Bristol Public Schools

Office of Teaching & Learning

Department	OTL- Elementary Humanities
Department Philosophy	The fundamental purpose of our organization is to ensure high levels of learning for ALL students and adults by shifting the focus on teaching to a focus on learning. To ensure all students and adults learn at high levels, we must focus on results to inform and improve professional practice through job-embedded, differentiated professional development, and to meet the needs of students' through intervention and enrichment. Helping all students and adults learn requires a collaborative and collective effort through the instructional improvement cycle. Curriculum is a coherent plan for instruction and learning, integrating content and action. When we develop our curriculum, we identify the critical knowledge, skills, behaviors, and attitudes toward learning that we believe are essential for ALL students within our community based on our vision of successful graduates, and state and national standards. We identify the most high-leverage, research-based and engaging instructional strategies and assessment practices as a guide for teaching. Feedback and grading practices should be aligned to the instruction and learning articulated within the curriculum. To ensure equity for ALL, collaborative teams implement a guaranteed and viable curriculum that is aligned to essential grade-level standards with the appropriate depth and intention with a coherent set of evidence-based instructional practices in whole class, small group, and individual contexts.

	Here are the 5 Core Instructional Practices that we believe all students should engage in;
	1. Clear Learning Targets aligned to the grade level essential learning
	2. Purposeful and engaging learning tasks
	3. Student Discourse and Discussion Protocols
	4. Formative Assessment and Feedback
	5. Goal Setting and Growth Mindset
Grade Level & Course	2nd Grade ELA (Word Study, Reading & Writing)

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
LITERATURE CCSS.ELA-LITERACY.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.	P	S	P	P	P	P
CCSS.ELA-LITERACY.RL.2.2	P	P	P	P	P	P

Standard						
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.						
CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.	P	P	P	P	P	P
CCSS.ELA-LITERACY.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.						S
CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	S					P
CCSS.ELA-LITERACY.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.						P
CCSS.ELA-LITERACY.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.	S	S		S		S
CCSS.ELA-LITERACY.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.						P

Standard						
CCSS.ELA-LITERACY.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.						S
INFORMATIONAL CCSS.ELA-LITERACY.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.	P	P	P	P		
CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	P	P	P			
CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.					S	
CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*	P	S				
CCSS.ELA-LITERACY.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.		P				
CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		S	P			

Standard						
CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			S	S	S	
CCSS.ELA-LITERACY.RI.2.8 Describe how reasons support specific points the author makes in a text.				S		
CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.					P	
CCSS.ELA-LITERACY.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.					S	
WRITING CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.	P			P	P	P
CCSS.ELA-LITERACY.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.			P			

Standard						
CCSS.ELA-LITERACY.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.	P	P		P	P	P
CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	S	S	P	S		P
CCSS.ELA-LITERACY.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.		S			S	S
CCSS.ELA-LITERACY.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).					P	
CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	P	P		P	P	
CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	S	S	S	S	S	S
CCSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.		P	P	P	P	P

CCSS.ELA-LITERACY.RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.	P	P	P	P	P	P
CCSS.ELA-LITERACY.RF.2.3.C Decode regularly spelled two-syllable words with long vowels.		P	P	P	P	P
CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.		P	P	P	P	P
CCSS.ELA-LITERACY.RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences.	P	P	P	P	P	P
CCSS.ELA-LITERACY.RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.	P	P	P	P	P	P
CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	S	S	S	S	S	S
CCSS.ELA-LITERACY.RF.2.4.A Read grade-level text with purpose and understanding.	P	P	P	P	P	P
CCSS.ELA-LITERACY.RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	P	P	P	P	P	P
CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.2.1	S	S	S	S	S	S

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
CCSS.ELA-LITERACY.L.2.1.A Use collective nouns (e.g., *group*).	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.2.1.C Use reflexive pronouns (e.g., *myself, ourselves*).	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.	P					
CCSS.ELA-LITERACY.L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			S			
CCSS.ELA-LITERACY.L.2.2.A Capitalize holidays, product names, and geographic names.	S	S	S	S	S	S

CCSS.ELA-LITERACY.L.2.2.B Use commas in greetings and closings of letters.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.			S			
CCSS.ELA-LITERACY.L.2.3.A Compare formal and informal uses of English	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.					S	S
CCSS.ELA-LITERACY.L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.2.4.B		P	P	P	P	P

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).						
CCSS.ELA-LITERACY.L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).		P	P	P	P	P
CCSS.ELA-LITERACY.L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).		P				
CCSS.ELA-LITERACY.L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	S	S	S	S	S	S
CCSS.ELA-LITERACY.L.2.5.A Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	P	P	P	P	P	P
CCSS.ELA-LITERACY.L.2.6	P	P	P	P	P	P

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).						
CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	S	S	S	S	S	S
CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	P	P	P	P	P	P
CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.	P	P	P	P	P	P
CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.	P	P	P	P	P	P
CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	P	P	P	P	P	P
CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	P	P	P	P	P	P

CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	P	S		P	P	P
CCSS.ELA-LITERACY.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	P	P		P	P	P
CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	P	P	P	P	P	P

UNIT 1: Launching Readers' and Writers' Workshop with Narrative Text

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary
Literature Standards 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. RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting or plot. RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	x	Content Knowledge	Ask and answer Questions what , where, when, why and how Key details Information Illustrations Digital text Demonstrate Character Setting Plot Structure Beginning Introduction Ending Concludes Action Reading routines Just right book Stamina Tricky words Thinkmarks Predictions Connections Main character Setting Identify
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
		Learning Behavior	
	x		

			Problem Solution Retell Support
Writing Standards 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. 2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	x	Content Knowledge	Narrative Recount Elaborate Events Sequence Details Describe actions Thoughts Feelings Temporal words Closure Writing routines Organize Structure Mentor text Small moments Generate ideas Seed vs. Watermelon story Beginning, middle, end Descriptive words Details action , thoughts and feelings Emotions Edit Revise
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	
Foundational Skill Standards RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	x	Content Knowledge	Sight words High frequency words Trick words Decoding Spelling-sound correspondence
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

RF.2.3.B Know spelling-sound correspondences for additional common vowel teams. 2.3.E Identify words with inconsistent but common spelling-sound correspondences. RF.2.3.F Recognize and read grade-appropriate irregularly spelled words. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A Read grade-level text with purpose and understanding. RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Physical Skill	Vowel teams Irregularly spelled words Accuracy Fluency Purpose for reading Rate Expression Self correct
	x	Product Development	
		Learning Behavior	
	x		
Language Standards L.2.2.ACapitalize holidays, product names, and geographic names. .L.2.2.B Use commas in greetings and closings of letters. L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	x	Content Knowledge	Capitalize Comma Apostrophe Spelling patterns Reference materials Context clues Meaning of words Glossary Print Digital Word meaning Words and phrases Adjectives Adverbs
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
		Learning Behavior	
	x		

		Describe
L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
L.2.3.A Compare formal and informal uses of English		
L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.		
L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.		
L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).		
L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).		

UNIT ESSENTIAL QUESTIONS			
How do we engage with Narrative Text during Readers' and Writers' workshop?			
CCSS Standard **Objective(s): The students will be able to:**	**Summative Assessment Strategy**		**Common Learning Experiences**
I can learn class reading routines and choose good fit/just right books. I can build stamina to read independently. I can turn,talk, and read with my partner . I can use reading strategies to read tricky words. I can think about the text as I read-independently using thinkmarks and independent books. I can identify who the main character/s are in my story and support my answer with details from the text. I can identify When/Where the setting is in my story and support my answer with details from the text. I can identify the problem in the story and support my answer with details from the text. I can identify the solution to the problem in the story and support my answer with details from the text. I can retell a story with my partner. I can reread to find details in the text to support my answer. I can answer who, what, where, when, why, how questions and provide details from the text to support my answer.	x	Selected Response	- Learning in partnerships - Using what is already known to ask and answer questions - Asking who, what, where, when, why and how questions - Demonstrating understanding of what was read - Identifying key details - Citing textual evidence - Drawing conclusions - Participation in the Fundations program.
	x	Constructed Response	
		Performance	
	x	Observation	

I can learn class writing routines and stay productive.	x	Selected Response	• Writing personal narratives
			• Engaging with audience
I can organize my writing materials.	x	Constructed Response	• Incorporating repertoire of strategies
			• Utilizing storyteller's voice
I can discuss the structure of the writer's workshop and share ways to comment on students' work.	x	Performance	• Painting pictures with details
			• Navigate through the writing process
I can study mentor text to learn the characteristics of Small Moment stories and generate story ideas.			• Organizing writing materials
			• Generating story ideas
I can write stories that are meaningful and memorable.			• Sketching story ideas
			• Adding details
I can tell the difference between a seed and watermelon story.			• Using temporal words
			• Using peers feedback
I can generate story ideas by thinking about a special person, place, or thing in my life.			• Providing peer feedback
			• Editing
I can sketch pictures across pages to show a beginning, middle, and end for my story.			• Revising
			• Celebration of Writing
I can identify what makes up a beginning, middle, and end to my story.		Observation	
I can write a beginning, middle, and ending for my story-using my fingers to tell the story.			
I can use temporal words such as a long time ago, today, later, first, next, then, and last to show the order of events.			
I can focus on one small moment in time and provide details.			
I can show what is happening in my writing through including descriptive words and details.			
I can add details to my writing to describe people's actions.			
I can add details that describe people's thoughts.			

I can provide details that describe people's feelings .

I can add emotions in writing.

I can begin my sentences with an uppercase letter.

I can end my sentences with the correct punctuation.

I can revise my writing to make sure it makes sense.

I can work with my partner to edit and revise my writing.

I can use a storyteller's voice to tell my story to a partner.

I can share my work with my peers.

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Syllables Spelling patterns Elements of Narrative Text	Decoding skills	Use of Rubric at Level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Student centered literacy stations, Book Clubs, Buddy Reading and Editing

RESOURCES
My Father's Hands by Joanne Ryder A Chair for My Mother by Vera Williams Teacher Small Moment Rubric Student/ Peer Editing Small Moment Rubric

UNIT 2: Character Study and Writing Realistic Fiction

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Literature Standards **RL 2.3:** Describe how characters in a story respond to major events and challenges. **RL 2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **RL 2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **RL 2.7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	x	Content Knowledge	Characters Respond to major events Challenges Ask and answer questions Who, what, where, when, why and how Retell Central message Lesson Moral Infer Character traits Support Evidence Predict Illustrations Text details Text evidence Feelings
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

			Surprising Turning point Reflect
Writing Standards **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 2.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W 2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **SL 2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	x x x x	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product Development Learning Behavior	Narratives Short sequence Events Details Actions, thoughts, feelings Temporal words Closure Elaborate Publish Edit Revise Fact Relevant details Descriptive details Identify Characteristics Realistic fiction Main character External and internal traits Believable Setting, problem, solution Plan Introduction Main event thoughts/ feelings Transitions words/ phrases Publish
Foundational Skill Standards RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.A Distinguish long and short vowels when	x x	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Sight words High frequency words Trick words Long and short vowels syllables

reading regularly spelled one-syllable words.		Physical Skill	Decoding Spelling-sound correspondence
RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.	x	Product Development	Vowel teams
		Learning Behavior	Irregularly spelled words Prefix
RF.2.3.C Decode regularly spelled two-syllable words with long vowels.			Suffix Accuracy
RF.2.3.D Decode words with common prefixes and suffixes.			Fluency Purpose for reading Rate
RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences.			Expression Self correct
RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.			
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	x		
RF.2.4.A Read grade-level text with purpose and understanding.			
RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Language Standards L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.A Use collective nouns (e.g., group).	x	Content Knowledge	Capitalize Comma Apostrophe
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Spelling patterns Reference materials Context clues

		Meaning of words
L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).		Physical Skill
	x	Product Development
L.2.1.C Use reflexive pronouns (e.g., myself, ourselves).		Learning Behavior
L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).		
L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.		
L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).		
L.2.2.A Capitalize holidays, product names, and geographic names.		
L.2.2.B Use commas in greetings and closings of letters.	x	
L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.		
L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		
L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
L.2.3.A Compare formal and informal uses of English		
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on		

Meaning of words
Glossary
Print
Digital
Word meaning
Words and phrases
Adjectives
Adverbs
Describe
Determining meaning of unknown words
Clarifying meaning
Context clues
Reading strategies for solving unknown words

grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and

adverbs to describe (e.g., When other kids are happy that makes me happy).		

UNIT ESSENTIAL QUESTIONS		

How are characters developed in narrative text? How can we use what we learn about how characters are developed in our own realistic fiction writing?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can infer character traits by noticing how the character acts. I can infer a character's trait and support my thinking with evidence from the text. I can use what I know about the character's traits to predict how the character will respond to a challenge or major event. I can predict what a character will do next, based on inferences I made about the characters traits through the illustrations and text details. I can use text evidence to support my prediction about what a character will do next based on inferences made about the characters traits. I can talk about the feelings the character has to help me understand the story. I can notice and talk about when the character acts in a surprising way. I can identify the turning point in the story that allows the main character to change, by using evidence from the text.	x	Selected Response	• Reading closely • Analyzing characters • Retelling • Analyzing character responses to events and challenges • Asking and answering questions • Citing text evidence • Describing how characters respond to major events • Identifying turning points • Crafting inferences • Participation in the Fundations program
	x	Constructed Response	
		Performance	
		Observation	

I can talk about how the character changed from the beginning of the story to the end of the story using evidence from the text. I can talk about the lesson that the character learns in the story. I can use evidence from the text to support my thinking about what the character learns in the story. I can reflect on my work to see how to make it stronger. I can use evidence from the text to support my thinking about what the character learns in the story. I can identify the central message of the story, or what the author is trying to teach me.			
I can read and chart noticings about realistic fiction stories. I can identify the characteristics of a realistic fiction story. I can develop a believable main character and describe their external traits. I can develop a believable main character and describe their internal traits. I can develop a setting for my realistic fiction story. I can create a believable problem or main event for my realistic fiction story. I can plan my realistic fiction story using a graphic organizer. I can write a realistic beginning to my story that includes the setting and an introduction to the main character.	x	Selected Response Constructed Response Performance Observation	• Writing realistic fiction stories • Including details • Describing actions, thoughts and feelings • Using temporal words • Identifying qualities of writing • Creating believable realistic fiction pieces • Editing • Revising • Peer editing • Publishing

I can write about the events leading up to the problem or main event of my story.		
I can write about the problem or main event of my story.		
I can include details to describe my character's thoughts and feelings in reaction to the problem.		
I can write about the events that attempt to solve the problem.		
I can write a believable solution to my story that finally solves the problem.		
I can write an ending to my story that provides a sense of closure.		
I can use transition words and phrases to connect my ideas together.		
I can revise my story by rereading it to myself and to a peer.		
I can edit my story by rereading it to myself and to a peer.		
I can publish and share my story with others.		

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Syllables Spelling patterns Elements of Narrative Text Believable characters and events	Decoding skills	Use of Rubric at Level 4 Increase Guided Reading Level and use of Learning Targets at a higher level	Student centered literacy stations, Book Clubs, Buddy Reading and Editing

		Provide text with a higher lexile level so that students can practice skills and strategies with complex text	

RESOURCES

Those Shoes By Maribeth Boelts
The Name Jar by Yangsook Choi
The Recess Queen by Alexis O'Neill
Jamaica Tag-Along By Juanita Havill
Teacher Rubric for Realistic Fiction Final Piece
Realistic Fiction Revision and Editing Student/Peer Editing Checklist

UNIT 3: Informational Reading and Writing

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 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.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area	x	Content Knowledge	Identify Main topic Multiparagraph Specific paragraphs Text features Captions Subheading Locate Determine Meaning of words/ phrases Images Contribute
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

R.I. 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			Main purpose Explain Describe Explore Bold print diagram/chart/table Graphics Analyze Paragraph Section Main idea Supporting details
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. L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		Content Knowledge	Informative/explanatory writing Topic Facts Definitions Point Concluding statement Editing Revising Capitalization Punctuation Facts Supporting details Introduction Important words Text features Illustrate Table of contents
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Foundational Skill Standards RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	x	Content Knowledge	Sight words High frequency words Trick words Long and short vowels syllables Decoding
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

RF.2.3.B Know spelling-sound correspondences for additional common vowel teams. RF.2.3.C Decode regularly spelled two-syllable words with long vowels. RF.2.3.D Decode words with common prefixes and suffixes. RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences. RF.2.3.F Recognize and read grade-appropriate irregularly spelled words. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A Read grade-level text with purpose and understanding. RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Physical Skill	Spelling-sound correspondence Vowel teams Irregularly spelled words Prefix Suffix Accuracy Fluency Purpose for reading Rate Expression Self correct
	x	Product Development	
		Learning Behavior	
	x		
Language Standards L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.A Use collective nouns (e.g., group).	x	Content Knowledge	Capitalize Comma Apostrophe Spelling patterns Reference materials Context clues Meaning of words
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	

L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.C Use reflexive pronouns (e.g., myself, ourselves). L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). L.2.2.A Capitalize holidays, product names, and geographic names. L.2.2.B Use commas in greetings and closings of letters. L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.3.A Compare formal and informal uses of English 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	x x	Product Development Learning Behavior	Glossary Print Digital Word meaning Words and phrases Adjectives Adverbs Describe Determining meaning of unknown words Clarifying meaning Context clues Reading strategies for solving unknown words

array of strategies. L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy		

that makes me happy).		
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		

UNIT ESSENTIAL QUESTIONS			
How are informational texts organized and how can we use this new learning to engage in the informational writing process?			

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can explore non fiction texts to notice and wonder how the text is organized. I can identify and explain the purpose of each text feature (table of contents, headings, bold print words). I can identify and explain the purpose of each text feature (pictures/photographs, captions, map). I can identify and explain the purpose of each text feature (glossary, index,sidebar). I can identify and explain the purpose of each text function (diagram, chart/table, any and all other graphics). I can analyze a diagram and explain how it adds to the meaning of the text. I can determine the meaning of words and phrases in a text.	x	Selected Response	● Exploring how informational books are organized ● Identifying how information is given ● Learning about text features ● Understanding text features purpose ● Identifying the main idea in a paragraph, section, entire text ● Determining meaning of unknown words
	x	Constructed Response	
		Performance	
	Observation		

I can explain the difference between paragraphs, sections, and entire text (or passage) . I can understand the purpose of a paragraph. I can identify details that support the main idea. I can identify the main idea with supporting details. I can identify the main idea of a paragraph. I can identify the main idea of a multi-paragraph section within a text or passage. I can identify the main idea of a multi-paragraph section. I can explain why the author wrote a text or passage. I can identify the main idea of a whole text.			
I can select a topic I know a lot about. I can explain how to use a box and bullet organizer. I can write one main idea on each box and bullet organizer page to explain facts and details about my topic. I can put my supporting details into the box and bullet organizer pages. I can put my box and bullet organizer pages in order (first, second, third). I can use my box and bullet organizer to write a paragraph about the main idea for my booklet. I can write an introduction that names the topic.	x x	Selected Response Constructed Response Performance Observation	● Navigating through various steps of the writing process ● Generating idea ● Planning ● Drafting ● Editing ● Revising ● Publishing ● Discovering the different types of informational text ● Identifying text structure and features

I can write a conclusion that provides a sense of closure			
I can choose important words to define for the reader.			
I can use text features to illustrate my writing.			
I can revise my writing.			
I can use my writing checklist to help me be a better writer. I can determine if my writing is clear. I can use questions and suggestions from my classmates to make my writing better I can add interesting words or phrases to make my writing better. I can use like and because to help me add more information to my sentences I can fix my sentences so they sound right and make sense (missing words, incorrect grammar or tense) I can fix my spelling, punctuation and grammar so the reader can understand I can celebrate and share my writing with an audience.			

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
Syllables Spelling patterns Characteristics of Informational Text Text Feature purpose and use	Decoding skills	Use of Rubric at Level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile	Student centered literacy stations, Book Clubs, Buddy Reading and Editing

		level so that students can practice skills and strategies with complex text	

RESOURCES
Big Babies, Little Babies by DK Publishing Save Water by Kay Barnham Amazing Arctic Animals by Lisa Bonforte Teacher Writing Rubric Student/Peer Editing writing checklist

UNIT 4: Analyzing Author's Purpose Across Genres & Opinion Writing

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary
Reading Standards R.I 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI 2.8 Describe how reasons support specific points the author makes in a text. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot.	x	Content Knowledge	Identify Main purpose Text Answer, explain, describe Reasons Specific points Illustrations Characters, setting, plot Explore Persuade Inform Entertain Multimedia Notice language
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

Writing Standards			
Writing Standards W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, 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.	x	Content Knowledge	Opinion piece State an opinion Supply reasons Linking words Concluding statement Generate list Topic Sentence frames Distinguish between opinion vs. reasons Transitional phrases Elaborate ending/conclusions Edit Revise
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	
Foundational Skill Standards RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.B Know spelling-sound correspondences for additional common vowel teams. RF.2.3.C Decode regularly spelled two-syllable words with long vowels. RF.2.3.D Decode words with common prefixes and suffixes. RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences. RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.	x	Content Knowledge	Sight words High frequency words Trick words Long and short vowels syllables Decoding Spelling-sound correspondence Vowel teams Irregularly spelled words Prefix Suffix Accuracy Fluency Purpose for reading Rate Expression Self correct
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A Read grade-level text with purpose and understanding. RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Language Standards L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.A Use collective nouns (e.g., group). L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.C Use reflexive pronouns (e.g., myself, ourselves). L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the	x x x x	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product Development Learning Behavior	Capitalize Comma Apostrophe Spelling patterns Reference materials Context clues Meaning of words Glossary Print Digital Word meaning Words and phrases Adjectives Adverbs Describe Determining meaning of unknown words Clarifying meaning Context clues Reading strategies for solving unknown words

movie; The action movie was watched by the little boy). L.2.2.A Capitalize holidays, product names, and geographic names. L.2.2.B Use commas in greetings and closings of letters. L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.3.A Compare formal and informal uses of English 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. L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).		

L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		

UNIT ESSENTIAL QUESTIONS

Why do author's write?
How do writers state their opinion and support it with reasons and evidence?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can identify why the author wrote this text. I can explain three reasons authors write texts. I can identify when an author is writing a text to persuade the reader. I can identify how texts/multimedia persuade the reader. I can notice the language an author uses to persuade. I can identify when an author is writing to inform the reader. I can identify the different texts/multimedia authors write to inform the reader. I can notice the language an author uses to inform a reader. I can identify when an author is writing a text to entertain the reader. I can identify the different texts authors write to entertain the reader I can notice the language/characters an author uses to entertain a reader.	x	Selected Response	● Analyzing author's purpose ● Identifying purpose as persuade, inform or entertain ● Analyzing both fiction and informational texts ● Inferring character traits and author's purpose ● Applying understanding of text structure and features ● Determining meaning of text
	x	Constructed Response	
		Performance	
		Observation	

I can use evidence from the text to explain my answer in my own words.			
I can generate a list of many topics to write opinions about. I can state my opinion on a given topic and write this opinion in my writer's notebook. I can use sentence frames to state my opinion. I can practice stating my opinion with a partner. I can write my opinion on a topic in my Writer's Notebook. I can distinguish between an opinion and a reason. I can list 3 reasons for my opinion using transitional phrases. I can write an opening, stating the topic of my opinion piece. I can elaborate or add more detail to my reasons. I can write an ending/conclusion sentence or that restates my opinion. I can use an opinion writing checklist to strengthen my writing by revising and editing. I can revise my opinion essay to make sure it makes sense, is clear and has enough details. I can edit my opinion essay to include correct spelling, punctuation,and grammar. I can share my opinion essay with a peer, or a small group.	x x	Selected Response Constructed Response Performance Observation	● Writing opinions on types of topics ● Reviewing books, opinions and current situations ● Stating opinion ● Introducing onion on a topic ● Supporting opinion with reasons ● Using linking words ● Connecting ideas and paragraphs ● Writing conclusions

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
Syllables Spelling patterns Characteristics of Informational Text Elements of Literary Text	Decoding skills Informational vs. Literary text	Use of Rubric at Level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Student centered literacy stations, Book Clubs, Buddy Reading and Editing

RESOURCES

I'm Trying to Love Spiders by Bethany Barton
Student/Peer Editing Checklist
Teacher Opinion Rubric

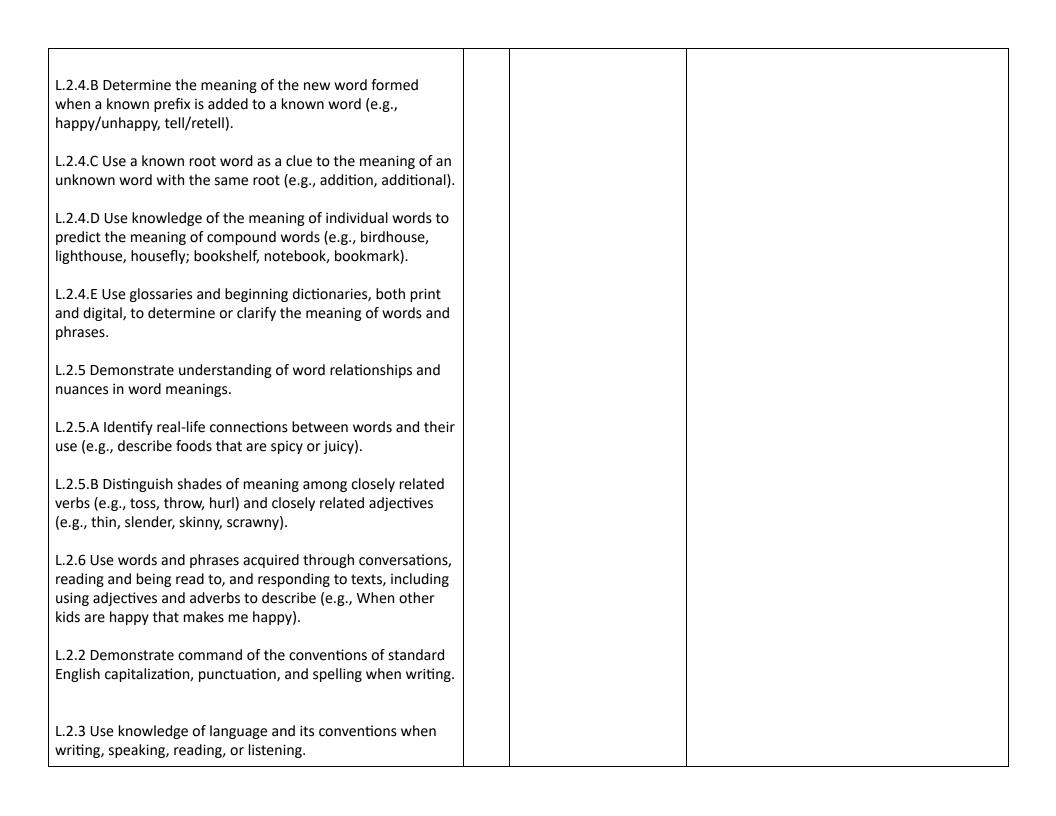# UNIT 5: Shared Research through Informational Reading and Descriptive Reports

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary Academic Vocabulary
Informational Standards 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.2.9. Compare and contrast the most important points presented by two texts on the same topic. RI.2.3. Describe the connection between a series of historical events, <u>scientific ideas</u> or concepts, or steps in technical procedures in a text. RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI 2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	x	Content Knowledge	Ask and answer questions Who, what, where, when, why and how Details Compare and contrast Important points Connections between ideas Diagram Contribute Clarify Topic Research Background knowledge Main topic Summary Habitat Brainstorm Nonfiction text features Paraphrase Take notes Research notes Adaptations Interesting facts Catchy title Conclusion Paragraph Summarize Glossary
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

			Elaboration Organize Table of contents
Writing Standards W.2.7 Participate in shared research and writing projects. 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.		Content Knowledge	Shared research Digital tools Collaboration Produce Publish Topic Research Background knowledge Main topic Summary Habitat Brainstorm Nonfiction text features Paraphrase Take notes Research notes Adaptations Interesting facts Catchy title Conclusion Paragraph Summarize Glossary Elaboration Organize Table of contents Edit Revise
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Foundational Skill Standards RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	x	Content Knowledge	Sight words High frequency words Trick words Long and short vowels
	x	Skill (Problem-Solving, Writing, Speaking,	

RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.		Listening, Reasoning)	syllables Decoding Spelling-sound correspondence
		Physical Skill	
RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.	x	Product Development	Vowel teams Irregularly spelled words
		Learning Behavior	Prefix Suffix Accuracy Fluency Purpose for reading Rate Expression Self correct
RF.2.3.C Decode regularly spelled two-syllable words with long vowels.			
RF.2.3.D Decode words with common prefixes and suffixes.			
RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences.			
RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.			
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	x		
RF.2.4.A Read grade-level text with purpose and understanding.			
RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Language Standards L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	Content Knowledge	Capitalize Comma Apostrophe Spelling patterns Reference materials Context clues Meaning of words Glossary
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
L.2.1.A Use collective nouns (e.g., group).			
L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).		Physical Skill	

L.2.1.C Use reflexive pronouns (e.g., myself, ourselves).	x	Product Development	Print
		Learning Behavior	Digital
L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).			Word meaning
			Words and phrases
			Adjectives
L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.			Adverbs
			Describe
			Determining meaning of unknown words
L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).			Clarifying meaning
			Context clues
			Reading strategies for solving unknown words
L.2.2.A Capitalize holidays, product names, and geographic names.			
L.2.2.B Use commas in greetings and closings of letters.			
L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.	x		
L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).			
L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
L.2.3.A Compare formal and informal uses of English			
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.			
L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.			

L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.			

UNIT ESSENTIAL QUESTIONS

What research can we gather and analyze to support our work with descriptive reports?

CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can build my background knowledge about the topic I will research. I can ask and answer questions about the main topic and details in informational texts I can ask and answer questions about a habitat. I can ask and answer questions about the variety of animals and their roles in a pond habitat. I can decide which animal from the pond habitat I want to learn more about. I can think about what I already know about my research topic. I can brainstorm what I want to learn about my research topic. I can use the information presented in nonfiction text features to help me understand the topic. I can paraphrase the information provided in the text features to teach others about my topic I can take what I have read about my topic's physical description and put it in my own words.	x	Selected Response	• Accessing and confirming prior knowledge. • Building background knowledge. • Asking and answering questions on a research topic. • Researching to gather and record information both in digital and print resources. • Synthesizing to determine important parts and note-taking. • Extending learning within the new text to new learning. • Noticing how non-fiction text features offer the reader more information about a topic. • Comparing and contrasting thinking within books and across books.
	x	Constructed Response	
		Performance	
	Observation		

I can use and compare information in different texts to support my research and take notes about the habitat of my animal.		
I can research and take notes about what adaptations my animal has to help it survive in its habitat.		
I can research and take notes about interesting facts about my animal.		
I can create a catchy title and draft my introduction paragraph.		
I can use my notes to develop paragraphs to teach others about my topic.		
I can write a conclusion paragraph to summarize my information.		
I can revise my work by adding domain specific vocabulary words throughout my research report.		
I can revise my work by adding transition words and phrases to show how information is connected.		
I can include non-fiction text features in my report.		
I can include a glossary in my report.		
I can revise areas of my work that need elaboration.		
I can organize my research using a table of contents.		
I can self-reflect and provide feedback on my partner's work.		
I can share my research report with an audience.		

I can build my background knowledge about the topic I will research. I can ask and answer questions about the main topic and details in informational texts I can ask and answer questions about a habitat. I can ask and answer questions about the variety of animals and their roles in a pond habitat. I can decide which animal from the pond habitat I want to learn more about. I can think about what I already know about my research topic. I can brainstorm what I want to learn about my research topic. I can use the information presented in nonfiction text features to help me understand the topic. I can paraphrase the information provided in the text features to teach others about my topic I can take what I have read about my topic's physical description and put it in my own words. I can use and compare information in different texts to support my research and take notes about the habitat of my animal.	x	Selected Response	● Accessing and confirming prior knowledge ● Building background knowledge. ● Asking and answering questions on a research topic ● Researching to gather and record information both in digital and print resources ● Synthesizing to determine important parts and note-taking ● Extending learning within the new text to new learning ● Noticing how non-fiction text features offer the reader more information about a topic ● Comparing and contrasting thinking within books and across books. ● Writing a research report that clearly introduces a topic, develops ideas with transition words and phrases, and provides a sense of closure to the piece by writing a concluding paragraph ● Sharing with an intended audience
	x	Constructed Response	
		Performance	
		Observation	

I can research and take notes about what adaptations my animal has to help it survive in its habitat.		
I can research and take notes about interesting facts about my animal.		
I can create a catchy title and draft my introduction paragraph.		
I can use my notes to develop paragraphs to teach others about my topic.		
I can write a conclusion paragraph to summarize my information.		
I can revise my work by adding domain specific vocabulary words throughout my research report.		
I can revise my work by adding transition words and phrases to show how information is connected.		
I can include non-fiction text features in my report.		
I can include a glossary in my report.		
I can revise areas of my work that need elaboration.		
I can organize my research using a table of contents.		
I can self-reflect and provide feedback on my partner's work.		
I can share my research report with an audience.		

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
Syllables Spelling patterns Characteristics of Informational Text	Decoding skills Informational text and purpose	Use of Rubric at Level 4 Increase Guided Reading Level and use of Learning Targets at a higher level Provide text with a higher lexile level so that students can practice skills and strategies with complex text	Student centered literacy stations, Book Clubs, Buddy Reading and Editing

RESOURCES
Welcome to the World of Porcupines by: Diane Swanson Teacher Rubric Research Report Student/ Peer Editing Checklist

UNIT 6: Traditional Literature

UNWRAPPED STANDARDS

Standard	Type of Standard		Concepts and Disciplinary-Specific Vocabulary/ Academic Vocabulary
Literature Standards RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL 2.3 Describe how characters in a story respond to major events and challenges. RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song RL 2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	x	Content Knowledge	Fables Folktales Diverse Central message Lesson Moral Respond to events/challenges Point of view Dialogue Differences in POV Compare contrast Versions Different cultures Words and phrases Alliteration Rhymes rhythm Illustrations Print and digital text Characteristics of traditional literature Major events Tall tales Poetry Repeated lines
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

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.			
Writing Standards 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.	x x x x	Content Knowledge Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) Physical Skill Product Development Learning Behavior	Narratives Elaborated Short sequence Details Describe Actions, thoughts, feelings Temporal words Closure Own version Identify Characters Major events Setting Problem Solution Dialogue Quotation marks Repeating phrases Fable Fairy tale Moral Ending Tall tales Setting Exaggerated Humor Brainstorm Publish Edit Revise

Foundational Skill Standards			

Foundational Skill Standards
 	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 	
RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.
 	
RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.
 	
RF.2.3.C Decode regularly spelled two-syllable words with long vowels.
 	
RF.2.3.D Decode words with common prefixes and suffixes.
 	
RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences.
 	
RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.
 	
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
 	
RF.2.4.A Read grade-level text with purpose and understanding.
 	
RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 	
RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	x Content Knowledge
	
	x Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
	
	  Physical Skill
	
	x Product Development
	
	  Learning Behavior
	
	x
		Sight words
		High frequency words
		Trick words
		Long and short vowels
		syllables
		Decoding
		Spelling-sound correspondence
		Vowel teams
		Irregularly spelled words
		Prefix
		Suffix
		Accuracy
		Fluency
		Purpose for reading
		Rate
		Expression
		Self correct	

Language Standards			
Language Standards L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.A Use collective nouns (e.g., group). L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.C Use reflexive pronouns (e.g., myself, ourselves). L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). L.2.2.A Capitalize holidays, product names, and geographic names. L.2.2.B Use commas in greetings and closings of letters. L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	x	Content Knowledge	Capitalize Comma Apostrophe Spelling patterns Reference materials Context clues Meaning of words Glossary Print Digital Word meaning Words and phrases Adjectives Adverbs Describe Determining meaning of unknown words Clarifying meaning Context clues Reading strategies for solving unknown words
	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
	x	Product Development	
	x	Learning Behavior	

L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
L.2.3.A Compare formal and informal uses of English			
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.			
L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.			
L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).			
L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).			
L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).			
L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.			
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.			
L.2.5.A Identify real-life connections between			

words and their use (e.g., describe foods that are spicy or juicy).

L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

UNIT ESSENTIAL QUESTIONS			
What are elements of traditional literature and how can we apply them to our own literature writing?			
CCSS Standard Objective(s): The students will be able to:	Summative Assessment Strategy		Common Learning Experiences
I can understand the characteristics of traditional literature.	x	Selected Response	● Developing different points of view ● Creating theories ● Attending to details and noticing differences in
I can recount the major events of a fairy tale.	x	Constructed Response	
I can describe how characters respond to major events and		Performance	

| challenges in a fairy tale.
I can identify and determine the central message or lesson in a fairy tale.

I can determine the point of view of a character in a fairy tale.

I can show point of view by speaking in a different voice.

I can compare two or more versions of the same fairy tales
I can recount the major events of a fable.

I can describe how characters respond to major events and challenges in a fable.

I can identify and determine the central message or lesson in a fable.

I can demonstrate the differences in the points of view of characters by speaking in a different voice for each character when reading dialogue aloud in a fable.

I can compare two or more versions of the same fable.

I can recount the major events of a tall tale.

I can describe how characters respond to major events and challenges in a tall tale.

I can identify and determine the central message or lesson in a tall tale.

I can demonstrate the differences in the points of view of characters by speaking in a different voice for each character when reading dialogue aloud in a tall tale.

I can compare two or more versions of the same tall tale. | | Observation | characters point of view
● Predicting character's roles through patterns across the books/texts
● Interpreting the author's purpose, lessons and morals
● Studying fables, fairy tales, folktales, tall tales, and poetry |

I can identify the characteristics of the poetry genre. I can notice rhymes in poems. I can notice alliteration in poems. I can notice repeated lines in poems.			
I can identify a character(s) and a setting for my own version of my fairy tale. I can include a problem, major events and a solution in my fairy tale. I can write a fairy tale that includes characters, setting, problem and solution. I can include events that happen in threes. I can include dialogue in my story. I can include a repeating phrase or magic in my fairy tale. I can write an ending that shows my story is a fairy tale. I can identify a character(s) and a setting for my own version of a fable. I can include a problem, major events and a solution in my fable. I can identify the moral that my fable will teach the reader. I can use dialogue in my fable. I can write an ending that shows my story is a fable. I can identify a character(s) and a setting for my own version	x x	Selected Response Constructed Response Performance Observation	● Developing a narrative with a sequence of events ● Including and describing characters' actions, thoughts and feelings ● Using temporal words to signal event order ● Providing a sense of closure ● Revising and editing ● Writing fairy tales, folktales, and fable ● Publishing and sharing with an audience

of my tall tale.
I can include a problem, major events and a solution in my tall tale.

I can include exaggerated action in my tall tale.

I can include humor in my tall tale.

I can end my tall tale with a moral.

I can choose one of my traditional literature stories to publish.

I can revise my story by rereading to a peer to see if it makes sense.

I can edit my story to include capitalization, punctuation, and spelling.

I can share my published story with others.

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT	ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
Syllables Spelling patterns Characteristics of Traditional Literature	Decoding skills Narrative text	Increase Guided Reading Level and use of Learning Targets at a higher level

Provide text with a higher lexile level so that students can practice skills and strategies with complex text | Student centered literacy stations, Book Clubs, Buddy Reading and Editing |

RESOURCES

Adelita by Tomie DePaula
The Three Little Javelinas by Susan Lowell
Pancho Bandito and the Amarillo Armadillo by Mike Sundy

Fairy Tale Writing Checklist/Rubric
Fable Writing Checklist/Rubric
Tall Tale Writing Checklist/Rubric