FREEHOLD BOROUGH SCHOOL DISTRICT
280 Park Avenue
Freehold, NJ 07728
Monmouth County

Office of Curriculum & Instruction

Course Title: Language Arts
Grade: 2

Board of Education Adoption Date: May 23, 2016
Freehold Borough Board of Education

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Freehold Borough School District

District Mission

We will inspire the creativity and imagination of all students and empower them as knowledgeable, skillful, and confident learners who flourish and contribute willingly in a changing world.

Core Beliefs

We believe that:

- All people have inherent worth.
- Life-long learning is basic to the survival and advancement of society.
- The primary influence on the individual's development is the family in all its forms.
- Valuing diversity is essential to individual growth and the advancement of society.
- All individuals have strengths and human potential has no known limits.
- Democracy thrives when individuals accept responsibility for their choices.
- Being trustworthy builds trust.
- Creativity and imagination are essential for society to flourish.
- A safe environment is essential for the well-being of the individual and for society to flourish
Freehold Borough School District

Philosophy

The philosophy for our curriculum is developed with a democratic system of beliefs and values. Believing that our students deserve the best education, our curriculum is aligned to the most current New Jersey Core Curriculum Content Standards and current statewide assessments. Our scope and sequence is vertically and horizontally aligned. The progression of objectives embraces decades of rigorous research, conducted both independently and at the university level, and acknowledges that children develop differently and that learning experiences and strategies for performance are differentiated. Our borough is a diverse community, rich in tradition and spirit. Knowledge is a fusion balancing authentic experience and content, which language arts literacy skills are integrated with other content areas. Our curriculum contains common expectations that are rigorous and student centered, and teachers, who are most proximal to the children, will use this document as an instrument to ensure student success.

To ensure that our children are successful and receive the best education, this curriculum document, our staff will continuously collaborate on this living document. We will develop purposeful and effective formative and summative assessments which measure growth of our curriculum and inform our instruction. Finally, we will continuously seek to grow professionally through professional development, which is aligned to statewide regulations, but specifically geared to benefit our curriculum, school, and children.

General Curriculum & Instruction Objectives

- Teachers will employ lessons that are aligned to our curriculum and framed utilizing current research-based methods and techniques that focus on student achievement
- Our lessons will be structured according to statewide and district standards and our teachers will have flexibility to ensure that lessons meet the needs of all learners
- Units and lessons will be differentiated
- Curriculum is be student focused on success and balances developmental theory and psychometric standards
- Democratically developed benchmarks and assessments will be utilized to gauge student and curricular growth. Assessment will be multidimensional and developed according to student need.
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Educational Outcome Goals/Course Overview

The Freehold Borough Language Arts curriculum aligns with the Common Core Language Arts Standards. Freehold Borough’s elementary schools provide an extensive education in Language Arts literacy.

The Language Arts are integrative, interactive ways of communicating that develop through reading, writing, speaking, listening and viewing. They are the means through which one is able to receive information; think logically and creatively; express ideas; and understand and participate meaningfully in spoken, written, and nonverbal communications.

Every teacher provides our students with a 90-minute uninterrupted reading block plus 50 minutes for writing. Together these blocks of time include language experiences all children need in order to grow intellectually, socially, and emotionally.

A child’s year in second grade will build upon the knowledge and skills gained in preceding grades. Concepts about print have expanded to using books to locate information such as the table of contents and chapter headings. When decoding, second graders use a variety of word attack skills such as looking for known chunks or small words within words to attempt to decode an unknown word. Fluency will increase as students use appropriate pace (not word-by-word reading) and suitable inflection. These skills lead to better comprehension strategies as children demonstrate the ability to recall facts and details of text, recognize cause and effect and make inferences. Before, during and after reading strategies continue to be practiced as they read unfamiliar texts. Students will be giving more attention to meaning and how it is influenced by personal experience, content, style and purpose. Students will ask and answer such questions as who, what, when, and why to demonstrate their understanding of the text and identify the main idea in a multi paragraph and in specific paragraphs within a text. Students will describe the structure of a story and acknowledge different points of view. They will read for a variety of purposes including: pleasure, following directions and gathering factual information. Many opportunities will be given to write independently with more emphasis on the conventions of grammar and punctuation as well as the ability to clearly describe ideas, feelings and experiences. Students will write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use words to indicate a logical sequence of events and provide a sense of closure.
Core Materials

Unit 1:

Suggested Literature

- Rhyme: *Puffins Climb, Penguins Rhyme* by: Bruce McMillan
- Character: *Frog and Toad* Series by: Arnold Lobel,
- Character and Plot: *My Rotten, Redheaded Older Brother* by: Patricia Polacco
- Plot: *Hedgie’s Surprise* by: Jan Brett
- Author’s purpose: *Hooray for Diffendoer Day* by: Dr. Seuss
- Setting: *Miss Rumphius* by: Barbara Cooney
- Main idea: *Tomas and the Library Lady* by: Pat Mora
- Sequence: *Arthur Writes a Story* by: Marc Brown

Writing:

Possible Mentor Texts: *Introducing Writing*
You Have to Write by Jane Wong
If You Were a Writer by Joan Lowry Nixon
The Napping House by Audrey Wood
In a Small, Small Pond by Denise Fleming
In a Tall, Tall Grass by Denise Fleming
Author: A True Story by Helen Lester

Possible Texts: *Small Moment*
Owl Moon by Jane Yolen
The Leaving Morning by Angela Johnson
The Night of the Veggie Monster
Night at the Fair
Roller Coaster
Short Cut
Twister
Voices in the Park
Moonlight on the River
A Chair for My Mother
One Morning in Maine
Fireflies
The Relatives Came

Unit 2:

Suggested Literature

- Cause and effect: *Rabbit Stew* by: Donna Kosow and *The Womp World* by: Bill Peet
- Author’s Purpose: *Two Bad Ants* - Chris Van Allsberg
- Compare and contrast: *Zathura* and *Jumanji* by: Chris Van Allsberg
Possible Mentor Texts:

Tigers by Laura Marsh
Knights in Shining Armor by Gail Gibbons
** Utilize level Science and Social Studies leveled readers. **

Distinguishing Fiction/Nonfiction
The Man Who Walked Between the Towers
How Many Days to America? 38 o Saint George and the Dragon
Martin’s Big Words
Snowflake Bentley
The Polar Express

Text Features
Atlantic
Are You a Butterfly?
Dr. Seuss Biography
Is it Living or Nonliving?
Grow Your Own Sandwich
Life in the Rainforest o Animals in the Desert
Exploring the Animal Kingdom: Mammals
Fire Trucks
Life in an Ocean

Unit 3:

Suggested Literature
● Author’s Purpose: The Lorax by: Dr. Seuss
● Inference: Officer Buckle and Gloria by: Peggy Rathman
● Compare and contrast: Cinderella stories
● Summarize: Koala Lou by: Mem Fox
● Sequence: Napping House by: Don and Audrey Woods
● Fact and opinion: Spider’s at Work by: Diane Hoyt Goldsmith

Possible Mentor Texts:

Minnie and Moo Go Dancing by Denys Cazet
Happy Like Soccer by Maribeth Boelts

Compare and Contrast
Lon Po Po / Little Red Hood
Alexander and the Wind Up Mouse / The Velveteen Rabbit
Martin’s Big Words / My Brother Martin
Saint George and the Dragon / The Paper Bag Princess
The Three Pigs / The True Story of the Three Little Pigs
Grandfather’s Journey
Summarizing
Hansel and Gretel
The Dinosaurs of Waterhouse Hawkins
The Boy of the Three-Year Nap o
The Man Who Walked Between the Towers 50
Inch by Inch
Seven Blind Mice

Fables and Folktales
Cinderella Stories
The Egyptian Cinderella by Shirley Climo
The Irish Cinderlad by Shirley Climo
Prince Cinders by Babette Cole
Princess Smartypants by Babette Cole
73 Adelita: A Mexican Cinderella Story by Tomie dePaola
Glass Slipper, Gold Sandal: A Worldwide Cinderella by Pail Fleishman
The Golden Sandal: A Middle Eastern Cinderella Story by Rebecca Hickox
Princess Furball by Charlotte Huck
The Rough-Face Girl by Rafe Martin and David Shannon
Cendrillon, A Caribbean Cinderella by Rober D. San Souci
Parodies
Little Red Hen by Alma Flor Ada
Yours Truly, Goldilocks by Alma Flor Ada
Rapunzel’s Revenge by Shannon and Dean Hale
Cinderella’s Rat by Susan Meddaugh
The Frog Prince, Continued by Jon Scieszka
The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka
The True Story of the 3 Little Pigs! by Jon Scieszka
The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury
Fables and Folktales
Why Mosquitoes Buzz in People’s Ears by Verna Aardema
Why the Sun and the Moon Live in the Sky by Elphinstone Dayrell
Why Snails Have Shells: Minority and Han Folktales from China by Carolyn Han
A Fistful of Pearls and other Tales from Iraq by Elizabeth Laird
Nelson Mandela’s Favorite African Folktales by Nelson Mandela
Tikki Tikki Tembo by Arlene Mosel

Unit 4:

Suggested Literature
- Drawing conclusions: Roger’s Umbrella by: David Pinkwater
- Plot: Phoebe and the Spelling Bee by: Barney Saltzberg
- Compare and Contrast: The Three Little Pigs by: David Wiesner and The True Story of the Three Little Pigs by: Jon Scieszka
- Sequence: Stone Soup by: Marcia Brown

Unit 5:
Suggested Literature

- Cause and effect: *Fireflies* by Julie Brickloe
- Plot: *Eugene the Brave* by Ellen Conford
- Plot: *Here Comes Alex Pumpernickel* by Fernando Krahn
- Character: *The Hundred Dresses* by Eleanor Estes
- Setting: *Night in the Country* by Cynthia Rylant
- Sequence and Summary: *The Snowy Day* by Ezra Jack Keats

Possible Mentor Texts:

Poems (Imagery & Figurative Language)
- A Jar of Tiny Stars
- Dirty Laundry Pile
- All the small poems and fourteen more
- I Thought I Heard the City Sing
- Pocket Poems
- Knock at a Star
- Baseball, Snakes, and Summer Squash
## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Anticipated Timeframe</th>
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<tr>
<td>Unit 1</td>
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<td>Unit 2</td>
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<td>Unit 3</td>
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<td>Unit 4</td>
<td>Fourth Marking Period</td>
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<tr>
<td>Unit 5</td>
<td>Fourth Marking Period</td>
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Overview / Rationale

This first unit sets the groundwork for what students will learn to become proficient with by the end of the school year. The unit will focus on comprehension strategies that support good reading. The importance of choosing texts that students can manage independently will shape the ongoing independent work that’s expected of young readers. Readers will learn that reading is a cognitive process that involves comprehension of ideas, emphasizing the importance of schema, metacognition and making connections. The problem solving nature of reading will be taught to students as they move along the reading continuum. Students will begin to recognize the structure and elements of a story.

Students will begin to construct better understanding of word structures through the study of phonemic awareness and phonics skills. Students will recognize and read second grade Fry words.

Students will develop an understanding of the grammar and structure rules used when writing in the English language

Students will understand the writing process and write a narrative.

Stage 1 – Desired Results

Established Goals:

Reading: Literature
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.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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

Speaking and Listening
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.
   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.
SL2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Reading: Foundational Skills
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.
b. Know spelling-sound correspondences for additional common vowel teams.
c. Decode regularly spelled two-syllable words with long vowels.
f. Recognize and read grade-appropriate irregularly spelled words
RF.2.4 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

Writing:
W2.3 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.
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.8 Recall information from experiences or gather information from provided sources to answer a question

Language:
L.2.1 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). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Produce, expand, and rearrange complete simple and compound sentences
L.2.2. 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.
c. Use an apostrophe to form contractions and frequently occurring possessives.
d. Generalize learned spelling patterns when writing words
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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.
a.Use sentence-level context as a clue to the meaning of a word or phrase.
d. Use knowledge of the meaning of individual words to predict the meaning of compound words
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely related verbs and closely related adjectives.
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.
### Enduring Understandings:
1. Reading: Good readers use strategies to monitor their decoding and comprehension.
   - Retelling a story helps a reader to understand the story
2. Writing: Authors write for many different purposes.
   - Authors write from personal experiences.
   - Details give a better picture to a reader.
   - The way an author crafts their writing influences how the audience reads it.
3. Speaking and Listening: Build on others’ talk in conversation.
4. Language: Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text

### Essential Questions:
1. Reading: How do readers make meaning from text?
   - Why do we read?
   - How do readers ensure understanding of a story?
2. Writing: How do writers use drawings, letters, and words to create a story?
3. Speaking and Listening: What are the things that good listeners do?
4. Language: How is spoken language different from written language?

### Knowledge:

*Students will know...*
- Expectations, procedures and routines of Reader’s Workshop.
- Multiple strategies to support reading fluency and comprehension
- Read on level text with appropriate rate, accuracy, phrasing, punctuation, and expression/intonation.
- About schema and how it can be used to make connections
- What it means to retell a story
- What it means to be metacognitive
- Narrative stories recount a sequence of events, include details, thoughts, and feelings, use transition words, and provide a sense of closure.
- How to identify and write complete sentences.
- How to sound out a multitude of chunks.

*Jumpstart*

### Skills:

*Students will be able to...*
- Follow the routines and procedures of Reader’s Workshop
- Choose appropriate books for independent reading
- Decode to support fluency and comprehension. Read for meaning.
- Describe the beginning, middle, and end of a story with attention to story elements
- Identify character and setting and use details to give a retelling
- Monitor their reading and clarify what they do not understand by asking questions.
- Set a purpose for reading.
- Write complete sentences with proper capitalization and punctuation
- Write a personal narrative from personal experiences.
- Review their own writing to revise and edit.
- Using feedback provided by others (including peers and the teacher) to revise and edit

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**In this unit plan, the following 21st Century Life and Careers skills are addressed:**

<table>
<thead>
<tr>
<th>Check ALL that apply –</th>
<th>Indicate whether these skills are:</th>
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<tbody>
<tr>
<td>21st Century Themes</td>
<td>Career Ready Practices</td>
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<td>-----------------------------------------</td>
<td>------------------------------------------------------</td>
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<tr>
<td><em>E</em> – encouraged</td>
<td>CRP1. Act as a responsible and contributing citizen and employee.</td>
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<td><em>T</em> – taught</td>
<td>CRP2. Apply appropriate academic and technical skills.</td>
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<td><em>A</em> – assessed</td>
<td>CRP3. Attend to personal health and financial well-being.</td>
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**Career Ready Practices**

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<td>Credit and Debt Management</td>
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<tr>
<td>Planning, Saving, and Investing</td>
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<td>Becoming a Critical Consumer</td>
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<td>Civic Financial Responsibility</td>
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**Career Readiness Practices**

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<tr>
<td>x Career Awareness</td>
<td>CRP10. Plan education and career paths aligned to personal goals.</td>
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<tr>
<td>Career Exploration</td>
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</tr>
<tr>
<td>x Career Preparation</td>
<td>CRP12. Work productively in teams while using cultural global competence.</td>
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**Interdisciplinary Connections**

*Other standards covered:*

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**Student Resources**

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**Teacher Resources**

*Texts:*

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Writing:
Possible Mentor Texts: Introducing Writing
You Have to Write by Jane Wong
If You Were a Writer by Joan Lowry Nixon
The Napping House by Audrey Wood
In a Small, Small Pond by Denise Fleming
In a Tall, Tall Grass by Denise Fleming
Author: A True Story by Helen Lester

Possible Texts: Small Moment
Owl Moon by Jane Yolen
The Leaving Morning by Angela Johnson
The Night of the Veggie Monster
Night at the Fair
Roller Coaster
Short Cut
Twister
Voices in the Park
Moonlight on the River
A Chair for My Mother
One Morning in Maine
Fireflies
The Relatives Came

Supplemental Workbooks:

Websites: www.brainpopjr.com

Worksheets:

Videos: www.brainpopjr.com – Character and setting, how to choose a book

<table>
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<th>Performance Task(s):</th>
<th>Other Evidence:</th>
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<tr>
<td>-Fry test every 4 weeks</td>
<td><em>Pre-Assessments, Formative Assessments, Summative Assessments</em></td>
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<td>-Chunk spelling test</td>
<td>-Linkit A – Benchmark</td>
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<tr>
<td>-Comprehension tests</td>
<td>-Written narrative</td>
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<td>-Skill Tests</td>
<td>-Running records</td>
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<td>Writing:</td>
<td>-Fountas and Pinnell</td>
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<td>-Writing conferences</td>
<td>-Reading conferences</td>
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<td></td>
<td>-Graphic organizers</td>
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<td>-Reading checklists</td>
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### Stage 3 – Learning Plan

<table>
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<tr>
<th>Suggested Learning Activities</th>
<th>Descriptions</th>
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| **Reading**                   | (note: 2 new Fry words added each day except Fridays)  
|                               | (spiraling back to previous skills will take place as per the needs of the students) |
| **Week 1:**                   | Readers learn strategies for choosing books- IPICK  
|                               | Readers develop an understanding of the Reader’s Workshop framework  
|                               | Readers read their best when they find a good reading spot  
|                               | Readers keep track of their reading  
|                               | Review 1st Grade Fry words |
| **Week 2:**                   | Readers recognize that there are different types of texts- fiction/non-fiction  
|                               | Readers build stamina when reading to self (Read to Self)  
|                               | Readers keep track of where they left off and reread the last part to keep their understanding in check.  
|                               | Readers discover that when their minds get away from the book, they reread to get back into the book and remind themselves of what was going on.  
|                               | Readers monitor the good reading behavior they use.  
|                               | Jumpstart chunks: an, en, in, on, un  
|                               | Fry words: over, new, sound, take, only, little, work, know |
| **Week 3:**                   | Readers reflect on their reading by asking questions about what they read (metacognition)-before, during and after reading  
|                               | Readers use strategies to help figure out unknown words (refer to Jump Start Reading Strategies Poster)-reinforce in guided reading groups  
|                               | Readers chunk the text as they read to help them hold on to the story.  
|                               | Jumpstart chunks: ack, eck, ick, ock, uck  
|                               | Fry Words: place, years, live, me, back, give, most, very |
**Week 4:**
Readers try to increase their stamina by pushing themselves to read more.
Readers develop an understanding of **schema** and how to activate it before reading to enhance understanding.
Readers discuss reading with a partner by sitting side by side (Read to Partner).
Readers can begin to retell the important parts of a story across their fingers (character, setting, problem, events, solution/beginning, middle, end).
Readers use information gained from the illustrations to demonstrate understanding of characters, setting or plot (picture walk).
Readers can use various strategies (i.e. sticky notes, reader’s response notebook, graphic organizer) to record parts of a book that they would like to discuss.
Readers can share important parts of a story and why it is important.
Jumpstart Chunks: ch, sh, th, wh
Fry Words: after, things, our, just, name, good, sentence, man

**Week 5:**
Readers continue to use **schema** and **metacognition**.
Readers learn what a character is in a story.
Readers get to know characters in terms of what they look like and act like.
Readers identify main characters in a story.
Readers learn to recognize important information about a character.
Jumpstart Chunks: ar, or, er, ir, ur
Fry Words: think, say, great, where, help, through, much, before

**Week 6:**
Readers identify outside and inside traits of a character (appearance and actions).
Readers get to know their characters by figuring out what the character may be feeling or thinking.
Readers learn to use text evidence to support their ideas.
Readers think about how a character is acting in different situations.
Jumpstart: Words ending in **Silent e**
Fry Words: line, right, too, means, old, any, same, tell

**Week 7:**
Readers learn to make personal connections to the characters (Text-to-Self Connections).
Readers think about character actions and reactions in various situations.
Readers begin to recognize different character’s points of view.
Readers acknowledge interesting dialogue and dialogue that shows how a character thinks, feels and is acting.
Jumpstart: Y says I and Y says e
Fry Words: boy, follow, came, want, show, also, around, form
**Week 8:**
Readers learn to make connections between texts (text-to-text connections) to enhance understandings
Readers recognize language and images that describe the setting in a story
Readers visualize to help them understand the elements of a story
Readers understand that the setting of a story can change
Readers identify text evidence to support their ideas
JumpStart: long vowels: ai, ay and ea, ee
Fry Words: three, small, set, put, end, does, another, well

**Week 9:**
Readers attend to language and images that show the passage of time
Readers reread text for phrases that make reference to time
Readers draw sequential images that show movement over time.
Readers recognize sequence of events and describe how the beginning of a story introduces and the ending concludes the action
Readers recognize how one event can lead to another (cause and effect)
Readers establish the plot of a story
JumpStart: long vowels ie, igh, ind, ild, ign
Fry Words: large, must, big, even, such, because, turn, here

**Week 10:**
Readers attend to the images used in the story that show a conflict or problem
Readers identify a problem in a story
Readers recognize that there may be several problems in a story, but one main one that is at the heart of the story
Readers recognize how or whether or not the problem/conflict is solved
Readers summarize stories (Someone, Wanted, But, Then, So)
Readers recognize that summaries address the most important information in a story
JumpStart: long vowels oa, oe, oll, olt, old
Fry Words: why, ask, went, men, read, need, land, different

**Writing:**
**Week 1:** Writers identify nouns and produce complete simple sentences
- Writers develop an understanding of why people write
- When writers write, they need to be comfortable and be able to think.
Create/provide a “looks like/sounds like” chart for students

**Week 2:** Writers identify irregular plural nouns
Writers identify and apply to writing the subject of a sentence
- Writers use their sounds to write, but there are also tools around the room to use as well. Introduce word wall, dictionary, personal word walls, theme lists, etc., whatever spelling tools you have for students to use and the
procedure for using them.
-Writers should also know when and why these tools are helpful to their writing

**Week 3:**
Writers identify verbs/irregular verbs
Writers identify and apply to the writing the predicate of a sentence
-Writers must learn and practice rereading their own work

**Week 4:**
Writers identify declarative and interrogative sentences and corresponding punctuation
Writers write sentences that are declarative and interrogative
-Writers share their writing with others to help improve their writing
-Introduce the procedure for working with a partner to edit a piece of writing: deciding who will go first, sitting hip to hip when reading each other's work, asking questions and being a good listener, sitting knee to knee when discussing their writing, etc.

**Week 5:**
Writers identify imperative and exclamatory sentences and corresponding punctuation
Writers write sentences that are imperative and exclamatory
-Writers continue to develop an understanding of the writing process

**Week 6:**
-Writers understand the use of pronouns in the subject or predicate of a sentence
-Writers are discovering Meaningful Small Moments by Generating Ideas for Writing
  a. One way writers can learn to write meaningful, beautiful stories is to study the craft of mentor authors. Where do author’s get ideas? Why do they write? Why should (do) we write?
  b. Writers capture everyday moments and save them as possible story ideas to write later
-Writers develop an understanding of the personal narrative genre and its components (story, about real event, self as main character)

**Week 7:**
-Writers recognize what it looks like and sounds like when writers tell the whole story of a tiny moment.
- One way writers remember an experience or topic they want to write about is to draw a picture
-Writers use strategies such as, tell a story across your fingers (make connection to concept in reading curriculum) use a graphic organizer, etc.
| **Week 8:** | - Writers recognize ways of getting their readers attention with a ‘hook’  
- Writers add details to their stories so that readers can feel like they are there and see, hear, taste, touch and smell  
- Writers spend lots of time writing and rewriting their endings, working hard to bring their stories to a satisfying conclusion |
| **Week 9:** | - Writers revise what they are writing, considering what their intention is for writing and what they want their readers to feel.  
- Writers can be “detectives” looking for boring / tired words, where you can add more details, etc.  
- Writers get their writing ready for a publication by making sure it is easy to read.  
- Writers check their spelling, punctuation and word choice. (Provide rubrics /checklists for students to use as they edit and revise)  
- Writers need time to independently edit, edit with partners, and conference and edit with the teacher |
| **Week 10:** | - Writers publish their final pieces including all of the additions and corrections they have made.  
- Writers write to have readers read their stories! Writers should share their writing with an audience, and celebrate all they have accomplished |

**Modifications**

**Special Education Students:** *(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child’s IEP)*  
reduce/revise assignments & assessments as per IEP; provide individual & small group help; notes, and study guides; provide background knowledge.

**English Language Learners:** use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; use modeling; use visual aids & manipulatives.

**Students at Risk of Failure:** Provide less distracting seating if possible, frequent check-ins by teacher, study guides, notes, etc.

**Gifted Students:** provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level question, or complimentary assignment.

*D indicates differentiation at the lesson level*
### Overview / Rationale

Students will be exposed to books that address specific topics or subjects. Students will ask and answer questions about nonfiction text that ensure understanding of grade 2 level text. They will learn to identify and utilize text features of nonfiction text and to use these features to make decisions around what to read, as well as, to support them in attending to the strategies appropriate to use to help with understanding the various texts. Students will also be able to identify the main topic and purpose of a text.

Students will continue to construct better understanding of word structures through the study of phonemic awareness and phonics skills. Students will recognize and read second grade Fry words.

Students will continue to develop an understanding of the grammar and structure rules used when writing in the English language.

Students will write an informational/explanatory text and draw upon both what they know and information researched to write an informative text.

### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals:</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading: Informational Text</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</td>
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<tr>
<td>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
</tr>
<tr>
<td>RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
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<tr>
<td>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
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<tr>
<td>RI.2.8 Describe how reasons support specific points the author makes in a text.</td>
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<tr>
<td>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</td>
</tr>
<tr>
<td>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
</tbody>
</table>
Speaking and Listening
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.
   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.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Reading: Foundational Skills
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.
   b. Know spelling-sound correspondences for additional common vowel teams.
   c. Decode regularly spelled two-syllable words with long vowels.
   f. Recognize and read grade-appropriate irregularly spelled words
RF.2.4 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

Writing:
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations
W.2.8 Recall information from experiences or gather information from provided sources to answer a question

Language:
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.2.2. 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.
   c. Use an apostrophe to form contractions and frequently occurring possessives.
   d. Generalize learned spelling patterns when writing words
   e. Consult reference materials, including beginning dictionaries, as needed to check and correct
spellings
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.
a. Use sentence-level context as a clue to the meaning of a word or phrase.
d. Use knowledge of the meaning of individual words to predict the meaning of compound words

<table>
<thead>
<tr>
<th>Enduring Understandings:</th>
<th>Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading: Text features help readers understand nonfiction. - Reading is done for a variety of purposes.</td>
<td>1. Reading: How are nonfiction texts different from fiction texts? - How do readers read a nonfiction text?</td>
</tr>
<tr>
<td>2. Writing: Authors write for many different purposes. - The purpose of nonfiction writing is to inform. - Information is supported by facts and evidence</td>
<td>2. Writing: Why do writers write nonfiction? - How is nonfiction writing different than fiction?</td>
</tr>
<tr>
<td>3. Speaking and Listening: Oral discussions help to build connections to others and create opportunities for learning</td>
<td>3. Speaking and Listening: What strategies does a viewer/listener use to distinguish between fact and opinion, information and story?</td>
</tr>
<tr>
<td>4. Language: Researchers gather and critique information from different sources for specific purposes</td>
<td>4. Language: How can parts of speech be used in daily writing? - How is language used differently to convey a narrative vs. a non-narrative</td>
</tr>
</tbody>
</table>

Knowledge: Students will know...
- Text features such as: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons, etc.
- Important information is contained in text features.
- Strategies to use when reading informational text.
- How to sound out a multitude of chunks. (Jumpstart)
- The difference between fact and opinion
- What a definition is and how to incorporate relevant definitions into explanatory writing
- How to conduct basic research.

Skills: Students will be able to...
- Ask and answer questions about nonfiction text.
- Determine the meaning of unknown words.
- Identify the main topic of nonfiction text.
- Identify the main purpose of a nonfiction text.
- Write about what they know
- Use information they read/research to give more information in an explanatory text.
- Use facts and definitions to provide information to their audience.
- Employ academic vocabulary in writing
- Revise and edit their own work.
- Use feedback from others to revise and edit.

In this unit plan, the following 21st Century Life and Careers skills are addressed:

<table>
<thead>
<tr>
<th>Check ALL that apply – 21st Century Themes</th>
<th>Indicate whether these skills are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E – encouraged</td>
<td>T – taught</td>
</tr>
<tr>
<td>A – assessed</td>
<td>Career Ready Practices</td>
</tr>
</tbody>
</table>

19
| 9.1 | Personal Financial Literacy       | CRP1. Act as a responsible and contributing citizen and employee. |
|     |                                | CRP2. Apply appropriate academic and technical skills. |
|     | Income and Careers              | CRP3. Attend to personal health and financial well-being. |
|     | T                               | CRP4. Communicate clearly and effectively and with reason. |
|     | Money Management                | CRP5. Consider the environmental, social and economic impacts of decisions. |
|     | T                               | CRP6. Demonstrate creativity and innovation. |
|     | Credit and Debt Management      | CRP7. Employ valid and reliable research strategies. |
|     | Planing, Saving, and Investing  | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
|     | T                               | CRP9. Model integrity, ethical leadership and effective management. |
| x   | Career Awareness                | CRP11. Use technology to enhance productivity. |
|     | Career Exploration              | CRP12. Work productively in teams while using cultural global competence. |
| x   | Career Preparation              |                                |

**Interdisciplinary Connections**

*Other standards covered:*

**Student Resources**

<table>
<thead>
<tr>
<th>Primary Source Readings</th>
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<tbody>
<tr>
<td>Secondary Source Readings</td>
<td></td>
</tr>
<tr>
<td>Supporting Text pages</td>
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</tr>
</tbody>
</table>

**Teacher Resources**

**Possible Mentor Texts:**

- Tigers by Laura Marsh
- Knights in Shining Armor by Gail Gibbons

** Utilize level Science and Social Studies leveled readers. **

- Distinguishing Fiction/Nonfiction
- The Man Who Walked Between the Towers
-How Many Days to America? 38 o Saint George and the Dragon
-Martin’s Big Words
-Snowflake Bentley
-The Polar Express
- Text Features
- Atlantic
- Are You a Butterfly?
- Dr. Seuss Biography
- Is it Living or Nonliving?
- Grow Your Own Sandwich
- Life in the Rainforest o Animals in the Desert
- Exploring the Animal Kingdom: Mammals
- Fire Trucks
- Life in an Ocean

**Supplemental Workbooks:**

**Websites:** www.brainpopjr.com

**Worksheets:**

**Videos:** www.brainpopjr.com

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
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<tbody>
<tr>
<td>Fry test every 4 weeks</td>
<td><em>Pre-Assessments, Formative Assessments</em>,</td>
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<tr>
<td>Chunk spelling test</td>
<td><em>Summative Assessments</em></td>
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<tr>
<td>Comprehension tests</td>
<td>- Linkit B– Benchmark</td>
</tr>
<tr>
<td>Skill Tests</td>
<td>- Running records</td>
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<tr>
<td>Writing:</td>
<td>- Fountas and Pinnell</td>
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<tr>
<td>non-narrative/informational piece/rubric</td>
<td>- Reading conferences</td>
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<td></td>
<td>- Graphic organizers</td>
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<td>- Reading checklists</td>
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<td>- Reader responses</td>
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<td>- Reading logs</td>
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<td>- Pair shares</td>
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<td>- Class discussion</td>
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</tbody>
</table>

Writing:

- Writing conferences
- Drafts
- Graphic organizers
## Stage 3 – Learning Plan

<table>
<thead>
<tr>
<th>Suggested Learning Activities</th>
<th>Descriptions</th>
</tr>
</thead>
</table>
| **Reading**                   | (note: 2 new Fry words added each day except Fridays)  
(spiraling back to previous skills will take place as per the needs of the students-As skills for reading non-fiction are introduced, Fiction skills and practice should not be abandoned)  
The following weeks are flexible, as some skills may require more time and attention than others  
**Week 1:**  
Readers recognize the main differences between fiction and non-fiction.  
Readers learn how to choose a Non-fiction book  
-Readers choose Non-fiction reading by looking at the topics available.  
-Readers choose Non-fiction reading by looking at the topic and asking self, “do I want to know more?”  
-Readers choose Non-fiction reading by reading the first page to see if it catches their eye  
-Readers learn to pick text to read that is not too easy or too hard for them  
-Readers use prior knowledge of their topic to get ready to read  
Jumpstart: long vowels: ue, ui, ew  
Fry Words: home, us, move, try, kind, hand, picture, again  
**Week 2:**  
Readers begin to become familiar with text features and how they help the comprehension of a non-fiction text  
Readers determine if what they might want to know about their topic of interest is in a text by reviewing the title of the text  
Readers learn the use of an index vs. table of contents  
Readers understand the application of ABC order to organization of an index  
Readers gather additional information about a topic by reviewing the pictures in the text  
Readers understand the purpose and use of captions and labels  
Readers develop an understanding of the purpose and use of headings/subheadings in the text  
Jumpstart: Diphthongs: au, aw, all, alk, alt, aught, ought  
Fry Words: change, off, play, spell, air, away, animal, house |
Week 3:
Readers understand that non-fiction text is full of new vocabulary and new information requires special attention
Readers recognize that learning and using vocabulary is an important part of growing knowledge
Readers determine the meaning of unknown words by using context clues.
Readers develop an understanding of different types of print and the use of the glossary
Readers understand the application of ABC order to organization of a glossary
Readers notice and utilize text features when figuring out keywords
Readers use the whole page and all text features to help them figure out what unknown words mean.
Jumpstart: Dipthongs: ou, ow (pinch sound)
Fry Words: point, page, letter, mother, answer, found, study, still

Week 4:
Readers identify the main purpose of a text, including what the author wants to answer, explain, or describe
Readers recognize that non-fiction text can be organized in different ways
Readers understand the structure of chronological order text (i.e. biographies)
Readers understand the structure of cause and effect
Readers understand the structure of problem and solution
Readers understand the structure of main idea and details/description
Readers understand the structure of compare/contrast
Jumpstart: Dipthongs: oo (food), oo (book)
Fry Words: learn, should, America, world (last week of new fry)

Week 5:
(continuation of week 4 as the content is cumbersome)
Jumpstart: Dipthongs: oi, oy (oyster)
Phrase cards: Over the river, Take a little, It’s only me, Live and play

Week 6:
Readers pay attention to the details, the bits and pieces, putting all this together to really understand and grow knowledge about a topic.
Readers notice details and put them together to learn about a topic, they have questions that come up.
Readers are always thinking and looking for answers to their questions.
Nonfictions readers grow their knowledge by putting together the details they read with their own thoughts and ask themselves, “What is this book teaching me?”
Readers recognize the importance of rereading to grow more information about the topic.
Jumpstart: short vowels: ink, ank, unk
Phrase cards: My new place, Give it back, I know why, A good man

**Week 7:**
Readers can describe how reasons support specific points the author makes in a text
Readers can identify main ideas and details that support it
Readers can determine the importance of information
Readers can distinguish between statements of fact vs. opinion
Jumpstart: short vowels: ing, ang, ong, ung
Phrase cards: Another great sound, Only a little, Three years ago, After the game

**Week 8:**
Readers can compare and contrast the most important points presented by two texts on the same topic
Readers set themselves up for reading not just one book on a topic, but also many. Why would readers want to do this? We’re becoming experts! Readers learn that when you read about a topic, you try to add information together to learn about a subtopic and the whole topic
Readers learn how to connect information from more than one book that seems different by rethinking ways to categorize and name the information. Readers use a graphic organizer to group facts /categorize information from different books
Readers recognize, after reading many books on a topic, that readers put information together to retell the entire topic part by part instead of book by book.

**Week 9:**
Readers’ focus attention on taking in information as well as teaching and sharing their learning with partners
Readers share their favorite facts they have learned from their books with their reading partner.
Readers demonstrate their understanding of a topic by answering the questions posed by their partners
Readers work in groups with similar topic choices to share and compare evidence from texts read
Jumpstart: chunks: tion, sion
Phrase cards: Most of the animals, My last name, Mother says to now, I work too much

**Week 10:**
This week is reserved for spiraling or overflow from previous weeks
Jumpstart: tial, cial
Phrase cards: Our best things, That’s very good, Where are you?, Any old time
<table>
<thead>
<tr>
<th>Writing</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
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<tr>
<td>Writers identify proper nouns and irregular nouns</td>
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<tr>
<td>Writers recognize the structure of a non-narrative writing piece</td>
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<tr>
<td>Writers establish and reinforce the concept of main idea and details</td>
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<tr>
<td>and make connections to reading</td>
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<tr>
<td>Writers develop ideas for writing- What are you an expert in/about?</td>
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<tr>
<td><strong>Week 2:</strong></td>
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<tr>
<td>Writer’s identify reflexive pronouns</td>
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<td>Writers work to identify information that will support their idea for</td>
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<tr>
<td>writing</td>
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<td>Writers use graphic organizers (boxes/bullets) to record ideas</td>
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<tr>
<td><strong>Week 3:</strong></td>
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<tr>
<td>Writers understand and use linking verbs</td>
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<tr>
<td>Writers develop an understanding of the concept and craft of a</td>
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<tr>
<td>conclusion to a topic</td>
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<td><strong>Week 4:</strong></td>
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<tr>
<td>Writers understand the use of an apostrophe and contractions</td>
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<tr>
<td>Writers work to develop and draft a non-narrative writing piece</td>
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<td><strong>Week 5:</strong></td>
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<tr>
<td>Writers develop new ideas for writing and apply the strategies that</td>
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<tr>
<td>have been used</td>
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<tr>
<td>- boxes and bullets</td>
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<tr>
<td>- main idea and supporting details</td>
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<tr>
<td>- conclusion</td>
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<tr>
<td><strong>Week 6:</strong></td>
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<tr>
<td>Review use of nouns, pronouns and verbs</td>
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<tr>
<td>Writers choose an idea to work with toward publishing</td>
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<tr>
<td>Writers draft their chosen piece</td>
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<td><strong>Week 7:</strong></td>
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<tr>
<td>Writers revise what they are writing, considering what their intention</td>
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<td>is for writing and what they want their readers to learn.</td>
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<tr>
<td>Writers revise their pieces to add details and information</td>
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<tr>
<td>Writers have conferences with teachers and peers</td>
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<tr>
<td><strong>Week 8:</strong></td>
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<tr>
<td>- Writers get their writing ready for a publication by making sure it</td>
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<tr>
<td>is easy to read.</td>
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<tr>
<td>- writers check their spelling, punctuation and word choice.</td>
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<tr>
<td>(Provide rubrics / checklists for students to use as they edit and</td>
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<tr>
<td>revise)</td>
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</table>
- writers need time to independently edit, edit with partners, and conference and edit with the teacher

**Week 9:**
Writers publish their final pieces including all of the additions and corrections they have made
- Writers write to have readers read their stories! Writers should share their writing with an audience, and celebrate all they have accomplished

**Week 10:**
This week is reserved for spiraling or overflow from previous weeks

### Modifications

<table>
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<th>Special Education Students:</th>
<th>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child’s IEP</th>
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<tr>
<td>provide individual &amp; small group help; notes, and study guides; provide background knowledge.</td>
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**English Language Learners:** use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; use modeling; use visual aids & manipulatives.

**Students at Risk of Failure:** Provide less distracting seating if possible, frequent check-ins by teacher, study guides, notes, etc.

**Gifted Students:** provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level question, or complimentary assignment.

*D indicates differentiation at the lesson level*
Overview / Rationale

This unit builds on work students did in Unit 1. Students will learn to work to discuss what they have noticed about their reading. Students should be gaining more stamina and fluency in reading and learn the importance of reading smoothly. Students will be exposed to how fluency links to the development of comprehension skills. Students will learn to attend to the voice and dialogue of the characters in the stories. Students will also spend time building and practicing the strategies readers use to make meaning from text, including fables and folktales. Students will continue to construct better understanding of word structures through the study of phonemic awareness and phonics skills. Students will recognize and read second grade Fry words and phrases. Students will develop an understanding of the grammar and structure rules used when writing in the English language. Students will understand the writing process and write a narrative.

Stage 1 – Desired Results

Established Goals:

Reading: Literature
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
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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

Speaking and Listening
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.
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; 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.

**Reading: Foundational Skills**
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.
   b. Know spelling-sound correspondences for additional common vowel teams.
   c. Decode regularly spelled two-syllable words with long vowels.
   f. Recognize and read grade-appropriate irregularly spelled words
RF.2.4 - 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

**Writing:**
W.2.3 - 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.
W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.8 - Recall information from experiences or gather information from provided sources to answer a question

**Language:**
L.2.1 - 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).
   d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
   f. Produce, expand, and rearrange complete simple and compound sentences
L.2.2 - 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.
   c. Use an apostrophe to form contractions and frequently occurring possessives.
   d. Generalize learned spelling patterns when writing words
   e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
d. Use knowledge of the meaning of individual words to predict the meaning of compound words
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a.
Identify real-life connections between words and their use. b. Distinguish shades of meaning
among closely related verbs and closely related adjectives.
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.

Enduring Understandings:
1. Reading: Reading fluently supports comprehension.
   - What an author is trying to teach you is the main idea / central message of a story
2. Writing: Good writers use a wealth of strategies to enable them to vary form and style
   in order to write for different purposes, audiences and contexts
3. Speaking and Listening: Effective listeners are able to interpret and evaluate increasingly
   complex messages
4. Language: Readers use language structure and context clues to identify the intended
   meaning of words and phrases as they are used in a text.

Essential Questions:
1. Reading: How do readers read for meaning?
   - What do you do when you encounter a tricky word or part in a story?
2. Writing: What strategies do effective writers use to craft narratives?
3. Speaking and Listening: What strategies does a viewer use to focus on details?
4. Language: How are parts of speech used in daily writing?

Knowledge:
*Students will know...*
- Identify the main idea / central message.
- Decoding strategies.
- Comprehension strategies.
- How to add details to a narrative to describe actions, thoughts and/or feelings.
- How to use Editing and revising strategies

Skills:
*Students will be able to...*
- Read fluently.
- Decode to support fluency and comprehension.
- Read for meaning.
- Determine the main idea / central message.
- Ask and answer questions about a text.
- Writing a narrative
- Review their own writing to revise and edit.
- Using adjectives and adverbs to add details
- Using feedback provided by others (including peers and the teacher) to revise and edit.

---

**In this unit plan, the following 21st Century Life and Careers skills are addressed:**

<table>
<thead>
<tr>
<th>21st Century Themes</th>
<th>Indicate whether these skills are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Financial Literacy</td>
<td>E – encouraged</td>
</tr>
<tr>
<td></td>
<td>T – taught</td>
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<td></td>
<td>A – assessed</td>
</tr>
</tbody>
</table>

Career Ready Practices

CRP1. Act as a responsible
<table>
<thead>
<tr>
<th>Topic</th>
<th>CRP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income and Careers</td>
<td>CRP2. Apply appropriate academic and technical skills.</td>
</tr>
<tr>
<td>Money Management</td>
<td>CRP3. Attend to personal health and financial well-being.</td>
</tr>
<tr>
<td>Credit and Debt Management</td>
<td>CRP4. Communicate clearly and effectively and with reason.</td>
</tr>
<tr>
<td>Planning, Saving, and Investing</td>
<td>CRP5. Consider the environmental, social and economic impacts of decisions.</td>
</tr>
<tr>
<td>Becoming a Critical Consumer</td>
<td>CRP6. Demonstrate creativity and innovation.</td>
</tr>
<tr>
<td>Insuring and Protecting</td>
<td>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</td>
</tr>
<tr>
<td><strong>9.2 Career Awareness, Exploration, and Preparation</strong></td>
<td>CRP9. Model integrity, ethical leadership and effective management.</td>
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<td>Career Awareness</td>
<td>CRP10. Plan education and career paths aligned to personal goals.</td>
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<td>Career Exploration</td>
<td>CRP11. Use technology to enhance productivity.</td>
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<td>Career Preparation</td>
<td>CRP12. Work productively in teams while using cultural global competence.</td>
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**Interdisciplinary Connections**

*Other standards covered:*

<table>
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<tr>
<th>Student Resources</th>
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<tr>
<td><strong>Primary Source Readings</strong></td>
</tr>
<tr>
<td><strong>Secondary Source Readings</strong></td>
</tr>
<tr>
<td><strong>Supporting Text pages</strong></td>
</tr>
</tbody>
</table>

**Teacher Resources**

**Texts:** Possible Mentor Texts:
- Minnie and Moo Go Dancing by Denys Cazet
- Happy Like Soccer by Maribeth Boelts
- Compare and Contrast
- Lon Po Po / Little Red Hood
- Alexander and the Wind Up Mouse / The Velveteen Rabbit
- Martin’s Big Words / My Brother Martin  
- Saint George and the Dragon / The Paper Bag Princess  
- The Three Pigs / The True Story of the Three Little Pigs  
- Grandfather’s Journey  
  - Summarizing  
    - Hansel and Gretel  
    - The Dinosaurs of Waterhouse Hawkins  
    - The Boy of the Three-Year Nap o  
    - The Man Who Walked Between the Towers 50  
    - Inch by Inch  
    - Seven Blind Mice  

Fables and Folktales:  
- Cinderella Stories  
  - The Egyptian Cinderella by Shirley Climo  
  - The Irish Cinderlad by Shirley Climo  
  - Prince Cinders by Babette Cole  
  - Princess Smartypants by Babette Cole  
- 73 Adelita: A Mexican Cinderella Story by Tomie dePaola  
- Glass Slipper, Gold Sandal: A Worldwide Cinderella by Pail Fleishman  
- The Golden Sandal: A Middle Eastern Cinderella Story by Rebecca Hickox  
- Princess Furball by Charlotte Huck  
- The Rough-Face Girl by Rafe Martin and David Shannon  
- Cendrillon, A Caribbean Cinderella by Rober D. San Souci  
- Parodies  
  - Little Red Hen by Alma Flor Ada  
  - Yours Truly, Goldilocks by Alma Flor Ada  
  - Rapunzel’s Revenge by Shannon and Dean Hale  
  - Cinderella’s Rat by Susan Meddaugh  
  - The Frog Prince, Continued by Jon Scieszka  
- The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka  
- The True Story of the 3 Little Pigs! by Jon Scieszka  
- The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury  
- Fables and Folktales Why Mosquitoes Buzz in People’s Ears by Verna Aardema  
- The Five Chinese Brothers by Claire Huchet Bishop  
- Asian Children’s Favorite Stories: A Treasury of Folktales from China, Japan, Korea, India, the Philippines, Thailand, Indonesia and Malaysia by David Conger  
- Why the Sun and the Moon Live in the Sky by Elphinstone Dayrell  
- Why Snails Have Shells: Minority and Han Folktales from China by Carolyn Han  
- A Fistful of Pearls and other Tales from Iraq by Elizabeth Laird  
- Nelson Mandela’s Favorite African Folktales by Nelson Mandela  
- Tikki Tikki Tembo by Arlene Mosel

**Supplemental Workbooks:**

**Websites:**

**Worksheets:**
**Videos:**

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<table>
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<tr>
<th><strong>Stage 2 – Assessment Evidence</strong></th>
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</thead>
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<tr>
<td><strong>Performance Task(s):</strong></td>
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<tr>
<td>Fry test every 4 weeks</td>
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<tr>
<td>- Chunk spelling test</td>
</tr>
<tr>
<td>- Comprehension tests</td>
</tr>
<tr>
<td>- Skill Tests</td>
</tr>
<tr>
<td><strong>Other Evidence:</strong></td>
</tr>
<tr>
<td>Linkit C – Benchmark</td>
</tr>
<tr>
<td>- Written narrative</td>
</tr>
<tr>
<td>- Running records</td>
</tr>
<tr>
<td>- Fountas and Pinnell</td>
</tr>
<tr>
<td>- Reading conferences</td>
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<tr>
<td>- Graphic organizers</td>
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<tr>
<td>- Reading checklists</td>
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<tr>
<td>- Reader responses</td>
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<tr>
<td>- Reading logs</td>
</tr>
<tr>
<td>- Pair shares</td>
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<tr>
<td>- Class discussion</td>
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<tr>
<td><strong>Writing:</strong></td>
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<tr>
<td>- Writing conferences</td>
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<tr>
<td>- Drafts</td>
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<tr>
<td>- Graphic organizers</td>
</tr>
<tr>
<td>Writing:</td>
</tr>
<tr>
<td>Finished writing pieces/rubrics</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Stage 3 – Learning Plan</strong></th>
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<tbody>
<tr>
<td><strong>Instructional Strategies</strong></td>
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<tr>
<td><strong>Suggested Learning Activities</strong></td>
</tr>
<tr>
<td><strong>Descriptions</strong></td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td><strong>Week 1:</strong></td>
</tr>
<tr>
<td>Readers express what is happening in a story by making their voice match the characters in the story</td>
</tr>
<tr>
<td>Readers use their voice to match the meaning to a story when dialogue is not present</td>
</tr>
<tr>
<td>Readers use punctuation as a means to help with fluency when reading</td>
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<tr>
<td>Readers use a reading voice in their head as they read to help with the meaning of the story</td>
</tr>
<tr>
<td>Readers think about what is happening in the text by stopping and summarizing parts before reading on</td>
</tr>
<tr>
<td>Jumpstart: chunks: tient, cient</td>
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</tbody>
</table>
Week 2:
Readers not only work to read more and more, but they also need to remember to think about their books. Reading is thinking.
Readers learn to stop and think, and to take notes about what they are reading.
Readers notice various ideas in the reading to write them down for future discussion.
Readers learn how to describe their reactions to a book. (Sad, funny, angry, etc.)
Readers learn to recognize questions they have as they read and to write them down.
Readers learn to take notes or use post-its to record important points as they read.
Jumpstart: cious, tious
Phrase cards: Right now, Tell the truth, We came home, Form two lines

Week 3:
Readers learn to look for answers to their own questions as they read.
Readers learn about Question and Answer relationships:
-In the book: right there, think and search
-In my head: author and you, on your own
Readers learn how to go back to the text to answer directly stated questions (right there, think and search)
Jump Start: chunks: wr, kn, ps, gn
Phrase cards: Mother means it, A little boy, We want to go, A small house also

Week 4:
Readers learn to look for answers to their own questions as they read.
Readers learn about Question and Answer relationships:
-In the book: right there, think and search
-In my head: author and you, on your own
Readers develop an understanding that authors don’t state everything in the text-readers need to infer (author and you)-about what is happening
Readers understand that to infer you must look for clues from a story and combine it with their own schema to make a decision about the story (read between the lines)
Readers learn to support their ideas with evidence from the text.
Jumpstart: chunks: prefixes (un, re, pre, dis)
Phrase cards: Same time tomorrow, The following day, Show us around, Another old picture

Week 5:
Readers learn to make predictions about what might happen next in a story. Readers understand that information from the text must be used with their schema to make a prediction. Readers understand that predictions can be correct and incorrect and can be adjusted as they read. Readers learn to support their ideas with evidence from the text. Jumpstart: chunks: suffixes (ful, er, or, ly) Phrase cards: Write one sentence, Where does it end?, It turned out well, Hand it over

**Week 6:**
Readers learn that not only do they need to answer their own questions, but they may need to answer questions posed by others. Readers learn to read texts for specific information. Readers use evidence from a text to answer questions and support their ideas. Readers understand that often, a text may need to be reread to develop deeper understanding and gathering of information. Jumpstart: Contractions Phrase cards: Set it up, I don’t feel well, Read the sentence, Such a big house

**Week 7:**
Readers begin to develop an understanding of an author’s purpose for writing. Readers recognize that often, authors write to generate a big idea. Readers learn to **synthesize** and recognize how a story, and their thinking changes over time. Readers begin to look for deeper meaning within a story and to identify the author’s ‘big’ or main idea (e.g. The Lorax - taking care of the environment). Jumpstart: adding –ed, ing Phrase Cards: Put it there, My home is large, This must be it, The men asked for help

**Week 8:**
Readers develop an understanding of the genre of fables and folktales. Readers synthesize and look for a deeper meaning within the text. Readers understand that fables and folktales have a central message, lesson or moral. Readers are exposed to fables and folktales from diverse cultures and backgrounds. Jumpstart: Compound words
<table>
<thead>
<tr>
<th><strong>Week 9 &amp; 10:</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Readers compare and contrast two or more versions of the same story, fable or folktale (e.g., Cinderella stories, Tortoise and the Hare) by different authors or from different cultures</td>
<td></td>
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<tr>
<td>Readers use Venn diagrams to organize similarities and differences</td>
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<tr>
<td>Readers explore books listing similarities and differences across several samples</td>
<td></td>
</tr>
<tr>
<td>- illustrations</td>
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<tr>
<td>- characters</td>
<td></td>
</tr>
<tr>
<td>- language</td>
<td></td>
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<tr>
<td>- setting</td>
<td></td>
</tr>
<tr>
<td>- central idea</td>
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</tbody>
</table>

**Writing:**

**Week 1:** Review and reinforce parts of speech used in prior units
Writers develop an understanding of realistic fiction vs. personal narrative

**Week 2:**
Writers identify adjectives and decide when to use them
Writers generate ideas for writing a realistic fiction piece

**Week 3:**
Writers identify adjectives used to compare-more/most vs. er/est
Writers create a story map for writing a realistic fiction piece
Writers collect ideas for writing

**Week 4:**
Writers identify adverbs and decide when to use them
Writers choose a topic and write a story using a story map

**Week 5:**
Writers identify adverbs used to compare-more/most vs. er/est
Writers choose a topic and write a story using a story map.

**Week 6:**
Writers choose a story to work with to publication.
Writers draft a story
Writers begin to revise a story

**Week 7:**
Writers learn about dialogue in a story
Writers are introduced to proper punctuation when including dialogue in fiction stories
### Week 8:
Writers continue to revise a story using a rubric
Writers apply concepts of adjectives and adverbs
Identify overused words and replace them with vivid words

### Week 9:
Writers edit a story using a rubric
Writers learn how to use a dictionary to correct spelling.
Writers need time to independently edit, edit with partners, and conference and edit with the teacher

### Week 10:
Writers publish their final pieces including all of the additions and corrections they have made.
- Writers write to have readers read their stories! Writers should share their writing with an audience, and celebrate all they have accomplished

| Modifications | Special Education Students: *(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child’s IEP)* reduce/revise assignments & assessments as per IEP; provide individual & small group help; notes, and study guides; provide background knowledge.

**English Language Learners:** use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; use modeling; use visual aids & manipulatives.

**Students at Risk of Failure:** Provide less distracting seating if possible, frequent check-ins by teacher, study guides, notes, etc.

**Gifted Students:** provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level question, or complimentary assignment.

*D indicates differentiation at the lesson level*
Overview / Rationale

In this unit, Students will be reading and researching about non-fiction topics. Students will be grouped around a topic, learning to study this topic with focus. They will develop a base of knowledge on this topic by reading (and talking) all about it, by adopting its "insider" language, by comparing and contrasting various texts on this topic. Students will also be able to describe the connection between a series of ideas and be engaged in "shared research." This unit provides opportunities for that research.

Stage 1 – Desired Results

Established Goals:
Reading: Informational Text
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.2.6 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
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 year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range

Speaking and Listening
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.
   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.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

### Reading: Foundational Skills

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<tr>
<th>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</th>
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<td>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</td>
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<td>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</td>
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### Writing:

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<thead>
<tr>
<th>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</th>
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<tbody>
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<td>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</td>
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<td>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers</td>
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<td>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations</td>
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<td>W.2.8 Recall information from experiences or gather information from provided sources to answer a question</td>
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### Language:

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<td>b. Use commas in greetings and closings of letters.</td>
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<td>d. Use knowledge of the meaning of individual words to predict the meaning of compound words</td>
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</table>
Enduring Understandings:
Reading: There are many ways to read deeply about a topic to build up a base knowledge.
- There are many strategies readers use to compare and contrast about the same topic.
- Readers have many strategies while reading to formulate questions to help them learn.
2. Writing: Good writers use a wealth of strategies to enable them to vary form and style in order to write for different purposes, audiences and contexts
3. Speaking and Listening: Effective listeners are able to interpret and evaluate increasingly complex messages
4. Language: Readers use language structure and context clues to indentify the intended meaning of words and phrases as they are used in a text.

Essential Questions:
Reading:
- How do readers build up a base knowledge on a topic?
- How do readers compare and contrast different text on the same topic?
- What questions do readers ask to learn?
2. Writing:
- Why do writers write nonfiction?
- How is opinion writing different from informational writing?
3. Speaking and Listening:
- What strategies does a viewer/listener use to distinguish between fact and opinion, information and a claim?
4. Language:
- How can parts of speech be used in daily writing?
- How is language used differently to make a claim?

Knowledge:
Students will know...
- Information on a topic can be obtained from a variety of sources
- Information can be shared

Skills:
Students will be able to...
- Collect information on a topic from various sources
- Identify important information
- Organize and share information

| In this unit plan, the following 21st Century Life and Careers skills are addressed: |
| Check ALL that apply – 21st Century Themes | Indicate whether these skills are: |
| 9.1 Personal Financial Literacy | • E – encouraged |
| | • T – taught |
| | • A – assessed |
| Income and Careers | Career Ready Practices |
| T | CRP1. Act as a responsible and contributing citizen and employee. |
| Money Management | CRP2. Apply appropriate academic and technical skills. |
| Credit and Debt Management | CRP3. Attend to personal health and financial well-being. |
| T | CRP4. Communicate clearly and effectively and with reason. |
| Planning, Saving, and Investing | CRP5. Consider the environmental, social and economic impacts of |
| Becoming a Critical Consumer | CRP6. Demonstrate creativity and innovation. |
| Insuring and Protecting | CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |
| 9.2 Career Awareness, Exploration, and Preparation | CRP9. Model integrity, ethical leadership and effective management. |
| X Career Awareness | CRP10. Plan education and career paths aligned to personal goals. |
| Career Exploration | ET CRP11. Use technology to enhance productivity. |
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**Interdisciplinary Connections**

*Other standards covered:*

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| Texts: |
| Supplemental Workbooks: |
| Websites: |
| Worksheets: |
| Videos: |

**Stage 2 – Assessment Evidence**

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<tr>
<td>Other Evidence:</td>
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<tr>
<td>Pre-Assessments, Formative Assessments,</td>
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### Stage 3 – Learning Plan

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Descriptions</th>
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| Suggested Learning Activities | **Weeks 1-5:**  
**Reading:**  
- Readers will be introduced to the unit by defining research reading, comparing and contrasting to nonfiction pleasure reading.  
- Readers will work from created themed research book baskets to select topics and form small group research teams.  
- Readers will recognize models and create ways to collect and hold onto information: research notebooks, folders, charts.  
- Readers will read more than one text on the same topic.  
- Readers will use Venn diagrams to compare and contrast information learned from multiple texts about the same topic.  
- Readers will work with research teams to determine importance of information gained.  
- Readers will work with research team to narrow the focus of research.  
- Readers will use digital resources to further research  
- Readers will work collaboratively to prepare and present research findings that include a visual display as well as an oral presentation.  
**Writing:**  
- Writers identify/recall parts of speech  
- Writers produce, expand, and rearrange complete simple and compound sentences  
- Writers identify a prefix/suffix and how it can change the new word’s meaning  
- Writers review the format of writing to inform or persuade  
- Writers recognize what it means to write an opinion piece  
- Writers recognize that writing can be a vehicle for their voice  
- Writers understand the importance of using strong examples to support their opinions  
- Writers make a claim  
- Writers supply supporting evidence  
- Writers include conclusions  
- Writers brainstorm ideas or opinions (boxes and bullets)  
- Writers make arguments so support ideas or opinions |

**Modifications**  
Special Education Students: (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child’s IEP*) reduce/revise assignments & assessments as
per IEP; provide individual & small group help; notes, and study guides; provide background knowledge.

**English Language Learners:** use consistent, simplified language; provide bilingual partner when appropriate; provide cooperative learning opportunities; use modeling; use visual aids & manipulatives.

**Students at Risk of Failure:** Provide less distracting seating if possible, frequent check-ins by teacher, study guides, notes, etc.

**Gifted Students:** provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level question, or complimentary assignment.

* D indicates differentiation at the lesson level
Overview / Rationale

Readers use the strategies learned thus far to read poetry in ways that capture moods, feelings, and ideas. Students practice reading poetry with fluency. Students will be developing skills of oral expression of poetry. Students will learn to listen to and read poetry by paying attention to aspects of punctuation, style, stanzas, voice, syllable structure, rhythm and rhyme. Students will also be encouraged to visualize to help with understanding the author’s meaning in a variety of poems.

Stage 1 – Desired Results

Established Goals:
Reading: Literature
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.2.10- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills
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.
  b. Know spelling-sound correspondences for additional common vowel teams.
  c. Decode regularly spelled two-syllable words with long vowels.
  f. Recognize and read grade-appropriate irregularly spelled words
RF.2.4 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

Language:
L.2.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.5 -Demonstrate understanding of word relationships and nuances in word meanings

Speaking and Listening
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.

Writing
W.2.7-Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8-Recall information from experiences or gather information from provided sources to
answer a question.

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Enduring Understandings:**
Reading: Poetry, while it can still recount a personal experience or give information about a topic, has more flexibility in form and word usage.
2. Writing: Good writers use a wealth of strategies to enable them to vary form and style in order to write for different purposes, audiences and contexts
3. Speaking and Listening: Effective listeners are able to interpret and evaluate increasingly complex messages
4. Language: Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in a text.

**Essential Questions:**
Reading: Why do poets write poetry?
- How is poetry different from fiction and nonfiction?
2. Writing: What strategies do effective writers use to craft poems?
3. Speaking and Listening: What strategies does a viewer/listener use to focus on details?
4. Language: How is figurative language used in writing poetry?

**Knowledge:**
*Students will know...*
- Types of poetry.
- How words and phrases function within poetry.
- Figurative, formal, informal language.
- Definition and examples of alliteration.

**Skills:**
*Students will be able to...*
- Read poetry fluently with attention to rhythm and rhyme.
- Recognize and use alliteration.
- Recognize rhyming words.
- Interpret poems

**In this unit plan, the following 21st Century Life and Careers skills are addressed:**

<table>
<thead>
<tr>
<th>Check ALL that apply – 21st Century Themes</th>
<th>Indicate whether these skills are:</th>
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<tbody>
<tr>
<td><strong>9.1 Personal Financial Literacy</strong></td>
<td>E – encouraged</td>
</tr>
<tr>
<td>Income and Careers</td>
<td>T – taught</td>
</tr>
<tr>
<td>Money Management</td>
<td>A – assessed</td>
</tr>
<tr>
<td>Credit and Debt Management</td>
<td></td>
</tr>
<tr>
<td>Planning, Saving, and Investing</td>
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<tr>
<th>Career Ready Practices</th>
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<tr>
<td>CRP1. Act as a responsible and contributing citizen and employee.</td>
</tr>
<tr>
<td>CRP2. Apply appropriate academic and technical skills.</td>
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<tr>
<td>CRP3. Attend to personal health and financial well-being.</td>
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<td>CRP4. Communicate clearly and effectively and with reason.</td>
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<td>CRP5. Consider the environmental, social and economic impacts of decisions.</td>
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<tr>
<td>Becoming a Critical Consumer</td>
</tr>
<tr>
<td>Insuring and Protecting</td>
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### 9.2 Career Awareness, Exploration, and Preparation

| | | CRP9. Model integrity, ethical leadership and effective management. |
| Career Awareness | | CRP10. Plan education and career paths aligned to personal goals. |
| Career Exploration | | CRP11. Use technology to enhance productivity. |
| Career Preparation | | CRP12. Work productively in teams while using cultural global competence. |

### Interdisciplinary Connections

*Other standards covered:*

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### Student Resources

| Primary Source Readings | | |
| Secondary Source Readings | | |
| Supporting Text pages | | |

### Teacher Resources

**Texts:**
- Poems (Imagery & Figurative Language)
  - A Jar of Tiny Stars
  - Dirty Laundry Pile
  - All the small poems and fourteen more
  - I Thought I Heard the City Sing
  - Pocket Poems
  - Knock at a Star
  - Baseball, Snakes, and Summer Squash

**Supplemental Workbooks:**

**Websites:**

**Worksheets:**
### Videos:


### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
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<tbody>
<tr>
<td>Research Projects</td>
<td>Pre-Assessments, Formative Assessments, Summative Assessments</td>
</tr>
<tr>
<td></td>
<td>-Drafts</td>
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<td></td>
<td>-Finished poems</td>
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<td>-Writing conferences</td>
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| **Reading:** Readers compare and contrast poetry to prose: based on prior knowledge.  
-Readers read poems of different topics, styles, and poets  
-Readers will read poems differently than prose by paying attention to line breaks and punctuation  
-Readers will appreciate the music of poetry by noticing repetition of words and lines  
-Readers will visualize what is happening in poems by noticing sound words.  
-Readers will deepen their understanding of poetry by recognizing similes and metaphors.  
**Writing:**  
-Writers recognize that poets have many ways of getting ideas for their poems (people, place, big feelings, things they love, observations)  
-Writers write poems about the things that matter to them with small, observant and honest details  
-Poets write about a meaningful topic, they search for the words that will show exactly how they feel about their topic  
-Writers sometimes find the ingredients for our poems by listing what that meaningful something looks like, feels like, sounds like, smells like, or tastes like.  
-Writers try very hard to make their poems sound like music- they do this by paying close attention to the words they choose and where they put those words on the paper  
-Writers recognize that one way to give our poems music is to divide our words into lines that go down the paper. |
-Writers don’t just tell their feeling, a writer can show his/her feeling(s)
-Poets spend a long time searching for the exact word to match what they want to say. They reread their poems and ask themselves, "Am I saying exactly what I want to say? What do I want you to know and feel when you read my poem? Is this the true thing I want to say?" And sometimes they find words (or sections) that aren't exactly true, so they write them again. They try to choose different words that they like better.
-Writers don’t just reach for ways to show our feelings, we also reach for ways to help readers picture what we are seeing and to feel what we are feeling. Poets compare whatever we’re writing about (not just our feelings) to something else.
-Poets realize when their poems sound more likes stories than poems
-Poets pay attention to what the words are saying and make their voices match the feelings behind the words. If they need to, they fix up the words, taking some words out, adding other words in, changing parts so that the words sound just right.
-Poets share and celebrate their writing

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