

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 1

2nd Grade

Unit of Study: Reading – Engaging with Fiction; Writing – Narrative (Description of an event)

Pacing: 45 days

Overarching Common Core State Standards:

- **CC.2.R.L.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.**
- CC.2.R.L.2: Recount stories including fables and folktales from diverse cultures and determine their central message, lesson or moral.
- **CC.2.R.L.3: Describe how characters in a story respond to major events and challenges.**
- CC.2.R.L.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.
- **CC.2.R.L.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**
- CC.2.R.L.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- CC.2.R.L.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- CC.2.R.L.9: Compare and contrast two or more versions of the same story by different authors or from different cultures.
- CC.2.R.L.10: By the end of the year, read and comprehend literature including prose and poetry in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CC.2.W.3: Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.**
- CC.2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CC.2.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Overarching CT Standards/Grade Level Expectations:

- CT.2.R.1: Understand that sounds of language contribute to fluency of texts (e.g., rhyme and rhythm of poetry, books by Dr. Seuss).
- CT.2.R.2: Add, delete and change targeted sounds to modify or change words.
- CT.2.R.6: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text.
- CT.2.R.12: Read aloud informational/expository text and literary/narrative text, attending to intonation.

- CT.2.R.22: Identify the elements of genre to aid in comprehension (e.g., biography, personal narrative, expository, folktales, fables).
- CT.2.R.24: Activate prior knowledge about an author or genre in order to make connections to text.
- CT.2.R.25: Identify chapter headings, pictures, illustrations and charts in the text.
- CT.2.R.27: Apply comprehension strategies such as connecting, predicting, questioning, inferring and visualizing to above-grade level stories read aloud by the teacher and to own reading at independent level.
- CT.2.R.28: Use text features such as titles, table of contents, chapter headings and illustrations to locate information in stories.
- CT.2.R.30: Identify the speaker in a poem and the narrator in a story.
- CT.2.R.32: Identify elements of author’s craft (e.g., construction of beginning, sequence of events, conclusion).
- CT.2.R.35: Respond to oral and written questions about story elements (e.g., characters, setting, plot, theme, conflict and point of view).
- CT.2.R.37: Identify rhythm, rhyme, alliteration and assonance in poetry.
- CT.2.R.39: Compare similarities and differences of characters in a story.
- CT.2.R.42: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.
- CT.2.R.43: Make text-to-text and text-to-world connections.
- CT.2.R.44: Make connections to text representing different perspectives on family, friendship, culture and tradition, generating personal and text-based responses.
- CT.2.R.46: Identify what is important to an author based on the content of text (e.g., central message, lesson, moral).
- CT.2.R.47: Synthesize information from a text to extend meaning.
- CT.2.R.48: Select “just right” books of different genres for independent reading and explain why the book choice was appropriate.
- CT.2.R.49: Independently read for a variety of purposes, including literacy experience, to gain information, to perform a task, for enjoyment and to build fluency.
- CT.2.R.50: Identify what good readers do and identify own good reader behaviors.
- CT.2.W.19: Develop ideas for a particular purposes or audience.
- CT.2.W.20: Complete a draft of at least one paragraph using ideas generated in the planning stage.
- CT.2.W.21: Revise a completed draft based on feedback from adults and peers by adding, deleting and/or rearranging words, phrases and sentences; use specific words to replace common nouns and overused verbs.
- CT.2.W.22: Edit drafts based on feedback from adults and peers for complete sentences.
- CT.2.W.23: Publish and present completed drafts individually and collaboratively using appropriate tools (e.g., Author’s Chair, PowerPoint, Kid Pix, Kidspiration, etc.)
- CT.2.W.24: Explain why a representative piece of work is better than another (e.g., maintain a portfolio).
- CT.2.W.27: Write personal and fictional narratives that consist of one paragraph or more, including elaborative details or descriptions, sequenced events and provide a sense of closure.
- CT.2.W.28: Use transition words and temporal words to indicate sequence or passage of time.

Priority Standards:

- **CC.2.R.L.1:** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- **CC.2.R.L.3:** Describe how characters in a story respond to major events and challenges.
- **CC.2.R.L.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **CC.2.W.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Questions to demonstrate understanding	Ask and answer	Understanding
How characters respond to major events and challenges	Describe	Remembering
Overall structure of a story	Describe	Remembering
Narratives that include well-elaborated or sequenced events, details, temporal words and a sense of closure	Write	Creating

Essential Questions	Big Ideas
What is the purpose of narrative text?	The purpose of narrative text is to entertain the reader.
How does narrative text entertain the reader?	Narrative text entertains by telling a story from different perspectives about characters in a specific place involving a problem and its solution.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 2

2nd Grade

Unit of Study: Reading – Engaging with Non-Fiction; Writing – Expository (how to)

Pacing: 45 days

Overarching Common Core State Standards:

- CC.2.R.I.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- **CC.2.R.I.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.**
- **CC.2.R.I.3: Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.**
- CC.2.R.I.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- CC.2.R.I.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.
- **CC.2.R.I.6: Identify the main purpose of a text, including what the author wants to answer, explain or describe.**
- CC.2.R.I.7: Explain how specific images contribute to and clarify a text.
- **CC.2.R.I.8: Describe how reasons support specific points the author makes in text.**
- CC.2.R.I.9: Compare and contrast the most important points presented by two texts on the same topic.
- CC.2.R.I.10: By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CC.2.W.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.**
- **CC.2.W.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**
- CC.2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CC.2.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Overarching CT Standards/Grade Level Expectations:

- CT.2.R.15: Explain common antonyms and synonyms.
- CT.2.R.16: Explain multiple meanings of common words.
- CT.2.R.17: Use glossaries and dictionaries to identify word meanings.

- CT.2.R.18: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.
- CT.2.R.19: Reread and read on to determine meaning of unknown words.
- CT.2.R.21: Identify unfamiliar words.
- CT.2.R.22: Identify the elements of genre to aid in comprehension.
- CT.2.R.23: Preview parts of books to gain understanding.
- CT.2.R.24: Activate prior knowledge about an author or genre in order to make connections to text.
- CT.2.R.25: Identify chapter headings, pictures, illustrations and charts in the text.
- CT.2.R.26: Identify print and non-print resource materials matched to a specific purpose.
- CT.2.R.27: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.
- CT.2.R.28: Use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons, titles, tables of contents and chapter headings) to locate information in nonfiction texts and identify how these features enhance text and contribute to better understanding.
- CT.2.R.29: Identify and use important words in a text to perform a task (e.g., math problem-solving, follow multi-step directions) and identify relationships between ideas/concepts (e.g., scientific ideas, historical events).
- CT.2.R.33: Read nonfiction materials for answers to specific questions or for specific purposes.
- CT.2.R.34: Interpret information from simple graphs and charts.
- CT.2.R.36: Respond to oral and written questions about the facts in nonfiction text.
- CT.2.R.40: Compare information across nonfiction selections on the same topic.
- CT.2.R.41: State fact vs. opinion.
- CT.2.R.42: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.
- CT.2.R.43: Make text-to-text and text-to-world connections.
- CT.2.R.44: Make connections to text representing different perspectives on family, friendship, culture and tradition, generating person and text-based responses.
- CT.2.R.46: Identify what is important to an author based on the content of text.
- CT.2.R.47: Synthesize information from a text to extend meaning.
- CT.2.W.19: Develop ideas for a particular purposes or audience.
- CT.2.W.20: Complete a draft of at least one paragraph using ideas generated in the planning stage.
- CT.2.W.21: Revise a completed draft based on feedback from adults and peers by adding, deleting and/or rearranging words, phrases and sentences; use specific words to replace common nouns and overused verbs.
- CT.2.W.22: Edit drafts based on feedback from adults and peers for complete sentences.
- CT.2.W.23: Publish and present completed drafts individually and collaboratively using appropriate tools (e.g., Author's Chair, PowerPoint, Kid Pix, Kidspiration, etc.)
- CT.2.W.24: Explain why a representative piece of work is better than another (e.g., maintain a portfolio).
- CT.2.W.25: Write one or more detailed paragraphs, using topic sentences and supporting details.
- CT.2.W.28: Use transition words.

- CT.2.W.29: Write personal correspondence.
- CT.2.W.30: Write to explain a process.
- CT.2.W.31: Write one or more paragraphs about data.
- CT.2.W.32: Write a paragraph about a topic of interest that includes an opinion statement, reasons that support the opinion and a concluding statement or section.

Priority Standards:

- **CC.2.R.I.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.**
- **CC.2.R.I.3: Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.**
- **CC.2.R.I.6: Identify the main purpose of a text, including what the author wants to answer, explain or describe.**
- **CC.2.R.I.8: Describe how reasons support specific points the author makes in text.**
- **CC.2.W.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.**
- **CC.2.W.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Main topic and focus of specific paragraphs within a text	Identify	Understanding
Connection between events, ideas or concepts/steps	Describe	Remembering
Main purpose of text	Identify	Understanding
How reasons support specific points the author makes	Describe	Remembering
Opinion pieces in which topic/book is introduced, opinion is stated, reasons are supplied, linking words are used and a conclusion is provided.	Write	Creating
Informative/explanatory texts in which a topic is introduced, facts and definitions are used to develop points and a conclusion is provided.	Write	Creating

Essential Questions	Big Ideas
What is the purpose of expository text?	The purpose of expository text is to inform or educate the reader.
How does expository text inform or educate the reader?	Expository text gives factual information about a specific topic through title, table of contents, headings, charts and photographs.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 3

2nd Grade

Unit of Study: Reading – Narrative In-Depth; Writing – Narrative (complete narrative)

Pacing: 45 days

Overarching Common Core State Standards:

- CC.2.R.L.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- CC.2.R.L.2: Recount stories including fables and folktales from diverse cultures and determine their central message, lesson or moral.
- **CC.2.R.L.3: Describe how characters in a story respond to major events and challenges.**
- **CC.2.R.L.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.**
- CC.2.R.L.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **CC.2.R.L.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**
- CC.2.R.L.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- **CC.2.R.L.9: Compare and contrast two or more versions of the same story by different authors or from different cultures.**
- CC.2.R.L.10: By the end of the year, read and comprehend literature including prose and poetry in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CC.2.W.3: Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.**
- CC.2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CC.2.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **CC.2.W.7: Participate in shared research and writing projects.**

Overarching CT Standards/Grade Level Expectations:

- CT.2.R.1: Understand that sounds of language contribute to fluency of texts (e.g., rhyme and rhythm of poetry, books by Dr. Seuss).
- CT.2.R.2: Add, delete and change targeted sounds to modify or change words.
- CT.2.R.6: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text.
- CT.2.R.12: Read aloud informational/expository text and literary/narrative text, attending to intonation.

- CT.2.R.22: Identify the elements of genre to aid in comprehension (e.g., biography, personal narrative, expository, folktales, fables).
- CT.2.R.24: Activate prior knowledge about an author or genre in order to make connections to text.
- CT.2.R.25: Identify chapter headings, pictures, illustrations and charts in the text.
- CT.2.R.27: Apply comprehension strategies such as connecting, predicting, questioning, inferring and visualizing to above-grade level stories read aloud by the teacher and to own reading at independent level.
- CT.2.R.28: Use text features such as titles, table of contents, chapter headings and illustrations to locate information in stories.
- CT.2.R.30: Identify the speaker in a poem and the narrator in a story.
- CT.2.R.32: Identify elements of author’s craft (e.g., construction of beginning, sequence of events, conclusion).
- CT.2.R.35: Respond to oral and written questions about story elements (e.g., characters, setting, plot, theme, conflict and point of view).
- CT.2.R.37: Identify rhythm, rhyme, alliteration and assonance in poetry.
- CT.2.R.39: Compare similarities and differences of characters in a story.
- CT.2.R.42: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.
- CT.2.R.43: Make text-to-text and text-to-world connections.
- CT.2.R.44: Make connections to text representing different perspectives on family, friendship, culture and tradition, generating personal and text-based responses.
- CT.2.R.46: Identify what is important to an author based on the content of text (e.g., central message, lesson, moral).
- CT.2.R.47: Synthesize information from a text to extend meaning.
- CT.2.R.48: Select “just right” books of different genres for independent reading and explain why the book choice was appropriate.
- CT.2.R.49: Independently read for a variety of purposes, including literacy experience, to gain information, to perform a task, for enjoyment and to build fluency.
- CT.2.R.50: Identify what good readers do and identify own good reader behaviors.
- CT.2.W.19: Develop ideas for a particular purposes or audience.
- CT.2.W.20: Complete a draft of at least one paragraph using ideas generated in the planning stage.
- CT.2.W.21: Revise a completed draft based on feedback from adults and peers by adding, deleting and/or rearranging words, phrases and sentences; use specific words to replace common nouns and overused verbs.
- CT.2.W.22: Edit drafts based on feedback from adults and peers for complete sentences.
- CT.2.W.23: Publish and present completed drafts individually and collaboratively using appropriate tools (e.g., Author’s Chair, PowerPoint, Kid Pix, Kidspiration, etc.)
- CT.2.W.24: Explain why a representative piece of work is better than another (e.g., maintain a portfolio).
- CT.2.W.27: Write personal and fictional narratives that consist of one paragraph or more, including elaborative details or descriptions, sequenced events and provide a sense of closure.
- CT.2.W.28: Use transition words and temporal words to indicate sequence or passage of time.
- CT.2.W.30: Write to explain a process individually and collaboratively.
- CT.2.W.31: Write one or more paragraphs about data individually and collaboratively.

- CT.2.W.32: Write a paragraph about a topic of interest individually and collaboratively that includes an opinion statement, reasons that support the opinion and a concluding statement or section.

Priority Standards:

- **CC.2.R.L.3: Describe how characters in a story respond to major events and challenges.**
- **CC.2.R.L.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.**
- **CC.2.R.L.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**
- **CC.2.R.L.9: Compare and contrast two or more versions of the same story by different authors or from different cultures.**
- **CC.2.W.3: Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.**
- **CC.2.W.7: Participate in shared research and writing projects.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
How characters response to major events and challenges	Describe	Remembering
How words and phrases supply rhythm and meaning	Describe	Remembering
Differences in point of view of characters	Acknowledge	Understanding
Two or more versions of the same story by different authors/cultures	Compare and contrast	Analyzing
Narratives that include well-elaborated or sequenced events, details, temporal words and a sense of closure	Write	Creating
Shared reading and writing projects	Participate	Applying

Essential Questions	Big Ideas
What techniques do author's use to make stories come alive in the reader's mind?	Authors use these techniques to help readers relate to their work: specific vocabulary and rhyming words, well-described and sequenced events, well-described characters with different points of view.
Why are certain stories told and retold by many different cultures?	Some stories are timeless because they describe experiences that every human can relate to; these stories are valued and meaningful to many different cultures.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 4

2nd Grade

Unit of Study: Reading – Non-Fiction In-Depth; Writing – Research and Presentation

Pacing: 45 days

Overarching Common Core State Standards:

- CC.2.R.I.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- CC.2.R.I.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- CC.2.R.I.3: Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.
- CC.2.R.I.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **CC.2.R.I.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.**
- **CC.2.R.I.6: Identify the main purpose of a text, including what the author wants to answer, explain or describe.**
- CC.2.R.I.7: Explain how specific images contribute to and clarify a text.
- CC.2.R.I.8: Describe how reasons support specific points the author makes in text.
- **CC.2.R.I.9: Compare and contrast the most important points presented by two texts on the same topic.**
- CC.2.R.I.10: By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CC.2.W.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.**
- **CC.2.W.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**
- CC.2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CC.2.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **CC.2.W.7: Participate in shared research and writing projects.**

Overarching CT Standards/Grade Level Expectations:

- CT.2.R.15: Explain common antonyms and synonyms.
- CT.2.R.16: Explain multiple meanings of common words.

- CT.2.R.17: Use glossaries and dictionaries to identify word meanings.
- CT.2.R.18: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.
- CT.2.R.19: Reread and read on to determine meaning of unknown words.
- CT.2.R.21: Identify unfamiliar words.
- CT.2.R.22: Identify the elements of genre to aid in comprehension.
- CT.2.R.23: Preview parts of books to gain understanding.
- CT.2.R.24: Activate prior knowledge about an author or genre in order to make connections to text.
- CT.2.R.25: Identify chapter headings, pictures, illustrations and charts in the text.
- CT.2.R.26: Identify print and non-print resource materials matched to a specific purpose.
- CT.2.R.27: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.
- CT.2.R.28: Use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons, titles, tables of contents and chapter headings) to locate information in nonfiction texts and identify how these features enhance text and contribute to better understanding.
- CT.2.R.29: Identify and use important words in a text to perform a task (e.g., math problem-solving, follow multi-step directions) and identify relationships between ideas/concepts (e.g., scientific ideas, historical events).
- CT.2.R.33: Read nonfiction materials for answers to specific questions or for specific purposes.
- CT.2.R.34: Interpret information from simple graphs and charts.
- CT.2.R.36: Respond to oral and written questions about the facts in nonfiction text.
- CT.2.R.40: Compare information across nonfiction selections on the same topic.
- CT.2.R.41: State fact vs. opinion.
- CT.2.R.42: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.
- CT.2.R.43: Make text-to-text and text-to-world connections.
- CT.2.R.44: Make connections to text representing different perspectives on family, friendship, culture and tradition, generating person and text-based responses.
- CT.2.R.46: Identify what is important to an author based on the content of text.
- CT.2.R.47: Synthesize information from a text to extend meaning.
- CT.2.W.19: Develop ideas for a particular purposes or audience.
- CT.2.W.20: Complete a draft of at least one paragraph using ideas generated in the planning stage.
- CT.2.W.21: Revise a completed draft based on feedback from adults and peers by adding, deleting and/or rearranging words, phrases and sentences; use specific words to replace common nouns and overused verbs.
- CT.2.W.22: Edit drafts based on feedback from adults and peers for complete sentences.
- CT.2.W.23: Publish and present completed drafts individually and collaboratively using appropriate tools (e.g., Author's Chair, PowerPoint, Kid Pix, Kidspiration, etc.)
- CT.2.W.24: Explain why a representative piece of work is better than another (e.g., maintain a portfolio).
- CT.2.W.25: Write one or more detailed paragraphs, using topic sentences and supporting details.

- CT.2.W.28: Use transition words.
- CT.2.W.29: Write personal correspondence.
- CT.2.W.30: Write to explain a process.
- CT.2.W.31: Write one or more paragraphs about data.
- CT.2.W.32: Write a paragraph about a topic of interest that includes an opinion statement, reasons that support the opinion and a concluding statement or section.
- --Write to explain a process individually and collaboratively.
- --Write one or more paragraphs about data individually and collaboratively.
- --Write a paragraph about a topic of interest individually and collaboratively that includes an opinion statement, reasons that support the opinion and a concluding statement or section.

Priority Standards:

- **CC.2.R.I.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.**
- **CC.2.R.I.6: Identify the main purpose of a text, including what the author wants to answer, explain or describe.**
- **CC.2.R.I.9: Compare and contrast the most important points presented by two texts on the same topic.**
- **CC.2.W.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.**
- **CC.2.W.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**
- **CC.2.W.7: Participate in shared research and writing projects.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Various text features	Know and use	Understanding
Main purpose of text	Identify	Understanding
Important points presented by two texts on the same topic	Compare and contrast	Analyzing
Opinion pieces in which topic/book is introduced, opinion is stated, reasons are supplied, linking words are used and a conclusion is provided	Write	Creating
Informative/explanatory texts in which a topic is introduced, facts and definitions are used to develop points and a conclusion is provided.	Write	Creating
Shared reading and writing projects	Participate	Applying

Essential Questions	Big Ideas
What techniques do authors use to communicate information and educate readers?	Authors use these techniques to communicate information to their readers: clear identification of main idea and purpose of text, multiple details or reasons are provided to support main idea, text features provide the reader with visual supports.
Why are multiple books written on the same topic?	Every author interprets information on a topic differently and provides the reader with different reasons or supports when explaining the topic.

Summative Unit Assessments – 2nd Grade

Reading Unit	Writing Unit	Assessment Format	Assessment Description	Check if Pre/Post Design	Check if Rubric Required
1 – Engaging with Fiction/Narrative (description of events)	1 – Writing Fiction/Narrative (description of events)	--Performance --Read aloud --Shared Reading --DRA	--Write a narrative that includes well-elaborated or sequenced events, details, temporal words and a sense of closure. The narrative should also include how the characters respond to major events and challenges. --Identify story elements (characters, setting, problem, solution) and author’s message from a given text.	√ - measure growth	√
2 – Engaging with Non-Fiction/Expository (how to)	2 – Writing Non-Fiction/Expository (how to)	--Selected response --Extended written response/open-ended questions	--Write opinion pieces about a topic/book stating his/her opinion with reasons and linking words (i.e., letter to the editor, editorial). --Identify main idea and details within a given text.	√ - measure growth	√
3 – In-Depth Study of Narrative	3 – Writing a Narrative (complete piece); shared component?	Performance	--Write a compare/contrast piece about two or more versions of the same story by different authors/cultures (i.e., reading response journal, book reviews). --Describe how characters respond to major events and challenges.		√
4 – In-Depth Study of Non-Fiction	4 – Expository Research, Shared Writing and Presentation	--Rubric --Extended written response	--Write informative, explanatory texts in which a topic is introduced, facts and definitions are used to develop points, and a conclusion is provided (i.e., how-to directions). --Identify the main purpose of a text and compare/contrast important points presented by two texts on the same topic.		√