
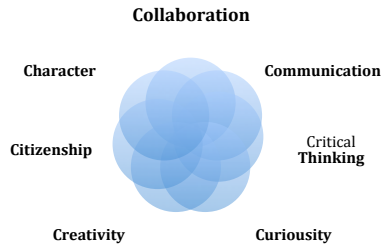


Content Area	Grade: Second
Language Arts 	R14 The Seven Cs of Learning 
Unit Titles	Length of Unit
• <i>Becoming Independent Writers and Readers with WOW!</i>	4-5 weeks
• <i>Reading and Writing in an Informational World</i>	4-5 weeks
• <i>Sinking our Teeth into Characters and Hooking our Audience</i>	4-5 weeks
• <i>Reading Longer and Harder as we Become Reflective Writers</i>	4-5 weeks
• <i>Our Big Thoughts in Book Clubs and Poetry</i>	4-5 weeks
• <i>Reading and Responding to the World Around Us</i>	4-5 weeks
• <i>Mirror on the Wall...Debate the Characters One and All</i>	4-5 weeks



Strands	Second Grade Level Expectations
Reading	<ul style="list-style-type: none"> • Readers ask and answer questions about key details in texts and answer who, what, where and why questions. • Readers know and apply grade-level phonics and word analysis skills in decoding words in text and in isolation. • Readers recognize and use nonfiction text features to build and share understanding. • Readers recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Readers read and comprehend texts in the grades 2-3 text complexity range with scaffolding as needed at the high end of the range.
Writing	<ul style="list-style-type: none"> • Writers write fairly elaborated narrative, information, and opinion pieces on a variety of topics. • Writer write opinion pieces in which they introduce topics or name books they are writing about, state opinions, supply reasons for opinions, and provide some sense of closure. • Writers revise and edit their writing by following a process. • Writers write over extended periods of time.
Speaking and Listening	<ul style="list-style-type: none"> • Speakers participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • Speakers ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Speakers ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Language	<ul style="list-style-type: none"> • Speakers demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Speakers determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. • Writers use conventional spelling for grade-appropriate words • Learner use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Unit Title	Becoming Independent Writers and Readers with WOW! Reading: <i>Taking Charge of Reading</i> , Writing: <i>Lessons from the Masters: Improving Narrative Writing</i>	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I become a strong, independent reader who sets and meets goals? • How can I become a reader who recognizes and problem-solves when something in my reading doesn't make sense? • How can I work with others to share and grow ideas, and to tackle trouble as we read? • What can I learn from mentor texts to improve my own writing?
Unit Strands and Standards	Setting Goals in Reading and Writing, Ways to Talk About Books, Writing About Small Moments, Looking to Mentor Texts for Reading and Writing Learning <u>Reading:</u> RF.2.3, RF.2.4, RL.2.1, RL.2.2 <u>Writing:</u> W.2.3, W.2.5 <u>Speaking and Listening:</u> SL.2.1, SL.2.2, SL.2.3 <u>Language:</u> L.2.1, L.2.2, L.2.3, L.2.4
Concepts	<u>Reading:</u> Phonics & Word Analysis, Fluency, Ask & Answer Questions, Retelling <u>Writing:</u> Narrative Writing, Sequenced Events, Elaboration, Descriptive Details, Temporal Words, Details, Revision, Feedback <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions from a Read Aloud, Question to Clarify, Question for more information <u>Language:</u> Writing Conventions, Language Conventions, Vocabulary
Key Vocabulary	routines, goals, stamina, prosody, partnerships, retell, reread, recall, rethink, independent problem word solvers, tiny topics, small moments, strategies, details, endings, rough drafts, Narrative Writing Checklist, intent, storytelling voice, mentor author, word choice, feedback

Unit Title	Becoming Independent Writers and Readers with WOW! Reading: <i>Taking Charge of Reading</i> Writing: <i>Lessons from the Masters: Improving Narrative Writing</i>	Length of Unit	4-5 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers understand that setting and meeting a variety of goals will help them improve their reading. • readers share their thinking about books they have read. • readers understand that becoming independent problem solvers will help them move up reading levels. • writers realize that mentor texts can inspire them to write their own small moment stories. • writers study the craft of writing in mentor texts and try them out. 	<ul style="list-style-type: none"> • set and meet reading goals (e.g. rereading, volume, stamina, fluency). • retell and recommend books to others. • use strategies at points of difficulty. • write small moment stories. • use mentor texts as a model. • break words into syllables and read and write them. • edit and revise their writing for grade-appropriate grammar and mechanics (spelling consciousness, editing checklist) • use flexibly, word solving skills learned in Grade One.

Assessments:	Writing: Daily Writing Samples, End-of-Unit Published Piece Reading: Oral Reading Record, Anecdotal Notes
Teacher Resources:	<ul style="list-style-type: none"> ❖ <i>Unit Implementation Guide</i> ❖ <i>Units of Study in Reading and Writing by TC Reading and Writing Project</i> ❖ <i>Mastering the Mechanics by Holt and Therriault</i>

Unit Title	Reading and Writing in an Informational World Reading: <i>Reading Information Books; Reading the World</i> Writing: <i>Informational Writing</i>	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I learn information about the world from books? • How can I write many information books? • How can I make my information books more organized and detailed?
Unit Strands and Standards	<p>Noticing and Using Text Features, <u>Reading:</u> RF.2.3, RF.2.4, RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.7, RI.2.9 <u>Writing:</u> W.2.2, W.2.5 <u>Speaking and Listening:</u> SL.2.1, SL.2.2, SL.2.3 <u>Language:</u> L.2.1, L.2.2, L.2.3, L.2.4</p>
Concepts	<p><u>Reading:</u> Phonics & Word Analysis, Fluency, Ask and Answer Questions, Main Idea, Topic-Specific Vocabulary, Nonfiction Text Features, Compare & Contrast <u>Writing:</u> Informational Writing, Topic Development, Revision, Feedback <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions from a Read Aloud, Question to Clarify, Question for more information <u>Language:</u> Writing Conventions, Language Conventions, Vocabulary</p>
Key Vocabulary	text features, table of contents, headings, diagrams, glossaries, tables, charts, categorized sections, teaching voice, read the picture, connections, content specific vocabulary, reading club, cooperation, topic books, mentor texts, rehearse, self-assessment, questioning, elaboration, introduction, conclusion, expert project, resources, variety of formats

Unit Title	Reading and Writing in an Informational World Reading: <i>Reading Information Books; Reading the World</i> Writing: <i>Informational Writing</i>	Length of Unit	4-5 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers understand that paying close attention to text features will help them understand nonfiction texts. • readers can strengthen their understanding of nonfiction texts by sharing their new learning with a partner. • readers can comprehend nonfiction texts by making connections between what they already know and what they are reading. • writers create information books to teach others about a topic. • writers mimic mentor authors to make their information books longer, more informative, and more interesting. • writers know that researching a topic will help them teach more in their information books. 	<ul style="list-style-type: none"> • read and understand information books. • identify main topic of a text. • identify key details of a text. • understand topic-specific words in their reading. • compare & Contrast two texts on the same topic. • write many information books that are logically organized. • include details to make their information writing more interesting. • recognize and use a variety of consonant/vowel sounds to read and write. • edit and revise their writing for grade-appropriate grammar and mechanics (syllable rules for spelling, comma and phrases, punctuation).

Assessments:	Writing: Daily Writing Samples, End-of-Unit Published Piece Reading: Oral Reading Record
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

	Sinking our Teeth into Characters and Hooking our Audience Reading: <i>Getting to Know Characters and Their Stories</i> Writing: <i>Writing Gripping Fictional Stories</i>		
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I understand what an author intends for me to learn through a character's journey? • How can I use what I know about writing powerful personal narratives to improve my fiction writing?
Unit Strands and Standards	<u>Reading:</u> RF.2.3, RF.2.4, RL.2.2, RL.2.3, RL.2.6 <u>Writing:</u> W.2.3, W.2.5 <u>Speaking and Listening:</u> SL.2.1, SL.2.2, SL.2.3 <u>Language:</u> L.2.1, L.2.2, L.2.3, L.2.4
Concepts	<u>Reading:</u> Phonics & Word Analysis, Fluency, Retelling, Character Analysis and Point of View, Character Feelings and Traits <u>Writing:</u> Narrative Writing, Sequenced Events, Elaboration, Descriptive Details, Temporal Words, Revision, Feedback <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions from a Read Aloud, Question to Clarify, Question for more information <u>Language:</u> Writing Conventions, Language Conventions, Vocabulary
Key Vocabulary	fiction, retell, jotting, before reading strategies: previewing & make predictions, during reading strategies: learning about characters little by little, after reading strategies: character changes & lessons learned, voice tone, setting, change feelings, change experiences, character similarities, narratives, realistic fiction, craft, focus stories, actions, internal journeys, mentor texts, obstacles, elaboration, details, dialogue, traits, book talks

	Sinking our Teeth into Characters and Hooking our Audience Reading: <i>Getting to Know Characters and Their Stories</i> Writing: <i>Writing Gripping Fictional Stories</i>		4-5 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers can understand characters more deeply by using specific strategies. • readers pay attention to how and why characters' feelings change to help them identify lessons learned. • writers understand that a well-written story can pull readers to the edges of their seats. • writers recognize the need to continually improve their craft by self-assessing and goal-setting. 	<ul style="list-style-type: none"> • apply strategies to understand characters (i.e.: noticing tone of voice; attending to "out of character" words and actions; navigating unfamiliar words, experiences, and places). • identify how a character changes and grows. • determine lessons which characters learn. • generate and write several Small Moment stories. • use details and suspense in their writing. • stretch out the most important parts of their stories. • revise fictional stories with intention. • set goals to improve their writing. • recognize and use complex compound words. • edit their writing (sentences vs. fragments, comma in a series).

Assessments:	Writing: Daily Writing Samples, End-of-Unit On-Demand Narrative Reading: Anecdotal Notes
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

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Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do I use Foundational Reading Skills to tackle harder, vocabulary-rich books with accuracy, fluency, and meaning? • How can I get better about writing my opinions about books?
Unit Strands and Standards	<u>Reading:</u> RF.2.3, RF.2.4, RL.2.2, RL.2.3, RL.2.6 <u>Writing:</u> W.2.1, W.2.5 <u>Speaking and Listening:</u> SL.2.1, SL.2.2, SL.2.3 <u>Language:</u> L.2.1, L.2.2, L.2.3, L.2.4
Concepts	<u>Reading:</u> Phonics & Word Analysis, Fluency, Retelling, Character Analysis and Point of View <u>Writing:</u> Opinion/Persuasive Writing, Stating Opinions, Introduction, Conclusion, Supporting Reasons, Linking Words, Revision, Feedback <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions from a Read Aloud, Question to Clarify, Question for more information <u>Language:</u> Writing Conventions, Language Conventions, Vocabulary
Key Vocabulary	voice (storyteller vs. teaching), fluency, author's meaning, understanding, partnerships, audience, goal setting, strategy, challenging words, context, word bank, reread, similar/difference, clubs (fluency, reading, vocabulary), letters, Opinion, rehearse, Opinion Writing Checklist, retell, text evidence, audience, paragraphs, domain-specific words, close reading, lesson, nomination, award, mentor text, quotations, introduction, conclusion, elaboration, book fair

	Reading Longer and Harder as we Become Reflective Writers Reading: <i>Shoring Up on Foundational Skills</i> Writing: <i>Writing About Reading</i>		4-5 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers can understand the text better by reading with fluency. • readers need to make sense of new and tricky vocabulary in order to understand texts fully. • readers realize that rereading texts can help them improve their reading. • writers can share their opinions with others through their writing. • writers recognize that they can make their opinions stronger by giving reasons and evidence to support their ideas. 	<ul style="list-style-type: none"> • read with voice and meaning. • use strategies to determine meanings of unknown words (e.g. <i>context clues</i>). • reread for a purpose (e.g.: <i>figuring out hard parts of the text, figuring out tricky words</i>). • write opinion/persuasive pieces. • state clear opinions. • give reasons for their opinions. • state evidence to support their reasons. • recognize and use synonyms, phonograms and word patterns • edit and revise their writing (proper nouns and capitals, single vs. double subject, subject and verb).

Assessments:	Writing: Daily Writing Samples, End-of-Unit Published Piece Reading: Anecdotal notes
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

Unit Title	Our Big Thoughts in Book Clubs and Poetry Reading: <i>Series Reading</i> Writing: <i>Poetry: Big Thoughts in Small Packages</i>	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I use all that I know about fiction to read books in a series? • How can I write many poems?
Unit Strands and Standards	<u>Reading:</u> RF.2.3, RF.2.4, RL.2.2, RL.2.3, RL.2.6 <u>Writing:</u> W.2.5 <u>Speaking and Listening:</u> SL.2.1, SL.2.2, SL.2.3 <u>Language:</u> L.2.1, L.2.2, L.2.3, L.2.4
Concepts	<u>Reading:</u> Phonics & Word Analysis, Fluency, Retelling, Story Lesson or Theme, Character Analysis and Point of View <u>Writing:</u> Poetry Writing, Rhythm, Rhyme, Topic, Structure, Revision, Feedback <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions from a Read Aloud, Question to Clarify, Question for more information <u>Language:</u> Writing Conventions, Language Conventions, Vocabulary
Key Vocabulary	series, patterns, complicated patterns, predictions, clubs, partnerships, pattern breaks, similarities/differences, poetry, poet, poet's eyes, line breaks, powerful thoughts/tiny packages, language/sound, precise words, show don't tell, sound, repetition, mood, point of view, comparisons, structure, hybrid structure, feelings, stanzas

	Our Big Thoughts in Book Clubs and Poetry Reading: <i>Series Reading</i> Writing: <i>Poetry: Big Thoughts in Small Packages</i>		4-5 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers have strategies to comprehend series books more deeply by looking for patterns. • readers recognize that they must continually review and, possibly, revise their predictions as they read more of a story. • readers can share and grow their ideas in book clubs. • writers have ways to express what they see and feel in poems. • writers know that to enhance the meaning of their poetry by using different structures to write their poems. 	<ul style="list-style-type: none"> • notice patterns and use them to make predictions about series texts. • revise predictions as more information is gathered • identify breaks in patterns and consider a reason for this happening. • compare and contrast story elements in series texts • share ideas in a book club. • write many poems about topics meaningful to themselves • use different methods to bring out the meaning and mood of each poem (e.g.: <i>precise language, repetition, tone</i>). • understands and decodes longer descriptive words. • edit and revise their poems (adjectives, verbs-present and past, punctuation, commas and transition words).

Assessments:	Writing: End-of-Unit Published Piece; Daily Writing Samples Reading: Anecdotal Notes, Oral Reading Records
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

Unit Title	Reading and Responding to the World Around Us Reading: <i>Nonfiction Reading Clubs</i> Writing: <i>Lab Reports and Science Books</i>	Length of Unit	4-5 weeks
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Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I gather information about a topic, share this information, and develop new ideas with club members? • How can I write better Lab Reports? • How can I organize Science Books in a clear way?
Unit Strands and Standards	Text Features, Thinking About Topics, Looking Beyond the Text, Organizing Your Writing, Writing in Science <u>Reading:</u> RF.2.3, RF.2.4, RI.2.2, RI.2.4, RI.2.5, RI.2.10 <u>Writing:</u> W.2.2, W.2.5, W.2.7 <u>Speaking and Listening:</u> SL.2.1, SL.2.2, SL.2.3 <u>Language:</u> L.2.1, L.2.2, L.2.3, L.2.4
Concepts	<u>Reading:</u> Phonics & Word Analysis, Fluency, Main Idea, Content Vocabulary, Nonfiction Text Features, Read Complex Texts <u>Writing:</u> Informational Writing, Topic Development, Introduction, Conclusion, Revision, Feedback , Lab Reports <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions from a Read Aloud, Question to Clarify, Question for more information <u>Language:</u> Writing Conventions, Language Conventions, Vocabulary
Key Vocabulary	nonfiction, table of contents, subheadings, illustrations, clubs, main idea, close reading, envisioning, compare/contrast topics, science, scientists, lab reports, experiment, Information Writing Checklist, partnerships, introduction, conclusion, data, charts, tables, domain specific language, table of contents, draft, goal setting, mentor text, comparison, audience

Unit Title	Reading and Responding to the World Around Us Reading: Nonfiction Reading Clubs Writing: <i>Lab Reports and Science Books</i>	Length of Unit	4-5 weeks
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers draw on everything they know about nonfiction texts to learn about a topic and share this knowledge with others. • readers can make inferences, revise their thinking, and grow ideas with their reading clubs. • readers notice similarities and differences in the information presented in different texts. • writers organize information in a clear way so others can learn from their writing. 	<ul style="list-style-type: none"> • read nonfiction texts to gather information. • share meaningful conversations and learning through reading clubs. • compare and contrast texts on the same topic. • write Lab Reports based on a science experiment. • use the scientific method when performing and writing about science experiments. • write science books which integrate scientific information • solves and understands content specific words. • use word parts to derive meaning of a word. • edit and revise their writing (capitalization in titles and headings, transition words, subject verb agreement). • solve and understands content specific words using graphics and tools from the text.

Assessments:	Writing: Daily Writing Samples, End-of-Unit On-Demand Information Reading: Anecdotal Notes
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

	Mirror on the Wall...Debate the Characters One and All Reading: <i>Reading and Role Playing: Fiction, Folktales, and Fairy Tales</i> Writing: <i>Writers - Make Your Case! Writing Arguments About Books and Characters</i>		
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Inquiry Questions (Engaging Debatable):	<ul style="list-style-type: none"> • How can I combine reading with role playing and directing to grow my understanding of characters? • How can I improve my opinion writing skills?
Unit Strands and Standards	Understanding Characters, Lessons Books Teach Us, Sharing Our Opinions, Writing to Persuade <u>Reading:</u> RF.2.3, RF.2.4, RL.2.2, RL.2.3, RL.2.6, RL.2.9, RL.2.1 RL 2.10 <u>Writing:</u> W.2.1,W.2.5, W 2.6 <u>Speaking and Listening:</u> SL.2.1, SL.2.2, SL.2.3, SL2.6 <u>Language:</u> L.2.1, L.2.2, L.2.3, L.2.4, L2.6
Concepts	<u>Reading:</u> Phonics & Word Analysis, Fluency, Retelling, Story Lesson or Theme, Character Analysis and Point of View, Compare/Contrast Text Versions, Read Complex Texts <u>Writing:</u> Opinion/Persuasive Writing, Revision, Feedback <u>Speaking and Listening:</u> Converse with a Partner, Ask and Answer Questions from a Read Aloud, Question to Clarify, Question for more information <u>Language:</u> Writing Conventions, Language Conventions, Vocabulary
Key Vocabulary	fairy tale, folktale, villain, hero, sidekick, wise advisor, trickster, role play, jotting, director, reoccurring character, story pattern, lesson, moral, club, inference, opinion, persuasion, maybe statement, prompt, debate, comparison, text evidence, introduction, conclusion, audience

	Mirror on the Wall...Debate the Characters One and All Reading: <i>Reading and Role Playing: Fiction, Folktales, and Fairy Tales</i> Writing: <i>Writers - Make Your Case! Writing Arguments About Books and Characters</i>		
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Critical Content: My students will know that...	Key Skills: My students will be able to...
<ul style="list-style-type: none"> • readers can understand characters by stepping into their shoes. • readers can grow their thinking about predictable roles (e.g.: villains, heroes...). • readers can work in clubs to dig deeper into lessons and morals in stories. • writers can write their opinions about characters. • writers can convince others of their opinions of characters through better reasons and examples in their writing and through debates. 	<ul style="list-style-type: none"> • think and act as a character does. • make predictions about solution to the problem in the story. • identify predictable roles that characters play. • recognize lessons that stories teach. • write opinion/persuasive pieces. • Edit and revise their writing (pronoun order/to clarify meaning, subject and verb, spelling unknown words). • demonstrates flexible ways to solve words and uses multiple sources of information to process text smoothly. • understand and use all consonant and vowel sounds to read and write.

Assessments:	Writing: Daily Writing Samples, End-of-Unit On-Demand Opinion Reading: Anecdotal Notes, Oral Reading Record
Teacher Resources:	❖ <i>Unit Implementation Guide</i>