iii)	(10)(A-C)		
Lesson 3: Pick, List and Choose	(1)(A-C)		(7)(A)			(11)(A)	
Lesson 4: Main Ideas/Reasons - Don't Overlap Them?	(1)(A,C)	(6)(A,B,F,G,I)	(7)(B-D)	(9)(Di,iii,Eii)	(10)(A,B)		
Lesson 5: Matching Blurbs to Main Idea Sentences	(1)(A);(4)(A)	(6)(A,C,G)	(7)(B,C)	(9)(Di,iii,F)			
Lesson 6: Alternatives to Boring, Redundant Main Idea/Reason Sentences	(1)(A)		(7)(F)				
Lesson 7: Revising Boring, Redundant Main Idea/Reason Sentences	(1)(A)		(7)(F)			(11)(C,Di,iv,ix,x,xi)	
Lesson 8: Sentence Variety and Word Referents	(1)(A,B,D);(3)(A)		(7)(A,B,F)		(10)(D)	(11)(C,Di,iii,iv,ix,x,xi)	(13)(A)
Lesson 9: Main Idea/Reason Blurbs into Sentences	(1)(A)		(7)(F)	(9)(Di,iii)	(10)(B)	(11)(C,Di,iv,ix,x,xi)	
Lesson 10: The Missing Main Ideas and Reasons	(1)(A,B,D);(4)(A)	(6)(A-I)	(7)(B-E)	(9)(Di,iii,Eii)	(10)(A,B)	(11)(Di,ix,x,xi)	
Lesson 11: Recognizing Main Ideas/Reasons in Prompts & Assignments	(1)(A,C,D)	(6)(A-E,H,I)	(7)(A-C,E)	(9)(Di,iii)		(11)(A)	

Lesson 12: Turning Questions into Responses	(1)(A)	(6)(A,B,H)	(7)(B)			(11)(Di,ix,x,xi)	
Lesson 13: Turning Reading Questions into Responses	(1)(A,B)	(6)(A,B,H,I)	(7)(B)		(10)(A)	(11)(Di,ix,x,xi)	
Lesson 14: Using Informative Verbs in Response to Text	(1)(A,B)	(6)(H)	(7)(A,B,F)	(9)(Di,iii)	(10)(A)	(11)(Di,ix,x,xi)	

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<i>Section 3: Elaboration - Detail Generating Questions</i>							
Lesson 1: Just Ok...or Much Better?	(1)(A,C)	(6)(A-E,I)	(7)(C,E)	(9)(F)	(10)(D)	(11)(C)	
Lesson 2: General vs. Specific	(1)(A,C)	(6)(C,D,E,H)	(7)(A,E,F)	(9)(Dii,iii,F)	(10)(A,B,C)	(11)(A,Di,ix,x,xi)	
Lesson 3: Recognizing Overly General Words/Phrases and Specific Examples	(1)(A-D);(4)(A)	(6)(A-E)	(7)(A,B)		(10)(A,D)	(11)(A,Bii,C,Di,ix,x,xi)	
Lesson 4: Break up that Grocery List	(6)(A-F)	(7)(A,B)		(10)(A)		(11)(Bii,C,Di,ix,x,xi)	
Lesson 5: What Does It Look Like? Why is it Important?: Grab Bag	(1)(A-D)					(11)(C,Di,ix,x,xi)	
Lesson 6: Describing Objects - What Does it Look Like? Why is it Important?	(1)(A-C)		(7)(A,B,C,F)	(10)(A-C)		(11)(Bii,Di,ii,ix,x,xi)	
Lesson 7: What Does it Look Like? Why is it Important?: Sentence Matching	(1)(A,C)	(6)(A-I)	(7)(C)	(9)(Di)	(10)(D)		
Lesson 8: Observe and Think Using Detail-Generating Questions	(1)(A-C)	(6)(A-H)	(7)(A,B,C,F)	(9)(Di,F)	(10)(A-C)	(11)(Bi,ii)	
Lesson 9: Writing Sentences Using Detail-Generating Questions	(1)(A-D)	(6)(A,D,E,I)	(7)(B)		(10)(A,D)	(11)(C,Di,ix,x,xi)	
Lesson 10: Recognizing Details in InformationalWriting	(1)(A-B)	(6)(A-F)	(7)(E,F)	(9)Di,F)	(10)(A-C)		
Lesson 11: Your Turn - What Does it Look Like? Why is it Important?	1(1)(A-C)	(6)(A,B,D,E)	(7)(A,B,C,E,F)	(9)(Dii)	(10)(A-C)	(11)(A,Bi,ii,Di,ii,ix,x,xi)	
Lesson 12: Using Detail-Generating Questions in Paragraphs	(1)(A-D)	(6)(A,B,D,E)	(7)(A,B)	(9)(F)		(11)(Bii,C,Di,ix,x,xi)	

Lesson 13: Using Detail-Generating Questions to Complete an Informational Essay	(1)(A-D)	(6)(A,D,E,I)	(7)(B)		(10)(A,D,F)	(11)(C,Di,ix,x,xi)	
Lesson 14: Reading and Summarizing Texts	(1)(A,B);(4)(A)	(6)(A-I)	(7)(A-F)	(9)(Di,iii)	(10)(A,B)		
Lesson 15: Paraphrasing	(1)(A,D);(3)(D);(4)(A)	(6)(A,B,H)	(7)(B,C,D,F)			(11)(C,D)	
Lesson 16: Giving the Author Credit	(1)(A)					(11)(C,Di,ix,x,xi)	(13)(F)

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<i>Section 4: Research</i>							
Lesson 1: Turning "Why is it Important?" into a Research Question	(1)(A-D)	(6)(A,B,D,E,G,H)	(7)(A,B,D-F)	(9)(Di,ii,F)		(11)(Di,ix,x,xi)	(13)(C,E)
Lesson 2: Look and Learn	(1)(A)	(6)(E)	(7)(A)		(10)(C)		(13)(A)
Lesson 3: Make it Your Own - Using Photos to Generate Research Questions	(1)(A)	(6)(E)	(7)(A)		(10)(C)		(13)(A)
Lesson 4: Finding Informations in Charts, Graphs, and More	(1)(A,D);(3)(B)	(6)(G)	(7)(C,E,F)	(9)(Dii,F)	(10)(C)	(11)(D)	(13)(C,E)
Lesson 5: Using Timelines	(1)(A,D);(3)(B)	(6)(G)	(7)(C,E,F)	(9)(Dii,F)	(10)(C)	(11)(D)	(13)(C,E)
Lesson 6: Using Information From Maps	(1)(A,D);(3)(B)	(6)(G)	(7)(C,E,F)	(9)(Dii,F)	(10)(C)	(11)(D)	(13)(C,E)
Lesson 7: Information in a Bulleted List	(1)(A)	(6)(D,E-I)	(7)(B,E)				(13)(C)
Lesson 8: Reading Strategically - Using Text Conventions	(1)(A,D);(3)(A)				(10)(C)		(13)(C)
Lesson 9: Recognizing "Golden Bricks" - Statistics and Expert Quotes Within a Text	(1)(A,D);(4)(A)	(6)(A,B,D-G,I)	(7)(C,E)	(9)(Di))	(10)(A,F,G)		
Lesson 10: More on Quotes and Statistics	(1)(A,D);(4)(A)	(6)(A,B,D-G,I)	(7)(C,E)	(9)(Di))	(10)(A,F,G)		
Lesson 11: Taking Simple Bulleted Notes	(1)(A)		(7)(B,E)				(13)(C,E)

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<i>Section 5: Introductions and Conclusions</i>							
Lesson 1: Informational Pillar - Introduction Pillar	(1)(A,D)	(6)(A,B)	(7)(A,B)		(10)(A,B)	(11)(Bi,D)	
Lesson 2: Which Introduction Would You Rather Read?	(1)(A,B,C);(4)(A)	(6)(A,B,G)		(9)(Di,iii)	(10)(A,B)		
Lesson 3: Using Questions to Write Introductions	(1)(A,D)	(6)(A,B)	(7)(A,B)		(10)(A,B)	(11)(Bi,D)	
Lesson 4: Revising Weak Introduction Paragraphs	(1)(A)	(6)(A,B,C)	(7)(B,D,E)	(9)(Di)	(10)(A,B)	(11)(Bi,D)	
Lesson 5: Adding an Introduction Paragraph	(1)(A)	(6)(A,B,C,G,H)	(7)(B,D,E)	(9)(Di)	(10)(A,B)	(11)(Bi,D)	
Lesson 6: Informational Pillar - Conclusion Paragraph	(1)(A,D)	(6)(A,B)	(7)(A,B)		(10)(A,B)	(11)(Bi,D)	
Lesson 7: Find the Matching Conclusion 1, 2	(1)(A);(4)(A)	(6)(A,B,H)	(7)(C,E,F)	(9)(Di,Ei)	(10)(A,B)		
Lesson 8: Which Conclusion Would You Rather Read?	(1)(A,B,C);(4)(A)	(6)(A,B,G)		(9)(Di,iii)	(10)(A,B)		
Lesson 9: Summing it All Up with Definitive Words and Phrases	(1)(A,B,D)	(6)(A,B)	(7)(B,D)	(9)(Di,Ei)	(10)(A,B)	(11)(Bi,C,D)	
Lesson 10: From Summarizing Framework to Conclusion Paragraph	(1)(A)	(6)(A,H)	(7)(B,F,)	(9)(Diii,Ei)	(10)(A-B)	(11)(Bi,ii)	
Lesson 11: Using Definitive Words and Phrases to Create Conclusion Paragraphs	(1)(A,B,D)	(6)(A,B)	(7)(A,B)	(9)(Di,Ei)	(10)(A,B)	(11)(Bi,C,D)	
Lesson 12: Adding a Conclusion Paragraph	(1)(A,B,D)	(6)(A,B)	(7)(A,B)	(9)(Di,Ei)	(10)(A,B)	(11)(Bi,C,D)	



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<i>Section 6: Authentic Writing Tasks</i>							
Lesson 1: Analyzing Prompts for Givens and Variables	(1)(A)	(6)(A,B)	(7)(B,D)		(10)(A,B)	(11)(A)	
Lesson 2: 7-Day Process Piece	(1)(A-D)	(6)(A,B)	(7)(B,D)		(10)(A,B)	(11)(A-E);(12)(B,C)	
Lesson 3: Themes in Picture Books	(1)(A,C,D)	(6)(A,B,D,E,F)	(7)(A,B,C,D,G)	(8)(A,B)	(10)(A)	(11)(Bii,D)	
Lesson 4: Exploring Opinions	(1)(A-C)	(6)(A-G)	(7)A-F)		(10)(A-C)	(11)(Bii,D)	