

# **English Language Arts**

## **GRADE 2**

**BOARD APPROVAL DATE: August 2021**

**BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised  
2016**



## Unit Overview (Standards Coverage)

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.10  RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.9, RI.2.10  RF.2.3, RF.2.4  W.2.1, W.2.2, W.2.3, W.2.5, W.2.6  L.2.1, L.2.2, L.2.3, L.2.4, L.2.5  SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6	<p><b>Reading:</b> Exploring characters and reading and writing about the world around students.</p> <p><b>Writing:</b> Narrative and opinion writing.</p> <p><b>PWS:</b> Consonant clusters and vowel sounds. Using word strategies to maintain fluency.</p>	<p><u>READING</u>            Ask and answer questions            Infer            Figurative language            Context Clues            Theme            Characters            Text Structure            Point of View            Using Illustrations            Comparing texts</p> <p><u>WRITING</u>            Write About Reading            Narrative Writing            Opinion Essay</p> <p><u>FOUNDATIONAL SKILLS</u>            Word Study            Read fluently and comprehend text</p>	60 days
Unit 2	RL.2.1, RL.2.2, RL.2.3, RL.2.6, RL.2.6, RL.2.9, RL.2.10  RI.2.1, RI.2.2, RI.2.5  RI.2.6, RI.2.7  RF.2.3, RF.2.4  W.2.1, W.2.2, W.2.3, W.2.5, W.2.6  L.2.1, L.2.2, L.2.4  SL.2.1, SL.2.2, SL.2.3	<p><b>Reading:</b> Exploring the author's craft, main idea and theme.</p> <p><b>Writing:</b> Informative and opinion writing.</p> <p><b>PWS:</b> Word solving for encoding and decoding multisyllabic words.</p>	<p><u>READING</u>            Analyze Characters, Events and Setting            Point of View            Main Idea            Vocabulary            Main Idea            Sequence of events            Comparing Texts            Vocabulary            Integration of media            Text features</p> <p><u>WRITING</u>            Write About Reading            Opinion Writing            Research Based Writing</p>	60 days

	SL.2.4, SL.2.5, SL.2.6		<u>FOUNDATIONAL SKILLS</u> Word Study Read fluently and comprehend text	
<b>Unit 3</b>	RL.2.1, RL.2.2, RL.2.3 RL.2.4, RL.2.5, RL.2.6 RL.2.7, RL.2.9, RL.2.10  RI.2.1, RI.2.2, RI.2.3, RI.2.4 RI.2.5, RI.2.6, RI.2.7, RI.2.8 RI.2.9, RI.2.10  RF.2.3, RF.2.4  W.2.1, W.2.5, W.2.6, W.2.7 W.2.8  L.2.1, L.2.2, L.2.4, L.2.5 L.2.6  SL.2.1, SL.2.2, SL.2.3 SL.2.4, SL.2.5, SL.2.6	<p><b>Reading:</b> Building on Units 1 and 2 through genre expansion and exploration.</p> <p><b>Writing:</b> Research and exploration of texts.</p> <p><b>PWS:</b> Mastery of grade-level foundational skills.</p>	<p><u>READING</u> Genre Vocabulary Book Clubs</p> <p><u>WRITING</u> Write About Reading Opinion Writing Research Based Writing</p> <p><u>FOUNDATIONAL SKILLS</u> Word Study Read fluently and comprehend text</p>	<b>60 days</b>

**This document outlines in detail the answers to following four questions:**

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1 **ELA/GRADE 2**

Content & Practice Standards (write in full)	Career Readiness, Life Literacies, and Key Skills	Critical Knowledge & Skills
<p><b><u>Progress Indicators for Reading Literature</u></b>            RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.            RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.            RL.2.3. Describe how characters in a story respond to major events and challenges using key details.            RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.            RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.            RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p><b><u>Progress Indicators for Reading Informational Text</u></b>            RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.            RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.            RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.            RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.            RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.            RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity</p>	<ul style="list-style-type: none"> <li>● <b>Creativity and Innovation:</b> Brainstorming can create new, innovative ideas.</li> <li>● <b>Critical Thinking and Problem-solving:</b> Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.</li> <li>● <b>Digital Citizenship:</b> Digital artifacts can be owned by individuals or organizations.               <ul style="list-style-type: none"> <li>• Individuals should practice safe behaviors when using the Internet.</li> <li>• An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative.</li> <li>• Digital communities allow for social interactions that can result in positive or negative outcomes.</li> <li>• Young people can have a positive impact on the natural world in the fight against climate change.</li> </ul> </li> <li>● <b>Global and Cultural Awareness:</b> Individuals from different cultures may have different points of view and experiences.</li> <li>● <b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information that can be searched.               <ul style="list-style-type: none"> <li>• Digital tools can be used to display data in various ways.</li> <li>• A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.</li> <li>• Information is shared or conveyed in a variety of formats and sources.</li> </ul> </li> <li>● <b>Technology Literacy:</b> <ul style="list-style-type: none"> <li>• Digital tools have a purpose.</li> <li>• Collaboration can simplify the work an individual has to do and sometimes produce a better product.</li> </ul> </li> </ul>	<p><b><u>READING</u></b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions: Students should ask and answer questions and make connections to help with comprehension.</li> <li>● Infer: Student should draw inferences from the text, including using illustrations to help.</li> <li>● Figurative language: Students should understand the difference between literal and nonliteral language</li> <li>● Context Clues: Students should use strategies to determine unknown words within a text.</li> <li>● Theme: Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details and patterns in those details to determine central messages or themes.</li> <li>● Characters: Students identify the main characters in a story and describe them using literal and inferential story details. Students should note and analyze how the actions of characters influence the story events.</li> <li>● Text Structure: Readers should determine how the parts of a story are connected or organized (time order, topic), and how those parts build on one another not only in stories, but in dramas and poems. Readers should also be able to identify the parts of a literary text: chapters, stanzas, scenes, etc.</li> <li>● Point of View: Establish the point of view of a text and determine how the reader’s point of view is different from the narrator’s or the characters.</li> <li>● Using Illustrations: Discuss how the text and images work together to make the reader feel a certain way (mood). Interpret what the illustrations tell a reader about the text and how they help clarify the words.</li> <li>● Comparing texts: Readers can identify similarities and differences in books with the same author and characters, including the</li> </ul>

proficiently with scaffolding as needed.

**Progress Indicators for Reading Foundational Skills** (all year as needed)

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

**Progress Indicators for Writing**

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

central message, theme, lesson, and/or moral of the stories and how the texts details, characters, and central messages are alike and different.

**WRITING**

- Write About Reading: Students should begin a reader’s notebook where they apply whole group instruction to their independent reading.
- Narrative Writing: Personal narrative about something they’ve done or that’s happened in their lives
- Opinion Essay: Opinion paragraph with two or three supporting reasons and an ending

**FOUNDATIONAL SKILLS**

- Word Study (learning word patterns rather than memorizing unconnected words)
- Read fluently and comprehend text

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.  
 W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Progress Indicators for Language**

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., groups)
- b. Form and use frequently occurring irregular plural nouns
- c. Form and use the past tense of frequently occurring irregular verbs
- d. Use adjectives

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

- c. Use an apostrophe to form contractions and frequently occurring possessives.

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

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context clues
- c. Use a known root word as a clue to the meaning of an unknown word with the same root

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

- a. Identify real-life connections between words and their use
- b. Distinguish shades of meaning among closely related verbs and closely related adjectives

**Speaking and Listening (all year)**

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., gaining the floor in

<p>respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>		
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**Unit 1 ELA - Grade 2**

**Stage 1 – Desired Results**

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>This unit introduces narrative text sets with common themes to have students examine community, relationships and make connections to their own lives through reading and writing.</i></p>	<p>Guided Reading Library                      Words Their Way                      Reader’s Notebook                      Writer’s Notebook                      Writing Rubric                      F&amp;P Benchmark and <b>Classroom</b>                      Conferencing evidence</p>

**UNDERSTANDINGS**

**READING**

- Students should build reading stamina and use the workshop model to support and practice their learning.
- Students should understand the importance of complex characters and how they affect the plot and theme.
- Students should understand point of view and how stories told from different points of view may affect the reader.

**WRITING**

- Students should understand the importance of connecting reading to writing.
- Students should understand the importance of characters and how they affect the plot and theme.

- Analyze how characters or plot interact over the course of a text.

Students will know...	Students will be able to...
<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Ask questions to deepen understanding of a text</li> <li>• Provide specific examples and evidence from personal experience and text</li> <li>• Derive meanings of words from context</li> <li>• Follow a text with complex plot and multiple problems</li> <li>• Notice when a fiction writer is communicating a moral or theme</li> <li>• Notice recurring themes in traditional literature</li> <li>• Understand that structures in fiction build on one another and use details from the beginning to understand information later</li> <li>• Notice and infer how the illustrations in a text help the reader</li> <li>• Connect texts by a range of categories like character, author, genre, etc.</li> <li>• Notice how an author reveals characters</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Explore definitions of new words by writing about them</li> <li>• Make notes about the need to clarify information (questions and confusion)</li> <li>• Notice and write about the characteristics of genre</li> <li>• Compose notes, lists, letters, or statements to remember important information about a text.</li> <li>• Develop an interesting story with believable characters and realistic plot</li> <li>• Create a problem and how characters react to the problem</li> <li>• Use vivid details and dialogue to show rather than tell how characters feel</li> <li>• Notice and make note of significant information from illustrations</li> <li>• Write about how the illustrations communicate the writer’s message</li> <li>• Write about a character’s actions and consequences</li> <li>• Notice and write about character change and infer reasons related to events in the plot</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions: Students should ask and answer questions and make connections to help with comprehension.</li> <li>• Infer: Student should draw inferences from the text, including using illustrations to help.</li> <li>• Figurative language: Students should understand the difference between literal and nonliteral language</li> <li>• Context Clues: Students should use strategies to determine unknown words within a text.</li> <li>• Theme: Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details and patterns in those details to determine central messages or themes.</li> <li>• Characters: Students identify the main characters in a story and describe them using literal and inferential story details. Students should note and analyze how the actions of characters influence the story events.</li> <li>• Text Structure: Readers should determine how the parts of a story are connected or organized (time order, topic), and how those parts build on one another not only in stories, but in dramas and poems. Readers should also be able to identify the parts of a literary text: chapters, stanzas, scenes, etc.</li> <li>• Point of View: Establish the point of view of a text and determine how the reader’s point of view is different from the narrator’s or the characters.</li> <li>• Using Illustrations: Discuss how the text and images work together to make the reader feel a certain way (mood). Interpret what the illustrations tell a reader about the text and how they help clarify the words.</li> <li>• Comparing texts: Readers can identify similarities and differences in books with the same author and characters, including the central message, theme, lesson, and/or moral of the stories and how the texts details, characters, and central messages are alike and different.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Write About Reading: Students should begin a reader’s notebook where they apply whole group instruction to their independent reading.</li> <li>• Narrative Writing: Personal narrative about something they’ve done or that’s happened in their lives</li> <li>• Opinion Essay: Opinion paragraph with two or three supporting reasons and an ending</li> </ul> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Word Study (learning word patterns rather than memorizing unconnected words)</li> <li>• Read fluently and comprehend text</li> </ul>
<b>Stage 2 – Assessment Evidence</b>	
Performance Tasks:	Other Evidence ( <b>Alternate Assessments</b> ):
	<ul style="list-style-type: none"> <li>• Reader’s Notebook</li> </ul>

**Narrative Writing W.2.3**

Narrative Writing: Students are expected to organize ideas for a narrative by engaging the reader with a story hook, establishing a situation or story background with a narrator and characters. The narrative should present an organized sequence of events about something that has happened in their lives.

- Writer’s Notebook
- Writing Rubric
- F&P Benchmark
- Common Assessments
- Trimester Benchmark Assessments
- Running Records
- Conferencing evidence

**Stage 3 – Learning Plan**

- *Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*
- *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*
- *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*
- *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

*What pre-assessments will you use to check student’s prior knowledge, skill levels, and potential misconceptions?  
 Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?  
 Does the learning plan reflect principles of learning and best practices?  
 Is there tight alignment with Stages 1 and 2?  
 Is the plan likely to be engaging and effective for all students?*

**PROGRESS MONITORING**

*How will you monitor students’ progress toward acquisition, meaning-making, and transfer, during lesson events?  
 What are potential rough spots and student misunderstandings?  
 How will students get the feedback they need?  
 What supports are needed for students to be successful? Re-teach, small group instruction, etc.*

**Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students**

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

**Gifted & Talented:**

- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

**Tier I:**

- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data
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**Tier II:**

- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

**Tier III:**

- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title 1/Remedial pull-out focused on targeted intervention and strategy
- Maximum guided reading instruction
- MobyMax individualized learning path
- Title 1/Remedial pull-out focused on targeted intervention and strategy
- Maximum guided reading instruction

**ELL:**

- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

**504s:**

- Extended time
- Listening centers
- Phonics First
- Graphic organizers
- Written, visual or audible supports and/or alternatives

**SPED:**

- Learning Ally
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments

Unit 2 ELA-Grade 2		
Content & Practice Standards	Career Readiness, Life Literacies and Key Skills	Critical Knowledge & Skills
<p><u>Progress Indicators for Reading Literature</u>            RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.            RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.            RL.2.3. Describe how characters in a story respond to major events and challenges using key details.            RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.            RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.            RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.            RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p><u>Progress Indicators for Reading Informational Text</u>            RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.            RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.            RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.            RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.            RI.2.7 Explain how specific illustrations and images contribute to and clarify a text.</p> <p><u>Progress Indicators for Reading Foundational Skills</u>            RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<ul style="list-style-type: none"> <li>● <b>Creativity and Innovation:</b> Brainstorming can create new, innovative ideas.</li> <li>● <b>Critical Thinking and Problem-solving:</b> Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.</li> <li>● <b>Digital Citizenship:</b> Digital artifacts can be owned by individuals or organizations.               <ul style="list-style-type: none"> <li>• Individuals should practice safe behaviors when using the Internet.</li> <li>• An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative.</li> <li>• Digital communities allow for social interactions that can result in positive or negative outcomes.</li> <li>• Young people can have a positive impact on the natural world in the fight against climate change.</li> </ul> </li> <li>● <b>Global and Cultural Awareness:</b> Individuals from different cultures may have different points of view and experiences.</li> <li>● <b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information that can be searched.               <ul style="list-style-type: none"> <li>• Digital tools can be used to display data in various ways.</li> <li>• A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.</li> <li>• Information is shared or conveyed in a variety of formats and sources.</li> </ul> </li> <li>● <b>Technology Literacy:</b> <ul style="list-style-type: none"> <li>• Digital tools have a purpose.</li> <li>• Collaboration can simplify the work an individual has to do and sometimes produce a better product.</li> </ul> </li> </ul>	<p><u>READING</u></p> <ul style="list-style-type: none"> <li>● Analyze Characters, Events and Setting</li> <li>● Point of View</li> <li>● Main Idea</li> <li>● Vocabulary</li> <li>● Main Idea</li> <li>● Sequence of events</li> <li>● Comparing Texts</li> <li>● Vocabulary</li> <li>● Integration of media</li> <li>● Text features</li> </ul> <p><u>WRITING</u></p> <ul style="list-style-type: none"> <li>● Write About Reading</li> <li>● Opinion Writing</li> <li>● Research Based Writing</li> </ul> <p><u>FOUNDATIONAL SKILLS</u></p> <ul style="list-style-type: none"> <li>● Word Study</li> <li>● Read fluently and comprehend text</li> </ul>

<p>A. Know spelling-sound correspondences for common vowel teams.</p> <p>B. Decode regularly spelled two-syllable words with long vowels.</p> <p>C. Decode words with common prefixes and suffixes.</p> <p>D. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><u>Progress Indicators for Writing</u></p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5 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>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Progress Indicators for Language</u> (all year within writing)</p>		
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<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>d. Form and use the past tense of frequently occurring irregular verbs</li> <li>f. Produce, expand, and rearrange complete simple and compound sentences</li> </ul> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>d. Generalize learned spelling patterns when writing words</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word.</li> <li>a. Use knowledge of the meaning of individual words to predict the meaning of compound words.</li> </ul> <p><u>Speaking and Listening</u> (all year)</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>A. 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).</li> <li>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</li> <li>C. Ask for clarification and further explanation as needed about the topics and texts under discussion</li> </ul> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension,</p>		
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<p>gather additional information, or deepen understanding of a topic or issue.                  SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.                  SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.                  SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		
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**Unit 2 ELA-Grade 2**

**Stage 1 – Desired Results**

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>This unit explores narrative nonfiction and author’s craft through author studies.</i></p>	<p>Guided Reading Library                  Words Their Way                  Reader’s Notebook                  Writer’s Notebook                  Writing Rubric                  F&amp;P Benchmark and Classroom                  Conferencing evidence</p>

**UNDERSTANDINGS**

<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Students will examine how characters affect plot and distinguish their own point of view from the author’s.</li> <li>• Students will expand strategies for navigating expository text.</li> <li>• Students will practice strategies for reading short texts and/or excerpts.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Students learn to create a thesis/topic statement and support with evidence.</li> <li>• Students should research and write a type of expository nonfiction.</li> <li>• Students will practice writing in response to short text and mixed media.</li> </ul>
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Students will know...	Students will be able to...
<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Use academic language to talk/write about literary features</li> <li>• Notice and understand specific characteristics of fiction genre</li> <li>• Understand there can be different interpretations of text</li> <li>• Understand nonfiction can be narrative or expository in nature</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Analyze Characters, Events and Setting: Readers explain how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• Point of View:                         <ul style="list-style-type: none"> <li>◦ <i>Literary and Informational</i>: Readers compare and contrast the point of view of the author to that of their own.</li> </ul> </li> <li>• Main Idea: Students identify the main idea and find the most important details that helped to determine the main idea.</li> <li>• Vocabulary: Students identify general academic words and phrases in a text relevant to a grade 3</li> </ul>

<ul style="list-style-type: none"> <li>• Understand a text can have more than one message or main idea</li> <li>• Use academic language to talk about nonfiction</li> <li>• Use background knowledge of history to understand simple biography, autobiography, memoir</li> <li>• Notice narrative structure in biography</li> <li>• Synthesize new information and ideas and revise thinking in response</li> <li>• Connect texts by a range of categories</li> <li>• Gain new understandings from searching for and using information found in text, graphics and sidebars</li> <li>• Notice author’s style and language</li> </ul>	<p>topic or subject area.</p> <ul style="list-style-type: none"> <li>• Main Idea: Students must identify the main idea and find the most important details that strengthen the main idea. They must also explain the text in their own words.</li> <li>• Sequence of events:             <ul style="list-style-type: none"> <li>○ <i>Literary</i>: Students will identify and interpret relationships in informational text between time, sequence and cause/effect.</li> <li>○ <i>Informational</i>: Make a clear link between sentences and paragraphs when reading. Explain how ideas in a text are connected using language referring to the organization of ideas and how an author supports specific points</li> </ul> </li> <li>• Comparing Texts: Students should be able to pick out key and relevant details on a single topic between two texts, eliminate nonessential information, and combine information from two texts on a single topic.</li> <li>• Vocabulary: Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific). Differentiate between literal and nonliteral language</li> <li>• Integration of media: Students can compare different presentations of a text using concrete details, quotations, and other information from each presentation of the work.</li> <li>• Text features: Examine various text features to understand specific information in the text. Synthesize the various text features and the text itself to understand the ideas in the text. Explain how the different text features aid understanding</li> </ul> <p><u>WRITING</u></p> <ul style="list-style-type: none"> <li>• Write About Reading: Students should continue using their reader’s notebook to apply whole group instruction to their independent reading.</li> <li>• Opinion Writing: Opinion pieces clearly state opinion and supply the reasoning for thinking.</li> <li>• Research Based Writing: Students should explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.</li> </ul> <p><u>FOUNDATIONAL SKILLS</u></p> <ul style="list-style-type: none"> <li>• Word Study (learning word patterns rather than memorizing unconnected words)</li> <li>• Read fluently and comprehend text</li> </ul>
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**Stage 2 – Assessment Evidence**

<p>Performance Tasks:</p> <p>Opinion Writing: Opinion pieces clearly state opinion and supply the reasoning for thinking. Students need to use evidence, reasoning, and facts to support their viewpoint. Students also build their argument by linking their ideas together through a variety of sentence structures and more complex sentences.</p> <p><u>Research Based Writing W.2.2, 7 &amp; 8</u></p> <p>Research Based Writing: Students should explore a topic in greater detail by developing a research question, with</p>	<p>Other Evidence (<b>Alternate Assessments</b>):</p> <ul style="list-style-type: none"> <li>• Reader’s Notebook</li> <li>• Superkids Assessments</li> <li>• Writer’s Notebook</li> <li>• Writing Rubric</li> <li>• F&amp;P Benchmark</li> <li>• Common Assessments</li> <li>• Trimester Benchmark Assessments</li> <li>• Running Records</li> <li>• Conferencing evidence</li> </ul>
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assistance, that helps bring focus to the topic . They should also gather information to support a topic, select relevant information from texts to support main ideas or claims, and group like ideas to organize writing

**Stage 3 – Learning Plan**

- *Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*
- *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*
- *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*
- *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

***What pre-assessments will you use to check student’s prior knowledge, skill levels, and potential misconceptions?  
Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?  
Does the learning plan reflect principles of learning and best practices?  
Is there tight alignment with Stages 1 and 2?  
Is the plan likely to be engaging and effective for all students?***

**PROGRESS MONITORING**

***How will you monitor students’ progress toward acquisition, meaning-making, and transfer, during lesson events?  
What are potential rough spots and student misunderstandings?  
How will students get the feedback they need?  
What supports are needed for students to be successful? Re-teach, small group instruction, etc.***

**Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students**

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

<p><b>Gifted &amp; Talented:</b></p> <ul style="list-style-type: none"> <li>● Skills groups and practice via small group instruction and/or MobyMax individualized learning path</li> <li>● Word Work</li> <li>● Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans</li> </ul>
<p><b>Tier I:</b></p> <ul style="list-style-type: none"> <li>● Guided reading</li> <li>● Word work</li> <li>● Differentiated literacy centers</li> <li>● Small group instruction formed through formative assessment and progress monitoring data</li> </ul>
<p><b>Tier II:</b></p> <ul style="list-style-type: none"> <li>● Additional Guided Reading time based on targeted intervention</li> <li>● MobyMax individualized learning path</li> <li>● Skills small group instruction formed through formative assessment and progress monitoring data</li> </ul>
<p><b>Tier III:</b></p> <ul style="list-style-type: none"> <li>● Leveled Literacy Intervention (LLI)</li> <li>● Phonics First</li> <li>● MobyMax individualized learning path</li> <li>● Title 1/Remedial pull-out focused on targeted intervention and strategy</li> <li>● Maximum guided reading instruction</li> </ul>
<p><b>ELL</b></p> <ul style="list-style-type: none"> <li>● Additional guided reading time based on targeted intervention</li> <li>● Skills groups and practice via small group instruction and/or MobyMax individualized learning path</li> <li>● Phonics First small group instruction</li> <li>● Use of graphic organizers to complete assignments</li> <li>● Use of listening centers</li> <li>● Use of word walls</li> <li>● Alternate assessments that demonstrate non- verbal understanding</li> <li>● Use of visuals and manipulative</li> </ul>
<p><b>504s:</b></p> <ul style="list-style-type: none"> <li>● Extended time</li> <li>● Listening centers</li> <li>● Phonics First</li> <li>● Graphic organizers</li> <li>● Written, visual or audible supports and/or alternatives</li> </ul>
<p><b>SPED:</b></p> <ul style="list-style-type: none"> <li>● Learning Ally</li> <li>● Additional guided reading time based on targeted intervention</li> <li>● Skills groups and practice via small group instruction and/or MobyMax individualized learning path</li> </ul>

- Phonics First small group instruction
- Use of graphic organizers to complete assignments

## Unit 3 ELA-Grade 2

Content & Practice Standards	Career Readiness, Life Literacies, and Key Skills	Critical Knowledge & Skills
<p><u>Progress Indicators for Reading Literature</u></p> <p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. 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>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p><u>Progress Indicators for Reading Informational Text</u></p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<ul style="list-style-type: none"> <li>● <b>Creativity and Innovation:</b> Brainstorming can create new, innovative ideas.</li> <li>● <b>Critical Thinking and Problem-solving:</b> Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.</li> <li>● <b>Digital Citizenship:</b> Digital artifacts can be owned by individuals or organizations. <ul style="list-style-type: none"> <li>• Individuals should practice safe behaviors when using the Internet.</li> <li>• An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative.</li> <li>• Digital communities allow for social interactions that can result in positive or negative outcomes.</li> <li>• Young people can have a positive impact on the natural world in the fight against climate change.</li> </ul> </li> <li>● <b>Global and Cultural Awareness:</b> Individuals from different cultures may have different points of view and experiences.</li> <li>● <b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information that can be searched. <ul style="list-style-type: none"> <li>• Digital tools can be used to display data in various ways.</li> <li>• A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes.</li> <li>• Information is shared or conveyed in a variety of formats and sources.</li> </ul> </li> <li>● <b>Technology Literacy:</b> <ul style="list-style-type: none"> <li>• Digital tools have a purpose.</li> <li>• Collaboration can simplify the work an individual has to do and sometimes produce a better product.</li> </ul> </li> </ul>	<p><u>READING</u></p> <ul style="list-style-type: none"> <li>● Genre</li> <li>● Vocabulary</li> <li>● Book Clubs</li> </ul> <p><u>WRITING</u></p> <ul style="list-style-type: none"> <li>● Write About Reading</li> <li>● Opinion Writing</li> <li>● Research Based Writing</li> </ul> <p><u>FOUNDATIONAL SKILLS</u></p> <ul style="list-style-type: none"> <li>● Word Study</li> <li>● Read fluently and comprehend text</li> </ul>

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Progress Indicators for Reading: Foundational Skills

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Progress Indicators for Writing

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Progress Indicators for Language

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

B. Form and use frequently occurring irregular plural nouns

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

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

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

F. Produce, expand, and rearrange complete simple and compound sentences.

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

A. Capitalize holidays, product names, and geographic names.

B. Use commas in greetings and closings of letters.

C. Use an apostrophe to form contractions and frequently occurring possessives.

D. Generalize learned spelling patterns when writing words.

E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

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

A. Compare formal and informal uses of English.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

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

B. Determine the meaning of the new word formed when a known prefix is added to a known word.

C. Use a known root word as a clue to the meaning of an unknown word with the same root

D. Use knowledge of the meaning of individual words to predict the meaning of compound words.

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

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

A. Identify real-life connections between words and their use.

B. Distinguish shades of meaning among closely related verbs and closely related adjectives.

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

happy that makes me happy).

**Progress Indicators for Speaking and Listening**

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- A. Follow agreed-upon 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

**Unit 3 ELA/GRADE 2**

**Stage 1 – Desired Results**

**UNIT SUMMARY**

*This unit builds on Units 1 and 2 to have students explore and connect to the world around them through multiple genres in both reading and writing.*

**CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)**

Guided Reading Library  
 Words Their Way  
 Reader's Notebook  
 Writer's Notebook  
 Writing Rubric  
 F&P Benchmark and Classroom

		Conferencing evidence
<b>UNDERSTANDINGS</b>		
<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Students will explore the mystery genre and its unique traits.</li> <li>Students become strong readers through collaboration and inquiry across multiple genres</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Genre writing in response to genre reading</li> <li>Students will apply reading standards to writing</li> </ul>		
<b>Students will know...</b>		<b>Students will be able to...</b>
<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Notice and understand characteristics of specific fiction genres</li> <li>Notice and discuss narrative structure</li> <li>Analyze texts to determine aspects of a writer’s style</li> <li>Use understanding of structure to monitor and correct reading</li> <li>Notice a writer’s use of language</li> <li>Use academic language to talk about literary/genre features</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Make notes to clarify information</li> <li>Represent a longer series of events from a text</li> <li>Notice and write about the characteristics of genre</li> <li>Describe relationships between characters, differentiate between main characters, and write about character change.</li> <li>When reading texts, students refer to the text to draw conclusions as well as answer directly stated questions.</li> </ul>		<p><b>READING</b></p> <ul style="list-style-type: none"> <li>Genre: Students should explore the unique traits of genres and how it compares and contrasts to that of fiction or nonfiction in general.</li> <li>Vocabulary: Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific). Differentiate between literal and nonliteral language</li> <li>Book Clubs: Students become stronger readers through collaborative learning and inquiry.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Write About Reading: When reading texts, students refer to the text to draw conclusions as well as answer directly stated questions.</li> <li>Students should continue using their reader’s notebook to apply whole group instruction to their independent reading.</li> <li>Opinion Writing: Opinion pieces clearly state opinion and supply the reasoning for thinking.</li> <li>Research Based Writing: Students should explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic.</li> </ul> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>Word Study (learning word patterns rather than memorizing unconnected words)</li> <li>Read fluently and comprehend text</li> </ul>
<b>Stage 2 – Assessment Evidence</b>		
<p>Performance Tasks:</p> <p><u>Writing About Reading/Genre W.2.10/RL.2.10</u></p> <p>When reading texts, students refer to the text to draw conclusions as well as answer directly stated questions. Students should present and have projects around book clubs.</p>		<p>Other Evidence (<b>Alternate Assessments</b>):</p> <ul style="list-style-type: none"> <li>Reader’s Notebook</li> <li>Superkids Assessments</li> <li>Writer’s Notebook</li> <li>Writing Rubric</li> <li>F&amp;P Benchmark</li> </ul>

- Trimester Benchmark Assessments
- Running Records
- Conferencing evidence

**Stage 3 – Learning Plan**

- *Where is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*
- *Hook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks.*
- *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*
- *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

*What pre-assessments will you use to check student’s prior knowledge, skill levels, and potential misconceptions?  
 Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?  
 Does the learning plan reflect principles of learning and best practices?  
 Is there tight alignment with Stages 1 and 2?  
 Is the plan likely to be engaging and effective for all students?*

**PROGRESS MONITORING**

*How will you monitor students’ progress toward acquisition, meaning-making, and transfer, during lesson events?  
 What are potential rough spots and student misunderstandings?  
 How will students get the feedback they need?  
 What supports are needed for students to be successful? Re-teach, small group instruction, etc.*

**Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students**

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

<p><b>Gifted &amp; Talented:</b></p> <ul style="list-style-type: none"> <li>● Skills groups and practice via small group instruction and/or MobyMax individualized learning path</li> <li>● Word Work</li> <li>● Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans</li> </ul>
<p><b>Tier I:</b></p> <ul style="list-style-type: none"> <li>● Guided reading</li> <li>● Word work</li> <li>● Differentiated literacy centers</li> <li>● Small group instruction formed through formative assessment and progress monitoring data</li> </ul>
<p><b>Tier II:</b></p> <ul style="list-style-type: none"> <li>● Additional Guided Reading time based on targeted intervention</li> <li>● MobyMax individualized learning path</li> <li>● Skills small group instruction formed through formative assessment and progress monitoring data</li> </ul>
<p><b>Tier III:</b></p> <ul style="list-style-type: none"> <li>● Leveled Literacy Intervention (LLI)</li> <li>● Phonics First</li> <li>● MobyMax individualized learning path</li> <li>● Title 1/Remedial pull-out focused on targeted intervention and strategy</li> <li>● Maximum guided reading instruction</li> </ul>
<p><b>ELL:</b></p> <ul style="list-style-type: none"> <li>● Additional guided reading time based on targeted intervention</li> <li>● Skills groups and practice via small group instruction and/or MobyMax individualized learning path</li> <li>● Phonics First small group instruction</li> <li>● Use of graphic organizers to complete assignments</li> <li>● Use of listening centers</li> <li>● Use of word walls</li> <li>● Alternate assessments that demonstrate non- verbal understanding</li> <li>● Use of visuals and manipulatives</li> </ul>
<p><b>504s:</b></p> <ul style="list-style-type: none"> <li>● Extended time</li> <li>● Listening centers</li> <li>● Phonics First</li> <li>● Graphic organizers</li> <li>● Written, visual or audible supports and/or alternatives</li> </ul>
<p><b>SPED:</b></p> <ul style="list-style-type: none"> <li>● Learning Ally</li> <li>● Additional guided reading time based on targeted intervention</li> <li>● Skills groups and practice via small group instruction and/or MobyMax individualized learning path</li> <li>● Phonics First small group instruction</li> </ul>

- Use of graphic organizers to complete assignments