

English Language Arts

Grade 2



Curriculum

Lower Township Elementary Schools
2015

Content Area:	ELA	Grade(s)	2
Unit Plan Title:	Unit 1: Neighborhood Visit		
Anchor Standard ELA			
READING			
Key Ideas and Details			
<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 			
Craft and Structure			
<ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purposes shapes the content and style of a text. 			
Integration of Knowledge and Ideas			
<ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. 			
Range of Reading and Level of Text Complexity			
<ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts independently and proficiently. 			
SPEAKING AND LISTENING			
Comprehension and Collaboration			
<ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 			
Presentation of Knowledge and Ideas			
<ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate 			
LANGUAGE			
Conventions of Standard English			
<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 			
Knowledge of Language			
<ol style="list-style-type: none"> 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 			
Vocabulary Acquisition and Use			
<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 			

- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Overview/Rationale

In this Unit, students will identify sequence of events, and main purpose of the text. They will infer/predict, analyze, evaluate, and summarize details. In addition they will describe how words and phrases supply rhythm and meaning and consider author's word choice. Students will determine the different types of sentences, subjects and predicates and distinguish the difference between singular and plural nouns.

Standard(s)

- **RL 2.1** Ask and answer such questions as *who, what, where, when, why,* and *how to* demonstrate understanding of key details in a text.
- **RL 2.2** Recount stories and determine their message, lesson, or moral
- **RL 2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RL 2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RL 2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its character, setting, or plot.
- **RL 2.10** Read and comprehend literature.
- **RF 2.3.a,b,e, f** Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - e. Identify words with inconsistent but common spelling correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.
- **RF 2.4.a,b,c** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RI 2.1** Ask and answer such questions as *who, what, where, when, why,* and *how to* demonstrate understanding of key details of a text.
- **RI 2.6** Identify the main purpose of a text, including what the author wants to answer, explain or describe.
- **RI 2.9** Compare and contrast points presented by two texts on same topic
- **RI 2.10** By the end of the year, read and comprehend information 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.
- **SL.2.1.a,b,c** Participate in collaborative conversations with diverse partners about grade 2 Topics and texts with peers and adults in small and larger groups
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.

- b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL 2.2** Recount or describe key ideas or details from texts read aloud, 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.
- **SL 2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **L 2.1. f** Demonstrate command of the conventions of standard English grammar and usage when writing or spelling.
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g. *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- **L 2.2 b.d.e** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - b. Use commas in greetings and closings of letters
 - d. Generalize learned spelling patterns when writing words. (e.g. cage-badge; boy-boil).
 - e. Consult reference materials, including beginning dictionary, as needed to check and correct spellings.
- **L 2.3 a** Use knowledge of language and its conventions of writing, speaking, reading, or listening.
 - a. Compare formal and informal uses of English.
- **L 2.4 a.e** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or a phrase
 - e. Use glossaries and dictionaries, both print and digital, to determine or clarify meanings of words and phrases.
- **L 2.5** demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Technology Standard(s)

- **8.1.P.A.5** Demonstrate the ability to access and use resources on a computing device.
- **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **8.1.P.C.1** Collaborate with peers by participating in interactive digital games or activities.
- **8.1.P.E.1** Use the internet to explore or investigate questions with a teacher's support.

Essential Question(s)

- Why is the order of events in a story important?
- How are families alike and different?
- Why might an author write a story?
- What might cause a story character to change?
- What clues tell you where and when a story takes place?

Enduring Understandings

- There are different kinds of communities

In this unit plan, the following 21st Century Career Ready Practices are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

- Follow agreed-upon rules for discussions
- Recount key details from a text read aloud
- Alphabetize words up to the third letter
- Use a sentence level context clue as to the meaning of a word or phrase
- Identify the sequence of events.
- Use the infer/predict strategy to figure out what the author means or what might happen next.
- Describe how an author's choice of words and phrases (repeated lines) adds rhythm or meaning to a story.
- Describe characters' feelings with evidence from text.
- Identify headings and use them to locate information
- Spell words with short vowels a, i.
- Identify beginning, middle, and final sounds in words with short vowels a, i.
- Distinguish short vowels a, I when reading one-syllable words.

- Identify subject of a sentence.
- Identify predicate of a simple sentence.
- Use a glossary to determine the meanings of new words
- Compare and contrast how people in a family are alike and different.
- Ask and answer questions to demonstrate understanding of key details in a text.
- Explain how specific images (photographs, family tree diagram) contribute to and clarify meaning.
- Recount key details from the text
- Describe how repeated lines and rhymes supply rhythm and meaning in a poem.
- Spell words with short vowels o,u,e.
- Identify parts of a complete and incomplete sentence
- Use sentence level context as a clue to the meaning of multiple-meaning words.
- Identify the author’s main purpose.
- Use the analyze/evaluate strategy to think carefully about the details in a selection.
- Compare and contrast dogs and puppies.
- Use headings to locate information.
- Identify captions and explain how they contribute to the meaning.
- Ask and answer questions to demonstrate understanding of key details in a text.
- Orally summarize sections of the text.
- Learn the sounds/spellings for long vowels a,i.
- Blend sounds in words with long vowels a, i.
- Types of sentences
- Identify commands, statements, questions, exclamations
- Identify cause and effect relationships in story events.
- Use information from illustrations and words to gain understanding of characters and events.
- Summarize story events.
- Identify examples of personification within the text.
- Recount key ideas from the point of view of one character.
- Recount fables and determine their moral.
- Identify vowel sounds in words.
- Long vowels o, u, e.
- Blend and decode regularly spelled words with hard and soft sounds for g.
- Identify nouns that name people and animals.
- Build on others’ talk by linking comments to the remarks of others
- Use a known root and their inflectional endings (-ed and -ing) correctly.
- Describe how words and phrases supply rhythm and meaning.
- Identify characters, setting and plot of a story.
- Visualize story events.
- Explain what repeated phrases demonstrate about Miss Fry.
- Cite evidence from the text to support understanding of key details.
- Locate information in a pamphlet
- Learn the sound/spellings for consonant blends r, l, s.
- Identify and count sounds in words with consonant blends r, l, s.
- Identify nouns in singular and plural forms.

Assessments

Type of Assignment

Standard assessed

Weekly Spelling Tests

RF.2.3a, RF.2.3f, L.2.2d

Weekly Comprehension Tests

RI.2.5

Weekly Vocabulary Tests	L.2.4a, L.2.4b, L.2.4,c, L.2.4.d
Weekly Phonics Tests	L.2.1.a, L.2.1.b, L.2.1.c, L.2.1, d., L.2.1.e, L.2.1.f
Discussion	SL2.1, SL2.2, SL2.3, SL2.4, SL2.5, SL2.6
Running Records/Benchmarks	RF.2.3, RF.2.4

Teaching and Learning Actions

<i>Instructional Strategies/Differentiation</i>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced review - Directed questioning and responses - Individual/Small Group/Whole Class Instruction - Leveled Readers - Think Aloud - Peer Tutoring - Active Participation - Warm-Up Activities - Modeling - Conferencing - Centers - Goal Setting - Graphic Organizers
<i>Activities: 90 minutes to include Shared Reading, Guided Reading and Centers</i>	<ul style="list-style-type: none"> - Read Aloud - Guided Reading - Strategy Groups - Word Wall - Formative Assessments - Graphic Organizers - Interactive Writing - Teacher Modeling - Turn and Talk - Meaningful Read Life Connections - Smartboard/Technology - Slates (Dry Erase Boards) - Questioning Techniques - Teacher Modeling - Active Participation - Close Reading

Resources

Journeys Stories:

- Henry and Mudge: The First Book/All in the Family
- Mi familia/My Family/Family Poetry
- Diary of a Spider/A Swallow and a Spider
- Teacher’s Pets/See Westburg by Bus!

ThinkCentral Website

Suggested Time Frame:	8 Weeks
-----------------------	---------

Content Area:	ELA Writing	Grade(s)	2
Unit Plan Title:	Unit 1: Lessons from the Masters: Improving Narrative Writing		
Anchor Standard (ELA)			
Writing Standards			
Texts Types and Purposes:			
<u>CCSS.ELA-LITERACY.W.2.1</u>			
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.			
<u>CCSS.ELA-LITERACY.W.2.2</u>			
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
<u>CCSS.ELA-LITERACY.W.2.3</u>			
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			
Production and Distribution of Writing:			
<u>CCSS.ELA-LITERACY.W.2.4</u>			
(W.2.4 begins in grade 3)			
<u>CCSS.ELA-LITERACY.W.2.5</u>			
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
<u>CCSS.ELA-LITERACY.W.2.6</u>			
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
Research to Build and Present Knowledge:			
<u>CCSS.ELA-LITERACY.W.2.7</u>			
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).			
<u>CCSS.ELA-LITERACY.W.2.8</u>			
Recall information from experiences or gather information from provided sources to answer a question.			
<u>CCSS.ELA-LITERACY.W.2.9</u>			
(W.2.9 begins in grade 4)			
Range of Writing:			

CCSS.ELA-LITERACY.W.2.10

(W.2.10 begins in grade 3)

Speaking and Listening:

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.2.1

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

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.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.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific expectations.)

Language Standards:

Conventions of Standard English:

CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.2.1.A

Use collective nouns (e.g., *group*).

CCSS.ELA-LITERACY.L.2.1.B

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

CCSS.ELA-LITERACY.L.2.1.C

Use reflexive pronouns (e.g., *myself, ourselves*).

CCSS.ELA-LITERACY.L.2.1.D

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-LITERACY.L.2.1.F

Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.2.2.A

Capitalize holidays, product names, and geographic names.

CCSS.ELA-LITERACY.L.2.2.B

Use commas in greetings and closings of letters.

CCSS.ELA-LITERACY.L.2.2.C

Use an apostrophe to form contractions and frequently occurring possessives.

CCSS.ELA-LITERACY.L.2.2.D

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

CCSS.ELA-LITERACY.L.2.2.E

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language:

CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.2.3.A

Compare formal and informal uses of English

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

CCSS.ELA-LITERACY.L.2.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.2.4.B

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

CCSS.ELA-LITERACY.L.2.4.C

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

CCSS.ELA-LITERACY.L.2.4.D

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

CCSS.ELA-LITERACY.L.2.4.E

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

CCSS.ELA-LITERACY.L.2.5.B

Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to

texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Overview/Rationale

Students study craft moves by mentor authors. Shift their understanding to why a particular author is using a craft move, paying close attention to word choice, and language. In bend one students will find small moments in their own lives and record them in notebooks. They will learn how to stretch out and magnify their small moments, and write with great attention to detail. In the second bend students will learn how to write with purpose, and learn from author's craft. They will study mentor texts, and continue to write small moment stories. In the third bend they will make reading and writing connections, drawing on everything they have learned and discovering craft moves in the books they are reading on their own to try in their writing. Students will work with increased independence and transfer what they have learned into independent writing.

Standard(s)

Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.2.3, W.2.8, W.2.10	RL.2.1, RL.2.5, RL.2.10, RL.3.1	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.3.3.c
2	W.2.3	RL.2.1	SL.2.1.a	L.2.1, L.2.2, L.2.3
3	W.2.3	RL.2.1, RL.2.5, RL.2.10	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3
4	W.2.3,	RL.2.1, RL.2.3, RL.2.4, RL.2.7	SL.2.1, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.5
5	W.2.3, W.2.5	RL.2.1, RL.2.5	SL.2.1, SL.2.2	L.2.1, L.2.2, L.2.3
6	W.2.3, W.2.5	RFS.2.4	SL.2.1, SL.2.3	L.2.1, L.2.2, L.2.3
7	W.2.3, W.2.5,	RL.2.1	SL.2.1	L.2.1, L.2.2, L.2.3
8	W.2.3, W.2.5	RL.2.1, RL.2.2, RL.2.4, RL.2.10, RL.3.4	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6
9	W.2.3, W.2.5, W.2.7, W.2.8	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.3.3	SL.2.1, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.5, L.3.5.a
10	W.2.3, W.2.5, W.3.3	RL.2.3, RL.2.4, RL.3.3	SL.2.1, SL.2.2, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6
11	W.2.3, W.2.5	RL.2.4	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.6, L.3.3.a
12	W.2.3, W.2.5, W.3.10	RL.2.4, RFS.2.4	SL.2.1, SL.2.2, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3.a
13	W.2.3, W.2.5, W.3.3.b	RL.2.3, RL.2.4, RFS.2.4, RL.3.3	SL.2.1, SL.2.2, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.6, L.3.3.a
14	W.2.3, W.2.5	RL.2.7	SL.2.1, SL.2.4, SL.2.6	L.2.1, L.2.2, L.2.3, L.2.6
15	W.2.3, W.2.7, W.2.8	RL.2.1, RL.2.3, RL.2.4, RL.2.10, RFS.2.4, RL.3.3	SL.2.1, SL.2.6	L.2.1, L.2.2, L.2.3
16	W.2.3, W.2.5, W.3.3	RL.2.4, RL.2.10	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.6
17	W.2.3, W.2.5	RL.2.4, RFS.2.4	SL.2.1	L.2.1, L.2.2, L.2.3
18	W.2.3, W.2.5	RFS.2.3	SL.2.1	L.2.1, L.2.2, L.2.3
19	W.2.3	RFS.2.4	SL.2.1, SL.2.4, SL.2.6	L.2.1, L.2.2, L.2.3

Essential Question(s)

- What do good writers do?
- How can we convey meaning in our stories?
- How can reading improve our writing?
- How can we write in a way that brings out the meaning?
- How can we orient our readers?
- How can we stretch out and magnify our small moments?

Enduring Understandings

- Using mentor texts can improve our writing

- Everyone has small moments in their lives
- Author’s use craft to convey meaning
- Narrative writers write with purpose on topics that matter
- Learning to write by reading

In this unit plan, the following 21st Century Career Ready Practices are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

- Student will use small moments to generate ideas for writing

Assessments

Formative

- On Demand #2
- Published Narrative Piece

Summative

- On Demand #1
- Conferencing Active Engagement

Teaching and Learning Actions

Instructional Strategies

Instructional Strategies

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult

	<ul style="list-style-type: none"> - Individual/Small-Group/Whole Class Instruction - Think Aloud - Writing Partnerships - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Teachers demonstrates, student uses models to problem solve - Centers - Goal Setting - Make Predictions - Writing Explanations - Multistep - Graphic Organizers
<p><i>Activities: 45 minutes to include Mini-lesson, Writing Workshop, Conferencing, and Share</i></p>	<ul style="list-style-type: none"> - Skill Based Groups - Think Aloud - Mini-lessons - Portfolios - Shared Writing - Interactive Writing - Independent Writing - Writer's Workshop - Conferencing - Graphic Organizers - Share
<p>Resources</p>	
<p><u>Reference Material and/or Teacher Resources</u> <i>Units of Study in Narrative, Information and Opinion Writing- Grade 2</i> <i>Resource CD</i> Readingandwritingproject.org</p>	
<p>Suggested Time Frame:</p>	<p>8 weeks</p>

Content Area:	ELA	Grade(s)	2
Unit Plan Title:	Unit 2: Nature Watch		
Anchor Standard (ELA)			
Reading			
Key Ideas and Details			
11. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
12. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
13. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Craft and Structure			
14. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
15. Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
16. Assess how point of view or purposes shapes the content and style of a text.			
Integration of Knowledge and Ideas			
17. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
18. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
19. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Range of Reading and Level of Text Complexity			
20. Read and comprehend complex literary and informational texts independently and proficiently.			
SPEAKING AND LISTENING			
Comprehension and Collaboration			
7. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
8. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
9. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
Presentation of Knowledge and Ideas			
10. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
11. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
12. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate			
LANGUAGE			
Conventions of Standard English			
7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
8. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Knowledge of Language			
9. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Vocabulary Acquisition and Use			
10. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
11. Demonstrate understanding of figurative language, word relationships, and nuances in			

word meanings.

12. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Overview

Students will read a variety of fiction, informational texts, and folktales on animals, vegetables, and storms. They will draw conclusions, analyze and evaluate details, and visualize as they read. They will identify text and graphic features and identify the main idea and supporting details. In addition they will compare/contrast versions of the same story and identify statements as fact and opinion. Students will work in a group to discuss, ask, answer, and present ideas and details from a text. Students will use commas correctly in greeting and closing when writing a friendly letter. Students will identify proper nouns. They will also identify verbs in the present, past, and future tense.

Standard(s)

- **RI.2.1** Ask and answer such questions as *who, what, where, when, why, and how to* demonstrate understanding of key details in a text.
- **RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI.2.4** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- **RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.8** Describe how reasons support specific points the author makes in a text.
- **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- **RI 2.10** By the end of the year, read and comprehend information 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.
- **RL 2.2** Recount stories and determine their message, lesson, or moral
- **RL 2.3** Describe how characters in a story respond to major events and challenges
- **RL 2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RL 2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its character, setting, or plot.
- **RL 2.10** Read and comprehend literature.
- **SL.2.1.a,b,c** Participate in collaborative conversations with diverse partners about grade 2 Topics and texts with peers and adults in small and larger groups
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.2.2** Recount or describe key ideas or details from a text read aloud or information

presented orally or through other media.

- **SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **RF.2.3.f.** Know and apply grade-level phonics and word analysis skills in decoding words.
- f. Recognize and read grade-appropriate irregularly spelled words.
 - **RF 2.4.a.b.c.** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - **L.2.1.a.b.f** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use collective nouns (e.g., *group*).
 - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - f. Produce, expand, and rearrange complete, simple, and compound sentences.
- **L.2.2a.c.e** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names
 - c. Use an apostrophe to form contractions and frequently occurring possessives
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **L 2.3 a** Use knowledge of language and its conventions of writing, speaking, reading, or listening.
 - a. Compare formal and informal uses of English.
- **L.2.4 a.b.c.d.e** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - a. Use sentence level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of a new word formed when a known prefix is added to a known word.
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root.
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words.
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- **L 2.5 a.b** Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - b. Distinguish shades of meaning between closely related verbs.
- **L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Technology Standard(s)

- **8.1.P.A.5** Demonstrate the ability to access and use resources on a computing device.
- **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **8.1.P.C.1** Collaborate with peers by participating in interactive digital games or activities.
- **8.1.P.E.1** Use the internet to explore or investigate questions with a teacher's support.

Essential Question(s)

- How can chapter headings help you?
- What helps you make decisions about a character?
- How do you know what a story is mostly about?
- What can you learn from the way a character acts?
- How do you know something is a fact or an opinion?

Enduring Understandings

- Nature can teach us many things
- Visualization will help the reader understand what the author is describing

In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

- Answer questions about a text, citing evidence from the text.
- Recount details of a story.
- Determine meaning of a new word when un- and re- are added as a prefix.
- Use sentence level context as clue to meaning of a word or phrase
- Identify text and graphic features used in informational text (photos, heading, subheading, bold print)
- Ask questions to clarify what you are reading.
- Determine meaning of words and phrases in text.
- Summarize the text.
- Explain how images contribute to and clarify the text.
- Learn sound/spelling and identify sounds with final blends.
- Use collective nouns.
- Form and use irregular plural nouns

- Build on others' talk by linking their comments to the remarks of another
- Use context as a clue to determine the correct homophone.
- Draw conclusions from text and pictures.
- Describe structure of a story.
- Analyze and evaluate text while reading to gain understanding.
- Identify how characters respond to events and challenges.
- Compare and contrast the two gardens at the start of the story.
- Use headings and a bar graph to locate and clarify information.
- Learn sound/spellings for double consonants and ck.
- Capitalize holidays, product names, and geographic names.
- Identify main idea and supporting details of a multi paragraph informational text.
- Visualize text details as you read.
- Describe the cause and effect relationship between scientific concepts.
- Describe how words and phrases (regular beats, rhymes, repeated lines) supply rhythm and meaning in a poem.
- Learn sound/spelling for consonant digraphs.
- Blend and decode regularly spelled base words with endings –s, -ed, -ing.
- Identify action verbs
- Use context as a clue to meaning of word- synonyms.
- Describe how characters respond to events and challenges.
- Use knowledge of characters to summarize and recount texts.
- Describe how words and phrases supply rhythm and meaning.
- Compare/Contrast versions of the same story.
- Recount the central lesson or moral.
- Learn to add endings –ed and –ing.
- Learn when to drop final e with –ed, and –ing.
- Count syllables and blend and decode words with open and closed syllables.
- Add –s and –es to present tense verbs.
- Identify and understand words with suffixes er, est.
- Identify statements as fact and opinion and describe how reasons support the opinion author makes.
- Use text details to monitor and clarify understanding.
- Identify author's purpose.
- Use text evidence to support an opinion.
- Use a diagram and labels to locate key facts.
- Form and use contractions.
- Substitute beginning and ending sounds in words.
- Form past tense verbs by adding –ed.
- Form verbs in present and future tense.

Assessments

<u>Type of Assignment</u>	<u>Standard assessed</u>
Weekly Spelling Tests	RF.2.3a, RF.2.3f, L.2.2d
Weekly Comprehension Tests	RI.2.5
Weekly Vocabulary Tests	L.2.4a, L.2.4b, L.2.4,c, L.2.4.d
Weekly Phonics Tests	L.2.1.a, L.2.1.b, L.2.1.c, L.2.1, d., L.2.1.e L.2.1.f
Discussion	L2.1, SL2.2, SL2.3, SL2.4, SL2.5, SL2.6
Running Records/Benchmarks	RF.2.3, RF.2.4

<p><i>Instructional Strategies/Differentiation</i></p>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced review - Directed questioning and responses - Individual/Small Group/Whole Class Instruction - Leveled Readers - Think Aloud - Peer Tutoring - Active Participation - Warm-Up Activities - Modeling - Conferencing - Centers - Goal Setting - Graphic Organizers 		
<p><i>Activities: 90 minutes to include Shared Reading, Guided Reading and Centers</i></p>	<ul style="list-style-type: none"> - Read Aloud - Guided Reading - Strategy Groups - Word Wall - Formative Assessments - Graphic Organizers - Interactive Writing - Teacher Modeling - Turn and Talk - Meaningful Read Life Connections - Smartboard/Technology - Slates (Dry Erase Boards) - Questioning Techniques - Teacher Modeling - Active Participation - Close Reading 		
<p>Resources</p>			
<p>Journeys Stories</p> <ul style="list-style-type: none"> • Animals Building Homes/Whose Home is This? • The Ugly Vegetables/They Really are Giant! • Superstorms/Weather Poems • How Chipmunk Got His Stripes/Why Rabbits Have Short Tails • Jellies: The Life of a Jellyfish/Splash Photography <p>ThinkCentral Website</p>			
<p>Suggested Time Frame:</p>	<p>6 weeks</p>		

Content Area:	ELA Writing	Grade(s)	2
Unit Plan Title:	Unit 2: Lab Reports and Science Books (Information Writing)		
Anchor Standard (ELA)			
Writing Standards			
Texts Types and Purposes:			
<u>CCSS.ELA-LITERACY.W.2.1</u>			
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.			
<u>CCSS.ELA-LITERACY.W.2.2</u>			
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
<u>CCSS.ELA-LITERACY.W.2.3</u>			
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			
Production and Distribution of Writing:			
<u>CCSS.ELA-LITERACY.W.2.4</u>			
(W.2.4 begins in grade 3)			
<u>CCSS.ELA-LITERACY.W.2.5</u>			
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
<u>CCSS.ELA-LITERACY.W.2.6</u>			
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
Research to Build and Present Knowledge:			
<u>CCSS.ELA-LITERACY.W.2.7</u>			
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).			
<u>CCSS.ELA-LITERACY.W.2.8</u>			
Recall information from experiences or gather information from provided sources to answer a question.			
<u>CCSS.ELA-LITERACY.W.2.9</u>			
(W.2.9 begins in grade 4)			
Range of Writing:			

CCSS.ELA-LITERACY.W.2.10

(W.2.10 begins in grade 3)

Speaking and Listening:

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.2.1

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

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.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.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific expectations.)

Language Standards:

Conventions of Standard English:

CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.2.1.A

Use collective nouns (e.g., *group*).

CCSS.ELA-LITERACY.L.2.1.B

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

CCSS.ELA-LITERACY.L.2.1.C

Use reflexive pronouns (e.g., *myself, ourselves*).

CCSS.ELA-LITERACY.L.2.1.D

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-LITERACY.L.2.1.F

Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.2.2.A

Capitalize holidays, product names, and geographic names.

CCSS.ELA-LITERACY.L.2.2.B

Use commas in greetings and closings of letters.

CCSS.ELA-LITERACY.L.2.2.C

Use an apostrophe to form contractions and frequently occurring possessives.

CCSS.ELA-LITERACY.L.2.2.D

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

CCSS.ELA-LITERACY.L.2.2.E

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language:

CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.2.3.A

Compare formal and informal uses of English

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

CCSS.ELA-LITERACY.L.2.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.2.4.B

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

CCSS.ELA-LITERACY.L.2.4.C

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

CCSS.ELA-LITERACY.L.2.4.D

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

CCSS.ELA-LITERACY.L.2.4.E

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

CCSS.ELA-LITERACY.L.2.5.B

Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to

texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Overview/Rationale

Students to learn more about information writing, and specifically, about the kinds of information writing that scientists are apt to do. To convey a way writing can be used to accelerate and reveal learning. Students will study a shared class science topic. Eventually, students will begin to teach others through clear communication and precise procedures, and finally, students will be able to design and conduct an experiment independently.

Standard(s)

Session	WritingStandards	ReadingStandards	Speaking & Listening	LanguageStandards
1	W.2.2, W.2.7, W.3.7	RI.2.1, RI.3.1	SL.2.1, SL.2.2, SL.2.4, SL.3.4	L.2.1.e, L.2.2, L.2.3, L.2.5.b,
2	W.2.2, W.2.7, W.2.8	RI.2.1, RI.2.6, RI.2.7, RI.3.1	SL.2.1, SL.2.2, SL.2.4, SL.3.4	L.2.1, L.2.2, L.2.3, L.2.5.b,
3	W.2.2, W.2.5, W.2.7, W.2.8,	RI.2.1, RI.3.1	SL.2.1, SL.3.1.b	L.2.1, L.2.2, L.2.3, L.2.6
4	W.2.2, W.2.5, W.2.8, W.3.2.d	RI.2.6, RI.2.8, RI.3.8	SL.2.1, SL.2.3, SL.2.4	L.2.1, L.2.2, L.2.3
5	W.2.2, W.2.7, W.2.8, W.3.8	RI.2.1, RI.2.2, RI.2.3, RI.2.6, RI.2.7, RI.3.1,	SL.2.1, SL.2.2, SL.2.3, SL.3.3	L.2.1, L.2.2, L.2.3, L.2.4.a.d, L.2.6, L.3.6
6	W.2.2, W.2.5, W.2.6	RI.2.1, RI.2.10	SL.2.1, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.6, L.3.6
7	W.2.2, W.2.7, W.3.2.a.b,	RI.2.4, RI.2.7, RI.3.4	SL.2.1, SL.2.2, SL.3.1	L.2.1, L.2.2, L.2.3
8	W.2.2, W.2.8, W.3.4	RI.2.6, RI.2.7, RI.3.7	SL.2.1, SL.2.2	L.2.1, L.2.2, L.2.3, L.2.5
9	W.2.2, W.2.8	RI.2.1, RI.2.3, RI.2.9	SL.2.1, SL.2.3, SL.2.4,	L.2.1, L.2.2, L.2.3, L.2.6
10	W.2.2, W.2.7, W.3.5, W.3.7,	RI.2.1, RI.2.5, RI.2.7	SL.2.1, SL.2.4, SL.3.1,	L.2.1, L.2.2, L.2.3, L.2.6, L.3.6
11	W.2.2, W.2.5, W.3.2.b	RI.2.4	SL.2.1	L.2.1.e, L.2.2, L.2.3, L.2.4.e, L.2.5, L.2.6,
12	W.2.2, W.2.5, W.3.4, W.3.5	RI.2.1, RI.2.5	SL.2.1, SL.2.4, SL.2.5	L.2.1, L.2.2, L.2.3
13	W.2.2, W.2.5	RI.2.5	SL.2.1, SL.2.2, SL.2.4, SL.2.5	L.2.1, L.2.2, L.2.3, L.2.6
14	W.2.2, W.2.8	RI.2.6, RI.2.7, RI.3.7	SL.2.1	L.2.1, L.2.2, L.2.4.a, L.2.5,
15	W.2.2, W.2.5, W.3.2.b,c,	RI.2.6	SL.2.1, SL.2.3, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.6
16	W.2.2, W.2.5, W.3.2.a,b	RI.2.7	SL.2.1, SL.2.3, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.6
17	W.2.2, W.2.5, W.3.2.a,d,	RI.2.2, RI.2.6	SL.2.1, SL.2.3, SL.3.3	L.2.1, L.2.2, L.2.3, L.2.6
18	W.2.2, W.2.5, W.3.5	RFS.2.3, RFS.2.4	SL.2.1	L.2.1, L.2.2, L.2.3, L.3.2.g
19	W.2.2, W.2.6, W.3.8, W.3.10	RFS.2.4	SL.2.1, SL.2.3, SL.2.5, SL.2.6,	L.2.1, L.2.2, L.2.3

Essential Question(s)

- How can we write like scientists?
- How can we teach others through our writing?
- How can reading improve our writing?

Enduring Understandings

- Scientists study the world around them, pose questions and hypotheses, conduct experiments, and write about their results in lab reports

- Studying a mentor text to conduct procedural writing
- Authors share scientific ideas and conclusions
- Scientists learn from other sources as well as from experiments

In this unit plan, the following 21st Century Career Ready Practices are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

TSW write a lab report that introduces the topic they will teach about, includes a lot of information, is organized, and includes transition words and an ending.

TSW incorporate domain specific vocabulary in a lab report.

TSW study mentor texts to learn about procedural writing.

TSW write an information book about forces and motion with an introduction and conclusion.

Assessments

Summative

- On Demand #2
- Published Informational Piece

Formative

- On Demand #1
- Conferencing
- Active Engagement

Teaching and Learning Actions

Instructional Strategies/Differentiation

Instructional Strategies

- Breaking down the task
- Providing step-by-step prompts

	<ul style="list-style-type: none"> - Repeated practice - Sequenced Review - Directed Questioning and Responses - Sequence Tasks from Easy to Difficult - Individual/Small-Group/Whole Class Instruction - Think Aloud - Peer Tutoring - Warm-Up Activities - Meaningful Real Life Connections - Modeling - Teachers demonstrates, student uses models to problem solve - Centers - Goal Setting - Make Predictions - Writing Explanations - Multistep - Graphic Organizers
<p><i>Activities: 45 minutes to include Mini-lesson, Writing Workshop, Conferencing and Share</i></p>	<ul style="list-style-type: none"> - Skill Based Groups - Think Aloud - Mini-lessons - Portfolios - Shared Writing - Interactive Writing - Independent Writing - Writer's Workshop - Conferencing - Graphic Organizers - Share
<p>Resources</p>	
<p><u>Reference Material and/or Teacher Resources</u> <i>Units of Study in Narrative, Information and Opinion Writing- Grade 2</i> <i>Resource CD</i> <i>Readingandwritingproject.org</i></p>	
<p>Suggested Time Frame:</p>	<p>8 weeks</p>

Content Area:	ELA	Grade(s)	2
Unit Plan Title:	Unit 3: Tell Me About It		
Anchor Standard (ELA)			
Reading			
Key Ideas and Details			
21. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
22. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
23. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Craft and Structure			
24. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
25. Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
26. Assess how point of view or purposes shapes the content and style of a text.			
Integration of Knowledge and Ideas			
27. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
28. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
29. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Range of Reading and Level of Text Complexity			
30. Read and comprehend complex literary and informational texts independently and proficiently.			
SPEAKING AND LISTENING			
Comprehension and Collaboration			
13. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
14. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
15. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
Presentation of Knowledge and Ideas			
16. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
17. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
18. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate			
LANGUAGE			
Conventions of Standard English			
13. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
14. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			

Knowledge of Language

15. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

16. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
17. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
18. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Overview/Rationale

Students will read informational and fictional text. Students will compare two stories that are written from two different cultures or authors. They will draw conclusions, make inferences and predictions, and summarize text. They will also use illustrations and words to understand characters, plot, and setting. They will use text features to locate facts and information. In addition, they will determine author's purpose and cause and effect relationships. Students will produce, expand, and rearrange compound sentences, use quotation marks, proper nouns, and use abbreviations correctly.

Standard(s)

- **RL 2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RL 2.4** Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- **RL 2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its character, setting, or plot.
- **RF 2.3 b.c.** Know and apply grade-level phonics and words analysis skills in decoding words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
- **RF 2.4 a.b.c.** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.2.1b.f.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- **L 2.2 a.b** Demonstrate command of the conventions of Standard English

- capitalization, punctuation, and spelling when writing.
- a. Capitalize holidays, product names, and geographic names
- b. Use commas in greetings and closings of letters.
- **L 2.3 a** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Compare formal and informal uses of English.
- **L 2.4 a.b.c.e** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of a new word formed when a known prefix is added to a known word.
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - e. Use glossaries and beginning dictionaries both print and digital, to determine or clarify the meaning of words and phrases.
- **L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
- **RI 2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details of a text.
- **RI.2.2** Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI 2.5** Know and use various text features to locate key facts or information in a text efficiently.
- **RI 2.6** Identify the main purpose of a text, including what the author wants to answer, explain or describe.
- **RI 2.7** Explain how specific images contribute to and clarify a text.
- **RI 2.8** Describe how reasons support specific points the author makes in a text.
- **SL.2.1 a.b.c** Participate in collaborative conversations with diverse partners about grade2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **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.
- **SL 2.4** Tell a story or recount an experience with appropriate facts and

- relevant, descriptive details, speaking audibly in coherent sentences.
- **SL 2.5** Create audio recordings of stories or poems, and drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SL 2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Technology Standard(s)

- **8.1.P.A.5** Demonstrate the ability to access and use resources on a computing device.
- **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **8.1.P.C.1** Collaborate with peers by participating in interactive digital games or activities.
- **8.1.P.E.1** Use the internet to explore or investigate questions with a teacher’s support.

Essential Question(s)

- What helps you make a decision about a character?
- How do you find important story characters?
- Why do authors write different kinds of texts?
- How do you know when story ideas are important?
- What might cause a story character to change?

Enduring Understandings

- We learn from each other

In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

- Recount a story with relevant, descriptive details.
- Determine meaning of a new word with a known prefix.
- Use glossaries and dictionaries to determine the meaning of a word.
- Draw conclusions from details and clues in the story.
- Make inferences and predictions.
- Describe how words and phrases, such as repeated lines, supply rhythm and meaning.
- Use information from illustrations and words to demonstrate understanding of characters, plot and setting.
- Know and use headings to locate facts or information.
- Identify words with inconsistent but common spelling sound correspondences.
- Blend, build, and decode regularly spelled words with –s, and –es.
- Produce, expand, and rearrange complete, simple, and compound sentences.
- Ask for clarification about topics.
- Ask and answer questions to clarify and/or deepen understanding.
- Use sentence level context as a clue to the meaning of an idiom
- Know and use headings, pictures and captions to locate facts or information
- Explain how images contribute to and clarify text.
- Describe how reasons support points the author makes.
- Ask questions about a selection.
- Summarize the text.
- Use text evidence to support an opinion.
- Describe how words and phrases supply rhythm.
- Blend and decode regularly spelled and two-syllable words with vowel teams ai, ay.
- Know spelling sound correspondences for vowel teams ai, ay.
- Produce, expand, and rearrange compound sentences.
- Capitalize holidays, product names, and geographic names.
- Ask for clarification about topics.
- Describe main ideas and details from a text read aloud
- Use a dictionary.
- Identify the main topic of a multi-paragraph text and the focus of specific paragraphs.
- Analyze and evaluate how the author’s words and photos help the reader know what it important.
- Know and use text features to locate facts or information.
- Explain how images contribute to and clarify text.
- Compare and contrast traditions for lost teeth AND how schools are alike and different.
- Know spelling sound correspondences for vowel teams –ee and –ea.
- Decode two syllable words with long vowels.
- Use quotation marks correctly.
- Answer questions about a text, citing evidence from the text.
- Recount details of a story.
- Acquire and use vocabulary.
- Identify and understand words with suffix –ly.
- Identify author’s purpose.
- Summarize what has been read.
- Describe the connection between a series of historical events/scientific ideas/steps in technical procedures.
- Identify the main purpose of a text.
- Know the spelling sound correspondences for vowel teams o, oa, ow.
- Decode two syllable words with long vowels.
- Capitalize the first letter in the names of the days of the week.
- Answer questions about a text, citing evidence from the text.
- Recount details of a story.

- Use a known root word as a clue to meaning of an unknown word with the same root.
- Identify cause and effect relationships.
- Use text details to monitor and clarify understanding.
- Use information from illustrations and words to demonstrate understanding of characters, setting and plot.
- Blend and decode regularly spelled words.
- Recognize and read irregularly spelled words.
- Blend and decode words with the schwa sound.
- Use abbreviations.
- Review how to form verbs in past and future time.

Assessments

<u>Type of Assignment</u>	<u>Standard assessed</u>
Weekly Spelling Tests	RF.2.3a, RF.2.3f, L.2.2d
Weekly Comprehension Tests	RI.2.5
Weekly Vocabulary Tests	L.2.4a, L.2.4b, L.2.4,c, L.2.4.d
Weekly Phonics Tests	L.2.1.a, L.2.1.b, L.2.1.c, L.2.1, d., L.2.1.e L.2.1.f
Discussion	SL2.1, SL2.2, SL2.3, SL2.4, SL2.5, SL2.6
Running Records/Benchmarks	RF.2.3, RF.2.4

Teaching and Learning Actions

<i>Instructional Strategies/Differentiation</i>	<u>Instructional Strategies</u>
	<ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced review - Directed questioning and responses - Individual/Small Group/Whole Class Instruction - Leveled Readers - Think Aloud - Peer Tutoring - Active Participation - Warm-Up Activities - Modeling - Conferencing - Centers - Goal Setting - Graphic Organizers
<i>Activities: 90 minutes to include Shared Reading, Guided Reading and Centers</i>	<ul style="list-style-type: none"> - Read Aloud - Guided Reading - Strategy Groups - Word Wall - Formative Assessments - Graphic Organizers - Interactive Writing - Teacher Modeling - Turn and Talk - Meaningful Read Life Connections

- Smartboard/Technology
- Slates (Dry Erase Boards)
- Questioning Techniques
- Teacher Modeling
- Active Participation
- Close Reading

Resources

Journeys Stories

- **Click, Clack, Moo Cows that Type/Talk About Smart Animals**
- **Ah, Music!/There's a Hole at the Bottom of the Sea**
- **Schools Around the World/An American School**
- **Helen Keller/Talking Tools**
- **Officer Buckle and Gloria/Safety at Home**

ThinkCentral Website

Suggested Time Frame:

6 weeks

Content Area:	ELA Writing	Grade(s)	2
Unit Plan Title:	Unit 3: Writing About Reading (Opinion Writing)		
Anchor Standard (ELA)			
Writing Standards			
Texts Types and Purposes:			
<u>CCSS.ELA-LITERACY.W.2.1</u>			
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.			
<u>CCSS.ELA-LITERACY.W.2.2</u>			
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
<u>CCSS.ELA-LITERACY.W.2.3</u>			
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			
Production and Distribution of Writing:			
<u>CCSS.ELA-LITERACY.W.2.4</u>			
(W.2.4 begins in grade 3)			
<u>CCSS.ELA-LITERACY.W.2.5</u>			
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
<u>CCSS.ELA-LITERACY.W.2.6</u>			
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
Research to Build and Present Knowledge:			
<u>CCSS.ELA-LITERACY.W.2.7</u>			
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).			
<u>CCSS.ELA-LITERACY.W.2.8</u>			
Recall information from experiences or gather information from provided sources to answer a question.			
<u>CCSS.ELA-LITERACY.W.2.9</u>			
(W.2.9 begins in grade 4)			

Range of Writing:

CCSS.ELA-LITERACY.W.2.10

(W.2.10 begins in grade 3)

Speaking and Listening:

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.2.1

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

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.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.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific

expectations.)

Language Standards:

Conventions of Standard English:

CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.2.1.A

Use collective nouns (e.g., *group*).

CCSS.ELA-LITERACY.L.2.1.B

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

CCSS.ELA-LITERACY.L.2.1.C

Use reflexive pronouns (e.g., *myself, ourselves*).

CCSS.ELA-LITERACY.L.2.1.D

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-LITERACY.L.2.1.F

Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.2.2.A

Capitalize holidays, product names, and geographic names.

CCSS.ELA-LITERACY.L.2.2.B

Use commas in greetings and closings of letters.

CCSS.ELA-LITERACY.L.2.2.C

Use an apostrophe to form contractions and frequently occurring possessives.

CCSS.ELA-LITERACY.L.2.2.D

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

CCSS.ELA-LITERACY.L.2.2.E

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language:

CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.2.3.A

Compare formal and informal uses of English

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

CCSS.ELA-LITERACY.L.2.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.2.4.B

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

CCSS.ELA-LITERACY.L.2.4.C

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

CCSS.ELA-LITERACY.L.2.4.D

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

CCSS.ELA-LITERACY.L.2.4.E

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use (e.g., *describe foods that are spicy*

or juicy).

CCSS.ELA-LITERACY.L.2.5.B

Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Overview/Rationale

Help children to learn to write about beloved books in ways that persuade others to love them as much as they do. Students will form opinions about books they read, thinking deeply about characters within and across series. Children will learn to state clear opinions and to support these ideas with evidence.

Standard(s)

Session	Writing Standards	Reading Standards	Speaking & Listening	Language Standards
1	W.2.1	RL.2.1, RL.2.3 , RL.2.10, RL.3.2,	SL.2.1, SL.2.4	L.2.1, L.2.2.b , L.2.3
2	W.2.1	RL.2.1 , RL.2.2, RL.2.3, RL.3.1 ,	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3
3	W.2.1	RL.2.1, RL.2.3, RL.2.7 , RL.3.1,	SL.2.1	L.2.1, L.2.2, L.2.3
4	W.2.1, W.2.5	RL.2.1 , RL.2.2, RL.2.3, RL.3.1 ,	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3
5	W.2.1	RL.2.1, RL.3.1	SL.2.1	L.2.1, L.2.2, L.2.3
6	W.2.1, W.2.5	RFS.2.3	SL.2.1	L.2.1, L.2.2, L.2.3
7	W.2.1, W.3.1.a	RL.2.1 , RL.2.2, RL.2.3, RL.2.7,	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3
8	W.2.1	RL.2.1 , RL.2.2, RL.2.4, RL.2.7,	SL.2.1	L.2.1, L.2.2, L.2.3
9	W.2.1, W.2.5, W.3.1.c	RL.2.1 , RL.2.3, RL.3.1 , RL.3.3	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.6,
10	W.2.1, W.2.5	RL.2.4	SL.2.1	L.2.1, L.2.2.a , L.2.3,
11	W.2.1, W.2.5, W.2.6	RL.2.1, RL.2.4, RL.2.7	SL.2.1, SL.2.2 , SL.2.4,	L.2.1, L.2.2, L.2.3
12	W.2.1	RL.2.1 , RL.2.2, RL.2.3, RL.2.4,	SL.2.1	L.2.1, L.2.2, L.2.3
13	W.2.1, W.2.5	RL.2.1 , RL.2.2, RL.2.3, RL.2.4,	SL.2.1	L.2.1, L.2.2, L.2.3, L.3.2
14	W.2.1, W.2.5, W.2.7 ,	RL.2.1, RL.2.2, RL.2.3, RL.2.4,	SL.2.1, SL.2.2, SL.2.3	L.2.1, L.2.2, L.2.3, L.2.6 ,
15	W.2.1, W.2.5 , W.3.1	RL.2.1, RFS.2.4, RL.3.1	SL.2.1, SL.2.2	L.2.1.f , L.2.2, L.2.3,
16	W.2.1, W.2.5 ,	RL.2.4, RL.2.5	SL.2.1, SL.2.2, SL.3.3	L.2.1, L.2.2, L.2.3
17	W.2.1, W.2.5	RFS.2.3, RFS.2.4	SL.2.1, SL.2.4 , SL.2.6	L.2.1, L.2.2, L.2.3
18	W.2.1, W.2.5	RFS.2.4	SL.2.1, SL.2.4, SL.2.6	L.2.1, L.2.2, L.2.3
19	W.2.1, W.2.6	RFS.2.4	SL.2.1, SL.2.4, SL.2.6 ,	L.2.1, L.2.2, L.2.3

Essential Question(s)

- What opinions do readers have about books?
- How can closely reading a text spark new ideas?
- How can students look at closely at pictures to develop opinions?
- How can retelling a part in a story support opinion writing?
- How can we think deeply about characters?
- How can we support our opinions?

Enduring Understandings

- We can write letters to share ideas about characters
- Letter writing is a glorious tradition
- Writers read closely and carefully, paying attention to details that others may pass over
- When writers meet one writing goal they set a new one for themselves

In this unit plan, the following 21st Century Career Ready Practices are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

TSW write letters about characters they have read about in their books, formulating opinions and supporting their ideas, providing reasons, and using details and examples from the text to support their claims.

TSW engage in close reading to raise the level of their letter writing

TSW write a nomination for a treasured book to win an award, and incorporate quotations to supply further evidence, make comparisons between books and across collections of books, and add introductions and conclusions.

Assessments

Summative

- On Demand #2
- Published Opinion Piece

Formative

- On Demand #1
- Conferencing
- Active Engagement
- Goals

Teaching and Learning Actions

Instructional Strategies/Differentiation

Instructional Strategies

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Peer Tutoring
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling - Teachers demonstrates, student uses models to problem solve
- Centers
- Goal Setting
- Make Predictions
- Writing Explanations
- Multistep
- Graphic Organizers

Activities: 45 minutes to include Mini-lesson, Writing Workshop, Conferencing, and Share

- Skill Based Groups
- Think Aloud
- Mini-lessons
- Portfolios
- Shared Writing
- Interactive Writing
- Independent Writing
- Writer's Workshop
- Conferencing
- Graphic Organizers
- Share

Resources

Reference Material and/or Teacher Resources

Units of Study in Narrative, Information and Opinion Writing- Grade 2

Resource CD

Readingandwritingproject.org

Suggested Time Frame:

8 weeks

Content Area:	ELA	Grade(s)	2
Unit Plan Title:	Unit 4: Heroes and Helpers		

Anchor Standard (ELA)

READING

Key Ideas and Details

- 31. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 32. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 33. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- 34. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 35. Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 36. Assess how point of view or purposes shapes the content and style of a text.

Integration of Knowledge and Ideas

- 37. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 38. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 39. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- 40. Read and comprehend complex literary and informational texts independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

- 19. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- 20. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 21. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 22. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 23. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 24. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

LANGUAGE

Conventions of Standard English

- 19. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

20. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

21. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

22. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
23. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
24. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Overview/Rationale

Students will read a variety of realistic fiction, nonfiction and informational stories. Students will compare characters of the same story. Students will make inferences, predictions and visualize. They will identify the main purpose of a text and use images to clarify text. They will also identify setting, characters and plot and recount order of events in story. With guidance and support students will apply the writing process to develop an informative/explanatory composition on a topic. Students will use pronouns, the verb 'be' use commas in dates, places and in a series.

Standard(s)

- **L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - c. Use reflexive pronouns
- **L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly for an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- **L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - b. Use commas in greetings and closings of letters.
 - d. Generalize learned spelling patterns when writing words. (e.g. cage-badge; boy-boil)
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **L.2.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - b. Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny)
- **L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g.,

When other kids are happy that makes me happy).

- **RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- **RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.3** Describe how characters in a story respond to major events and challenges.
- **RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RL.2.6** Acknowledge differences in the points of view in characters, including by speaking in a different voice for each character when reading a dialogue aloud .
- **RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text orally with accuracy, appropriate rate, and expression.
- **SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Technology Standard(s)

- **8.1.P.A.5** Demonstrate the ability to access and use resources on a computing device.
- **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **8.1.P.C.1** Collaborate with peers by participating in interactive digital games or activities.
- **8.1.P.E.1** Use the internet to explore or investigate questions with a teacher's support.
-

Essential Question(s)

- When might a character need help solving a problem?
- What words show the order of events in a story?
- What makes a character interesting?
- What can you learn from signs in your community?
- How can stories be alike and different?

Enduring Understandings

- We can all make a difference

In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

- Answer questions about a text, citing evidence from the text.
- Recount details of a story.
- Use sentence level context as a clue to the meaning of a word for homographs.
- Identify setting, character, and plot.
- Make inferences and predictions.
- Describe how characters respond to events and challenges.
- Know and use text features to locate facts or information.
- Identify and count syllables in base words with endings –ed, -ing.
- Blend and decode regularly spelled base words with endings –ed, -ing.
- Use pronouns I, she, it, he, we, they, myself, ourselves
- Identify and understand antonyms using sentence context.
- Identify and recount order of events in the story.
- Visualize story details as you read.
- Compare formal and informal uses of English.
- Blend and decode regularly spelled words with long i spelled i, igh, ie, y.
- Use subject verb agreement
- Use knowledge of suffixes y and ful to determine word meanings.
- Identify the main purpose of a text.
- Explain how images contribute to and clarify text.
- Blend and decode regularly spelled words with the long e sound for y.
- Blend and decode regularly spelled plural words with –es.

- Use the verb be.
- Use text and graphic features to support understanding.
- Identify the main purpose of a text.
- Blend and decode regularly spelled words with /ar/.
- Read and sort words with long e spelled y and long I spelled I, igh, ie, y.
- Use commas with dates and places.
- Review how to write proper nouns correctly.
- Determine the meaning of a new word with a known prefix.
- Compare and contrast characters in a story.
- Determine the meaning of words and phrases in a text.
- Explain how images contribute to and clarify text.
- Blend and decode regularly spelled words with or, ore.
- Review and sort words with ar.
- Use commas in sentences with a series of nouns and verbs.

Assessments

<u>Type of Assignment</u>	<u>Standard assessed</u>
Weekly Spelling Tests	RF.2.3a, RF.2.3f, L.2.2d
Weekly Comprehension Tests	RI.2.5
Weekly Vocabulary Tests	L.2.4a, L.2.4b, L.2.4,c, L.2.4.d
Weekly Phonics Tests	L.2.1.a, L.2.1.b, L.2.1.c, L.2.1, d., L.2.1.e L.2.1.f
Discussion	SL2.1, SL2.2, SL2.3, SL2.4, SL2.5, SL2.6
Running Records/Benchmarks	RF.2.3, RF.2.4

Teaching and Learning Actions

<i>Instructional Strategies/Differentiation</i>	<u>Instructional Strategies</u>
	<ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced review - Directed questioning and responses - Individual/Small Group/Whole Class Instruction - Leveled Readers - Think Aloud - Peer Tutoring - Active Participation - Warm-Up Activities - Modeling - Conferencing - Centers - Goal Setting - Graphic Organizers
<i>Activities: 90 minutes to include Shared Reading, Guided Reading and Centers</i>	<ul style="list-style-type: none"> - Read Aloud - Guided Reading - Strategy Groups - Word Wall - Formative Assessments

	<ul style="list-style-type: none">- Graphic Organizers- Interactive Writing- Teacher Modeling- Turn and Talk- Meaningful Read Life Connections- Smartboard/Technology- Slates (Dry Erase Boards)- Questioning Techniques- Teacher Modeling- Active Participation- Close Reading
--	---

Resources

Journeys Stories:

- Mr. Tanen's Tie Trouble/The Jefferson Daily News
- Luke Goes to Bat/Jackie Robison
- My Name is Gabriela/Poems About Reading and Writing
- The Signmaker's Assistant/The Trouble with Signs
- Dex: The Heart of a Hero/Heros Then and Now

ThinkCentral Website

Suggested Time Frame:

6 weeks

Content Area:	ELA Writing	Grade(s)	2
Unit Plan Title:	Unit 4 Poetry Writing: Big Thoughts in Small Packages		
Anchor Standard (ELA)			
Writing Standards			
Texts Types and Purposes:			
<u>CCSS.ELA-LITERACY.W.2.1</u>			
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.			
<u>CCSS.ELA-LITERACY.W.2.2</u>			
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
<u>CCSS.ELA-LITERACY.W.2.3</u>			
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			
Production and Distribution of Writing:			
<u>CCSS.ELA-LITERACY.W.2.4</u>			
(W.2.4 begins in grade 3)			
<u>CCSS.ELA-LITERACY.W.2.5</u>			
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
<u>CCSS.ELA-LITERACY.W.2.6</u>			
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
Research to Build and Present Knowledge:			
<u>CCSS.ELA-LITERACY.W.2.7</u>			
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).			
<u>CCSS.ELA-LITERACY.W.2.8</u>			
Recall information from experiences or gather information from provided sources to answer a question.			
<u>CCSS.ELA-LITERACY.W.2.9</u>			

(W.2.9 begins in grade 4)

Range of Writing:

CCSS.ELA-LITERACY.W.2.10

(W.2.10 begins in grade 3)

Speaking and Listening:

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.2.1

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

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.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.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific expectations.)

Language Standards:

Conventions of Standard English:

CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.2.1.A

Use collective nouns (e.g., *group*).

CCSS.ELA-LITERACY.L.2.1.B

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

CCSS.ELA-LITERACY.L.2.1.C

Use reflexive pronouns (e.g., *myself, ourselves*).

CCSS.ELA-LITERACY.L.2.1.D

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-LITERACY.L.2.1.F

Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.2.2.A

Capitalize holidays, product names, and geographic names.

CCSS.ELA-LITERACY.L.2.2.B

Use commas in greetings and closings of letters.

CCSS.ELA-LITERACY.L.2.2.C

Use an apostrophe to form contractions and frequently occurring possessives.

CCSS.ELA-LITERACY.L.2.2.D

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

CCSS.ELA-LITERACY.L.2.2.E

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language:

CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.2.3.A

Compare formal and informal uses of English

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

CCSS.ELA-LITERACY.L.2.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.2.4.B

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

CCSS.ELA-LITERACY.L.2.4.C

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

CCSS.ELA-LITERACY.L.2.4.D

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

CCSS.ELA-LITERACY.L.2.4.E

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

CCSS.ELA-LITERACY.L.2.5.B

Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Overview/Rationale

Children will focus on clarity and precise language, rereading and listening to the sounds of their words. Children will find poetry in life, and then learn techniques to add life into poetry. Poets are sparked by objects and feelings that they translate to music on the page, and children will experiment with line breaks. Children will recognize that in a poem, choice and placement of words matter, and explore various natural structures of poems.

Standard(s)

Session	Writing Standards	Reading Standards	Speaking & Listening	Language Standards
1	W.2.5, W.2.8, W.3.10	RL.2.4, RL.2.10	SL.2.1, SL.2.2, SL.2.3,	L.2.1, L.2.2, L.2.3, L.2.5,
2	W.2.5, W.3.4, W.3.10	RL.2.4, RL.2.5, RL.2.10,	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5,
3	W.2.3, W.2.5, W.3.3.b	RL.2.1, RL.2.4, RL.2.10	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5,
4	W.2.3, W.2.5	RL.2.4, RL.2.10, RFS.2.4	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5,
5	W.2.5	RL.2.4, RL.2.10, RFS.2.3	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5,
6	W.2.3, W.2.5, W.3.3.b	RL.2.4, RL.2.10	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5,
7	W.2.5	RL.2.4, RL.2.10, RFS.2.4	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5,
8	W.2.5	RL.2.4, RL.2.6, RL.2.10,	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5,
9	W.2.5	RL.2.4, RL.2.10	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5,
10	W.2.3, W.2.5, W.3.3.b	RL.2.4, RL.2.10,	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5,
11	W.2.5	RL.2.4, RL.2.5, RL.2.10,	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5,
12	W.2.3, W.2.5, W.3.3.b	RL.2.4, RL.2.5, RL.2.10,	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5,
13	W.2.3, W.2.5	RL.2.4, RL.2.5, RL.2.10,	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5,
14	W.2.5	RL.2.6, RL.2.10	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5
15	W.2.3, W.2.5, W.3.3.b	RL.2.4, RL.2.10	SL.2.1	L.2.1, L.2.2, L.2.3, L.2.5,
16	W.2.5	RL.2.4, RL.2.10, RFS.2.3,	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5
17	W.2.6	RL.2.10, RFS.2.3,	SL.2.1, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.5

Essential Question(s)

- How is a poem different from a story?
- How can an object or feeling inspire poetry?
- How does word choice provide meaning?
- What craft moves enhance poetry?

Enduring Understandings

- Seeing life through a poet’s eyes
- Listening for line breaks
- Poets choose topics that mean a lot to them
- Poets find poems in the strong feelings and concrete details
- Word choice in poetry is essential
- Patterning through repetition
- Mood choice conveys meaning

In this unit plan, the following 21st Century Career Ready Practices are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

- TSW recognize that in a poem, choice and placement of words matter**
- TSW experiment with metaphors**
- TSW learn to see and hear the world differently, and see with “poet’s eyes”**
- TSW choose topics that matter to write poems about, topics that hold big feelings**
- TSW choose precise words, use repetition and convey feeling in their poetry**
- TSW study poem structure using mentor pieces**

Assessments

- Summative
- On Demand #2
 - Published Poetry Piece
- Formative
- On Demand #1

- Conferencing
- Active Engagement
- Goals

Teaching and Learning Actions

Instructional Strategies/Differentiation

Instructional Strategies

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Peer Tutoring
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling - Teachers demonstrates, student uses models to problem solve
- Centers
- Goal Setting
- Make Predictions
- Writing Explanations
- Multistep
- Graphic Organizers

Activities: 45 minutes to include Mini-lesson, Writing Workshop, Conferencing, and Share

- Skill Based Groups
- Think Aloud
- Mini-lessons
- Portfolios
- Shared Writing
- Interactive Writing
- Independent Writing
- Writer's Workshop
- Conferencing
- Graphic Organizers
- Share

Resources

Reference Material and/or Teacher Resources

Units of Study in Narrative, Information and Opinion Writing- Grade 2

Resource CD

Readingandwritingproject.org

Suggested Time Frame:

8 weeks

Content Area:	ELA	Grade(s)	2
Unit Plan Title:	Unit 5: Changes, Changes Everywhere		
Anchor Standard (ELA)			
READING			
Key Ideas and Details			
41. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
42. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
43. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Craft and Structure			
44. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
45. Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
46. Assess how point of view or purposes shapes the content and style of a text.			
Integration of Knowledge and Ideas			
47. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
48. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
49. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Range of Reading and Level of Text Complexity			
50. Read and comprehend complex literary and informational texts independently and proficiently.			
SPEAKING AND LISTENING			
Comprehension and Collaboration			
25. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
26. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
27. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
Presentation of Knowledge and Ideas			
28. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
29. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
30. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate			
LANGUAGE			
Conventions of Standard English			
25. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
26. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			

Knowledge of Language

27. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

28. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
29. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
30. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Overview/Rationale

In Unit 5, students will read a variety of fiction and nonfiction stories. Students will describe character development and use questioning techniques. Students will summarize, visualize, and infer/predict texts. They will use text and graphic features. Students will use adjectives and irregular verbs.

Standard(s)

- **RL.2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- **RL.2.3** Describe how characters in a story respond to major events and challenges.
- **RL.2.4** Describe how words and phrases supply rhythm and meaning in a poem or song.
- **RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RI.2.2** Identify the an topic of a multiparagraph text as well as the focus of specific paragraphs within a text.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- **RI.2.10** By the end of the year, read and comprehend information 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.2.3 d** Know and apply grade-level phonics and word analysis skills in decoding words.
d. Decode words with common prefixes and suffixes.
- **RF.2.4 b** Read with sufficient accuracy and fluency to support comprehension.
b. Read grade-level text orally with accuracy, appropriate rate, and expression.

- **SL 2.1 a.c** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **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.
- **SL 2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL 2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.
- **SL 2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **L 2.1 c.d.e.f** Demonstrate command of the conventions of standard English grammar and Usage when writing or speaking.
 - c. Use reflexive pronouns (e.g., myself, ourselves).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - e. Use adjectives and adverbs and choose between them depending on what is to be modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- **L 2.2 d** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - d. Generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil).
- **L 2.4 a.c.d.e** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- **L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Technology Standard(s)

- **8.1.P.A.5** Demonstrate the ability to access and use resources on a computing device.
- **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments

(i.e. games, museums).

- **8.1.P.C.1** Collaborate with peers by participating in interactive digital games or activities.
- **8.1.P.E.1** Use the internet to explore or investigate questions with a teacher's support.

Essential Question(s)

- How do you know which facts are important?
- What can you learn from a character's words and actions?
- What helps you make a decision about a character?
- How can one event in a story cause another to happen?
- What steps would you take to plant a garden?

Enduring Understandings

- Living things change over time

In this unit plan, the following 21st Century themes and skills are addressed.

Career Ready Practices	
Act as a responsible and contributing citizen and employee.	X
Apply appropriate academic and technical skills	X
Attend to personal health and financial well-being.	X
Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

Student Learning Targets/Objectives

- Answer questions about a text, citing evidence from the text.
- Recount details of a story.
- Acquire and use vocabulary.
- Use dictionaries and glossaries
- Identify main idea and details.
- Use details to infer a main idea.
- Ask and answer questions to demonstrate understanding of details.
- Build, blend, and decode words with er, ir, ur

- Use reflexive pronouns.
- Use adjectives and adverbs and choose between them
- Answer questions about a text, citing evidence from the text.
- Recount details of a story.
- Acquire and use vocabulary.
- Use sentence level context as a clue to meaning of a word or phrase- Idioms.
- Use characters thoughts to identify their feelings and traits.
- Ask questions to identify character traits.
- Describe how words and phrases supply rhythm and meaning
- Identify homophones and determine their meanings.
- Blend and decode base words with er, est.
- Use adjectives and adverbs and choose between them. Identify when adjectives end in er, est.
- Answer questions about a text, citing evidence from the text.
- Recount details of a story.
- Monitor understandings of a text and clarify any confusing parts.
- Build, blend, and decode regularly spelled words with common prefixes re-, un-, over-, pre-, mis-.
- Read decodable text with words with prefixes and high-frequency words.
- Spell words with re- and un-.
- Identify, form, and use irregular verbs.
- Identify real-life connections between words and their use.
- Use text and graphic features to support understanding of a text.
- Monitor understanding of a text and clarify any confusing parts.
- Recognize cause and effect relationships.
- Build, blend, and decode words with au, aw, al, o, a.
- Spell words with aw, al, o.
- Identify, form, and use irregular verbs.

Assessments

<u>Type of Assignment</u>	<u>Standard assessed</u>
Weekly Spelling Tests	RF.2.3a, RF.2.3f, L.2.2d
Weekly Comprehension Tests	RI.2.5
Weekly Vocabulary Tests	L.2.4a, L.2.4b, L.2.4,c, L.2.4.d
Weekly Phonics Tests	L.2.1.a, L.2.1.b, L.2.1.c, L.2.1, d., L.2.1.e L.2.1.f
Discussion	SL2.1, SL2.2, SL2.3, SL2.4, SL2.5, SL2.6
Running Records/Benchmarks	RF.2.3, RF.2.4

Teaching and Learning Actions

<i>Instructional Strategies/Differentiation</i>	<u>Instructional Strategies</u>
	<ul style="list-style-type: none"> - Breaking down the task - Providing step-by-step prompts - Repeated practice - Sequenced review - Directed questioning and responses - Individual/Small Group/Whole Class Instruction - Leveled Readers - Think Aloud - Peer Tutoring

	<ul style="list-style-type: none"> - Active Participation - Warm-Up Activities - Modeling - Conferencing - Centers - Goal Setting - Graphic Organizers
<p><i>Activities: 90 minutes to include Shared Reading, Guided Reading and Centers</i></p>	<ul style="list-style-type: none"> - Read Aloud - Guided Reading - Strategy Groups - Word Wall - Formative Assessments - Graphic Organizers - Interactive Writing - Teacher Modeling - Turn and Talk - Meaningful Read Life Connections - Smartboard/Technology - Slates (Dry Erase Boards) - Questioning Techniques - Teacher Modeling - Active Participation - Close Reading
<p>Resources</p>	
<p><u>Journeys Stories</u></p> <ul style="list-style-type: none"> • Penguin Chick/Emperor Penguins • Gloria Who Might Be My Best Friend/How to Make a Kite • The Goat in the Rug/Basket Weaving • Half-Chicken/The Lion and the Mouse • From Seed to Plant/Super Soil <p>ThinkCentral Website</p>	
<p>Suggested Time Frame:</p>	<p>6 weeks</p>