

**READINGTON PUBLIC SCHOOL DISTRICT**  
**Second Grade English Language Arts Curriculum 2023**

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## **I. Purpose and Overview**

The Readington School District literacy program provides a balanced instructional approach that includes four main categories: (1) reading, (2) writing, (3) phonics, and (3) speaking and listening. Second grade is a time of consolidating literacy skills in order to become a more fluent reader and writer. The second grade curriculum is designed to provide the instruction that students need to apply the skills and strategies that they learned in first grade to more challenging texts and with increasing sophistication. Typically, second grade students move from beginning readers to chapter books and from writing a few pages in a book with connected sentences to writing stories with a clear beginning, middle, and end. The second grade curriculum is a road map for this growth.

By the end of second grade, readers should be able to know the characteristics of a range of genres, including realistic fiction, simple fantasy, informational texts, traditional literature, and biography. Second graders should be able to read chapter books and be interested in special forms of chapter books such as longer series books and mysteries. At the end of second grade students should be able to read and comprehend fiction narratives that are straightforward but have elaborate plots and multiple characters that develop and show some change over time. Students at the end of second grade should be able to read shorter nonfiction texts, mostly on single topics and identify and use underlying structures (description, comparison and contrast, temporal sequence, problem and solution, cause and effect). An end-of-year second grader should be able to process sentences that are complex, contain prepositional phrases, introductory claims, and lists of nouns, verbs, or adjectives. Word solving is smooth and automatic in both silent and oral reading and students can read and understand descriptive words, some complex content-specific words, and some technical words. Students read silently and independently. In oral reading, second graders reflect all aspects of smooth, fluent processing.

Students write daily for a variety of writing experiences, generate ideas for writing through talking with the teacher and classmates. They also expand their prewriting skills, drafting and editing strategies, and learn more conventions of written language (mechanics) that are appropriate for their age and grade level. Students produce opinion, narrative, and information pieces of writing that demonstrate their growing knowledge of the structure of each genre. By June of second grade, students that are on benchmark as writers are able to produce a page or more of writing each day, the amount that would fill a piece of notebook paper. End-of-year second graders are able to revise their writing making large scale changes to better their pieces. They edit their writing for spelling, punctuation, and language usage. End-of-year second graders know how to draft correctly capitalizing proper nouns, using apostrophes for contractions and possessives, and employ correct end punctuation. Students are beginning to edit for comma usage in dialogue and correct capitalization of titles. Proficient end-of-year second grade writers know how to use available resources to them as writers (word walls, high-frequency words, etc.) to edit for and correct misspelled words. Second graders are true writers with craft, style, and fluency.

Embedded in writing instruction is continued handwriting practice. A review of the formation of letters and numbers is built upon the learning from first grade instruction. Some students may need additional practice with correct pencil grip, the formation of letters and numbers with a formalized handwriting program. Instruction occurs in the regularly scheduled second grade classroom, but with first grade materials.

Phonics and spelling instruction help students learn how to decode words, build vocabulary and spell words correctly. Students are taught to use strategies to decode words with regular and irregular patterns, to use context clues, and to look for known chunks of words in larger words. Word study includes developing sight word knowledge and spelling instruction. Students add to their sight word knowledge through word wall activities, guided reading activities, and repeated reading of familiar text. Students learn phonics through specific instruction in sound/symbol relationships, building word families, guided reading instruction, and repeated reading. In vocabulary, students develop an increasingly sophisticated store of words through broad reading, direct instruction from the teacher, and the use of tools like the dictionary on online Internet sources. Students acquire vocabulary through incremental, repeated exposure in a variety of contexts to the words they are trying to learn.

Speaking and listening instruction is integrated into the school day in a variety of instructional venues, including morning meetings, strategy groups, conferences, peer conferencing, and class or small group instruction. Students learn to listen and respond in a variety of instructional environments. Students learn that effective listeners and speakers can restate, interpret, respond and evaluate what others have said.

The second grade literacy program is designed to provide a developmentally appropriate learning guide for reading, writing, speaking and listening, and word study. The curriculum reflects the current research in early



childhood literacy education through its focus on developing oral language competence, concepts about books and print, and opportunities to express thoughts in writing. Second grade is a transformative year for students. They are ready to be more in control of their reading and writing lives, plan in more sophisticated ways, and set loftier goals. It is a time of huge growth and a time for children to meet high expectations as they ready themselves for the demands of third grade.

## II. Goals

This curriculum is linked to the 2016 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

## III. Assessment

Student learning will be assessed through

- Student/teacher conferences
- Running Record Assessment conducted at least three times a year for all students and more frequently for students not on benchmark
- Benchmark Assessments for Student Writing in Narrative, Opinion, and Information
- Writing samples and student writing portfolios
- Student presentations
- Writers Notebooks
- Readers Notebooks
- Student Performance Checklists for Writing
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
- Snap word assessments
- Developmental spelling assessments

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

## IV. 2nd Grade Pacing Guide

	Reading	Phonics	Writers Writing
<b>Unit 1</b> Sept./Oct. 8 weeks	<b>Second-Grade Reading Growth Spurt Reading Fiction (Unit 1)</b> <ul style="list-style-type: none"> <li>• Readers get stronger by reading a lot</li> <li>• Second grade readers roll up their sleeves to figure out tricky words, drawing on everything they know</li> <li>• Readers think about how the whole book clicks together, noticing masterful writing</li> </ul>	<b>Growing into Second Grade Phonics (Unit 1)</b> <ul style="list-style-type: none"> <li>• Learning long vowels and vowel teams from reading literature</li> <li>• R-controlled vowels</li> <li>• Becoming more careful spellers, especially with troublemaker words</li> <li>• Spelling by patterns</li> </ul>	<b>Lessons from the Masters: Improving Narrative Craft (Unit 1)</b> <ul style="list-style-type: none"> <li>• Strategies for choosing small moments from their lives so they can generate ideas for stories easily</li> <li>• Learning to write in powerful ways: trying out craft moves learned from mentor authors</li> <li>• Revise with purpose, consider craft and the effect different craft choices have on the way a story sounds to a reader</li> </ul>
<b>Unit 2</b> Nov./Dec. 8 weeks	<b>Becoming Experts: Reading Nonfiction (Unit 2)</b> <ul style="list-style-type: none"> <li>• Nonfiction readers notice, learn and</li> </ul>	<b>Big Words Take Big Resolve: Tackling Multisyllabic Words (Unit 2)</b> <ul style="list-style-type: none"> <li>• Solving challenging</li> </ul>	<b>The How-To Guide for Nonfiction Writing (If...Then Unit Book)</b> <ul style="list-style-type: none"> <li>• Writers try out craft</li> </ul>

	<ul style="list-style-type: none"> <li>question</li> <li>Using context to build knowledge of unknown words</li> <li>Thinking and rethinking about how information is connected across books</li> </ul>	<p>words methodically, part by part</p> <ul style="list-style-type: none"> <li>Hard and soft sounds of C and G</li> <li>Spelling words with endings</li> </ul>	<p>moves from the experts when writing nonfiction</p> <ul style="list-style-type: none"> <li>Writers set goals and plan their writing carefully by writing out a sequence of steps in order to teach others</li> <li>Writers keep their audience in mind throughout the writing process</li> </ul>
<b>Unit 3</b> <b>Jan./Feb.</b> <b>6 weeks</b>	<b>Reading and Role Playing: Fairy Tales, Folktales, Fables, and Fantasy</b> <ul style="list-style-type: none"> <li>Pay attention to how characters act: gestures, movement, dialogue tags, word choice, passages that exemplify character's motives</li> <li>Using storyteller voices; paying attention to volume, pauses, matching voices to the mood of the story, using different "extra-special" words</li> <li>Analyzing books to determine similar character types and listing the different roles characters play</li> <li>Fairy tales, like other stories they have read, often include a lesson</li> </ul>	<b>Mini-Unit 1: Powerful Patterns: Using Rimes and Rhyming to Build Fluency</b> <ul style="list-style-type: none"> <li>Review unit to develop automaticity</li> </ul>	<b>Writing About Reading (Unit 3)</b> <ul style="list-style-type: none"> <li>Writers make their letters about books even better by retelling important parts</li> <li>Writers plan, research, and rehearse their opinions to make their reviews more persuasive</li> <li>Writers write in compelling ways in order to convince their audience</li> </ul>
<b>Unit 4</b> <b>Feb./March</b> <b>5 weeks</b>	<b>Bigger Books Mean Amping up Reading Power (Unit 3)</b> <ul style="list-style-type: none"> <li>Using meaning to read fluently</li> <li>Recognizing literary language</li> <li>Holding on to stories even when books are long</li> <li>Self-assessing and setting goals</li> </ul>	<b>Word Builders: Construction, Demolition, and Vowel Power (Unit 3)</b> <ul style="list-style-type: none"> <li>Building bigger, longer, more complex words, syllable by syllable</li> <li>Using long-vowel patterns to build big words</li> <li>Using vowels to help decode big words</li> </ul>	<b>Poetry: Powerful Thoughts in Tiny Packages (Unit 4)</b> <ul style="list-style-type: none"> <li>Poets find poems in the strong feelings and concrete details of life</li> <li>Searching for honest, precise words: language matters</li> <li>Revising poems: Replacing feeling words with word pictures</li> <li>Editing poems: Reading aloud to find trouble spots</li> </ul>
<b>Unit 5</b> <b>April</b> <b>4 weeks</b>	<b>Readers Can Read about Science Topics to Become Experts</b> <ul style="list-style-type: none"> <li>Identifying strategies for reading to learn</li> <li>Comparing and contrasting texts on the topic of choice</li> <li>Readers make observations, ask</li> </ul>	<b>Word Collectors (Unit 4)</b> <ul style="list-style-type: none"> <li>Collecting words from books, using context clues to discern meaning</li> <li>Using compound words to make new words</li> <li>Learning new prefixes</li> <li>Investigating how</li> </ul>	<b>Informational Writing: Lab Reports and Science Books (Unit 2)</b> <ul style="list-style-type: none"> <li>Authors share scientific ideas/conclusions</li> <li>Comparing results and reading more expert materials to consider new questions</li> <li>Drawing on all we know to</li> </ul>

	questions, voice disagreements, and make additions to what they have read	suffixes affect the meaning of words	rehearse and plan information books <ul style="list-style-type: none"> <li>Writers use a small repertoire of revision strategies and know that there are ways that revision can pay off</li> </ul>
<b>Unit 6</b> May/June 6 weeks	<b>Series Book Clubs (Unit 4)</b> <ul style="list-style-type: none"> <li>Series book readers grow to understand the characters</li> <li>Authors use literary language to make the ordinary extraordinary</li> <li>When readers love a series, they can't keep it to themselves</li> </ul>	<b>Mini-Unit 2: Tackling Troublemakers, Once and for All</b> <ul style="list-style-type: none"> <li>Review unit to develop automaticity</li> </ul> <b>Mini-Unit 3: Yes, They Can: Exploring Parts of Speech</b> <ul style="list-style-type: none"> <li>Review unit to develop automaticity</li> </ul>	<b>Opinion Writing Using Persuasive Reviews</b> <ul style="list-style-type: none"> <li>Organize and plan opinion writing, angling reviews toward their audience</li> <li>Elaborate by using thought prompts, choosing relevant details, and including small moments</li> <li>Review writers have a logical, organizing structure to their writing</li> <li>Consider the audience when doing revision work</li> </ul>
<b>Unit 7</b> June 1 week	<b>A Celebration of Reading: My Favorite Genres, Series, and Authors</b> <ul style="list-style-type: none"> <li>Assist students with goal setting</li> <li>Reflection on growth as a reader</li> <li>Identify fiction and nonfiction reading strategies that are personal favorites</li> </ul>		<b>Celebrating Writing Across the Genres</b> <ul style="list-style-type: none"> <li>Review a portfolio of writing work from this year and identify areas of growth</li> <li>Create writing goals for 3rd grade</li> <li>Choose a piece of unpublished writing and apply the strategies learned this year to polish and publish it</li> </ul>

**2<sup>nd</sup> GRADE READING**  
**Readers Workshop~ Unit 1**  
**Second-Grade Reading Growth Spurt: Reading Fiction**  
**(8 weeks September/October)**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<b>Enduring Understandings:</b> Strong readers make many decisions as they read.  Careful readers must remember to think about the story as they read.  Good readers are careful, flexible, and persistent word solvers.  Readers collect all they have learned as writers and apply it to	<b>Teaching Points for Reading Skills:</b> <b>Bend 1: Taking Charge of Reading</b> <ul style="list-style-type: none"> <li>Readers choose HOW to read</li> <li>Second grade readers take a sneak peek to decide how a book wants to be read</li> <li>Readers get stronger by reading a lot</li> <li>Readers read in longer phrases, scooping up snap words</li> <li>Keeping tabs on comprehension</li> <li>Identifying theme or message</li> <li>Readers track characters and</li> </ul>	<b>Core Materials:</b> Units of Study for Reading  <b>Supplemental Materials:</b> Leveled Bookroom Classroom Libraries  <b>Shared Reading:</b> <i>Mercy Watson to the Rescue</i> by Kate DiCamillo Song of your choice - e.g., <i>There Was an Old Lady Who Swallowed a Fly</i>

<p>their reading.</p> <p><b>Goals:</b></p> <p><b>RL.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>RL.2.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p><b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges using key details.</p> <p><b>RL.2.4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>RL.2.5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p><b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>B.</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>A.</b> Read grade-level text with purpose and understanding.</p> <p><b>B.</b> Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><b>C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>notice what challenges them</p> <ul style="list-style-type: none"> <li>Second graders can mark their thinking with a Post-It</li> </ul> <p><b>Bend 2: Working Hard to Solve Tricky Words</b></p> <ul style="list-style-type: none"> <li>Second grade readers roll up their sleeves to figure out tricky words, drawing on everything they know</li> <li>Readers use more than one strategy at a time; figuring out what makes sense and checking the first letters</li> <li>Some beginnings and ending can be read in a snap</li> <li>Don't forget the middle! Readers are flexible when they encounter tricky vowel teams in tricky words</li> <li>Readers have strategies for figuring out brand new words, too</li> <li>Readers check themselves and their reading</li> </ul> <p><b>Bend 3: Paying Close Attention to Authors</b></p> <ul style="list-style-type: none"> <li>Authors have intentions</li> <li>Authors follow a story structure</li> <li>Authors create rhythm with their writing, even in stories</li> <li>Readers don't just notice craft moves - they try them</li> <li>Readers think about how the whole book clicks together, noticing masterful writing</li> <li>Readers think, "What does the author want to teach me?"</li> <li>Celebrate how much readers have grown</li> </ul> <p><b>Phonics:</b></p> <p><b>Growing into Second Grade Phonics</b></p> <p><b>Bend I: Professor of Phonics</b></p> <ul style="list-style-type: none"> <li>Second-graders become professors of phonics</li> <li>Revisiting silent -e</li> <li>learning long vowels and vowel teams from reading literature</li> <li>introducing the "my snap words book"</li> <li>r-controlled vowels</li> <li>practicing all of the spelling patterns</li> </ul>	<p><b>Read Alouds:</b></p> <p><i>Those Darn Squirrels!</i> by Adam Rubin</p> <p><i>Gooney Bird Greene</i> by Lois Lowry (A chapter book read-aloud)</p> <p><i>A Chair for My Mother</i> by Ezra Jack Keats</p> <p><i>A Letter to Amy</i> by Ezra Jack Keats</p> <p><i>The Important Book</i> by Margaret Wise Brown</p> <p><i>A Quiet Place</i> by Douglas Wood</p> <p><i>Boundless Grace</i> by Mary Hoffman</p> <p><i>Chicken Sunday</i> by Patricia Polacco</p> <p><i>Daddy Makes the Best Spaghetti</i> by Anna Hines</p> <p><i>Everybody Needs a Rock</i> by Byrd Baylor</p> <p><i>Fireflies!</i> By Julie Brinkloe</p> <p><i>The Bear that Heard Crying</i> by Natalie Kinsey Warnock</p> <p><i>Wolf!</i> by Becky Bloom</p> <p><i>I Hate to Read</i> by Rita Marshall</p> <p><i>The Best Place to Read</i> by Debbie Bertram</p> <p><i>If You Were a Writer</i> by Nixon</p> <p><i>Into the Sea</i> by Guiberson</p> <p><i>Julius, The Baby of the World</i> by Kevin Henkes</p> <p><i>Kitchen Dance</i> by Maurie J. Manning</p> <p><i>My Rotten Redheaded Older Brother</i> by Patricia Polacco</p> <p><i>Pet Show!</i> By Ezra Jack Keats</p> <p><i>Peter's Chair</i> by Ezra Jack Keats</p> <p><i>The Recess Queen</i> by Alexis O'Neil</p> <p><i>Shortcut</i> by Donald Crews</p> <p><i>The Leaving Morning</i> by Angela Johnson</p> <p><i>The Other Way to Listen</i> by Byrd Baylor</p> <p><i>The Pain and The Great One</i> by Judy Bloom</p> <p><i>A Story A Story</i> by Gail E. Haley</p> <p><i>Bigmama's</i> by Donald Crews</p> <p><i>Night in the Country</i> by Cynthia Rylant</p> <p><i>Miss Tizzy</i> by Libba Moore Gray &amp; Jada Rowland</p> <p><i>Click Clack Moo: Cows That Type</i> by Doreen Cronin</p> <p><i>My Little Sister Ate One Hare</i> by Bill Grossman</p> <p><i>Let's Get a Pup! Said Kate</i> by Bob Graham</p> <p><b>Teacher Resources:</b></p> <p><a href="#">Fluency Instruction Toolkit</a></p> <p><i>Second-Grade Reading Growth</i></p>
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<p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3.</b> 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><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.2.4.</b> 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.</p> <p><b>A.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.2.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>A.</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<ul style="list-style-type: none"> <li>• a celebration and a recap of all we've learned</li> </ul> <p><b>Bend II: Becoming second-graders means doing second-grade work</b></p> <ul style="list-style-type: none"> <li>• second-graders are more careful spellers, especially with troublemaker words</li> <li>• second-graders don't wait to punctuate</li> <li>• how do second-graders use capitals?</li> <li>• exploring homophones</li> <li>• second-graders tackle important homophones that are troublemakers</li> <li>• sharing help for troublemaker words</li> </ul> <p><b>Bend III: reading and writing words by analogy using patterns and rhymes</b></p> <ul style="list-style-type: none"> <li>• spelling by pattern</li> <li>• learning everything you need to know about phonics from rhyming books</li> <li>• looking and listening for rhymes-noticing when spelling doesn't match</li> <li>• using rhyming patterns to read smoothly</li> <li>• writing silly rhyme books</li> <li>• a celebration of rhymes</li> </ul> <p><b>High Frequency Words (Snap Words Sessions):</b></p> <ul style="list-style-type: none"> <li>• Session 8: said, they, where, first, friend, girl, when, went, your</li> <li>• Session 11: eight, ate, see, sea, bare, bear, eye, I, hear, here</li> <li>• Session 12: two, too, to, your, you're, there, their, they're</li> <li>• Session 13: about, school, with, was, could, what, very</li> </ul>	<p><i>Spurt: Reading Fiction</i>, Unit 1, Reading Units of Study  <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  <i>Daily Café</i> by Gail Boushey and Joan Moser  <i>Conferring with Readers</i> by Jennifer Serravallo  <i>The Art of Teaching Reading</i> by Lucy Calkins  <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller  <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske  <i>Significant Studies for Second Grade</i> by Karen Ruzzo and Mary Anne Sacco  <i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey  <i>Units of Study for Phonics: Growing into Second Grade Phonics (Unit 1)</i> by Lucy Calkins and Teachers College</p> <p><b>Technology:</b>  Google Classroom  Google Docs  Document camera</p> <p><b>Assessments:</b>  <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Readers Notebooks</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Rubrics</li> </ul> <p><b>Benchmark:</b>  Running Record Beginning of the Year Assessment Expectations:  Below Expectations: Level H or below  Approaching Expectations: Level I  Meets Expectations: Level J/K  Exceeds Expectations: Level L</p> <p>Reading Rate  85-120 words per minute by the end</p>
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		<p>of the academic school year. (*Any student that enters 2<sup>nd</sup> grade with a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency which will therefore increase their reading rate.)</p> <p>Help Gus Write a Picture Book: The Tall Slide (Developmental Spelling) <i>A Guide to the Phonics Units of Study</i> p. 124 5-6 in each category</p> <p><b>Alternative:</b> Presentation jigsaw</p>
<b>Interdisciplinary Connections</b>		
<p><b>Social Studies: 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</b> Activity: Read fiction and identify actions that are unfair. Discuss how these actions caused conflict in the story.</p> <p><b>Visual and Performing Arts: 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</b> Activity: Study art and identify the subject or theme. Discuss how this process is similar to finding the subject or theme in reading.</p>		
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<p><b>Career Ready Practice: Consider the environmental, social and economic impacts of decisions. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).</b> Activity: Reflect on reading history and set goals for the year. Students will discuss the impact of reading about topics to become more aware about current events.</p> <p><b>9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</b> Activity: Confer with the teacher and discuss ways to achieve reading goals for the year. Discuss how goal setting is an important job skill.</p>		
<b>Computer Science &amp; Design Thinking</b>		
<p><b>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.</b> Activity: Create a spreadsheet to keep a reading log of favorite book titles, authors, or topics.</p>		

**Reading Unit 2 ~**  
**Becoming Experts: Reading Nonfiction**  
**(8 weeks November/December)**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<b>Enduring Understandings:</b> Readers notice, learn from, and question when reading traditional	<b>Teaching Points for Reading Skills:</b> <b>Bend 1: Thinking Hard and Growing Knowledge</b>	<b>Core Materials:</b> Units of Study for Reading

<p>and nontraditional nonfiction texts.</p> <p>Readers must work hard and be flexible in their strategy choice as they solve tricky words, concepts, and domain-specific vocabulary in their nonfiction texts.</p> <p>Books can be put together to make text sets. Good readers will preview a topic by thinking about how the books will teach and what information is likely to be found inside.</p> <p><b>Goals :</b>  <b>RI.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>RI.2.2.</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  <b>RI.2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  <b>RI.2.4.</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  <b>RI.2.5.</b> 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.  <b>RI.2.6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  <b>RI.2.7.</b> Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  <b>RI.2.8.</b> Describe and identify the logical connections of how reasons support specific points the author makes in a text.  <b>RI.2.9.</b> Compare and contrast the most important points presented by two texts on the same topic.  <b>RI.2.10.</b> Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text</p>	<ul style="list-style-type: none"> <li>• Nonfiction readers notice and learn</li> <li>• Nonfiction readers notice, learn and question</li> <li>• Nonfiction readers ask, “What is this book teaching me?”</li> <li>• Nonfiction readers ask, “How does this book go?”</li> <li>• Celebrate the gift of learning something new</li> </ul> <p><b>Bend 2: Learning the Lingo of a Topic</b></p> <ul style="list-style-type: none"> <li>• Anticipating and using the lingo of a nonfiction topic</li> <li>• Using text features to notice and understand keywords</li> <li>• Using context to build knowledge of unknown words</li> <li>• Solving words takes strategic and flexible thinking</li> <li>• Rereading like experts</li> <li>• Using lingo to teach others</li> <li>• Using common prefixes and suffixes to understand topic specific words</li> <li>• Root words give clues</li> <li>• Decoding compounds words</li> <li>• Dictionaries and glossaries are tools for the word detective</li> </ul> <p><b>Bend 3: Reading Across a Topic</b></p> <ul style="list-style-type: none"> <li>• Growing knowledge across books! Getting ready to read and learn a bunch</li> <li>• Nonfiction readers add information across books</li> <li>• Thinking and rethinking about how information is connected across books</li> <li>• Finding, thinking and talking about what is the same and what is different</li> <li>• Readers retell topics, not just books</li> <li>• Getting ready for the celebration</li> <li>• Celebration: Pay it forward by teaching others</li> </ul> <p><b>Phonics:</b>  <b>Big Words Take Big Resolve: Tackling Multisyllabic Words</b></p> <p><b>Bend I: Moving Methodically Across Multisyllabic Words from Tip to Tail</b></p> <ul style="list-style-type: none"> <li>• Tackling challenges</li> <li>• Solving challenging words</li> </ul>	<p><b>Supplemental Materials:</b>  Leveled Bookroom  Classroom Libraries</p> <p><b>Shared Reading:</b>  <i>Tigers</i> by Laura Marsh  Songs, such as <i>I Just Can't Wait to be King</i> from <i>The Lion King</i></p> <p><b>Read Aloud:</b>  <i>Knights in Shining Armor</i> by Gail Gibbons  <i>Pumpkins</i> by Gail Gibbons  <i>Recess at 20 Below</i> by Cindy Aillaud</p> <p><b>Teacher Resources:</b>  <a href="#">Fluency Instruction Toolkit</a>  Units of Study for Teaching Reading by Lucy Calkins, Unit 2, <i>Becoming Experts: Reading Nonfiction</i>  <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  <i>Daily Café</i> by Gail Boushey and Joan Moser  <i>Conferring with Readers</i> by Jennifer Serravallo  <i>The Art of Teaching Reading</i> by Lucy Calkins  <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller  <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske  <i>Significant Studies for Second Grade</i> by Karen Ruzzo and Mary Anne Sacco  <i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey  <i>Big Words Take Big Resolve: Tackling Multisyllabic Words (Unit 2)</i> by Lucy Calkins and Teachers College</p> <p><b>Technology:</b>  Google Classroom  Google Docs  Document camera</p> <p><b>Assessments:</b>  <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/ teacher conferences</li> </ul>
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<p>complexity proficiently with scaffolding as needed.</p> <p><b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>A.</b> Know spelling-sound correspondences for common vowel teams.</p> <p><b>B.</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>C.</b> Decode words with common prefixes and suffixes.</p> <p><b>D.</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>E.</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>A.</b> Read grade-level text with purpose and understanding.</p> <p><b>B.</b> Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><b>C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3.</b> 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><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.2.4.</b> 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.</p> <p><b>A.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>methodically, part by part</li> <li>Breaking words into parts between two consonants in the middle</li> <li>When double consonants signal a short-vowel sound</li> <li>Breaking up challenging words with consonant le</li> <li>Tackling challenging words carefully, slowly, methodically</li> </ul> <p><b>Bend II: Camouflaged consonants across words</b></p> <ul style="list-style-type: none"> <li>Hiding in plain sight</li> <li>The hard and soft sounds of c and g</li> <li>soft c and g with silent e at the end of words</li> <li>Writing words ending in ge</li> <li>The master of disguise</li> <li>Celebration</li> </ul> <p><b>Bend III: Tails:Spelling Words with Endings</b></p> <ul style="list-style-type: none"> <li>Adding -ing and -ed to words ending with silent e</li> <li>Doubling consonants before adding endings</li> <li>making words plural with -s or -es</li> <li>Changing Y to I before adding -es or -ed</li> <li>The commotion around -tion</li> <li>Celebration</li> </ul> <p><b>High Frequency Words (Snap Word Sessions):</b></p> <ul style="list-style-type: none"> <li>Session 4, Extension 2: better, follow, happen, different</li> <li>Session 5, Extension 2: people, trouble, terrible</li> <li>Session 7, Extension 1: answer</li> <li>Session 8, Extension 1: special</li> <li>Session 11: enough, through</li> <li>Session 15, Extension 1: goes, does</li> <li>Session 17, Share: question</li> <li>Session 17, Extension 1: slowly, suddenly, probably</li> </ul>	<ul style="list-style-type: none"> <li>Readers Notebooks</li> <li>Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Student presentations</li> <li>Rubrics</li> </ul> <p><b>Benchmark:</b> Running Record 1st Interval Assessment Expectations: Below Expectations: Level I or below) Approaching Expectations: Level J Meets Expectations: Level K Exceeds Expectations: Level L</p> <p>Reading Rate 85-120 words per minute by the end of the academic school year. (*Any student who has not acquired 150 words needs to have direct focus paid towards increasing their sight-word fluency. which will therefore increase their reading rate.)</p> <p>Checking Your Word Box (Snap Words) <i>A Guide to the Phonics Units of Study</i> p. 131</p> <p><b>Alternative:</b> Create an infographic</p>
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<p><b>B.</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).</p> <p><b>C.</b> 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><b>D.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p><b>E.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>		
<b>Interdisciplinary Connections</b>		
<p><b>Social Studies: 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</b> Activity: Read a nonfiction text about major cities and explain how nonfiction text features help to explain information as well as connect to what we know about NJ.</p> <p><b>Science: 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</b> Activity: Read a variety of nonfiction texts about plants and animals and their habitats.</p>		
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<p><b>Career Ready Practice:</b> Consider the environmental, social and economic impacts of decisions. <b>9.4.2.DC.6:</b> Identify respectful and responsible ways to communicate in digital environments. <b>9.4.2.IML.1:</b> Identify a simple search term to find information in a search engine or digital resource. <b>9.4.2.TL.6:</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). Activity: Explore a variety of topics for nonfiction reading.</p> <p><b>9.2.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job. Activity: Explore a variety of topics for nonfiction reading and discuss personal likes and dislikes. Discuss how this relates to job selection.</p>		
<b>Computer Science &amp; Design Thinking</b>		
<p><b>8.1.2.CS.1:</b> Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Use digital tools and online resources to explore a topic related to nonfiction reading and share interesting facts learned with a partner.</p>		

**Reading Unit 3**  
**Reading and Role Playing: Fairy Tales, Folktales, Fables, and Fantasy**  
**(6 weeks January/February)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Good readers step into the world of the story, walking in different characters' shoes, feeling, thinking, and acting as they do, in order to gain a deeper understanding of</p>	<p><b>Teaching Points for Reading Skills:</b> <b>Bend 1: Stepping Into the magical world of fairy tales, folktales, fables and fantasy</b></p> <ul style="list-style-type: none"> <li>Invite children to bring</li> </ul>	<p><b>Core Materials:</b> Units of Study for Reading Units of Study for Phonics</p> <p><b>Supplemental Materials:</b> Leveled Bookroom</p>

<p>who they are.</p> <p>Good readers grow their thinking about the predictable roles characters play and note when characters behave with more complexity. Then they apply these skills as they study all types of literature.</p> <p>Authors can explore similar morals in very different ways. Readers will consider the lessons characters learn and determine if they agree with these lessons and morals.</p> <p><b>Goals:</b>  <b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral  <b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges using key details.  <b>RL.2.6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  <b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  <b>RL.2.10</b> Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.  <b>RF.2.3.B</b> Know spelling-sound correspondences for additional common vowel teams.  <b>RF.2.3.C</b> Decode regularly spelled two-syllable words with long vowels.  <b>RF.2.4B</b> Read grade-level text orally with accuracy, appropriate rate, and expression.  <b>RF.2.4C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <b>L.2.5.B.</b> Distinguish shades of meaning among closely related</p>	<p>books to life by role-playing the characters</p> <ul style="list-style-type: none"> <li>• Teach children to pay attention to a character's feelings to learn even more</li> <li>• Challenge children to ask big questions about characters so as to come up with even bigger ideas</li> <li>• Teach students to envision the setting, the world of the story</li> <li>• Encourage students to capture their thinking by jotting</li> <li>• Invite children to direct each other, in order to see the big picture.</li> <li>• Pay attention to how characters act: gestures, movement, dialogue tags, word choice, passages that exemplify character's motives</li> </ul> <p><b>Bend 2: Literary Language and Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Using storyteller voices; paying attention to volume, pauses, matching voices to the mood of the story, using different "extra-special" words</li> <li>• Comparing different things together (similes and metaphors) within a story and asking what would make sense</li> <li>• Using playful language or words that can mean different things</li> </ul> <p><b>Bend 3: Discovering Predictable Roles Characters Play</b></p> <ul style="list-style-type: none"> <li>• Authors make deliberate choices about what types of character types to include in stories; heroes and villains, sidekicks, the wise advisor, the trickster, and others</li> <li>• Analyzing books to determine similar character types and listing the different roles characters play</li> <li>• Looking for patterns, making predictions; thinking about whether the</li> </ul>	<p>Classroom Libraries</p> <p><b>Mentor Texts:</b>  <i>I'm in Charge of Celebrations</i> by Byrd Baylor  <i>Ponyella</i> by Laura Numeroff  <i>The Boy Who Cried Wolf</i> by B. G. Hennessey  <i>The Wolf Who Cried Boy</i> by Bob Hartman  <i>The Three Little Pigs</i> by Paul Galdone  <i>The True Story of the Three Little Pigs</i> by Jon Scieszka  <i>The Three Little Pigs</i> by Steven Kellogg  <i>Little Red Riding Hood</i> by Lisa Campbell Ern  <i>Pretty Salma: A Little Red Riding Hood Story from Africa</i> by Niki Daly  <i>Cinder Edna</i> by Ellen Jackson  <i>Cinder-Elly</i> by Frances Minters  <i>The Stinky Cheeseman</i> by Jon Scieszka  <i>The Princess Knight</i> by Cornelia Funke  <i>The Dutchess of Whimsy: An Absolutely Delicious Fairy Tale</i> by Randall de Sève and Peter de Sève  <i>Clever Jack Takes the Cake</i> by Candace Fleming  <i>Mebela the Clever</i> by Margaret Read Macdonald  <i>Mirror Mirror</i> by Marilyn Singer  <i>Spells</i> by Emily Gravett  Fairy tales by Brothers Grimm  Fairy tales by Hans Christian Andersen  <i>Cinderella</i> by Marcia Brown  <i>The Paper Bag Princess</i> by Robert Munsch  <i>Princess Smartypants</i> by Babette Cole  <i>Prince Cinders</i> by Babette Cole  <i>Fables</i> by Arnold Lobel  <i>King Midas and the Golden Touch</i> A Greek Myth retold by Laura Layton Strom  <i>The Ugly Duckling</i> A Fairy Tale retold by Laura Layton Strom  <i>The Fox and the Racoon-Dog: A Japanese Trickster Tale</i> retold by Cynthia Swain  <i>Pandora</i> A Greek Myth retold by Laura Layton Strom  <i>The Dog and The Wolf</i> A fable retold by Laura Layton Strom  <i>Little Red Riding Hood</i> A Fairy Tale retold by Laura Layton Strom  <i>Belling the Cat</i> A fable retold by Laura Layton Strom  <i>Keelboat Annie</i> A tall tale retold by Laura Layton Strom  <i>Pecos Bill and Sluefoot Sue</i> A tall tale</p>
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<p>verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p><b>Anchor Standard 1: Generating and conceptualizing ideas.</b></p> <p><b>1.4.2.Cr1a:</b> Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Cr1b:</b> Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Cr1c:</b> Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p><b>Anchor Standard 2: Organizing and developing ideas.</b></p> <p><b>1.4.2.Cr2a:</b> Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Cr2b:</b> Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>Anchor Standard 3: Refining and completing products.</b></p> <p><b>1.4.2.Cr3a:</b> With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Cr3b:</b> Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Cr3c:</b> Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>character is teaching a lesson or learning one</p> <ul style="list-style-type: none"> <li>• Compare and contrast different versions of the same story and explore authors' varying viewpoints</li> <li>• Comparing character types in a new book with those in an old book</li> </ul> <p><b>Bend 4: Comparing and Contrasting Lessons that Stories Convey</b></p> <ul style="list-style-type: none"> <li>• Thinking about the lessons authors' hope readers will learn</li> <li>• Understanding various points of view</li> <li>• Many folktales and fairy tales have similarities: good triumphs over evil, selfish or lazy characters learn a lesson</li> <li>• Fairy tales, like other stories they have read, often include a lesson</li> <li>• Learning from fairy tales about our own life lessons</li> <li>• Rereading for a full understanding and to gather a deeper meaning</li> </ul> <p><b>Phonics:</b></p> <p><b><u>Mini-Unit 1: Powerful Patterns: Using Rimes and Rhyming to Build Fluency</u></b></p> <ul style="list-style-type: none"> <li>• Practicing and performing rhyming poems, songs, and books</li> <li>• Listening for the rhythm of rhyming patterns to read even more fluently</li> <li>• Rereading to bring out the feelings in a text</li> <li>• Using patterns as powerful tools for spelling</li> <li>• Spelling long words using patterns</li> <li>• Performing poems and songs for a real audience</li> <li>• Utilize small group lessons from the <i>Small Groups to Support Phonics</i> book to support your instruction during this unit</li> </ul> <p><b>High Frequency Words</b></p>	<p>retold by Laura Layton Strom <i>Kanchil and the Crocodiles</i> A Malaysian Trickster Tale retold by Jeffrey B. Buerst <i>Why Hummingbirds Drink Nectar</i> A Hitchiti Indian Pourquoi Tale retold by Cynthia Swain <i>How Rabbit Lost His Tail</i> A Pourquoi Tale retold by Cynthia Swain</p> <p><b>Teacher Resources:</b></p> <p><a href="#">Fluency Instruction Toolkit</a> <i>The Units of Study for Teaching Reading</i> by Lucy Calkins, If..Then...Curriculum, Reading and Role Playing <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>Conferring with Readers</i> by Jennifer Serravallo <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Significant Studies for Second Grade</i> by Karen Ruzzo and Mary Anne Sacco <i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey <i>Second-Grade Mini-Units in Phonics</i> by Michael Rae-Grant</p> <p><b>Technology:</b> Google Classroom Google Docs Document camera</p> <p><b>Assessments:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Readers Notebooks</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Rubrics</li> </ul> <p><b>Alternative:</b> Reader's theater performance and</p>
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<p><b>Anchor Standard 4: Selecting, analyzing, and interpreting work.</b></p> <p><b>1.4.2.Pr4a:</b> With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Pr4b:</b> Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</b></p> <p><b>1.4.2.Pr5a:</b> With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Pr5b:</b> Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>Anchor Standard 6: Conveying meaning through art.</b> <b>1.4.2.Pr6a:</b> Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.</p> <p><b>Anchor Standard 7: Perceiving and analyzing products.</b> <b>1.4.2.Re7a:</b> Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>Anchor Standard 8: Interpreting intent and meaning.</b> <b>1.4.2.Re8a:</b> With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Re8b:</b> Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>Provide time to practice with partners or in small groups.</p>	<p>practice</p>
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<p><b>1.4.2.Re8c:</b> Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>Anchor Standard 9: Applying criteria to evaluate products.</b></p> <p><b>1.4.2.Re9a:</b> With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.</p> <p><b>1.4.2.Re9b:</b> With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Re9c:</b> Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).</p> <p><b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b></p> <p><b>1.4.2.Cn10a:</b> With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).</p> <p><b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b></p> <p><b>1.4.2.Cn11a:</b> With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama,</p>		
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creative drama) experience about global issues, including climate change. <b>1.4.2.Cn11b:</b> Collaborate on the creation of a short scene based on personal perspectives and understandings.		
<b>Interdisciplinary Connections</b>		
<p><b>Theatre:</b> 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama). Activity: Rehearse and perform a reader's theater fairy tale or folktale.</p> <p><b>Social Studies:</b> 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. Activity: Read fairy tales, folktales, fables, and fantasy and discuss how events may be interpreted differently by characters with different perspectives.</p>		
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<p><b>Career Ready Practice:</b> Work productively in teams while using cultural/global competence. 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). Activity: Discuss the skills needed to work creatively and productively in a group.</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. Activity: Discuss how learning to work productively with others will help individuals achieve future academic and career success.</p>		
<b>Computer Science &amp; Design Thinking</b>		
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Use digital tools to illustrate and communicate a fairy tale written from a different character's point of view.		

**Reading Unit 4 ~  
Bigger Books Mean Amping Up Reading Power  
(5 weeks February/March)**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<p><b>Enduring Understandings:</b> Good readers pay attention to their own reading voice but also listen to those of the characters, reading those voices the way the author intended.</p> <p>Authors use figurative language to establish nuance, mood, and tone, and to convey meaning and feeling. Readers use strategies to ensure what they are reading with their eyes is registering and making</p>	<p><b>Teaching Points for Reading Skills:</b></p> <p><b>Bend 1: Reading with Fluency</b></p> <ul style="list-style-type: none"> <li>• Rehearsing reading voices</li> <li>• Scooping up words into phrases</li> <li>• Noticing dialogue tags</li> <li>• Using meaning to read fluently</li> <li>• Reading at a just-right pace</li> <li>• Using common prefixes and suffixes to read fluently and for meaning</li> </ul>	<p><b>Core Materials:</b> Units of Study for Reading</p> <p><b>Supplemental Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Shared Reading:</b> <i>Happy Like Soccer</i> by Maribeth Boelts Poem or song, such as <i>You Are My Sunshine</i> by Jimmie Davis or <i>Chicken Soup with Rice</i> poems by Maurice Sendak</p>

<p>sense in their brains.</p> <p>Readers coach and support each other as they strive to meet reading goals.</p> <p><b>Goals:</b>  <b>RL.2.10.</b> Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.  <b>RL.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>RL.2.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.  <b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges using key details.  <b>RL.2.5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.  <b>RL.2.6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  <b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>C.</b> Decode words with common prefixes and suffixes.  <b>E.</b> Recognize and read grade-appropriate irregularly spelled words.  <b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.  <b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p><b>Bend 2: Understanding Literary Language</b></p> <ul style="list-style-type: none"> <li>• Recognizing literary language</li> <li>• Understanding comparisons</li> <li>• Noticing when authors play with words</li> <li>• Reading as a writer - focusing on special language</li> </ul> <p><b>Bend 3: Meeting the Challenges of Longer Books</b></p> <ul style="list-style-type: none"> <li>• Setting up routines for same-book partners</li> <li>• Holding on to stories even when books are long</li> <li>• Using story structure to stay on track</li> <li>• Staying on track when books get tricky</li> <li>• Using writing to solve reading problems</li> <li>• Using context clues to bring meaning to unfamiliar words</li> </ul> <p><b>Bend 4: Tackling Goals in the Company of Others</b></p> <ul style="list-style-type: none"> <li>• Self-assessing and setting goals</li> <li>• Organizing goal clubs</li> <li>• Giving Feedback to group members</li> <li>• Celebration</li> </ul> <p><b>Phonics:</b>  <b>Word Builders: Construction, Demolition, and Vowel Power</b></p> <p><b>Bend I: Becoming Word Builders: Writing Big Words</b></p> <ul style="list-style-type: none"> <li>• word builders wanted</li> <li>• building bigger, longer, more complex words, syllable by syllable</li> <li>• checking for vowels in every syllable</li> <li>• using analogy to spell big words accurately</li> <li>• using spelling strategies to check and fix up really important words</li> <li>• learning to spell the words you love</li> </ul> <p><b>Bend II: Becoming Vowel Experts: Using Long-Vowel Patterns to Build Big Words</b></p>	<p><b>Read Aloud:</b> <i>Minnie and Moo Go Dancing</i> by Denys Cazet  <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes  <i>Houndsley and Catina</i> by James Howe  <i>Pinky and Rex</i> by James Howe</p> <p><b>Teacher Resources:</b>  Units of Study for Teaching Reading by Lucy Calkins, Unit 3, <i>Bigger Books Mean Amping Up Reading Power</i>  <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  <i>Daily Café</i> by Gail Boushey and Joan Moser  <i>Conferring with Readers</i> by Jennifer Serravallo  <i>The Art of Teaching Reading</i> by Lucy Calkins  <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller  <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske  <i>Significant Studies for Second Grade</i> by Karen Ruzzo and Mary Anne Sacco  <i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey  <i>Word Builders: Construction, Demolition, and Vowel Power (Unit 3)</i> by Lucy Calkins and Teachers College</p> <p><b>Technology:</b>  Google Classroom  Google Docs  Document camera</p> <p><b>Assessments:</b>  <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/ teacher conferences</li> <li>• Readers Notebooks</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Rubrics</li> </ul>
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<p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.2.4.</b> 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.</p> <p><b>A.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>B.</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).</p> <p><b>C.</b> 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><b>L.2.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>A.</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<ul style="list-style-type: none"> <li>• what looks right?</li> <li>• discovering and sorting ways to spell words with long a</li> <li>• listen for where you hear the vowels</li> <li>• from little words to big words</li> <li>• using long I spelling patterns to spell words more and more words</li> <li>• adding inflected endings to words with long vowels</li> <li>• studying and sorting long o spelling to help you write big words</li> <li>• listening for long u spelling patterns in words you know to spell new words</li> </ul> <p><b>Bend III: Becoming Experts in Word Demolition: Using Vowels to Help Decode Big Words</b></p> <ul style="list-style-type: none"> <li>• Word Demolition</li> <li>• Keeping vowel teams together when decoding words</li> <li>• reading like a pirate</li> <li>• Getting to know the word part -ture to help read and write complex words</li> <li>• Trying -schwa, “the frustrated sound” to solve tricky words</li> <li>• Let’s Celebrate!</li> </ul> <p><b>High Frequency Words (Snap Words Sessions):</b></p> <ul style="list-style-type: none"> <li>• Session 1, Extension 2: themselves, maybe, really</li> <li>• Session 3, Extension 2: favorite, together, several</li> <li>• Session 7, Extension 1: begin, before, great</li> <li>• Session 10, Extension 2: either</li> <li>• Session 12, Extension 2: excited, while</li> <li>• Session 13, Extension 1: old</li> <li>• Session 14, Extension 1: usually</li> <li>• Session 15, Extension 1: again, against, being</li> <li>• Session 16, Extension 1: ready</li> </ul>	<p><b>Benchmark:</b> Running Record Second Interval Expectations: Below Expectations: Level J or below Approaching Expectations: Level K Meets Expectations: Level L Exceeds Expectations: Level M</p> <p>Reading Rate 85-120 words per minute by the end of the academic school year. (Any student that still has a sight vocabulary less than 150 words needs to direct focus paid towards increasing their sight-word fluency, which will therefore increase their reading rate.)</p> <p>Help Gus Write a Picture Book: The Butterfly Exhibit (Developmental Spelling) <i>A Guide to the Phonics Units of Study</i> p. 128 5-6 in each category</p> <p><b>Alternative:</b> Explain a concept using two modalities</p>
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Interdisciplinary Connections
<p><b>Social Studies: 6.1.2.HistoryUP.2:</b> Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. Activity: Read books about traditions and discuss why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p><b>Visual and Performing Arts: 1.3A.2.Cn11a:</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Activity: Listen to music and identify the elements of dynamics, timbre, and rhythm. Compare this to the sound of fluent reading.</p>
Career Readiness, Life Literacies, and Key Skills
<p><b>Career Ready Practice:</b> Plan education and career paths aligned to personal goals. <b>9.4.2.DC.2:</b> Explain the importance of respecting the digital content of others. <b>9.4.2.IML.4:</b> Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9). <b>9.4.2.TL.1:</b> Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). Activity: Reflect on reading goals from the beginning of the year. Set new goals as needed to amp up reading power. Discuss how goals are set and their importance. When making goals how can you keep track of them using a digital platform.</p> <p><b>9.2.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job. <b>9.4.2.CT.2:</b> Identify possible approaches and resources to execute a plan. Activity: Confer with the teacher about reading goals. Discuss ways to achieve goals and why they are an important job skill.</p>
Computer Science & Design Thinking
<p><b>8.1.2.CS.1:</b> Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Record the fluent reading of a short text ( eg. poem) and share it with students in another class.</p>

**Reading Unit 5 ~  
Readers Can Read about Science Topics to Become Experts  
(4 weeks April)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Good readers study a topic with determined focus and flexibly apply nonfiction reading strategies.</p> <p>Readers compare and contrast information they learn about the same topic in different texts.</p> <p>Cross-text work is essential for generating questions about a topic and developing theories.</p> <p><b>Goals:</b> <b>RI.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to</p>	<p><b><u>Teaching Points for Reading Skills:</u></b></p> <p><b>Bend 1: Science Readers Build Up a Base Knowledge on a Topic by Reading Deeply about the Topic</b></p> <ul style="list-style-type: none"> <li>Identifying strategies for reading to learn</li> <li>Beginning a book on a shared topic with book club members to be able to collaborate together and explore a topic</li> <li>Science readers deliberate over the cover blurb and table of contents, study the organization of the book, and examine the details of illustrations and the accompanying captions to learn all they can about the book's topic.</li> </ul>	<p><b>Core Materials:</b> Units of Study for Reading</p> <p><b>Supplemental Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts:</b> <i><u>What is the World Make Of? All About Solids, Liquids, and Gases (Let's-Read-and-Find... Science, Stage 2)</u></i> by Kathleen Weidner Zoehfeld <i><u>Solids, Liquids, And Gases (Rookie Reader)</u></i> by Ginger Garrett <i><u>What is Matter (Rookie Read-About Science)</u></i> by Don L.</p>

<p>demonstrate understanding of key details in a text.</p> <p><b>RI.2.2.</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4.</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>RI.2.5.</b> 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> <p><b>RI.2.6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7</b> Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8</b>Describe and identify the logical connections of how reasons support specific points the author makes in a text</p> <p><b>RI.2.9.</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>RI.2.10.</b> Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p><b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>A.</b> Know spelling-sound correspondences for common vowel teams.</p> <p><b>B.</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>D.</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>E.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>• Noticing and using words written in bold print, italics, all-about or informational writing not included in the main part of the text, and sidebars in order to gain control over all that the book has to offer</li> <li>• Using sentence starters to build conversations</li> <li>• Using chunks of text such as section headings and subheadings to gather big ideas of the topic</li> <li>• Collecting domain-specific words and using them in discussions in book club conversations and during writing workshop while writing about the topic</li> </ul> <p><b>Bend 2: Science Readers Compare and Contrast Different Texts on the Same Topic</b></p> <ul style="list-style-type: none"> <li>• Reading a second book on a topic and bringing all that we know from the first book and thinking “<i>How is the information in this new book the same or different from the first book?</i>”</li> <li>• Reading a third book on the same topic and doing the same thing—bringing all that we know from the first two books to the third reading</li> <li>• Comparing and contrasting texts on the topic of choice</li> <li>• Jotting thoughts and articulating thoughts while defending ideas to a small group</li> <li>• Jotting thoughts focused on a main idea rather than random facts</li> <li>• Jotting ideas from the text related to deep and meaningful questions</li> </ul> <p><b>Bend 3: We Learn by Asking Questions</b></p> <ul style="list-style-type: none"> <li>• Applying the scientific method to information learned about a topic: ask a question, formulate a hypothesis, and design an experiment</li> <li>• Ask and answer questions in systematic ways using words such as who, what, where, when, why, and how to demonstrate understanding of details in a text</li> <li>• Readers make observations, ask questions, voice disagreements, and make additions to what they have read</li> <li>• Science readers jot quick notes on Post-its about questions that occur</li> </ul>	<p>Curry  <u><i>Change it!: Solids, Liquids, Gases and You (Primary Physical Science)</i></u> by Adrienne Mason and Claudia Davila  <u><i>In Search of the Fog Zombie: A Mystery About Matter (Summer Camp Science Mysteries)</i></u> by Lynda Beauregard and Der-Shing Helmer)  <u><i>States of Matter: A Question and Answer Book</i></u> by Ted Williams and Anne McMullen  <u><i>Solid, Liquid, or Gas? (Rookie Read-About Science)</i></u> by Ray Robinson  <u><i>Solids (States of Matter)</i></u> by Jim Mezzanotte  <u><i>All About Matter (Science Builders)</i></u> by Mari Schuh  <u><i>Matter (Science All Around Me)</i></u> by Mir Tamim Ansary  <u><i>The Scoop About Measuring Matter (My Science Library)</i></u> by Tracy Nelson Maurer  Various non-fiction texts on a topic of choice for student inquiry</p> <p><b>Teacher Resources:</b>  <a href="#">Fluency Instruction Toolkit</a>  <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  <u><i>Daily Café</i></u> by Gail Boushey and Joan Moser  <u><i>Conferring with Readers</i></u> by Jennifer Serravallo  <u><i>The Art of Teaching Reading</i></u> by Lucy Calkins  <u><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i></u> by Debbie Miller  <u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske  <u><i>Significant Studies for Second Grade</i></u> by Karen Ruzzo and Mary Anne Sacco  <u><i>Strategies That Work</i></u> by Anne Goudvis and Stephanie  <u><i>Word Collectors (Unit 4)</i></u> by Lucy Calkins and Teachers</p>
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<p><b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>A.</b> Read grade-level text with purpose and understanding.</p> <p><b>B.</b> Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><b>C.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>while they read</p> <ul style="list-style-type: none"> <li>Science readers think about how the information from one text helps them understand information from another text more deeply, and then they ask a question about what they still want to know</li> </ul> <p><b>Phonics:</b> <b>Word Collectors</b></p> <p><b>Bend I: Fostering Word Consciousness</b></p> <ul style="list-style-type: none"> <li>Becoming word collectors</li> <li>Collecting words from books, using context clues to discern meaning</li> <li>Learning words requires doing things with those words</li> <li>Sorting and organizing word collections</li> <li>Creating word thermometers</li> <li>Sharing our word collections with the world</li> </ul> <p><b>Bend II: Growing Our World Collections with Compound Words</b></p> <ul style="list-style-type: none"> <li>Learning compound words-and the words that constitute them</li> <li>Using compound words to make new words</li> <li>Learning a new set of compound words- with more independence</li> <li>Making more and more words</li> <li>Common compound words</li> <li>Compound creations</li> </ul> <p><b>Bend III: Growing our word collections with affixes</b></p> <ul style="list-style-type: none"> <li>Prefixes change meanings of words</li> <li>Learning new prefixes: pre, re, and in</li> <li>Checking the meaning of words using the words around them</li> <li>Noticing with letter combinations act as a prefix and when they don't</li> <li>Investigating how suffixes affect the meaning of words</li> <li>Learning new suffixes: -ful and -less</li> <li>Using our word collections as we write</li> </ul> <p><b>High Frequency Words (Snap Words Sessions):</b></p> <ul style="list-style-type: none"> <li>Session 8, Extension 3:</li> </ul>	<p>College</p> <p><b>Technology:</b> Google Classroom Google Docs Document camera</p> <p><b>Assessments:</b> <b>Formative:</b></p> <ul style="list-style-type: none"> <li>Student/ teacher conferences</li> <li>Readers Notebooks</li> <li>Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Student presentations</li> <li>Rubrics</li> </ul> <p><b>Alternative:</b> Create an infographic</p>
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	<p>sometimes, everybody, understand</p> <ul style="list-style-type: none"> <li>• Session 11: Common Compound Words: somewhere, anyone, everything, nobody, outside</li> <li>• Session 18, Extension 2: beautiful, cousin</li> </ul>	
<b>Interdisciplinary Connections</b>		
<p><b>Social Studies: 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</b> Activity: Read about advances in science and technology and discuss ways they may address environmental concerns and other issues that arise as communities change over time.</p> <p><b>Science: K-2-ETS1-1</b> Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool. Activity: Read about an environmental issue. Ask questions, make observations and gather information to discuss possible solutions.</p>		
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<p><b>Career Ready Practice:</b> Consider the environmental, social and economic impacts of decisions. <b>9.4.2.DC.7:</b> Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). <b>9.4.2.IML.2:</b> Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). <b>9.4.2.TL.5:</b> Describe the difference between real and virtual experiences. Activity: Discuss how decisions can positively or negatively impact the environment.</p> <p><b>9.2.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job. <b>9.4.2.CT.1:</b> Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Activity: Discuss an individual's role in helping to protect the environment and potential job choices that would relate to this work.</p>		
<b>Computer Science &amp; Design Thinking</b>		
<p><b>8.1.2.IC.1:</b> Compare how individuals live and work before and after the implementation of new computing technology. Activity: Use digital tools and online resources to explore a science topic. Discuss how technology and research have changed over time.</p>		

### Reading Unit 6 Series Book Clubs (6 weeks May/June)

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<p><b>Enduring Understandings:</b> Good readers study the characters in their books. In a series, the things readers find to be true about characters in one book often are true across the entire series.</p> <p>Readers can become an expert on an author of a series and investigate the craft techniques</p>	<p><b>Teaching Points for Reading Skills:</b> <b>Bend 1: Becoming Experts on Characters</b></p> <ul style="list-style-type: none"> <li>• Series book readers collect information about the main characters</li> <li>• Series book readers pay attention to how characters respond to problems</li> <li>• Series book readers notice similarities in their characters</li> </ul>	<p><b>Core Materials:</b> Units of Study for Reading Units of Study for Phonics</p> <p><b>Supplemental Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts:</b> <b>Read Aloud:</b> <i>The Stories Julian Tells</i> by Ann Cameron</p>

<p>an author uses for language and structure.</p> <p>Part of the joy of reading is sharing books and opinions about books with others.</p> <p><b>Goals:</b>  <b>RL.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>RL.2.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.  <b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges using key details.  <b>RL.2.4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  <b>RL.2.5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.  <b>RL.2.6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  <b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RL.2.10.</b> Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.  <b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>D.</b> Identify words with inconsistent but common spelling-sound correspondences.  <b>E.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<p>across a series</p> <ul style="list-style-type: none"> <li>Series book readers grow to understand the characters</li> <li>Series book readers use what they know about the characters to predict</li> <li>Series book readers learn about characters from their relationships with other characters</li> </ul> <p><b>Bend 2: Becoming Experts on Author's Craft</b></p> <ul style="list-style-type: none"> <li>Authors paint pictures with words</li> <li>Authors use precise words</li> <li>Authors use literary language to make the ordinary extraordinary</li> <li>Authors think about how whole stories - and series - will go</li> <li>Authors have ways to bring stories to life</li> <li>Authors plan their story endings</li> </ul> <p><b>Bend 3: Sharing Opinions With the World</b></p> <ul style="list-style-type: none"> <li>When readers love a series, they can't keep it to themselves</li> <li>Planning the very best way to share a book</li> <li>Readers share books they love with friends; a book swap</li> <li>Sharing opinions by debating</li> <li>Celebration: Supporting reasons with examples to strengthen debate work</li> </ul> <p><b>Phonics:</b>  <a href="#">Mini-Unit 2: Tackling Troublemakers, Once and for All</a></p> <ul style="list-style-type: none"> <li>Playing games to learn tricky troublemaker words, once and for all</li> <li>Play more to learn more troublemaker words</li> <li>Setting small, realistic goals</li> <li>to achieve big goals</li> <li>Using a growth mindset to learn even more troublemaker words</li> <li>Troublemaker word celebration</li> <li>Utilize small group lessons from the <i>Small Groups to</i></li> </ul>	<p><b>Shared Reading:</b> <i>My Very Strange Teeth</i> from <i>The Stories Julian Tells</i>  Song or poem, such as <i>Magic Penny</i> by Malvina Reynolds</p> <p><b>Read Alouds or Book Club Books:</b>  <i>Chester's Way</i> by Kevin Henkes  <i>Cam Jansen</i> series by David Adler  <i>The Zack Files</i> series by Dan Greenburg  <i>A-Z Mysteries</i> series by Ron Roy &amp; John Steven Gurney  <i>Danger Guys</i> series by Tony Abbott  <i>Horrible Harry</i> series by Suzy Kline  <i>Ready Freddy</i> series by Abby Klein  <i>Junie B. Jones</i> series by Barbara Park  <i>Pony Crazy Princess</i> series by Diana Kimpton  <i>Wayside School</i> series by Louis Sachar  <i>Stink</i> series by Megan McDonald  <i>Flat Stanley</i> series by Jeff Brown  <i>Nate the Great</i> series by Marjorie Weinman Sharmat  <i>Marvin Redpost</i> series by Louis Sachar  <i>The Polk Street Kids</i> series by Patricia Reilly Giff  <i>Williamina</i> series by Valerie Wilson Wesley  <i>The Stories That Julian Tells</i> by Ann Cameron  <i>Iris and Walter</i> book series by Elissa Haden Guest  <i>Amber Brown</i> series by Paula Danziger  <i>Fluffy the Guinea Pig</i> book series by Kate McMullan  <i>The Magic Tree House</i> series by Mary Pope Osborne  <i>The Amazing Monty</i> by Johanna Hurwitz  <i>Encyclopedia Brown</i> series by Donald J. Sobol  <i>Poppleton</i> by Cynthia Rylant  <i>Pinky and Rex</i> by James Howe  <i>Nate the Great</i> series by Marjorie Weinman Sharmat  <i>George and Martha</i> series by James Marshall  <i>Dogs Don't Wear Sneakers</i> by Laura Numeroff  *A chapter book read aloud is highly suggested from a series that no one in the class is reading that is more complex than most second</p>
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<p><b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3.</b> 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><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.2.4.</b> 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.</p> <p><b>A.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>B.</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).</p> <p><b>L.2.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>A.</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p><b>B.</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><b>L.2.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.2.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><i>Support Phonics</i> book to support your instruction during this unit</p> <p><u><a href="#">Mini-Unit 3: Yes, They Can: Exploring Parts of Speech</a></u></p> <ul style="list-style-type: none"> <li>Collecting verbs that show how and what</li> <li>Sorting verbs into categories</li> <li>Collecting and categorizing nouns</li> <li>Collecting and categorizing adjectives</li> <li>Growing collections of nouns, verbs, and adjectives with word explosions</li> <li>Precise nouns, verbs, and adjectives make awesome mind movies</li> <li>Creating a new alphabet chart</li> <li>Utilize small group lessons from the <i>Small Groups to Support Phonics</i> book to support your instruction during this unit</li> </ul> <p><b>High Frequency Words</b> Provide time to practice with partners or in small groups.</p>	<p>graders can read independently. (Ex: <i>Time Warp Trio</i>)</p> <p><b>Teacher Resources:</b> <u><a href="#">Fluency Instruction Toolkit</a></u> <i>Series Book Clubs</i>, Unit 4, Reading Units of Study <i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> Written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <i>Daily Café</i> by Gail Boushey and Joan Moser <i>Conferring with Readers</i> by Jennifer Serravallo <i>The Art of Teaching Reading</i> by Lucy Calkins <i>Reading with Meaning Teaching Comprehension in the Primary Grades</i> by Debbie Miller <i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i> by Kathy Ganske <i>Significant Studies for Second Grade</i> by Karen Ruzzo and Mary Anne Sacco <i>Strategies That Work</i> by Anne Goudvis and Stephanie Harvey <i>Second-Grade Mini-Units in Phonics</i> by Michael Rae-Grant</p> <p><b>Technology:</b> Google Classroom Google Docs Document camera</p> <p><b>Assessments:</b> <b>Formative:</b></p> <ul style="list-style-type: none"> <li>Student/ teacher conferences</li> <li>Readers Notebooks</li> <li>Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Student presentations</li> <li>Rubrics</li> </ul> <p><b>Benchmark:</b> Running Record End of Year Expectations: Below Expectations: Level K or below Approaching Expectations: Level L Meets Expectations: Level M/N Exceeds Expectations: Level O</p>
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		<p>For students not previously on benchmark:            Help Gus Write a Picture Book: The Butterfly Exhibit (Developmental Spelling) <i>A Guide to the Phonics Units of Study</i> p. 128            5-6 in each category</p> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Sharing information learned with Book Clubs</li> <li>• Make bins with some of the cross-genre club materials. Share with each other the information learned and how it helped them to better understand their book series</li> <li>• Choose a few of their best ideas from jots and share ideas with members of the class</li> <li>• Recommend favorite series, giving a brief summary &amp; explaining why it is so great</li> </ul>
<b>Interdisciplinary Connections</b>		
<p><b>Social Studies: 6.1.2.CivicsCM.2:</b> Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). Activity: Read books in a series and discuss themes related to persistence and compassion.</p> <p><b>Visual and Performing Arts: 1.2.2.Re7b:</b> Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change. Activity: Discuss ways that artists use contextual clues embedded in works of art to communicate a message. Compare this with the way writers use craft and language in stories.</p>		
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<p><b>Career Ready Practice:</b> Use technology to enhance productivity, increase collaboration, and communicate effectively. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). Activity: Discuss the communication skills needed in order to share ideas clearly.</p> <p><b>9.2.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job. Activity: Discuss how good communication skills help individuals achieve future academic and career success.</p>		
<b>Computer Science &amp; Design Thinking</b>		
<p><b>8.1.2.DA.1:</b> Collect and present data, including climate change data, in various visual formats. Activity: Use a digital tool to share books you love with others.</p>		



**Reading Unit 7 ~**  
**A Celebration of Reading: My Favorite Genres, Series, and Authors**  
**(1 week June)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b>  Reading that occurred during 2nd grade was preparation to help students read independently over the summer.</p> <p>Choosing just right books of personal interest are important when selecting summer reading texts.</p> <p><b>Goals:</b>  <b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges using key details.  <b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RF.2.4C</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <b>RI.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>RL.2.4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  <b>RL.2.5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.  <b>RL.2.10.</b> Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p>	<ul style="list-style-type: none"> <li>• Present summer reading book suggestions and summer reading</li> <li>• Assist students with goal setting</li> <li>• Reflection on growth as a reader</li> <li>• Identify fiction and nonfiction reading strategies that are personal favorites</li> </ul>	<p><b>Core Materials:</b>  Units of Study for Reading</p> <p><b>Supplemental Materials:</b>  Leveled Bookroom  Classroom Libraries</p> <p><b>Mentor Texts:</b>  Suggested Summer Reading Lists</p> <p><b>Teacher Resources:</b>  <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching Writing</i></u> by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  <u><i>Daily Café</i></u> by Gail Boushey and Joan Moser  <u><i>Conferring with Readers</i></u> by Jennifer Serravallo  <u><i>The Art of Teaching Reading</i></u> by Lucy Calkins  <u><i>Reading with Meaning Teaching Comprehension in the Primary Grades</i></u> by Debbie Miller  <u><i>Word Journeys Assessment Guided Phonics, Spelling, and Vocabulary Instruction</i></u> by Kathy Ganske  <u><i>Significant Studies for Second Grade</i></u> by Karen Ruzzo and Mary Anne Sacco  <u><i>Strategies That Work</i></u> by Anne Goudvis and Stephanie</p> <p><b>Technology:</b>  Google Classroom  Google Docs  Document camera</p> <p><b>Assessments:</b>  <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/ teacher conferences</li> <li>• Readers Notebooks</li> <li>• Learning Progressions</li> </ul>



		<b>Summative:</b> <ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Rubrics</li> </ul> <b>Alternative:</b> Poster
<b>Interdisciplinary Connections</b>		
<b>Social Studies: 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</b> Activity: Discuss how reading can help us to understand the perspectives of other cultures in an interconnected world.		
<b>Visual and Performing Arts: 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.</b> Activity: Identify aesthetic qualities of art and characteristics of the artists who created them and discuss your favorites. Compare this process with sharing favorite books and authors with others.		
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<b>Career Readiness, Life Literacies, and Key Skills Practices:</b> Plan education and career paths aligned to personal goals. <b>9.4.2.DC.2:</b> Explain the importance of respecting the digital content of others. <b>9.4.2.IML.1:</b> Identify a simple search term to find information in a search engine or digital resource. <b>9.4.2.TL.6:</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). Activity: Students create a presentation using a digital platform to share a book they read.		
<b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job. Activity: Explain how reading skills will help achieve future academic and career success.		
<b>Computer Science &amp; Design Thinking</b>		
<b>8.1.2.NI.1:</b> Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. Activity: Create a document and outline reading goals for next year. How are your goals similar or different from the goals of a second grade student? Share them digitally with your peers for discussion.		

## 2<sup>nd</sup> GRADE WRITING

### Writing Unit 1 Lessons From the Masters: Improving Narrative Writing September/October (8 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<b>Enduring Understandings:</b> Writers stretch out and magnify small moments.  Writers set goals for themselves and name their intention for what	<b>Teaching Points:</b> <b>Bend 1: Studying the Masters for Inspiration and ideas</b> <ul style="list-style-type: none"> <li>• Strategies for choosing small moments from their lives so they can generate ideas for</li> </ul>	<b>Core Materials:</b> Units of Study for Writing  <b>Supplemental Materials:</b> Leveled Bookroom Classroom Libraries

<p>they want their reader to feel.</p> <p>Writers understand why authors use particular craft moves and replicate them in their own writing.</p> <p><b>Goals:</b>  <b>W.2.3</b> 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.  <b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.  <b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  <b>SL.2.5.</b> Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  <b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  <b>L1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>L2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>L3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  <b>L.2.1.F</b>  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</p>	<p>stories easily</p> <ul style="list-style-type: none"> <li>• Capturing story ideas: tiny topic notepads</li> <li>• Writing with detail: Magnifying a small moment</li> <li>• Creating powerful endings</li> <li>• Think of story idea, sketch “twin sentences”, say the story aloud, and write it page by page. (1 or 2 days)</li> <li>• Working hard: Setting goals and making plans for writing time. Producing at least four to five pages per day, with three or more sentences per page (between twelve and fifteen sentences a day).</li> </ul> <p><b>Bend 2: Noticing Author’s Craft: Studying Imagery, Tension, and Literary Language in <u>Owl Moon</u></b></p> <ul style="list-style-type: none"> <li>• Revising with intent</li> <li>• Close Reading: Learning writing moves from a text</li> <li>• Learning to write in powerful ways: trying out craft moves learned from mentor authors</li> <li>• Emulating authors in ways that matter; revising in meaningful ways</li> <li>• Mining texts for word choice: studying and revising precise and specific language</li> </ul> <p><b>Bend 3: Study Your Own Authors to Revise</b></p> <ul style="list-style-type: none"> <li>• Learning craft moves from any mentor text</li> <li>• Being Bold: Trying new craft moves</li> <li>• Writers can help each other: Partners offer feedback</li> <li>• Editing and preparing for publication</li> <li>• Revise with purpose, consider craft and the effect different craft choices have on the way a story sounds to a reader</li> <li>• Reread work to find mistakes in capitalization, ending punctuation, and spelling</li> <li>• Use available resources (word wall) to correct some of these mistakes</li> <li>• Selecting one of their many small moment stories and engage in major revision of</li> </ul>	<p><b>Mentor Texts (Instructional Read Aloud):</b>  Chapter book read aloud:  <u>Mercy Watson to the Rescue</u> by Kate diCamillo (This read aloud should be completed before unit 3.)  Or  <u>Gooney Bird Greene</u> (A chapter book read-aloud)  *<u>Owl Moon</u> by Jane Yolen  *<u>The Leaving Morning</u> by Angela Johnson  <u>Arthur Writes a Story</u> by Marc Brown  <u>A Chair for My Mother</u> by Ezra Jack Keats  <u>A Letter to Amy</u> by Ezra Jack Keats  <u>The Important Book</u> by Margaret Wise Brown  <u>A Quiet Place</u> by Douglas Wood  <u>Boundless Grace</u> by Mary Hoffman  <u>Chicken Sunday</u> by Patricia Polacco  <u>Daddy Makes the Best Spaghetti</u> by Anna Hines  <u>Everybody Needs a Rock</u> by Byrd Baylor  <u>Fireflies!</u> By Julie Brinkloe  <u>The Bear that Heard Crying</u> by Natalie Kinsey Warnock  <u>Wolf?</u> by Becky Bloom  <u>I Hate to Read</u> by Rita Marshall  <u>The Best Place to Read</u> by Debbie Bertram  <u>If You Were a Writer</u> by Nixon  <u>Into the Sea</u> by Guiberson  <u>Julius. The Baby of the World</u> by Kevin Henkes  <u>Kitchen Dance</u> by Maurie J. Manning  <u>My Rotten Red Headed Older Brother</u> by Patricia Polacco  <u>Pet Show!</u> By Ezra Jack Keats  <u>Peter’s Chair</u> by Ezra Jack Keats  <u>The Recess Queen</u> by Alexis O’Neil  <u>Shortcut</u> by Donald Crews  <u>The Leaving Morning</u> by Angela Johnson  <u>The Other Way to Listen</u> by Byrd Baylor  <u>The Pain and The Great One</u> by Judy Bloom  <u>A Story A Story</u> by Gail E. Haley  <u>Bigmama’s</u> by Donald Crews  <u>Night in the Country</u> by Cynthia Rylant  <u>Miss Tizzy</u> by Libba Moore Gray &amp; Jada Rowland  <u>Click Clack Moo: Cows That Type</u> by Doreen Cronin  <u>My Little Sister Ate One Hare</u> by Bill Grossman  <u>Gooney Bird Greene</u> by Lois Lowry</p>
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<p>the little boy).</p> <p><b>L2.2.D.</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>L2.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A.</b> Compare formal and informal uses of English.</p> <p><b>L2.6.</b> 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).</p>	<p>that one story. (If finished, they choose yet another story to revise)</p> <p><b>Bend 4: Celebration</b></p> <ul style="list-style-type: none"> <li>• Celebrate the revision they have attempted</li> </ul> <p><b>Grammar/Punctuation</b></p> <ul style="list-style-type: none"> <li>• Correctly capitalize dates and names of people</li> <li>• Use ending punctuation in sentences</li> <li>• Use commas in dates and to separate single words in a series.</li> <li>• Nouns</li> <li>• Capitalize proper nouns</li> </ul>	<p><i>Let's Get a Pup! Said Kate</i> by Bob Graham</p> <p>*Required unit texts for this unit of study.</p> <p><b>Teacher Resources:</b></p> <p><u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Units of Study for Narrative, Opinion, and Information Writing</i></u> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 2, Unit 1</p> <p><u><i>Lessons from the Masters</i></u> Published by Heinemann</p> <p><u><i>Writing Pathways Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</p> <p><a href="http://readingandwritingproject.com/">http://readingandwritingproject.com/</a></p> <p><b>Technology:</b></p> <p>Google Classroom</p> <p>Google Docs</p> <p>Document camera</p> <p><b>Assessment:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writers Notebooks</li> <li>• Student Performance Checklists for Writing</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Student writing portfolios</li> <li>• Standards Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> <li>• Rubrics</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• Narrative Benchmark Assessment scored with Teachers College Rubric Reference <u><i>Writing Pathways Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</li> </ul> <p><b>Alternative:</b></p> <p>Create a timeline for your narrative</p>
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Interdisciplinary Connections
<p><b>Social Studies: 6.1.2.CivicsCM.2:</b> Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). Activity: Flash draft a narrative about an action that was unfair and how this problem was solved.</p> <p><b>Visual and Performing Arts: 1.2.2.Cn10a:</b> Use personal experiences, interests, information and models in creating media artworks. Activity: Study a piece of art and flash draft a story based on the emotion or feeling you had.</p>
Career Readiness, Life Literacies, and Key Skills
<p><b>Career Ready Practice:</b> Plan education and career paths aligned to personal goals. <b>9.4.2.DC.6:</b> Identify respectful and responsible ways to communicate in digital environments. <b>9.4.2.IML.1:</b> Identify a simple search term to find information in a search engine or digital resource. <b>9.4.2.TL.2:</b> Create a document using a word processing application. Activity: Students create narrative writing pieces using a digital platform.</p> <p><b>9.2.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job. <b>9.4.2.CT.3:</b> Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Activity: Confer with the teacher to determine ways to achieve writing goals for the year. Discuss how goal setting is an important job skill.</p>
Computer Science & Design Thinking
<p><b>8.1.2.CS.1:</b> Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. Activity: Use digital tools to make plans for story writing.</p>

**Writing Unit 2 ~**  
**The How-To Guide for Nonfiction Writing**  
**November/December (8 weeks)**

	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Writers gather information about their topic through a variety of ways.</p> <p>Writers grow knowledge by thinking like scientists.</p> <p>Informational writers use mentor texts to emulate an author's ideas or approach.</p> <p><b>Goals:</b> <b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed</p>	<p><b>Teaching Points:</b> <b>Bend 1: Writing Lots of Nonfiction Books Quickly</b></p> <ul style="list-style-type: none"> <li>• Launching the big work of nonfiction writing in accessible ways</li> <li>• Learning from the experts: Noticing, naming, and trying out craft moves in nonfiction books</li> <li>• Nonfiction writers squeeze their brains: Writing long to teacher readers a lot of information</li> <li>• Writers set goals and make plans</li> <li>• A tip to the editor</li> </ul> <p><b>Bend 2: Writing for an Audience</b></p> <ul style="list-style-type: none"> <li>• Nonfiction writers consider what information their audience wants to know</li> <li>• Helping readers picture</li> </ul>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supplemental Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts:</b> <i>Apples</i> by Gail Gibbons <i>Cats</i> by Gail Gibbons <i>From Seed to Plant</i> by Gail Gibbons <i>The Pumpkin Book</i> by Gail Gibbons <i>Olivia's Birds Saving the Gulf</i> by Olivia Boulter <i>The Cheetah Fast as Lightning</i> by Philippe Dupont <i>How to Be a Friend: A Guide to Making Friends and Keeping Them</i> by Laurie Krasny Brown &amp; Marc Brown <i>Have You Seen Bugs?</i> by Oppenheim Aillaud <i>The Snowy Day</i> by Ezra Jack Keats <i>The Butterfly</i> by Anna Milbourne</p>

<p>by revising and editing. <b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.1a</b> 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><b>SL.2.1b</b> Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.1c:</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>B.</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p><b>E.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>C.</b> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><b>D.</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>E.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.2.4:</b> 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.</p> <p><b>L.2.6:</b> Use words and phrases</p>	<p>information</p> <ul style="list-style-type: none"> <li>• Nonfiction writers aim to hook and audience's interest right from the start</li> <li>• Writers do more than one thing at a once</li> <li>• Clearing up confusion: Answering readers' questions</li> <li>• Setting goals to make nonfiction books better</li> <li>• Editing nonfiction writing: Fixing up spelling mistakes for readers</li> <li>• Fancying up nonfiction books for an audience</li> </ul> <p><b>Bend 3: Writing Nonfiction Books of All Kinds</b></p> <ul style="list-style-type: none"> <li>• Writing nonfiction books of all kinds</li> <li>• Leaning on authors as mentors</li> <li>• Writers use reminders to craft new books</li> <li>• Partners lend a hand: Offering feedback from one nonfiction writer to another</li> <li>• Holding a learning expo</li> </ul> <p><b>Grammar/Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use apostrophes to create possessives</li> <li>• Multiple meaning words</li> <li>• Plural nouns and irregular plural nouns</li> <li>• Adjectives</li> </ul>	<p><u><i>Caterpillar to Butterfly</i></u> by Gilda Berger Melvin</p> <p><u><i>Recess at 20 Below</i></u> by Cindy Lou</p> <p><u><i>Let's Go Rock Collecting</i></u> by Roma Gans</p> <p><b>Teacher Resources:</b>  <i>The Continuum of Literacy Learning Grades PreK-8</i>  <i>A Guide to Teaching</i> written by Pinnell and Fountas  <i>The How-To Guide for Nonfiction Writing (If..Then Unit book)</i>  <i>Writing Pathways Performance Assessments and Learning Progressions</i> by Lucy Calkins  <i>The Writing Strategies Book</i> by Jennifer Serravallo</p> <p><b>Technology:</b>  Google Classroom  Google Docs  Document camera</p> <p><b>Assessment:</b>  <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writers Notebooks</li> <li>• Student Performance Checklists for Writing</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Student writing portfolios</li> <li>• Standards Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> <li>• Rubrics</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• Information writing benchmark assessment scored with Teachers College Rubric Reference <u><i>Writing Pathways Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</li> </ul> <p><b>Alternative:</b>  Create an infographic</p>
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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).		
<b>Interdisciplinary Connections</b>		
<b>Social Studies: 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</b> Activity: Flash draft an information piece about an environmental issue experienced in NJ.  <b>Science: 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</b> Activity: Flash draft an informational piece about topics related to plants and animals and their habitats.		
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<b>Career Ready Practice: Work productively in teams while using cultural/global competence. 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.5: Describe the difference between real and virtual experiences.</b> Activity: Discuss strategies that help individuals research topics.  <b>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b> Activity: Discuss ways in which research strategies help an individual achieve academic and career success.		
<b>Computer Science &amp; Design Thinking</b>		
<b>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</b> Activity: Use digital tools to explore a nonfiction topic.		

**Writing Unit 3 ~**  
**Writing About Reading**  
**January/February (6 weeks)**

<b>Understandings</b>	<b>Teaching Points (Possible Mini-Lessons)</b>	<b>Mentor Texts/Resources</b>
<b>Enduring Understandings:</b> Writers write about their reading by closely evaluating their books and keeping their audience in mind.  Writers raise the level of their opinion writing through deeper analysis of texts and the use of more sophisticated elaborative techniques.  <b>Goals:</b> <b>W.2.1</b> Write opinion pieces in	<b>Teaching Points:</b> <b>Bend 1: Letter Writing: A Glorious Tradition</b> Writers use mentor texts to understand how to express opinions. (Immersion Phase) <ul style="list-style-type: none"> <li>Writing letters to share ideas about characters</li> <li>Getting energy for writing by talking</li> <li>Writers generate more letters: developing new opinions by looking at pictures</li> <li>Writers make their letters about books even better by retelling</li> </ul>	<b>Core Materials:</b> Units of Study for Writing  <b>Supplemental Materials:</b> Leveled Bookroom Classroom Libraries  <b>Mentor Texts:</b> Chapter book read aloud: <i>Mercy Watson to the Rescue</i> by Kate diCamillo (Book should be read aloud previous to beginning unit, if possible.) <i>Frankly, Frannie Check, Please!</i> by

<p>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><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7.</b> 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> <p><b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>A.</b> Follow agreed-upon norms 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><b>B.</b> Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p><b>C.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3.</b> 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><b>SL.2.4.</b> Tell a story or recount an experience with appropriate</p>	<p>important parts</p> <ul style="list-style-type: none"> <li>• Keeping the audience in mind</li> <li>• Using a checklist to set goals for ourselves as writers</li> <li>• Writers note what to include in a persuasive book (and restaurant) review</li> <li>• Students notice (and later use) transitions and phrases reviewers use to state opinions and persuade others</li> </ul> <p><b>Bend 2: Raising the Level of Our Letter Writing</b></p> <ul style="list-style-type: none"> <li>• Writing about more than one part of a book</li> <li>• Writers plan, research, and rehearse their opinions to make their reviews more persuasive</li> <li>• Reading closely to generate more writing</li> <li>• Gathering more evidence to support each of our opinions</li> <li>• Why is the author using a capital here?</li> <li>• Planning each section of their review</li> <li>• Elaborating using reasons for their opinions</li> <li>• Using quotes from the books in their reviews</li> <li>• Publishing our opinions for all to read</li> </ul> <p><b>Bend 3: Writing Nominations and Awarding Favorite Books</b></p> <ul style="list-style-type: none"> <li>• Writers write in compelling ways in order to convince their audience</li> <li>• Writers connect parts of a piece using words such as <i>also</i>, <i>another</i>, and <i>because</i></li> <li>• Writers craft endings in which the reader is reminded of their opinion</li> <li>• And the nominees are...</li> <li>• Prove it! Adding Quotes to Support Opinions</li> <li>• Good. Better. Best. Using micro progressions as a tool for improving writing</li> <li>• Giving readers signposts and rest stops</li> <li>• Writing introductions and conclusions to captivate</li> <li>• Using a checklist to set “writerly” goals</li> <li>• Writing reviews in an organized way by paying attention to the structure they planned</li> <li>• Using voice and the special language of reviewers</li> </ul>	<p>AJ Stern  <u><i>Click, Clack, Moo</i></u> by Doreen Cronin  <u><i>I Wanna Iguana</i></u> by Karen Orloff  <u><i>Henry and Mudge</i></u> by Cynthia Rylant  <u><i>Harry the Dirty Dog</i></u> by Gene Zion  <u><i>I Wanna New Room</i></u> by Karen Orloff  <u><i>Don't Let the Pigeon Drive the Bus!</i></u> by Mo Willems  <u><i>Don't Let the Pigeon Stay Up Late!</i></u> by Mo Willems  <u><i>Pinky and Rex</i></u> by James Howe  <u><i>Ruby the Copycat</i></u> by Peggy Rathmann  <u><i>Dear Mrs. LaRue: Letters from Obedience School</i></u> by Mark Teague  <u><i>Earrings</i></u> by Judith Viorst  <u><i>The Day the Crayons Quit</i></u> by Drew Daywalt  <u><i>Should We Have Pets?: A Persuasive Text</i></u> by Sylvia Lollis  <u><i>One Word from Sophia</i></u> by Jim Averbeck and Yasmeen Ismail  <u><i>The Perfect Pet</i></u> by Margie Palatini  Book reviews  Restaurant Reviews</p> <p><b>Teacher Resources:</b>  <u><i>Writing About Reading</i></u>, Book 3, Teachers College Units of Study for Writing  <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  <u><i>Units of Study for Narrative, Opinion, and Information Writing</i></u> written by Lucy Calkins and colleagues at The Reading and Writing Project  <u><i>Writing About Reading</i></u>, Unit 3 Opinion Writing Grade 2 Published by Heinemann  <u><i>Writing Pathways Performance Assessments and Learning Progressions</i></u> by Lucy Calkins  <u><i>The Writing Strategies Book</i></u> by Jennifer Serravallo</p> <p><b>Technology:</b>  Google Classroom  Google Docs  Document camera</p> <p><b>Assessment:</b>  <b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Writing samples</li> </ul>
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<p>facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5.</b> Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>A.</b> Use collective nouns (e.g., group).</p> <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>A.</b> Capitalize holidays, product names, and geographic names.</p> <p><b>B.</b> Use commas in greetings and closings of letters.</p> <p><b>C.</b> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><b>D.</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>E.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.2.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A.</b> Compare formal and informal uses of English.</p> <p><b>L.2.6.</b> 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).</p>	<ul style="list-style-type: none"> <li>• Keeping the elaboration going</li> <li>• Awarding our favorites: A Book Fair Celebration</li> </ul> <p><b>Grammar/Punctuation</b></p> <ul style="list-style-type: none"> <li>• To spell a word the writer used what he knew about spelling patterns (<i>tion, er, ly</i>, etc.)</li> <li>• Spelled all the words on the word wall correctly and used the word wall to help spell other unknown words</li> <li>• Used quotation marks to show what characters said</li> <li>• Use apostrophes when writing contractions</li> <li>• Collective nouns</li> <li>• Proper use of commas in greetings and closings of letters</li> <li>• Formatting of friendly letters vs. formal letters</li> </ul>	<ul style="list-style-type: none"> <li>• Writers Notebooks</li> <li>• Student Performance Checklists for Writing</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Student writing portfolios</li> <li>• Standards Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> <li>• Rubrics</li> </ul> <p><b>Alternative:</b> Create a timeline</p>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>		
<p><b>Social Studies: 6.1.2.CivicsCM.2:</b> Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). Activity:</p>		



Flash draft a letter about your book and explain why it is important to understand the author's perspective and message.

**Visual and Performing Arts: 1.2.2.Cn11a:** Discuss and demonstrate how media artworks, messages, environments, and ideas relate to everyday and cultural life, such as daily activities, popular media, and connections with family and friends. Activity: Critique a piece of art and discuss how it is similar to writing about reading.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice:** Model integrity, ethical leadership and effective management. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). Activity: Discuss the importance of conventions, word choice, and organization in writing in order to effectively communicate ideas. Students will watch videos of various authors reading to hear word choice, tone, and mood.

**9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.** Activity: Discuss why it is important for writers to communicate ideas clearly.

### Computer Science & Design Thinking

**8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.** Activity: Explain how individuals use technology to write and share books with others.

## Writing Unit 4 ~ Poetry: Powerful Thoughts in Tiny Packages February/March (5 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Poetry elicits feelings through the reading of poems aloud, in groups, with partners and alone.</p> <p>Poets choose precise words, specific structures, and use repetition to convey feelings and mood.</p> <p><b>Goals:</b> <b>W.2.3</b> 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. <b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p>	<p><b>Bend I: Seeing with a Poet's Eyes</b></p> <ul style="list-style-type: none"> <li>Listening for line breaks</li> <li>Putting powerful thoughts in tiny packages</li> <li>Poets find poems in the strong feelings and concrete details of life</li> <li>Editing poetry</li> </ul> <p><b>Bend II: Delving Deeper: Experimenting with Language and Sound to Create Meaning</b></p> <ul style="list-style-type: none"> <li>Searching for honest, precise words: language matters</li> <li>Patterning through repetition</li> <li>Poems are moody</li> <li>Using comparisons to clarify feelings and ideas</li> <li>Stretching out a comparison</li> </ul> <p><b>Bend III: Trying Structures on for Size</b></p> <ul style="list-style-type: none"> <li>Studying structure</li> <li>Studying a mentor text with a</li> </ul>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supplemental Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts:</b> <i>Old Elm Speaks Tree Poems</i> by Kristine O'Connell George <i>"Pencil Sharpener"</i> by Zoe Ryder White <i>"Ceiling"</i> by Zoe Ryder White <i>"Aquarium"</i> by Valerie Worth <i>"Between Two Tires"</i> by Kristine O'Connell <i>"Valentine for Ernest Mann"</i> (excerpt) by Naomi Shabib Nye <i>"Fly Fishing in the Crystal River"</i> by Kristin O'Connell George <i>"Maples in October"</i> by Amy Ludwig VanDerwater <i>"Destiny"</i> by Kristine O'Connell <i>"Lullaby"</i> by Kristine O'Connell</p>

<p><b>W.2.6</b> With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.3.3b</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, metacognitions/self-correction and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud of information presented orally or through other media.</p> <p><b>SL.2.3</b> 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><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive comments detail, speaking audibly in coherent sentences.</p> <p><b>L.2.1</b> Demonstrate command of the conversations of standard English grammar and usage when writing or speaking.</p> <p><b>E.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>F.</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p><b>L.2.2</b> Demonstrate command of the</p>	<ul style="list-style-type: none"> <li>poet's eyes</li> <li>Matching structures to feelings</li> <li>Playing with point of view</li> <li>Revising poems: Replacing feeling words with word pictures</li> <li>Editing poems: Reading aloud to find trouble spots</li> <li>Presenting poems to the world: An author's celebration</li> </ul> <p><b>Grammar/Punctuation</b></p> <ul style="list-style-type: none"> <li>Expand and rearrange simple and complex sentences</li> <li>Reflexive pronouns</li> </ul>	<p><i>"Inside My Heart"</i> by Zoe Ryder White And other poems selected by the teacher</p> <p><b>Teacher Resources:</b> <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann <u><i>Units of Study for Narrative, Opinion, and Information Writing</i></u> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 2 Unit 4 <u><i>Poetry Big Thoughts in Small Packages</i></u> Published by Heinemann</p> <p><b>Technology:</b> Google Classroom Google Docs Document camera</p> <p><b>Assessment:</b> <b>Formative:</b></p> <ul style="list-style-type: none"> <li>Student/teacher conferences</li> <li>Writing samples</li> <li>Writers Notebooks</li> <li>Student Performance Checklists for Writing</li> <li>Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Student presentations</li> <li>Student writing portfolios</li> <li>Standards Based Writing Rubrics</li> <li>Writing Pathways Performance Assessments</li> <li>Rubrics</li> </ul> <p><b>Alternative:</b> Create a poster</p>
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<p>conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>D.</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>E.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.2.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A.</b> Compare formal and informal uses of English.</p> <p><b>L.2.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>SL.2.3.</b> 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><b>L.2.6</b> 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).</p>		
Interdisciplinary Connections		
<p><b>Social Studies: 6.1.2.CivicsDP3</b> Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. Activity: Flash draft a poem about a historical symbol, monument, or holiday and how it affects the American Identity.</p> <p><b>Science: 2-ESS2-2</b> Develop a model to represent the shapes and kinds of land and bodies of water in an area. Activity: Flash draft a poem about an object using notes from an investigation regarding its observable properties.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p><b>Career Ready Practice:</b> Use technology to enhance productivity, increase collaboration, and communicate effectively. <b>9.4.2.DC.1:</b> Explain differences between ownership and sharing of information. <b>9.4.2.IML.1:</b> Identify a simple search term to find information in a search engine or digital resource. <b>9.4.2.TL.1:</b> Identify the basic features of a digital tool and explain the purpose of the tool (e.g., <b>8.2.2.ED.1</b>). Activity: Discuss the elements of poetry needed in order for a writer to communicate ideas clearly.</p> <p><b>9.2.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job. <b>9.4.2.CI.1:</b> Demonstrate openness to new ideas and perspectives. Activity: Identify different kinds of writing and the purpose for each. Discuss how poetry can communicate ideas and feelings and how communication is an important job skill.</p>		
Computer Science & Design Thinking		

**8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.** Activity: Use navigation skills in a virtual environment to learn more about topics for poetry writing.

**Writing Unit 5 ~  
Informational Writing: Lab Reports and Science Books  
April (4 weeks)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Writers gather information about their topic through a variety of ways.</p> <p>Writers grow knowledge by thinking like scientists.</p> <p>Writers know that it is important in informational writing to use mentor texts to emulate an author's ideas or approach.</p> <p><b>Goals:</b>  <b>W.2.2.</b> Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.  <b>W.2.5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.  <b>W.2.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  <b>W.2.7.</b> 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).  <b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.  <b>L.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3.</b> 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.  <b>SL.2.5.</b> Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts,</p>	<p><b>Bend 1: Writing as Scientists Do</b></p> <ul style="list-style-type: none"> <li>• Learning to write about science—writers write in a certain way--- in a lab report format</li> <li>• Studying a mentor text: Procedural writing</li> <li>• New wonderings, new experiments</li> <li>• Authors share scientific ideas/conclusions</li> <li>• Scientists learn from other sources as well as from experiments</li> <li>• Student self-assessment and plans</li> <li>• Writers produce a page or more of writing every day, the amount that would fill a piece of notebook paper. They write an entry or two in class each day, each a page or more in length, and, at times, an additional entry at home. Remain engaged for forty minutes</li> </ul> <p><b>Bend 2: Writing to Teach Others about Our Discoveries</b></p> <ul style="list-style-type: none"> <li>• Remember all you know about science and about scientific writing for new experiments</li> <li>• Studying a mentor text: the “results” page</li> <li>• Comparing results and reading more expert materials to consider new questions</li> <li>• Designing and writing a new experiment</li> <li>• Writers make significant large-scale changes and then write a second draft outside of the notebook</li> <li>• Writers use a small repertoire of revision strategies and</li> </ul>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supplemental Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts:</b>  <u><i>What Is Matter?</i></u> by Lola M. Schaefer  <u><i>Liquids and Gases</i></u> by Erin Ash Sullivan  <u><i>Discover Gases</i></u> by Barbara Bannon  <u><i>Discover Liquids</i></u> by Barbara Bannon  <u><i>Discover Solids</i></u> by Barbara Bannon  <u><i>Measuring Matter: Solids, Liquids, and Gases</i></u> by Rebecca Matos  <u><i>Matter is Everywhere: Solids, Liquids and Gases</i></u> by Rebecca Matos  <u><i>This is Matter: Solids, Liquids, and Gases</i></u> by Rebecca Matos  <u><i>Does it Sink or Float</i></u> by Susan Hughes  <u><i>Engineers Solve Problems</i></u> by Reagan Miller and Crystal Sikkens  <u><i>Changing Materials</i></u> by Chris Oxlade</p> <p><b>Teacher Resources:</b>  <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann  <u><i>Units of Study for Narrative, Opinion, and Information Writing</i></u> written by Lucy Calkins and colleagues at The Reading and Writing Project Grade 2 Unit 2, <i>Lab Reports and Science Books</i> Published by Heinemann</p>

<p>and feelings.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested</p> <p><b>L.2.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.2.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>D.</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>E.</b> Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.2.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A.</b> Compare formal and informal uses of English.</p>	<p>knows that there are ways that revision can pay off (i.e., revising beginnings, revising endings, key parts, rethinking audience, topic, etc.)</p> <ul style="list-style-type: none"> <li>Editing: Domain specific language</li> </ul> <p><b>Bend 3: Writing about Matter in Information books</b></p> <ul style="list-style-type: none"> <li>Drawing on all we know to rehearse and plan information books</li> <li>Tapping information know-how for drafting</li> <li>Studying mentor texts: Integrating scientific information</li> <li>Using comparisons to teach readers</li> <li>Showing hidden words with science writing</li> <li>Introductions and conclusions: Addressing an audience</li> <li>Editing: Aligning expectations to the New Jersey Learning Standards</li> <li>Writers edit work for spelling, punctuation, and language usage. They draft correctly capitalizing proper nouns, using apostrophes for contractions and possessives, and employ correct end punctuation. 2nd Grade writers begin to edit for correct comma usage in dialogue and addresses as well as correct quotation mark usage in dialogue and correct capitalization of titles</li> <li>Celebrating: Writing and Science Exhibition</li> </ul> <p><b>Grammar/Punctuation</b></p> <ul style="list-style-type: none"> <li>Adverbs</li> </ul>	<p><b>Technology:</b></p> <p>Google Classroom Google Docs Document camera</p> <p><b>Assessment:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Student/teacher conferences</li> <li>Writing samples</li> <li>Writers Notebooks</li> <li>Student Performance Checklists for Writing</li> <li>Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Student presentations</li> <li>Student writing portfolios</li> <li>Standards Based Writing Rubrics</li> <li>Writing Pathways Performance Assessments</li> <li>Rubrics</li> </ul> <p><b>Alternative:</b></p> <p>Make an ABC book</p>
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### Interdisciplinary Connections

**Social Studies: 6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). Activity: Outline the steps one can take to address an environmental concern (e.g., steps for recycling).

**Science: 2-PS1-4** Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. Activity: Compose an argument with evidence to explain changes caused by heating or cooling and why some can be reversed and some cannot.

## Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice:** Work productively in teams while using cultural/global competence. 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGL.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). Activity: Discuss ways an individual can investigate a problem.

**9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Activity: Discuss the research collected regarding individuals in a community who can work together to identify problems and solve them. Identify the jobs required to implement the solution.

## Computer Science & Design Thinking

**8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats. Activity: Enter scientific findings into a spreadsheet.

## Writing Unit 6 ~ Opinion Writing Using Persuasive Reviews May/June (6 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Writers progress from writing opinions that are purely personal to ones that are more persuasive and more universal.</p> <p>Writers persuade others to believe what they believe and take action as a result of their writing.</p> <p>Writers discover that they have a voice and that writing can be a great vehicle for sharing what they think with others.</p> <p><b>Goals:</b> <b>W.2.1</b> 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. <b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><b>Teaching Points:</b> <b>Bend 1: Get Kids Started Writing Lots and Lots of Reviews and Living Differently Because They Are Critics</b></p> <ul style="list-style-type: none"> <li>Involve students in the process of gathering mentor texts - then immerse them in reading persuasive reviews and noticing characteristics of the genre</li> <li>Create a shared experience so that students can practice coming up with, and then supporting, an opinion when faced with a differing opinion</li> <li>Go! Remind students of sources for review ideas, and then get started!</li> <li>Live life as a reviewer: teach students to be aware of their opinions and on the lookout for facts to support them</li> <li>Go back to basics: teach students to organize and plan opinion writing, angling their reviews toward their audience</li> </ul> <p><b>Bend 2: Make Reviews More Persuasive: Add Details and More Specific Language and Use Mentor Texts</b></p>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supplemental Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts:</b> Chapter book read aloud: <i>Mercy Watson to the Rescue</i> by Kate diCamillo (Book should be read aloud previous to beginning unit, if possible.) <i>Frankly, Frannie Check, Please!</i> by AJ Stern <i>Click, Clack, Moo</i> by Doreen Cronin <i>I Wanna Iguana</i> by Karen Orloff <i>Henry and Mudge</i> by Cynthia Rylant <i>Harry the Dirty Dog</i> by Gene Zion <i>I Wanna New Room</i> by Karen Orloff <i>Don't Let the Pigeon Drive the Bus!</i> by Mo Willems <i>Don't Let the Pigeon Stay Up Late!</i> by Mo Willems <i>Pinky and Rex</i> by James Howe <i>Ruby the Copycat</i> by Peggy Rathmann <i>Dear Mrs. LaRue: Letters from Obedience School</i> by Mark Teague <i>Earrings</i> by Judith Viorst <i>The Day the Crayons Quit</i> by Drew Daywalt</p>

<p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7</b> 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> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>A.</b> Follow agreed-upon norms 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><b>B.</b> Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p><b>C.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3.</b> 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><b>SL.2.5.</b> Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>C.</b> Use reflexive pronouns (e.g.,</p>	<ul style="list-style-type: none"> <li>• Plan a guided inquiry that allows students to examine and notice features of persuasive reviews</li> <li>• Encourage students to come up with relevant details by using their senses and studying artifacts and mentor texts</li> <li>• Introduce sticky notes as a tool to support revision work</li> <li>• Teach students to elaborate by using thought prompts, choosing relevant details, and including small moments</li> <li>• Teach children that review writers have a logical, organizing structure to their writing</li> <li>• Teach students to consider the audience when doing revision work</li> <li>• Push your students to even higher levels: teach counterargument and introduce lined paper</li> </ul> <p><b>Bend 3: Get Ready To Share Your Reviews With The World</b></p> <ul style="list-style-type: none"> <li>• Guide students as they select a persuasive review to publish. Which idea do they want to get out into the world? Which piece of writing can benefit from revision?</li> <li>• Teach students to revise with the lens of making their writing as persuasive as it can be</li> <li>• Teach strategies for making writing readable. Teachers can't be persuaded if they can't read what you have to say</li> <li>• Publish the reviews</li> <li>• Share reviews and collect feedback; building and linking to the comments of others</li> </ul> <p><b>Grammar/Punctuation</b></p> <ul style="list-style-type: none"> <li>• To spell a word, the writer used what he knew about spelling patterns (<i>tion, er, ly</i>, etc.)</li> <li>• Spelled all the words on the word wall correctly and used the word wall to help spell other unknown words</li> <li>• Used quotation marks to show what characters said</li> <li>• Verbs and irregular verbs</li> </ul>	<p><u>Should We Have Pets?: A Persuasive Text</u> by Sylvia Lollis</p> <p><u>One Word from Sophia</u> by Jim Averbeck and Yasmeen Ismail</p> <p><u>The Perfect Pet</u> by Margie Palatini</p> <p>Book reviews</p> <p>Restaurant Reviews</p> <p><b>Teacher Resources:</b></p> <p>If...Then...Curriculum, Teachers College Units of Study for Writing <u><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i></u> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><u><i>Units of Study for Narrative, Opinion, and Information Writing</i></u> written by Lucy Calkins and colleagues at The Reading and Writing Project <u><i>Writing About Reading</i></u> Unit 3 Opinion Writing</p> <p>Grade 2 Published by Heinemann <u><i>Writing Pathways Performance Assessments and Learning Progressions</i></u> by Lucy Calkins</p> <p><u><i>The Writing Strategies Book</i></u> by Jennifer Serravallo</p> <p><b>Technology:</b></p> <p>Google Classroom</p> <p>Google Docs</p> <p>Document camera</p> <p><b>Assessment:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writers Notebooks</li> <li>• Student Performance Checklists for Writing</li> <li>• Learning Progressions</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Student writing portfolios</li> <li>• Standards Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> <li>• Rubrics</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• Opinion writing benchmark assessment scored with Teachers College Rubric Reference <u><i>Writing Pathways Performance Assessments and</i></u></li> </ul>
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<p>myself, ourselves).</p> <p><b>D.</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p><b>F.</b> 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).</p> <p><b>L.2.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>D.</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>E.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.2.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>A.</b> Compare formal and informal uses of English.</p> <p><b>L.2.6.</b> 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).</p>		<p><i>Learning Progressions</i> by Lucy Calkins pgs. 82-123</p> <p><b>Alternative:</b> Present opposite points of view</p>
Interdisciplinary Connections		
<p><b>Social Studies: 6.1.2.EconEM.2:</b> Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. Activity: Flash draft a review on a product.</p> <p><b>Visual and Performing Arts: 1.2.2.Cn10b:</b> Share and discuss experiences of media artworks, describing their meaning and purpose. Activity: Flash draft a review of a piece of art.</p>		
Career Readiness, Life Literacies, and Key Skills		
<p><b>Career Ready Practice:</b> Use technology to enhance productivity, increase collaboration, and communicate effectively.</p> <p><b>9.4.2.DC.2:</b> Explain the importance of respecting the digital content of others. <b>9.4.2.IML.1:</b> Identify a simple search term to find information in a search engine or digital resource. <b>9.4.2.TL.6:</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.). Activity: Discuss strategies writers use to write persuasively.</p> <p><b>9.1.2.CAP.1:</b> Make a list of different types of jobs and describe the skills associated with each job. Activity: Discuss ways in which persuasive writing and techniques are used in everyday life.</p>		
Computer Science & Design Thinking		



**8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.** Activity: Discuss how technology helps individuals read reviews and find books or other products of interest.

**Writing Unit 7 ~  
Celebrating Writing Across the Genres  
June (1 week)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p><b>Enduring Understandings:</b> Skilled writers have a repertoire of genres in which they work, and they have an awareness of how each genre is its own particular tool to make a message strong and meaningful.</p> <p>Writers will know their audience, understand the purpose of their message, and be able to choose the genre that best communicates their message.</p> <p><b>Goals:</b>  <b>W.2.1.</b> 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 conclusion.  <b>W.2.2.</b> Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.  <b>W.2.3.</b> 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.  <b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  <b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and</p>	<ul style="list-style-type: none"> <li>Remind children of what they have learned about the writing process across the years and launch them into writing</li> <li>Review a portfolio of writing work from this year and identify areas of growth</li> <li>Create writing goals for 3rd grade</li> <li>Choose a piece of unpublished writing and apply the strategies learned this year to polish and publish it</li> </ul>	<p><b>Core Materials:</b> Units of Study for Writing</p> <p><b>Supplemental Materials:</b> Leveled Bookroom Classroom Libraries</p> <p><b>Mentor Texts:</b>  <u><i>Mercy Watson to the Rescue</i></u> by Kate diCamillo (This read aloud should be completed before unit 3.)  Or  <u><i>Gooney Bird Greene</i></u> (A chapter book read-aloud)  *<u><i>Owl Moon</i></u> by Jane Yolen  *<u><i>The Leaving Morning</i></u> by Angela Johnson  <u><i>Frankly, Frannie Check, Please!</i></u> by AJ Stern  <u><i>Click, Clack, Moo</i></u> by Doreen Cronin  <u><i>I Wanna Iguana</i></u> by Karen Orloff  <u><i>I Wanna New Room</i></u> by Karen Orloff  <u><i>Don't Let the Pigeon Drive the Bus!</i></u> by Mo Willems  <u><i>Don't Let the Pigeon Stay Up Late!</i></u> by Mo Willems  <u><i>Dear Mrs. LaRue: Letters from Obedience School</i></u> by Mark Teague  <u><i>Earrings</i></u> by Judith Viorst  <u><i>Apples</i></u> by Gail Gibbons  <u><i>From Seed to Plant</i></u> by Gail Gibbons  <u><i>The Pumpkin Book</i></u> by Gail Gibbons  <u><i>The Snowy Day</i></u> by Ezra Jack Keats  <u><i>Recess at 20 Below</i></u> by Cindy Lou  <u><i>I'm in Charge of Celebrations</i></u> by Byrd Baylor  <u><i>Ponyella</i></u> by Laura Numeroff  <u><i>The Boy Who Cried Wolf</i></u> by B. G. Hennessey  <u><i>The Wolf Who Cried Boy</i></u> by Bob Hartman  <u><i>The Three Little Pigs</i></u> by Paul Galdone  <u><i>The True Story of the Three Little Pigs</i></u> by Jon Scieszka</p>

<p>texts with peers and adults in small and larger groups.</p> <p><b>SL.2.5.</b> Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		<p><i>The Three Little Pigs</i> by Steven Kellogg</p> <p><i>Little Red Riding Hood</i> by Lisa Campbell Ern</p> <p><i>Pretty Salma: A Little Red Riding Hood Story from Africa</i> by Niki Daly</p> <p><i>Cinder Edna</i> by Ellen Jackson</p> <p><i>Cinder-Elly</i> by Frances Minters</p> <p><i>The Stinky Cheeseman</i> by Jon Scieszka</p> <p><i>The Paper Bag Princess</i> by Robert Munsch</p> <p><i>Fables</i> by Arnold Lobel</p> <p><i>Old Elm Speaks Tree Poems</i> by Kristine O'Connell George</p> <p><i>"Pencil Sharpener"</i> by Zoe Ryder White</p> <p><i>"Ceiling"</i> by Zoe Ryder White</p> <p><i>"Aquarium"</i> by Valerie Worth</p> <p><i>What is the World Make Of? All About Solids, Liquids, and Gases (Let's-Read-and-Find... Science, Stage 2)</i> by Kathleen Weidner Zoehfeld</p> <p><i>Solids, Liquids, And Gases (Rookie Reader)</i> by Ginger Garrett</p> <p><i>There's a Nightmare in My Closet</i> by Mercer Mayer</p> <p><i>Silly Lilly and the Four Seasons</i> by Agnes Rosenstiehl</p> <p><i>Elephant and Piggie</i> series by Mo Willems</p> <p><b>Teacher Resources:</b></p> <p><i>The Continuum of Literacy Learning Grades PreK-8 A Guide to Teaching</i> written by Gay Su Pinnell and Irene C. Fountas and Published by Heinemann</p> <p><i>Writing Pathways Performance Assessments and Learning Progressions</i> by Lucy Calkins</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p> <p><b>Technology:</b></p> <p>Google Classroom</p> <p>Google Docs</p> <p>Document camera</p> <p><b>Assessment:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Student/teacher conferences</li> <li>• Writing samples</li> <li>• Writers Notebooks</li> <li>• Student Performance Checklists for Writing</li> <li>• Learning Progressions</li> </ul>
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		<b>Summative:</b> <ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Student writing portfolios</li> <li>• Standards Based Writing Rubrics</li> <li>• Writing Pathways Performance Assessments</li> <li>• Rubrics</li> </ul> <b>Alternative:</b> Portfolio
<b>Interdisciplinary Connections</b>		
<p><b>Social Studies: 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</b> Activity: Discuss how writing can help us to exercise our civic responsibilities at the community, state, national and global levels.</p> <p><b>Visual and Performing Arts: 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</b> Activity: Write a response describing the aesthetic qualities of exemplary works of art and identify characteristics of the artists who created them that you like best.</p>		
<b>Career Readiness, Life Literacies, and Key Skills</b>		
<p>Career Ready Practice Plan education and career paths aligned to personal goals. <b>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.TL.2: Create a document using a word processing application.</b> Activity: Reflect on writing and set goals for next year.</p> <p><b>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b> Activity: Discuss how writing skills will help lay a foundation for future academic and career success.</p>		
<b>Computer Science &amp; Design Thinking</b>		
<p><b>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.</b> Activity: Reflect on writing this year and write goals for next year. Set goals that will use technology and communication globally.</p>		