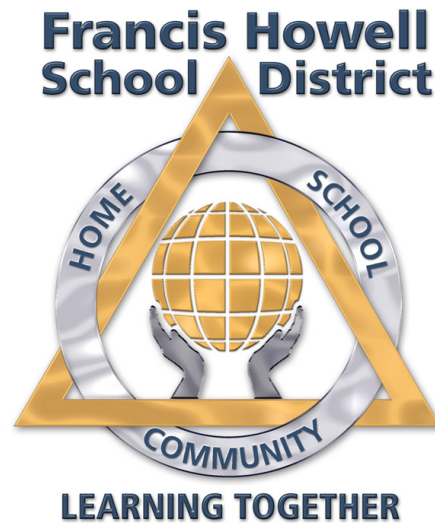


# **Second Grade**

## **English Language Arts Curriculum**



**Board Approved: June 7, 2018**

# **Francis Howell School District**

## **Mission Statement**

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

## **Vision Statement**

Every student will graduate with college and career readiness skills.

## **Values**

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

## **Francis Howell School District Graduate Goals**

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

# English Language Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

## Course Rationale

The FHSD English Language Arts curriculum was created to guide teachers in the implementation of their reading, writing, speaking and listening, and language standards. The curriculum has a focus on reading, writing, language development, speaking and listening. The implementation of the curriculum will develop students critical thinking skills by helping them analyze texts, develop effective arguments, and write for a diverse audience.

Balanced literacy continues to be the district philosophy for teaching students in reading, writing, and word work. The English Language Arts curriculum will support learners in making and conveying meaning in their reading and writing while becoming more independent in their learning.

## Course Description

Upon the completion of the English Language Arts curriculum, students exhibit increasing capacities of literacy. Students need little assistance in comprehending and evaluate complex texts across a range of types and disciplines and can construct effective arguments and convey information and stories. They can articulate their ideas, build on the ideas of others, and ask relevant questions for clarification. Students demonstrate command of standard English and use a wide range of vocabulary. As they become self-directed learners, students seek out and use resources, including teachers, peers, and print and digital reference materials.

## **Units of Study Curriculum Team**

### **Curriculum Committee**

Greta Bishline	Independence
Brittany Booth	Fairmount
Robyn Heimburger	Castlio
Becca Lewis	Harvest Ridge
Nicola Lovelace	Harvest Ridge
Rainah Pray	Becky-David
Tammie Rooy	Central Elementary
Jessica Scheve	John Weldon
Becky Schwab	Warren
Kerri Schoenberger	Daniel Boone
Angela Shockley	Independence
Gina Steffen	Daniel Boone
ELA, Social Studies, & Health Content Leader	Carrie Hepburn
Director of Student Learning	Dr. Chris Greiner
Chief Academic Officer	Nicole Whitesell
Superintendent	Dr. Mary Hendricks-Harris

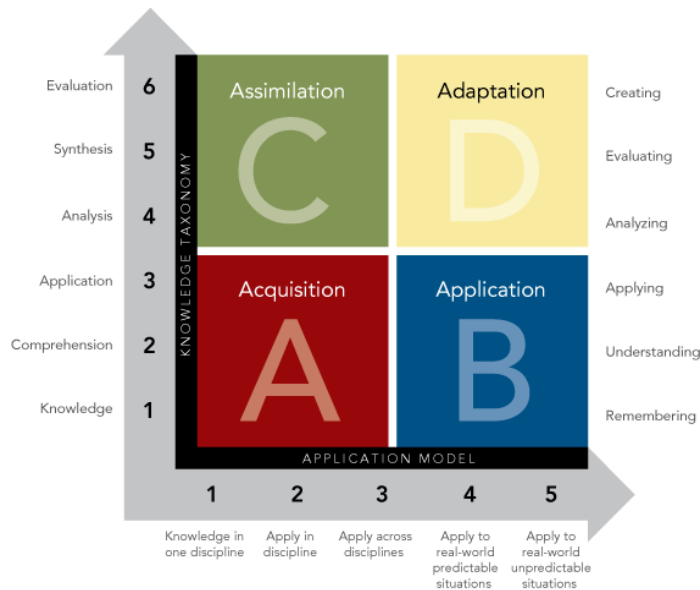
Curriculum Cycle Work: <<[Link to Step 1 documentation](#)>>

# Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

## Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

## ***21st Century Skills***

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

## ***Standards***

Standards aligned to this course can be found:

### **English Language Arts Standards**

#### **Missouri Learning Standards for Literacy**

<http://www.corestandards.org/ELA-Literacy/>

#### **National Educational Technology Standards**

<http://www.iste.org/standards/standards-for-students-2016>

# Units & Standards Overview

**Semester 1** **Semester 2**

First Quarter		Second Quarter	
Unit 1:	Unit 2:	Unit 3:	Unit 4:
<p><b>Reading: Second Grade Reading Growth Spurt</b> This unit progresses through three parts. The first bend launches the year and gets readers working toward the big work of reading with fluency, stamina, and comprehension. The second bend recruits students to work on figuring out hard words. The final bend invites readers to use what they are learning in writing to help them think more deeply in reading.</p> <p><b>Writing: Revving Up Writing Muscles (FHSD Created)</b> This unit progresses through three parts. The first bend launches Tiny Topic Notebooks to be able to stretch out and magnify small moments. The second bend spotlights on writing with a purpose and learn from author's craft. The final bend sets children up making reading and writing connections to apply in their own writing.</p>	<p><b>Reading: Growing Word Solving Muscles (FHSD Created)</b> This unit will help remind readers to monitor for accuracy, noticing troublesome words and applying known word-solving strategies to fix up their reading. Students will also become more flexible, efficient readers as they build their knowledge of strategies for solving hard words.</p> <p><b>Writing: Lessons from the Masters: Improving Narrative Craft</b> This unit progresses through three parts. The first bend teaches students ways to stretch out and magnify their small moments. The second bend will spotlight writing with a purpose and learning from author's craft. The final bend sets children up to make reading and writing connections, drawing on everything they have learned.. After spending several weeks studying mentor text, they will use all they know to develop a narrative text that engages their</p>	<p><b>Reading: Becoming Experts: Reading Nonfiction</b> The Reading Nonfiction unit pushes students to question what a nonfiction book will teach them and how to lookout for new information and ideas. Readers of nonfiction text will read to learn, grow, and become experts on many topics of their choice. This unit covers the impact that text features has on understanding a text, how to understand new scientific vocabulary, and previewing texts to infer what the book will be about. The first bend focuses on noticing, learning, and questioning traditional and nontraditional texts to increase knowledge of a particular topic. In Bend II, the focus is on how to tackle new keywords, domain - specific vocabulary, and concepts to learn and understand topics. The last bend teaches how to become an expert on a topic by reading many texts on the same topic and piecing together the information.</p>	<p><b>Reading: Studying Characters and Their Stories (FHSD Created)</b> In this unit, you will teach kids to "read" their characters in order to grow ideas about them. Your main role will be to support your students as they work hard to infer about characters and to dig more deeply into the stories they are reading. Expose children to a variety of books with entertaining and interesting characters. Note how well your students retell books and push them towards summary and inferential thinking. You might group these books by theme, such as friendship, families, or school. Invite children to go on an adventure in which they meet and learn about characters. Children will discover the first chapter is when we are introduced to the book's setting, main characters, and problem. Students will focus on events that change and shape their main characters and be meeting daily with their reading partner to discuss these characters. By the</p>

	audience.	<p><b>Writing:How-To Guide to Nonfiction Writing</b>  The <i>How-To Guide to Nonfiction Writing</i> sets writers up to teach about areas of personal expertise, and then is well-positioned early on in second grade to continue this type of work. The unit encourages students to write long and create many books throughout each bend. Each time students begin a new book, they generate an idea, plan, and organize their book. The more practice students have moving through the writing process, the easier it will become. The first bend of this unit will have students writing in areas they already considered themselves to be an expert. Next, they move into the second bend where they consider the audience in which they are writing the text for and how that changes what and how they write. In the final bend, students will write different types of nonfiction books. After spending several weeks studying mentor texts, they will use all they know to develop a nonfiction text that engages their readers/audience. As always students will wrap up the unit sharing their writing with an authentic audience, parents, fellow classmates, community</p>	<p>end of this unit, students will compare and contrast across texts, asking, “Have other characters learned the same or different things? Have they learned these things in the same or different ways?” You can expect kids to make connections between how the characters in books act and how the people in their own lives behave when face with troubles.</p> <p><b>Writing: Writing Gripping Fictional Stories (FHSD Created)</b>  The invitation to write fiction is sure to be a favorite of your students. This unit prioritizes story structure; it spotlights that a good short story contains tension that builds over a scene (or a small moment or two). The character wants something and encounters trouble en route. You will capture this combination of motivations and obstacles for children by characterizing as “edge of your seat stories” or “trouble stories” - that is the character wants something and struggles to get it. Character development will be a strong focus in this unit. Students will take what they already know about narrative writing and build on that knowledge to write well-elaborated short stories.</p>
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You will have two forty-five minute sessions to write an information (or all-about) text that teachers others interesting and important information and ideas about the topic. Please keep this in mind that you'll only have two class times to complete this, so you'll need to plan, draft, revise,</i></p>	Second Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	J&K	I	H or below	2 <sup>nd</sup> Quarter	K	J	I or below	3 <sup>rd</sup> Quarter	L	K	J or below	4 <sup>th</sup> Quarter	M	L	K or below	<p><b>Reading:</b> Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. 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	<p><i>what you can do as writers of narratives, of stories, so today will you please write the best personal narrative, the best Small Moment story, that you can write? You will have two forty-five minute sessions to write this true story, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> <li>• make a beginning for your story,</li> <li>• show what happened in order,</li> <li>• use details to help readers picture your story,</li> <li>• make an ending for your story.</li> </ul> <p><b>Standards Assessed:</b> W.2.3, L.2.3  <a href="#">Narrative Rubric</a></p>	<p><i>and edit in two sittings. Write in a way that shows all that you know about informational writing. In your writing make sure you:</i></p> <ul style="list-style-type: none"> <li>• Introduce the topic you will teach about,</li> <li>• include lots of information,</li> <li>• organize your writing,</li> <li>• use transition words,</li> <li>• write an ending.</li> </ul> <p><b>Standards Assessed:</b> W.2.2, L.2.3  <a href="#">Information Rubric</a></p>	
<b>Third Quarter</b>		<b>Fourth Quarter</b>	
<b>Unit 5:</b>	<b>Unit 6:</b>	<b>Unit 7:</b>	
<p><b>Reading: Bigger Books Mean Amping Up Reading Power</b> This unit will focus on the areas of reading fluency, literary language, and tracking longer stories. Students will work on reading with fluency and knowing what it looks like and sounds like to read with expression. Students will also</p>	<p><b>Reading: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs</b> In this unit, we will revisit students' nonfiction reading skills and introduce some new speaking and listening skills. We will teach strategies on how to find key details and determine the main idea of a text to gain a</p>	<p><b>Reading: Series Book Clubs</b> The Series Book Club will use a familiar series that will provide a safe, supportive context for daring thinking and breakthrough work with skills. Students will become far more adept at the foundational skills upon which all fiction readers rely: previewing, envisionment, prediction, monitoring for sense, inferring, and understanding characters and other story elements. In the first bend of this unit, students will begin reading a series with their partners, collecting information about the main characters of their books. Who are the characters, how do they feel and behave? What</p>	

<p>explore figurative language and work on keeping track of the storyline in longer books. At the end of the unit, students will form a reading club using fluency, literary language, and keeping track of longer books as their goal.</p> <p><b>Writing: Poetry: Big Thoughts and Small Packages</b> The poetry unit is divided into three bends, each one deepening children's understanding of poetry. First students will learn that poets are sparked by objects and feelings that they translate to music on the page. The early portion of the units pays special attention to sounds, helping develop students' ears as they experiment with line breaks, and come to understand poetry is different than a story. In Bend II, students will recognize that in a poem, choice and placement of words matter more than ever. They will admire and explore with metaphor, strengthening their ability to see like a poet. In Bend III, the students will explore various natural structures of poems: story poems, poems with a back-and-forth structure, list poems.</p>	<p>deeper understanding. Students will learn to add new information to their bank of knowledge on a topic. Most of this will be done in a book club setting consisting of 3 - 4 students.</p> <p><b>Writing: Lab Reports and Science Books</b> We will teach students more about information writing and about the kinds of information writing that scientists complete. Students will engage in experiments, hypothesize and record findings, develop theories, organize further experiments, and write lab reports. Students will then write an information book to teach others about what they have learned.</p>	<p>kinds of of trouble do they encounter and how do they respond to that trouble? As the week progresses and students swap books they will think and talk together about the similarities and differences that they find across the series. In the next bend, students will start rereading a book in their series and engaging in inquiry, thinking about the craft the writer uses. They will study ways authors use word choice, figurative language, punctuation, and even patterns to construct their series. In the final bend, students will begin to innovate and invent ways to share their books with others. They will think about ways to share the series books that they most love. At the end of this bend, they will also begin to learn how to have a debate inside their clubs as another way to share and talk about books.</p> <p><b>Writing: Writing About Reading</b> The Guide to Writing about Reading sets writers up to teach about opinions. This unit you will help your children learn to state clear opinions, and support their ideas with evidence. In addition to introducing the topic they are writing about, your students must also introduce the book they are writing about, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. The first bend of this unit will have students state opinions clearly, retell their stories so that their opinions make sense to readers, and revise their letters before sending them out into the world. Next, they move into the second bend where students will read and reread closely to add more details and evidence to support their opinions. Students will also use conventions to liven up their writing. Finally, in the third bend, students will shift gears into writing that more closely resembles an essay. They will learn to incorporate quotations to supply further text evidence, make comparisons between books and across collections of books, and add introductions and conclusions. As always writers will wrap up this unit sharing their writing with an authentic audience, parents, community members, fellow classmates, and more.</p>	
PE Assessment:	PE Assessment:	PE Assessment:	

**Reading:**

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**Standards Assessed:** RL.2.10, RI.2.10

**Mastery Levels:**

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**Reading Benchmark**

Teachers will administer the Second Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.

**Standards Assessed:** RL.2.1, RL.2.2, RI.2.1, RI.2.2, RI.2.5  
[Assessment & Blueprint](#)

**Writing:**

Informational Writing:

*Think of a topic that you've studied or that you know a lot about. You will have two forty-five minute sessions to write an information (or all-about) text that teaches others interesting and*

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**Mastery Levels:**

Second Grade Reading Level Expectations			
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations
1 <sup>st</sup> Quarter	J-K	I	H or below
2 <sup>nd</sup> Quarter	K	J	I or below
3 <sup>rd</sup> Quarter	L	K	J or below
4 <sup>th</sup> Quarter	M	L	K or below

**Reading Benchmark**

Teachers will administer the Second Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.

**Standards Assessed:** RL.2.1, RL.2.2, RI.2.1, RI.2.2, RI.2.5  
[Assessment & Blueprint](#)

**Writing:**

Opinion Writing:

*Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you'll have two class times to complete this, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about opinion writing. In your writing make sure you:*

- Name your opinion,
- Give reasons and evidence to explain why you have that opinion,
- Write an ending.

**Standards Assessed:** W.2.1, L.2.3

[Opinion Rubric](#)

*important information and ideas about the topic. Please keep this in mind that you'll only have two class times to complete this, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. In your writing make sure you:*

- *Introduce the topic you will teach about,*
- *include lots of information,*
- *organize your writing,*
- *use transition words,*
- *write an ending.*

**Standards Assessed: W.2.2,  
L.2.3**

[Information Rubric](#)

## Unit 1: Second Grade Reading Growth Spurt (Bk. 1) & Revving Up Writing Muscles

<b>Content Area:</b> English Language Arts	<b>Course:</b> Second Grade	<b>UNIT:</b> Second Grade Reading Growth Spurt & Revving Up Writing Muscles
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<p><b>Unit Description:</b></p> <p><b>Reading:</b> This unit progresses through three parts. The first bend launches the year and gets readers working toward the big work of reading with fluency, stamina, and comprehension. The second bend recruits students to work on figuring out hard words. The final bend invites readers to use what they are learning in writing to help them think more deeply in reading.</p> <p><b>Writing:</b> This unit progresses through three parts. The first bend launches Tiny Topic Notebooks to be able to stretch out and magnify small moments. The second bend spotlights on writing with a purpose and learn from author's craft. The final bend sets children up making reading and writing connections to apply in their own writing.</p>	<p><b>Unit Timeline:</b></p> <p><b>Reading:</b> 20 days</p> <p><b>Writing:</b> 10-15 days</p>
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### DESIRED Results

#### **Transfer Goal - *Students will be able to independently use their learning to.....***

- Read and write to gain understanding in order to help them successfully engage in the world around them.
- Collaborate both verbally and in writing to communicate with a particular audience for a variety of purposes.

#### **Understandings – *Students will understand that... (Big Ideas)***

1. Effective readers use appropriate strategies to construct meaning and demonstrate understanding.
2. Effective writers use the writing process to write to a variety of audiences for various purposes.
3. Effective speakers and listeners engage in collaborative conversations and presentations.
4. Effective readers, writers, speakers, and listeners use rules of grammar and conventions of language to support communication.

**Essential Questions: *Students will keep considering...***

- How do strategic readers create meaning from informational and literary text?
- How does interaction with text provoke thinking and response?
- What strategies do good readers use to become an independent reader?
- How does the audience affect the format of our writing?
- What strategies can we use to make our writing come alive?
- How does each step in the process impact your writing?
- How do you listen and speak effectively to respond and give feedback?
- How do I adapt my communication to different purposes and audiences?
- How do writers apply grammar and mechanics to convey their message effectively?
- What are the benefits of using resources to improve your spelling?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.2.1	<ul style="list-style-type: none"><li>• Inferring is going beyond the literal meaning of a text and thinking about what is not stated but is implied by the writer</li><li>• What makes a quality question</li><li>• Key details support the central message of the story</li></ul>	<ul style="list-style-type: none"><li>• Inferences need to be logical</li><li>• That asking and answering question helps them understand a text</li></ul>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
RL.2.2	<ul style="list-style-type: none"><li>• Recounting/retelling stories includes telling the main events, including just the most important information, not every single detail.</li><li>• Central message, lesson, or moral are what the author thinks is the right or proper way to behave.</li><li>• Fable is a legendary story of supernatural happenings or narratives that attempt to impart truths (often through morals) especially in stories where animals speak and have human characteristics.</li><li>• Folktales are short stories that were first passed down from generation to generation. The tales typically have to do with everyday life.</li><li>• Fairy tales are a subgenre of folktales that include magical elements or creatures.</li></ul>	<ul style="list-style-type: none"><li>• Analyzing parts or elements of a text help the reader create meaning.</li></ul>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	<ul style="list-style-type: none"><li>• Major event is the most important event in the story, typically related to how the main character resolves a problem or</li></ul>	<ul style="list-style-type: none"><li>• Analyzing text means to look closely at something</li></ul>	Describe how characters in a story respond to major events

	<p>handles a challenge.</p> <ul style="list-style-type: none"> <li>• Cause/effect relationship is the relationship between the reason (“why) something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result.</li> </ul>	<p>for the key parts to see how they work together, this leads to greater understanding of the text.</p> <ul style="list-style-type: none"> <li>• A lot can be learned by observing how a character handles difficult situations</li> </ul>	<p>and challenges.</p>
RL.2.4	<ul style="list-style-type: none"> <li>• Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader.</li> <li>• Alliteration is repetition of the initial consonant sound in words that are close to one another (e.g., “wonderful wacky words”)</li> <li>• Authors repeat the same lines for emphasis or effect</li> <li>• A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”)</li> <li>• A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”)</li> <li>• Personification involved attributing human characteristics to something that is non-human.</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative language changes or goes beyond literal meaning.</li> <li>• Language creates mental pictures</li> <li>• Language helps keep readers engaged</li> </ul>	<p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>
RL.2.5	<ul style="list-style-type: none"> <li>• Stories have a beginning, middle, and end.</li> <li>• The beginning of a story sets up the story.</li> <li>• The end of the story concludes the action.</li> <li>• Narrative text structure is a method of organizing a text. A simple narrative text structure follows a traditional sequence that includes a beginning, a problem, a series of events, a resolution of the problem, and an ending. Alternative narrative structures may include devices such as flashback or flash-forward to change the sequence of events or allow for multiple narrators.</li> </ul>	<ul style="list-style-type: none"> <li>• The structure of the story</li> <li>• Parts of a story relate and create a whole story</li> </ul>	<p>Describe the overall structure of a story, including describing how the beginning introduces the story and the end concludes the action.</p>
RL.2.6	<ul style="list-style-type: none"> <li>• Dialogue is a conversation between two or more characters</li> <li>• Point of view is the perspective through which a story is told or an event is related.</li> <li>• First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings</li> <li>• Third person is when a narrator who usually identifies with the main character’s point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories unfold with the help of both the characters and the narrator</li> <li>• Knowing the point of view of who is telling the story helps you understand it better</li> </ul>	<p>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>



RL.2.7	<ul style="list-style-type: none"> <li>• An illustration is the picture that accompanies a text</li> <li>• A character is a person/animal in a story</li> <li>• A setting is where/when a story takes place</li> <li>• Plot is the story line or sequence of actions that are built around a conflict or problem the main character is experiencing.</li> <li>• Different types of media (e.g., print, pictures, and illustrations, and electronic and new media)</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations can convey meaning.</li> <li>• Stories can be told in multiple ways</li> <li>• Illustrations can help us understand text better</li> <li>• Ideas can be expressed in different ways, either through images or graphic representations.</li> </ul>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10	<ul style="list-style-type: none"> <li>• Ways to pick a good-fit book.</li> <li>• A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.</li> <li>• To comprehend a text is to understand what is read in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Readers read books to grow as readers and learners.</li> </ul>	<b>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
RF.2.3	<ul style="list-style-type: none"> <li>• Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level.</li> <li>• Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood.</li> <li>• Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> <li>• Regularly spelled two-syllable words</li> <li>• Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out.</li> <li>• Spelling-sound correspondences</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding words is complex and requires different approaches</li> <li>• Some words are not able to be decoded</li> <li>• How to apply the knowledge of letter-sound relationships</li> </ul>	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3a	<ul style="list-style-type: none"> <li>• Long and short vowels</li> </ul>	<ul style="list-style-type: none"> <li>• How to apply the knowledge of letter-sound relationships</li> </ul>	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b	<ul style="list-style-type: none"> <li>• When two vowels together make the same long vowel sound (almost all of the time), <i>-os</i>, <i>-ai</i>, <i>-ee</i>, and <i>-ea</i></li> </ul>	<ul style="list-style-type: none"> <li>• How to apply the knowledge of letter-sound relationships</li> </ul>	Know spelling-sound correspondences for common vowel teams.

RF.2.3c	<ul style="list-style-type: none"> <li>Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Decode regularly spelled two-syllable words with long vowels.
RF.2.3d	<ul style="list-style-type: none"> <li>Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> <li>Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>)</li> <li>Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>How to apply the knowledge of letter-sound relationships</li> <li>Prefixes and suffixes can change the meaning of a word</li> </ul>	Decode words with common prefixes and suffixes.
RF.2.3e	<ul style="list-style-type: none"> <li>Words with inconsistent but common spelling-sound correspondences</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f	<ul style="list-style-type: none"> <li>Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out.</li> </ul>	<ul style="list-style-type: none"> <li>Some words are not able to be decoded</li> </ul>	Recognize and read grade-appropriate irregularly spelled words.
<b>RF.2.4</b>	<ul style="list-style-type: none"> <li>Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression</li> <li>Accuracy refers to reading words correctly or precisely.</li> <li>Readers pick good fit books.</li> <li>Readers use strategies to help their understanding (e.g., self-correct, reread, etc)</li> <li>Readers have a plan when they don't know a word.</li> </ul>	<ul style="list-style-type: none"> <li>Readers need to read fluently and accurately to get an author's intended meaning.</li> <li>Strategies for when we don't know a word.</li> <li>Readers read text with appropriate tone.</li> <li>Audiences should understand text when it is read aloud.</li> </ul>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
RF.2.4a	<ul style="list-style-type: none"> <li>Reading with purpose and understanding is reading for a reasons (to be entertained, to learn, to get information, etc) and with comprehension of what is being read.</li> </ul>	<ul style="list-style-type: none"> <li>Reading is meant to be understood and remembered</li> </ul>	Read on-level text with purpose and understanding.

		<ul style="list-style-type: none"> <li>• Readers read a text for a variety of reasons</li> </ul>	
RF.2.4b	<ul style="list-style-type: none"> <li>• Accuracy refers to reading words correctly or precisely.</li> </ul>	<ul style="list-style-type: none"> <li>• Readers need to read fluently and accurately to get an author's intended meaning.</li> </ul>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	<ul style="list-style-type: none"> <li>• Readers use strategies to help their understanding (e.g., self-correct, reread, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for when we don't know a word.</li> </ul>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.3	<ul style="list-style-type: none"> <li>• Narrative is a story that can be fictional or grounded in fact</li> <li>• Temporal words signal event order.</li> <li>• Closure is the end of a piece where the writer brings the piece to a close by telling the reader how things turned out</li> <li>• Details are the information provided (i.e.actions, thoughts, feelings)</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative writing can be imaginary</li> <li>• Narrative writing comes from your own experiences</li> <li>• Fictional authors may use some details from real life to imagine their stories, the stories are mostly made up</li> <li>• Can be true or something made up</li> <li>• Organization helps a reader understand the story</li> <li>• Using temporal words use the story forward</li> <li>• The ending of the story provides the feeling the reader is left with about the story</li> </ul>	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts and feelings use temporal words to signal event order, and provide a sense of closure.
W.2.5	<ul style="list-style-type: none"> <li>• Others can provide feedback on our writing.</li> <li>• Writing has a focus.</li> <li>• Details are the information provided</li> <li>• Elaboration is talking in more detail</li> <li>• Examples are clear cut explanations</li> <li>• Editing is fixing spelling, punctuation,and grammar errors</li> </ul>	<ul style="list-style-type: none"> <li>• Revising helps to make our writing sound better.</li> <li>• Editing helps to make our writing look better.</li> <li>• Strategies to provide peers with meaningful feedback.</li> </ul>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

	<ul style="list-style-type: none"> <li>Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better.</li> <li>Strengthening is what revising does to writing; making it stronger by tightening the wording, refining the opinion, and removing what is necessary so that key ideas, reasoning, and evidence are emphasized.</li> </ul>	<ul style="list-style-type: none"> <li>Adding details to our writing can help our readers to visualize.</li> <li>Strategies for focusing our writing.</li> <li>Details, examples, and elaboration are what readers look for to expect so they know what the author is writing about</li> <li>Authors writing for an audience need to make sure the audience can read and understand their writing (editing/revising process)</li> </ul>	
SL.2.1	<ul style="list-style-type: none"> <li>Collaborative conversations involve discussing ideas and working jointly with others to create new thinking.</li> <li>Partners are who you share information with</li> <li>Rules of discussion</li> <li>Listening in discussion</li> <li>Responding is building on someone's remark or asking/answering a question</li> <li>Comments are when you make a reference to someone's remark before adding your thoughts</li> <li>Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added</li> <li>Question is something you ask to gain information or clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>Building upon others' talk in conversation deepens the discussion</li> <li>There are different purposes when speaking at different times and with different people</li> <li>Listening to a person's response helps deepen your understanding</li> <li>Listening to a person's response helps form your comments</li> <li>That your response should be related to the topic of the conversation</li> <li>The questions you ask in conversations help to clarify your understanding</li> <li>Collaborative conversations include all voices</li> <li>The rules of conversation make sure all members</li> </ul>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

		benefit from the conversations	
SL.2.1a	<ul style="list-style-type: none"> <li>Rules of discussion</li> <li>Collaborative conversations involve discussing ideas and working jointly with others to create new thinking.</li> </ul>	<ul style="list-style-type: none"> <li>The rules of conversation make sure all members benefit from the conversations</li> </ul>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.).
SL.2.3	<ul style="list-style-type: none"> <li>Evaluate means to judge the credibility of a speaker and/or the information being presented.</li> <li>Evidence is the data, details, or examples the speaker uses in the presentation; it also concerns how credible and accurate the information is.</li> <li>Point of view is the position a speaker takes in relation to the subject.</li> <li>What is the student's background knowledge of the topic</li> <li>Actively listen and take notes</li> <li>Question is something you ask to gain information or clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>A speaker's point of view must be understood, because it can reveal a bias about the subject and undermine the credibility of the information being presented.</li> <li>To clarify something you do not understand requires you to ask questions</li> </ul>	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	<ul style="list-style-type: none"> <li>Recount is to give the key details of something; in a story it may be what happened in chronological order; in an informational piece it may involve stating the main ideas</li> <li>facts and details are that describe their story or experience</li> <li>Appropriate to the task, purpose, and audience by organizing, developing, and presenting information depends on the purpose and the audience to whom one is speaking</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a presentation's success</li> <li>Speaking requires using an audible voice while conveying ideas in a logical organization</li> </ul>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	<ul style="list-style-type: none"> <li>Appropriate to the task, purpose, and audience by organizing, developing, and presenting information depends on the purpose and the audience</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a effective communication</li> <li>Speaking requires using an audible voice while conveying ideas in a logical organization to effectively communication</li> </ul>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations)
L.2.1	<ul style="list-style-type: none"> <li>Collective nouns are words that refer to collections of persons or things taken as a whole (<i>group, class, gaggle</i>)</li> </ul>	<ul style="list-style-type: none"> <li>We follow grammar rules so that our writing makes</li> </ul>	Demonstrate command of the conventions of standard English

	<ul style="list-style-type: none"> <li>• Reflexive pronouns are pronouns that are preceded by nouns, adjectives, adverbs, or pronouns to which they refer (their antecedents) within clauses. Such a pronoun refers to the person or thing doing the action (He bought <i>himself</i> a glass of milk.)</li> <li>• Past tense irregular verbs are verbs whose past tense and past participle are not formed by adding <i>-ed</i>, <i>-d</i>, or <i>-t</i> to the present tense. (<i>bleed; bled, break;broke</i>)</li> <li>• Adjectives are words that describe a noun and provide more information about the object signified.</li> <li>• Adverbs are words that usually modify verbs, but they can also modify adjectives. They change or qualify the meaning of these parts of speech often times answering questions <i>how? In what way? When? Where? To what extent?</i></li> <li>• Simple sentences join a noun with a verb to complete a thought or idea</li> <li>• Compound sentences are made when two or more sentences are joined together with a comma and a coordinating conjunction.</li> </ul>	<p>sense to our reader</p> <ul style="list-style-type: none"> <li>• We follow grammar rules to effectively communicate with others</li> <li>• Subjects and verbs create a sentence</li> <li>• A variety of sentences makes writing interesting</li> </ul>	grammar and usage when writing or speaking.
L.2.1a	<ul style="list-style-type: none"> <li>• Collective nouns are words that refer to collections of persons or things taken as a whole (<i>group, class, gaggle</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• We follow grammar rules so that our writing makes sense to our reader</li> <li>• We follow grammar rules to effectively communicate with others</li> </ul>	Use collective nouns (e.g., group).
L.2.1b	<ul style="list-style-type: none"> <li>• Irregular plural nouns are plural nouns that do not use the regular plural ending of <i>-s</i>, or <i>-es</i></li> </ul>	<ul style="list-style-type: none"> <li>• We follow grammar rules so that our writing makes sense to our reader</li> <li>• We follow grammar rules to effectively communicate with others</li> </ul>	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
L.2.2	<ul style="list-style-type: none"> <li>• The conventional rules of capitalization, punctuation, and spelling for the standard English language.</li> <li>• Capitalize holidays, product names, and geographic names.</li> <li>• Use commas in greetings and closings of letters to separate words</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• Consult reference materials, including beginning dictionaries,</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters signal where a sentence begins and words that are proper</li> <li>• Commas are used for a variety of reasons</li> <li>• Apostrophes stand in for omitted letters</li> <li>• Apostrophes show</li> </ul>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	as needed to check and correct spellings.	possession in nouns and pronouns <ul style="list-style-type: none"> <li>References are supports for writing</li> </ul>	
L.2.2d	<ul style="list-style-type: none"> <li>Generalize learned spelling patterns when writing words (e.g., cage-&gt;badge: boy-&gt;boil).</li> </ul>	<ul style="list-style-type: none"> <li>Spelling patterns are common configurations of letters in several words</li> </ul>	Generalize learned spelling patterns when writing words (e.g., cage->badge: boy->boil).
<b>L.2.3</b>	<ul style="list-style-type: none"> <li>People speak differently from how they write</li> <li>Know that punctuation like commas, exclamation, and question marks can be used for effect</li> <li>Different sentence types and varieties affect how your piece reads</li> <li>Capitalization rules</li> <li>Grammar rules</li> </ul>	<ul style="list-style-type: none"> <li>Language functions in different contexts</li> <li>Punctuation helps the reader make sense of a piece of writing</li> <li>Punctuation can change the meaning of a piece of writing</li> <li>Grammar follows a pattern</li> <li>Grammar lays the groundwork for effective communication</li> <li>Grammar is essential for clarity of meaning and intent</li> <li>Words and phrases can be chosen to achieve an effect</li> </ul>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
L.2.4	<ul style="list-style-type: none"> <li>Words can have multiple meanings</li> <li>A phrase is a sequence of two or more words</li> <li>Compound words are words formed by the joining of two words.</li> <li>Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed).</li> <li>Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes.</li> <li>Multiple-meaning words are words that mean more than one thing, depending on the context</li> <li>Resources can be utilized to determine the meaning of words or phrases (e.g., glossary, thesaurus, dictionary)</li> </ul>	<ul style="list-style-type: none"> <li>Language has specific rules</li> <li>How to break apart a word to determine meaning</li> <li>Context clues help determine word meaning</li> <li>Word parts change the meaning of the sentences/phrases</li> <li>Both words in compound words contribute to the meaning of the word</li> </ul>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.4b	<ul style="list-style-type: none"> <li>• A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>)</li> <li>• A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Word parts change the meaning of the sentences/phrases</li> </ul>	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
L.2.4c	<ul style="list-style-type: none"> <li>• Root words are base words and they have meaning</li> </ul>	<ul style="list-style-type: none"> <li>• How to break apart a word to determine meaning</li> </ul>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
L.2.5	<ul style="list-style-type: none"> <li>• Antonyms are words with opposite meanings.</li> <li>• Nuances in word meanings are subtle meanings of some words as we use and come to know them. Readers learn to discern the implied meanings of words, and writers attend to the degrees of meaning as they select words to use in their pieces.</li> <li>• Real-Life Connection is when students connect what they're learning to what they're experiencing in their lives</li> <li>• Intensity of words how a word can change the emotion/energy of the word</li> </ul>	<ul style="list-style-type: none"> <li>• The relationship between words and their meanings</li> <li>• How word choice conveys meaning</li> <li>• Real life connections help anchor meaning of words</li> </ul>	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.6	<ul style="list-style-type: none"> <li>• Content or academic vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>• Readers constantly learn and use new words through conversations and texts</li> <li>• Identify unknown words and seek meaning</li> </ul>	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).
ISTE 1a	<ul style="list-style-type: none"> <li>• Learning goals</li> <li>• Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Setting goals helps us improve</li> </ul>	Students will: <ul style="list-style-type: none"> <li>a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</li> </ul>
ISTE 6a	<ul style="list-style-type: none"> <li>• Digital platforms</li> <li>• Digital tools</li> </ul>	<ul style="list-style-type: none"> <li>• Not all digital tools and platforms are appropriate</li> </ul>	Students will: <ul style="list-style-type: none"> <li>a. Choose the appropriate</li> </ul>



		for all creation and communication	platforms and tools for meeting the desired objectives of their creation or communication
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## Unit 1: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<b>Reading:</b> Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.  <b>Mastery Levels:</b>	<b><u>R/R Quadrant</u></b>  <b><u>21 Century</u></b>  C Critical Thinking Communication																								
1	<b>RL.2.10</b> <b>RI.2.10</b>	<table border="1"> <thead> <tr> <th colspan="4">Second Grade Reading Level Expectations</th> </tr> <tr> <th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td><td>J,K</td><td>I</td><td>H or below</td></tr> <tr> <td>2<sup>nd</sup> Quarter</td><td>K</td><td>J</td><td>I or below</td></tr> <tr> <td>3<sup>rd</sup> Quarter</td><td>L</td><td>K</td><td>J or below</td></tr> <tr> <td>4<sup>th</sup> Quarter</td><td>M</td><td>L</td><td>K or below</td></tr> </tbody> </table>	Second Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	J,K	I	H or below	2 <sup>nd</sup> Quarter	K	J	I or below	3 <sup>rd</sup> Quarter	L	K	J or below	4 <sup>th</sup> Quarter	M	L	K or below	
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## Unit 1: Sample Activities

### SAMPLE LEARNING PLAN

#### **Pre-assessment:** Narrative Writing:

*I'm really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best personal narrative, the best Small Moment story, that you can write? You will have two forty-five minute sessions to write this true story, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:*

- make a beginning for your story,
- show what happened in order,
- use details to help readers picture your story,
- make an ending for your story.

# Reader's Workshop

## Second Grade Reading Growth Spurt (BK. 1)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1,3	<b>RL.2.1</b> RL.2.4 RL.2.6 <b>RL.2.10</b> <b>RF.2.4</b> W.2.3 SL.2.1 L.2.1 <b>L.2.3</b>	1. Readers Choose How to Reading (session 1) <b>Objective:</b> Students will <ul style="list-style-type: none"> <li>Know that you can read in different voices.</li> <li>Understand how to read in different voices.</li> <li>Be able to choose the appropriate voice in reading.</li> </ul> a. <b>Connection:</b> The teacher will generate excitement for newfound growth and big kid privileges and responsibilities. b. <b>Teaching:</b> The teacher will explain that students can choose how they'll read a book. Show how to do this by reading a familiar song or story in a manner most children wouldn't have chosen for that text. c. <b>Active Engagement:</b> The teacher will: <ol style="list-style-type: none"> <li>Highlight that children can choose not only what but also how they'll read the text.</li> <li>Recruit a few volunteers to read just a tiny bit of the text aloud, illustrating the many options.</li> </ol> d. <b>Link:</b> Teacher will revisit the theme that second grade is a year for enormous growth. Readers will choose not only what but also how to read. e. <b>Mid-Workshop:</b> Teacher will point out that readers know the best thing is to sometimes read fast and smooth and to sometimes read slowly and thoughtfully. f. <b>Share:</b> Teacher will demonstrate what students know from prior years, partners practice reading together by sitting hip to hip, holding a shared book, and talking about how they'll read before starting to do so. <a href="#">Session 1 Appendix Documents</a>	Setting Objectives  Reinforcing Effort   Cues, Questions, and Advance Organizers   Providing practice	C  Creativity Collaboration Communication Critical Thinking
1, 3	<b>RL.2.1</b> RL.2.2 RL.2.3 <b>RL.2.10</b> RF.2.3 <b>RF.2.4</b>	2. Readers Get Stronger by Reading a Lot! (Session 3) <b>Objective:</b> Students will: <ul style="list-style-type: none"> <li>Know what volume reading is.</li> <li>Understand that second grade readers work hard to get stronger.</li> <li>Be able to set goals, pushing themselves to read more and longer each day.</li> </ul> <i>Teacher Note: Students can keep track of reading goals digitally, utilizing a multitude of</i>	Setting Objectives	C  Creativity Collaboration Communication Critical

	W.2.3 SL.2.1 L.2.1 <b>L.2.3</b> ISTE 1a	<p><i>technology options such as See Saw, Google Drive, Excel, or Microsoft Office.</i></p> <p><b>a. Connection:</b> Remind readers that earlier you compared second-grade reading growth of Jack's beanstalk, and ask, "How do readers get stronger?"</p> <p><b>b. Teaching:</b></p> <ol style="list-style-type: none"> <li>Tell students that reading researchers have found that when a child is matched to a book like the Fly Guy books, it should take five or ten minutes to read, and then talk up goal setting.</li> <li>Debrief in ways that highlight the importance of readers working to get stronger. Suggest that one way to do this is to set goals for volume of reading.</li> </ol> <p><b>c. Active Engagement:</b> Channel readers to calculate goals they can set, applying your figures to their own reading.</p> <p><b>d. Link:</b> Send readers off to work with resolve.</p> <p><b>e. Mid-Workshop Teaching Point:</b></p> <ol style="list-style-type: none"> <li>Tell the readers that last year they used a reading log to keep track of how much they read.</li> <li>Give them their new reading log and fill them out with today's reading.</li> </ol> <p><b>f. Share:</b> Channel partners to share, first talking about their goals and how they read parts of books, and then reading those parts aloud.</p> <p><a href="#">Session 3 Appendix Documents</a></p>	<p>Providing Recognition &amp; Feedback</p> <p>Providing practice</p>	Thinking
1, 3	RL.2.4 <b>RL.2.10</b> RF.2.3 <b>RF.2.4</b> W.2.3 SL.2.1 SL.2.6 L.2.1 <b>L.2.3</b> L.2.4 ISTE 1a	<p>3: Readers Read in Longer Phrases , Scooping Up Snap-Words (session 4)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know how to run their eyes across the words on a page.</li> <li>Understand how to use snap words to read longer phrases.</li> <li>Be able to read scooping up longer phrases.</li> </ul> <p><i>Teachers Note: Reading log could be digital, ideas include: Padlet (students take pictures of front cover), Google Drive app, or See Saw.</i></p> <p><b>a. Connection:</b> The teacher will remind children of the work they've done recently to decide how a book wants to be read, and point out that sometimes hard words get in the way of this decision.</p> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Model how you can look down a page and realize that even when a book has lots and lots of words, many of them are words you can read automatically.</li> <li>Debrief in ways that accentuate the transferable work that you have done.</li> </ol> <p><b>c. Active Engagement:</b> The teacher will invite children to look for words and phrases they know in a snap. Then ask readers to read the words they know to their partners in big scoops.</p> <p><b>d. Link:</b> The teacher will invite children to read an anchor chart aloud, reminding</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Cues, Questions, and</p>	<p>C</p> <p>Creativity Collaboration , Communication Critical Thinking</p>

		<p>themselves of their growing repertoire of strategies. Add today's strategy to the chart.</p> <p><b>e. Mid-Workshop Teaching:</b> The teacher will tell the students that before they start a second book, remember to add the new title to your reading log and then check the "Readers GROW Like Beanstalks!" chart. It will help you remember to take a sneak peak- and to think "How does this book want to be read?"</p> <p><b>f. Share:</b> The teacher will ask partners to listen super carefully to each others' reading, noting whether they are remembering to do all that they have learned about how second-graders read.</p> <p><a href="#">Session 4 Appendix Documents</a></p>	<p>Advance Organizers</p> <p>Providing practice</p>	
1, 3	<p><b>RL.2.1</b>  <b>RL.2.2</b>  <b>RL.2.3</b>  <b>W.2.3</b>  <b>SL.2.1</b>  <b>SL.2.2</b>  <b>SL.2.3</b>  <b>SL.2.4</b>  <b>L.2.1</b>  <b>L.2.3</b></p>	<p>4: Keeping Tabs on Comprehension (session 5)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know that reading is thinking.</li> <li>Understand that readers think about their books.</li> <li>Be able to retell their story events in order.</li> </ul> <p><b>a. Connection:</b> The teacher will recognize that students have been off to a great start of the school year. They have been deciding not just <i>what</i> to read but <i>how</i> to read.</p> <p><b>b. Teaching:</b> The teacher will explain that readers pause to check for comprehension. Recruit students to stop you if you forget to think when reading the demonstration text- then do so, letting the students call, "Stop and think!"</p> <p><b>c. Active Engagement:</b> The teacher will prompt kids to take on roles in partnerships, taking turns reading from their own books and signaling a time to monitor for comprehension.</p> <p><b>d. Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students that reading is thinking, and nudge them to check their thinking by retelling what happened.</li> <li>Refer to the anchor chart (i.e. Readers GROW Like Beanstalks!), one which the latest strategy has been placed.</li> </ol> <p><b>e. Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Explain that strong readers set goals for themselves and push themselves toward those goals. Some students should be setting goals that they need to "read more, faster" and some need to "read slowly and pause more often to make sure the books make sense".</li> <li>Students make an imaginary road sign that either says "Go!" or "Slow down"</li> </ol> <p><b>f. Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Praise children for the reading goals they set and accomplished and give them a new goal: to read more.</li> <li>Invite children to be problem solvers, suggesting solutions to particular problems that get in the way of reading more, both inside and outside of</li> </ol>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Cues, Questions, and Advance Organizers</p> <p>Providing practice</p>	<p>C</p> <p>Creativity  Collaboration  Communication  Critical Thinking</p>

		reading workshop. <a href="#">Session 5 Appendix Documents</a>		
1, 3	<b>RL.2.1</b> RL.2.2 RL.2.3 W.2.3 W.2.8 SL.2.1 SL.2.4 L.2.1 <b>L.2.3</b>	5. Second-Graders Can Mark Their Thinking with Post-it (session 6) <b>Objective:</b> Students will: <ul style="list-style-type: none"> <li>Know that important information needs to be revisited.</li> <li>Understand important ideas need to be discussed</li> <li>Be able to jot thoughts from books that need further discussion.</li> </ul> <p>a. <b>Connection:</b> The teacher will describe using Post-its on places in books that need further discussion and thinking.</p> <p>b. <b>Teaching:</b> The teacher will demonstrate how when readers read, they retell parts to be sure they are understanding and pause to think and jot short notes on Post-its to hold on to thoughts worth sharing.</p> <p>c. <b>Active Engagement:</b> The teacher will channel students to listen while you read on retell in their minds. Push themselves to have a thought, and jot or sketch to hold that thought.</p> <p>d. <b>Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students to stop, retell, and think about ideas, jotting their ideas on Post-its.</li> <li>Remind children to refer to the anchor chart for reminders of all the other work they can do as readers.</li> </ol> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will encourage students to do book talks with themselves.</p> <p>f. <b>Share:</b> The teacher will invite children to share their thinking of their Post-its, and remind them of the role of each partner in a conversation.</p> <a href="#">Session 6 Appendix Documents</a>	Setting Objectives  Note-taking   Providing practice   Cooperative Learning	C  Creativity Collaboration Communication Critical Thinking
1, 3	<b>RL.2.1</b> RL.2.2 RL.2.3 RL.2.4 RL.2.7 RF.2.3 <b>RF.2.4</b> W.2.3 SL.2.1 L.2.1 <b>L.2.3</b> L.2.4 L.2.6	6: Second-Grade Readers Roll Up Their Sleeves to Figure Out Tricky Words, Drawing on Everything They Know (session 7) <b>Objective:</b> Students will: <ul style="list-style-type: none"> <li>Know reading strategies</li> <li>Understand how to draw upon all they know to tackle tricky words.</li> <li>Be able to solve hard words while reading.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Establish reading partners- pairing like readers when possible- by using the new book baggies, strategically placed so that reading partners (or in a few cases, triads) sit side by side.</li> <li>Remind students of the ways they have grown as second-graders, and tell them that as they read longer books, they will encounter longer words.</li> </ol> <p>b. <b>Teaching:</b> The teacher will ask partners to recall the ways they know to figure out</p>	Setting Objectives   Cooperative Learning   Cues,	B/C  Collaboration Critical Thinking Communication

		<p>tricky words.</p> <p><b>c. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Ask children to help you select a strategy from the list you compiled to solve a tricky word from the read-aloud.</li> <li>Continue to read aloud, and coach children as they think about how to figure out tricky words and then solve them.</li> </ol> <p><b>d. Link:</b> The teacher will remind children of the repertoire of word-solving strategies they can use when they get stuck on tricky words in their books. Then send partners off to choose a reading spot next to each other.</p> <p><b>e. Mid-Workshop Teaching:</b> The teacher will tell students to try at least two strategies before settling on a guess and keep reading.</p> <p><b>f. Share:</b> The teacher will reinforce children's word-solving strategies by coaching them through the process one more time.</p> <p><a href="#">Session 7 Appendix Documents</a></p>	<p>Questions, and Advance Organizers</p> <p>Providing practice</p>	
1, 3	<p><b>RL.2.1</b></p> <p>RL.2.2</p> <p>RL.2.3</p> <p><b>RF.2.4</b></p> <p>W.2.3</p> <p>SL.2.1</p> <p>SL.2.3</p> <p>L.2.1</p> <p><b>L.2.3</b></p> <p>L.2.4</p> <p>L.2.5</p> <p>L.2.6</p>	<p>Activity 7: Readers Check Themselves and Their Reading (Session 12)</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Know to stop reading when something doesn't seem right.</li> <li>Understand how to use strategies to check themselves</li> <li>Be able to fix their mistakes as they read.</li> </ul> <p><b>a. Connection:</b> The teacher will share the story of telling a joke that backfired because you misread the punch line.</p> <p><b>b. Teaching:</b></p> <ol style="list-style-type: none"> <li>Invite children to read jokes to each other, practicing first so that they can fix their own mistakes and get the laugh.</li> <li>Hand out jokes with puns and plays on words for kids to tell each other.</li> <li>Engage kids in another round of joke telling, but this time ask them to research how they fix their mistakes.</li> </ol> <p><b>c. Active Engagement:</b></p> <ol style="list-style-type: none"> <li>Chart what students notice about how readers check themselves.</li> <li>Again, give readers the chance to read their jokes and have a laugh.</li> </ol> <p><b>d. Link:</b></p> <ol style="list-style-type: none"> <li>Encourage readers to make an "I'll Fix My Own Mistakes" pledge.</li> </ol> <p><b>e. Mid-Workshop Teaching Point:</b></p> <ol style="list-style-type: none"> <li>Tell the students that they need to set the best pace for themselves.</li> <li>They want to push themselves to read as much as possible. But on the other hand, you don't want to race through your books so quickly that you don't catch your own mistakes.</li> </ol> <p><b>f. Share:</b></p> <ol style="list-style-type: none"> <li>Check in with children about what they did to self-correct as they read today. Remind them that partners can learn from listening to each other's</li> </ol>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Cues, Questions, and Advance Organizers</p> <p>Providing practice</p>	<p>C</p> <p>Creativity</p> <p>Collaboration</p> <p>Communication</p> <p>Critical Thinking</p>

		<p>strategies for fixing mistakes.</p> <p>ii. Congratulate readers on their growth and give them a chance to celebrate.</p>		
1, 3	<b>RL.2.1</b> <b>RL.2.2</b> <b>RL.2.3</b> <b>RL.2.10</b> <b>RF.2.4</b> <b>W.2.3</b> <b>SL.2.1</b> <b>SL.2.4</b> <b>SL.2.6</b> <b>L.2.1</b> <b>L.2.3</b> <b>ISTE 6a</b>	<p><b>8. A Celebration</b> (session 17)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know the importance of reading for an audience</li> <li>Understand the necessary steps to read a piece that is engaging for an audience</li> <li>Be able to share their reading with an audience</li> </ul> <p>The celebration will be a festivity of readers. Each classroom may choose to hold the celebration differently, some ideas include:</p> <ul style="list-style-type: none"> <li>Inviting class buddies in to buddy read</li> <li>Partnering with another grade level classroom</li> <li>Inviting in parents, community members, authors in the classroom to hear reading</li> <li>Share reading via class website or students digital portfolios</li> <li>Send reading out to an audience via apps such as Remind 101, Google Drive, and more</li> <li>Read with a group of students in another building within the FHSD using Google Hangout, Skype or Zoom</li> </ul> <p>Most importantly give students a chance to share the work they have done and have an opportunity to celebrate their learning.</p> <p><a href="#">Session 17 Appendix Documents</a></p>	<p>Setting Objectives</p> <p>Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Cooperative Learning</p>	<p>D</p> <p>Creativity Collaboration Communication Critical Thinking</p>

## Writer's Workshop

### Revving Up Writing Muscles (FHSD Created Unit)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
2, 3	<b>RL.2.1</b> <b>W.2.3</b> <b>W.2.8</b> <b>SL.2.1</b> <b>SL.2.4</b> <b>SL.2.5</b> <b>L.2.1</b> <b>L.2.2</b>	<p>1. Lives are Full of Stories to Tell. (Resource utilized: Small Moments Grade 1-Unit 1, Session 1)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know that you can turn a small moment into a narrative.</li> <li>Be able to write a story over the pages of a book.</li> <li>Understand how to plan their small moments into a personal narrative.</li> </ul> <p>a. <b>Connection:</b> Teacher will introduce the writing workshop by telling children that</p>	<p>Setting Objectives</p>	<p>C</p> <p>Creativity Communication Collaboration Critical Thinking</p>

		<p>everyday they'll gather for a mini lesson and write books like those on surrounding shelves. Reread a story aloud like they may write.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Create a small incident that can become the source of what will be a whole class shared story.</li> <li>Recruit the children help in thinking through how the incident might be told across the pages of a booklet.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Channel children to think of and share a small moment drawing from things they have done.</li> <li>Debrief in a way that sets up writers to think in similar ways anytime they are searching for an idea for a story.</li> </ol> <p>d. <b>Link:</b> Teacher will show a quick example of a finished book and the ask kids to recall a moment, think what happened first, and get started writing their stories across the pages of booklets.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will conference with individuals and small groups. Teaching points could include stretching words and ideas</p> <p>f. <b>Share:</b> The teacher will remind children they are aiming to write stories like those by the mentor authors. Then list what that author has done- writing a small moment story sequentially, including details- and ask "Did you do that?"</p> <p><a href="#">Session 1 Appendix Documents</a></p>	<p>Cues, Questions, and Advance organizers</p> <p>Nonlinguistic representation</p> <p>Providing practice</p> <p>Reinforcing Effort</p>	
2,3	RL.2.7 RF. 2.1 RF.2.2 RF.2.3 W.2.3 W.2.5 SL.2.1 SL.2.4 SL.2.5 L.2.1 L.2.2	<p>2. Planning for Writing (Resource Utilized: Small Moments Grade 1- Unit 1, Lesson 2)</p> <p><b>Objective:</b> Student will</p> <ul style="list-style-type: none"> <li>Know how to think of an idea, plan, and write their story across pages.</li> <li>Understand the strategy of touch and tell, sketch, then write.</li> <li>Be able to plan their story across pages.</li> </ul> <p>a. <b>Connection:</b> Teacher will tell children that you read and appreciated their stories, but also point out some challenges you are seeing, like sometimes they wrote the whole story on one page or jumped from one story to another.</p> <p>b. <b>Teaching:</b> The teacher will tell children that writers rein themselves in from starting writing with planning. Demonstrate steps for preparing to write by doing so with the shared class story from the previous day.</p> <p>c. <b>Active Engagement:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Recruit students to touch and tell the upcoming pages in the shared class story.</li> <li>Rally students to sketch with invisible pens the first page of the shared story.</li> <li>Debrief, noting the way the class has touched and told, then sketched and written. Rally the children to chant, "Writers touch and tell, sketch, then write."</li> </ol>	<p>Setting Objectives</p> <p>Providing Feedback</p> <p>Cues, Questions, and Advance Organizers</p>	<p>C</p> <p>Creativity Collaboration Communication Critical Thinking</p>



		<p>d. <b>Link:</b> Channel writers to think of the story they will write and to prepare to write the story by planning across pages.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students that writers can touch and tell their story across pages.</li> <li>Tell students that sketches help you remember how to tell your story.</li> </ol> <p>f. <b>Share:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Celebrate the volume of story-making by giving children folders folders for storing work.</li> <li>Introduce writers to other systems for organizing materials and the roll of table monitors.</li> <li>End by asking writers to reflect on the narrative writing goals they works on last year, rallying them for the work of setting new goals this year.</li> </ol> <p><a href="#">Session 2 Appendix Documents</a></p>	<p>Providing practice</p> <p>Providing Feedback</p>	
1, 2, 3	RL.2.7 W.2.3 W.2.5 SL.2.1 <b>SL.2.2</b> SL.2.5 L.2.1 L.2.2	<p>3. Using Pictures to Add On (Resource Utilized: Small Moments Grade 1-Unit 1, Lesson 3)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know that when writers finish a piece, they go back and revise by adding more.</li> <li>Understand that writers make sure that answers to questions (i.e. <i>Who? What? When? Where? How?</i>) are included in their stories.</li> <li>Be able to revise their stories to add more, including answers to questions about their stories.</li> </ul> <p>a. <b>Connection:</b> The teacher will recreate thinking that you are done with earlier writing about a sharing incident and then realizing that the story is too short.</p> <p>b. <b>Teaching:</b> Teacher will act out thinking that your writing is done. When children protest, ask them to help you re-read and revise.</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Recruit children to re-read and revise the next page of the shared story.</li> <li>Debrief on what the students just did, emphasizing ways their work is transferable to another day and another text.</li> </ol> <p>d. <b>Link:</b> Repeat the teaching point, and channel students to draw on this instruction and on all they have been learning thus far this year to keep the story factory going.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will use strong feelings to generate story ideas, emphasizing that whenever something happens that gives you a strong feeling, that is probably going to make a great story.</p> <p>f. <b>Share:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Spotlight a conference in which you helped a child use revision strips to add onto his writing, and set other writers up to revise their stories in similar ways.</li> <li>Debrief by reminding students they have the tools they need to revise any</li> </ol>	<p>Setting Objectives</p> <p>Nonlinguistic Representation</p> <p>Providing practice</p> <p>Providing Recognition</p>	<p>C</p> <p>Creativity Collaboration Communication on Critical Thinking</p>



		<p><b>a. Connection:</b> The teacher will tell children about a story you wrote and then explain that upon re-reading it, you realized your characters were frozen.</p> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Show children the underdeveloped story you have written, containing little or no action or dialogue.</li> <li>Demonstrate how you go about bringing characters to life by recalling what happened and writing in more detail.</li> </ol> <p><b>c. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Rally students to continue with the next part of the story, working with partners to bring the story to life.</li> <li>Recruit the children to add onto the class story, and then re-read it, emphasizing what students had just done that they can do again in another piece.</li> <li>Introduce the chart “Ways to bring stories to life”.</li> </ol> <p><b>d. Link:</b> The teacher will channel children to think of the story they will write today and create a picture that helps them start the story well.</p> <p><b>e. Mid-Workshop Teaching:</b> The teacher will explain writers have ways to get people and stories to talk</p> <p><b>f. Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Teach children the purpose of quotation marks, guiding them to think about their reader.</li> <li>Recruit children to re-read their writing and add quotation marks to places where people speak. Then channel them to read their writing aloud, using intonation to make dialogue come to life.</li> </ol> <p><a href="#">Session 8 Appendix Documents</a></p>	<p>Cooperative Learning</p> <p>Cues, Questions, and Advance Organizers</p> <p>Providing practice</p>	
1, 2, 3	<p><b>RL.2.1</b>  <b>RL.2.3</b>  <b>RL.2.4</b>  <b>W.2.3</b>  <b>W.2.5</b>  <b>SL.2.1</b>  <b>SL.2.4</b>  <b>L.2.1</b>  <b>L.2.2</b>  <b>L.2.5.c,d</b></p>	<p>6. Bringing What’s Inside Out (Bend 2 Session 10)</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Know that one way to revise their story is to add how characters think and feel.</li> <li>Understand how to reveal details that describe the character’s feelings.</li> <li>Be able to bring their stories to life by including what the characters think and feel.</li> </ul> <p><b>a. Connection:</b> The teacher will surprise students by getting them to stand up and sing “If You’re Happy and You Know It”, using this song to spotlight that people show their feelings through actions.</p> <p><b>b. Teaching:</b> The teacher will explain that teachers save student writing, especially instances in which writer’s feelings are revealed. Then read aloud a saved piece, asking children to gesture when feelings are revealed.</p> <p><b>c. Active Engagement:</b> The teacher will recruit the children to add feelings to the shared class story. Direct partnerships to turn and talk, saying what they were feelings during the story.</p> <p><b>d. Link:</b> Remind writers that they now have many ways to make their characters</p>	<p>Setting Objectives</p> <p>Cues, Questions, and Advance Organizers</p> <p>Cooperative Learning</p>	<p>C</p> <p>Creativity  Collaboration  Communication  Critical Thinking</p>



		<p>a. <b>Connection:</b> The teacher will use a metaphor to remind children that their writing should be easy to read.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Explain that you have a second grade friend who needs help editing a piece she is getting ready to publish. Demonstrate editing a mystery piece using an editing checklist.</li> <li>Debrief, reminding children of the steps to use the editing checklist.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will recruit children to begin editing the first page of their own selected stories, using the editing checklist.</p> <p>d. <b>Link:</b> Tell children to use the editing checklist to get their stories ready to publish. Remind them to use spelling and ending punctuation strategies also to edit future pieces.</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will try tricky words a few times before deciding which way to write them.</p> <p>f. <b>Share:</b> The teacher will ask children to help their partners by rereading their stories and saying what can be fixed up.</p> <p><a href="#">Session 19 Appendix Documents</a></p>	<p>Cooperative Learning</p> <p>Advance Organizers</p> <p>Providing Practice</p> <p>Providing Feedback</p>	
3	<p><b>RF.2.4</b> W.2.3 SL.2.1 SL.2.4 SL.2.6 L.2.1 L.2.2 <b>L.2.3</b> ISTE 6a</p>	<p><b>9. A Celebration</b> (session 19) <b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know the importance of writing for an audience</li> <li>Understand the necessary steps to write a piece that is engaging for an audience</li> <li>Be able to share their writing with an audience</li> </ul> <p><i>A Note to the Teacher: Student writing can be shared to an audience via the school/class website, students blogging or Google Classroom.</i></p> <p>The celebration will be a hullabaloo of the narrative authors and their work. Each classroom may choose to hold the celebration differently, some ideas include:</p> <ul style="list-style-type: none"> <li>Inviting class buddies in to read student writing</li> <li>Partnering with another grade level classroom</li> <li>Inviting in parents, community members, authors in the classroom to read students writing</li> <li>Share writing via class website or students digital portfolios</li> <li>Send writing out to an audience via apps such as Remind 101, Google Drive, and more</li> </ul> <p>Most importantly give students a chance to share the work they have done and have an opportunity to celebrate their learning.</p>	<p>Setting Objectives</p> <p>Providing Feedback</p> <p>Reinforcing Effort</p> <p>Providing Recognition</p> <p>Cooperative Learning</p>	<p>D</p> <p>Creativity Collaboration Communication Critical Thinking</p>
<h2>Language/Word Study</h2>				

1	RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f	<b>Benchmark Phonics: Launch Unit &amp; Unit 1: Habitats Around the World</b>  <table><tr><th>MONDAY</th><th>TUESDAY</th><th>WEDNESDAY</th><th>THURSDAY</th><th>FRIDAY</th></tr><tr><th>MINI-LESSON 1</th><th>MINI-LESSON 2</th><th>MINI-LESSON 3</th><th>MINI-LESSON 4</th><th>MINI-LESSON 5</th></tr><tr><td><b>WEEK 1</b> Spelling-Sound Correspondences: Short a Blend Words High-Frequency Words: and, is Build Words Spelling Sort  Routine 1: High-Frequency Words</td><td>Spelling-Sound Correspondences: Short i Blend Words Rhyming Words High-Frequency Words: come, some Build Words  Routine 2: Blend Words</td><td>Spelling-Sound Correspondences: Short o Blend Words High-Frequency Words: that, what Build Words Spelling Sort  Routine 3: Build Words Teacher Focus: Assessments</td><td>Spelling-Sound Correspondences: Short u Blend Words High-Frequency Words: are, my Build Words Build Automatically  Routine 4: Build Automatically</td><td>Spelling-Sound Correspondences: Short e Blend Words High-Frequency Words: put, you Read the Text: Decode Connect to Writing  Routine 5: Building Fluency from Mastery to Transfer</td></tr></table> <table><tr><th>DAY 1</th><th>DAY 2</th><th>DAY 3</th><th>DAY 4</th><th>DAY 5</th></tr><tr><td><b>WEEK 1</b> Whole Group Short vowels, blends, and digraphs • Spelling-Sound Correspondences • Blend Words • Transition to Multisyllabic Words • Spelling Patterns Quick Check • High-Frequency Words • Share and Reflect  Small Group • Build Automatically • Blend and Build Words • Independent Practice/ Partner Work</td><td>Short vowels, blends, and digraphs • Build Words • Read Interactive Text "The Frogs and the Well" • Spelling • High-Frequency Words • Share and Reflect  • Blend and Build Words • Write Words • Review Consonants • Independent Practice/ Partner Work</td><td>Short vowels, blends, and digraphs • Read Accountable Text "Meet Ranger Diaz" • Spelling • High-Frequency Words • Share and Reflect  • Read Accountable Text "Meet Ranger Diaz" and/or "Life in the Ocean" • Independent Practice/ Partner Work</td><td>Short vowels, blends, and digraphs • Read Multisyllabic Words • Decode by Analogy • Read Accountable Text "Meet Ranger Diaz" and/or "Life in the Ocean" • Share and Reflect  • Spelling • High-Frequency Words • Writing Follow-Up • Independent Practice/ Partner Work</td><td>Review and Assess Short vowels, blends, and digraphs • Read Accountable Text "Meet Ranger Diaz" and/or "Life in the Ocean" • Build Words • Review Multisyllabic Words • Spelling Patterns and Dictation • High-Frequency Words  • Cumulative Assessment</td></tr></table>	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MINI-LESSON 1	MINI-LESSON 2	MINI-LESSON 3	MINI-LESSON 4	MINI-LESSON 5	<b>WEEK 1</b> Spelling-Sound Correspondences: Short a Blend Words High-Frequency Words: and, is Build Words Spelling Sort  Routine 1: High-Frequency Words	Spelling-Sound Correspondences: Short i Blend Words Rhyming Words High-Frequency Words: come, some Build Words  Routine 2: Blend Words	Spelling-Sound Correspondences: Short o Blend Words High-Frequency Words: that, what Build Words Spelling Sort  Routine 3: Build Words Teacher Focus: Assessments	Spelling-Sound Correspondences: Short u Blend Words High-Frequency Words: are, my Build Words Build Automatically  Routine 4: Build Automatically	Spelling-Sound Correspondences: Short e Blend Words High-Frequency Words: put, you Read the Text: Decode Connect to Writing  Routine 5: Building Fluency from Mastery to Transfer	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	<b>WEEK 1</b> Whole Group Short vowels, blends, and digraphs • Spelling-Sound Correspondences • Blend Words • Transition to Multisyllabic Words • Spelling Patterns Quick Check • High-Frequency Words • Share and Reflect  Small Group • Build Automatically • Blend and Build Words • Independent Practice/ Partner Work	Short vowels, blends, and digraphs • Build Words • Read Interactive Text "The Frogs and the Well" • Spelling • High-Frequency Words • Share and Reflect  • Blend and Build Words • Write Words • Review Consonants • Independent Practice/ Partner Work	Short vowels, blends, and digraphs • Read Accountable Text "Meet Ranger Diaz" • Spelling • High-Frequency Words • Share and Reflect  • Read Accountable Text "Meet Ranger Diaz" and/or "Life in the Ocean" • Independent Practice/ Partner Work	Short vowels, blends, and digraphs • Read Multisyllabic Words • Decode by Analogy • Read Accountable Text "Meet Ranger Diaz" and/or "Life in the Ocean" • Share and Reflect  • Spelling • High-Frequency Words • Writing Follow-Up • Independent Practice/ Partner Work	Review and Assess Short vowels, blends, and digraphs • Read Accountable Text "Meet Ranger Diaz" and/or "Life in the Ocean" • Build Words • Review Multisyllabic Words • Spelling Patterns and Dictation • High-Frequency Words  • Cumulative Assessment	Similarities & Differences  Homework & Practice  Cooperative Learning	B  Collaboration  Critical Thinking
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1, 3, 4	SL.2.4 L.2.4	<b>Shared Reading</b> <i>Mercy Watson</i> Chapter 3 Lessons Include: <ul style="list-style-type: none"><li>• Give a book introduction that situates readers to the portion of the book you will read and build excitement for the work ahead.</li><li>• Model retelling the first part of the story</li><li>• Invite children to consider how the chapters <i>wants</i> to be read</li><li>• Read the chapter fluently, encouraging students to read along</li><li>• When you reach one of the four or five covered words, pause and invite the class to practice cross-checking sources of information (MSV) when word solving.</li><li>• Retell and make connections to independently reading</li><li>• Draw connections between the word students do in shared reading and independent reading</li><li>• Spend time working of fluency practice with students and some word work</li></ul>	Practice	B  Communication  Critical Thinking  Creativity																									
1	RL.2.1 RL.2.2 RL.2.3 SL.2.4 L.2.4	<b>Interactive Read Aloud</b> <b>Session 1:</b> <ul style="list-style-type: none"><li>• Choose a picture book with an engaging storyline and rich language. An example is <i>Those Darn Squirrels</i>, by Adam Rubin.</li><li>• Keep chart paper onearby for jotting student's ideas about their reading.</li><li>• Establish reading partnerships</li></ul> <b>Session 2:</b> <ul style="list-style-type: none"><li>• Write questions to guide discussion on whiteboard or chart paper</li></ul>	Practice	B  Communication  Critical Thinking																									

		<ul style="list-style-type: none"><li>● Display anchor chart from Bend III, “Authors Have Intentions-So Pay Attention!”</li><li>● Start an accountable talk chart to provide students with language stems to support their ability to share ideas and questions when discussing the text.</li><li>● Keep chart paper nearby for jotting children’s ideas about their reading.</li></ul>										
4	L.2.1a	<p><b>Grammar</b> <b>Add Groups to the Noun Collection:</b></p> <p>Write a line from the story <a href="#">Let’s Meet a Librarian</a> by Gina Bellisario on whiteboard. “Our class is on a mission.”-Gina Bellisario (<i>Note teacher could choose another book they are reading in class that includes a sentence with a collective noun.</i>)</p> <p>Ask students to notice what they see in this sentence. Explain <i>class</i> is a collective noun, that collective nouns together together groups. Share with them some ideas in a chart of collective nouns.</p> <table><tr><th colspan="3">Collective Nouns</th></tr><tr><th>People</th><th>Places</th><th>Things (including living things)</th></tr><tr><td>Class of children Team of players Class of students Audience of listeners Crowd of fans</td><td>Range of mountains Library of books Forest of trees Suite of rooms Constellation of stars</td><td>Basket of fruit Deck of cards Batch of cookies Galaxy of stars Wad of bills Swarm of bees/flies Bouquet of flowers Bunch of grapes Fleet of ships/planes Set of tools</td></tr></table> <p><i>* Note for teacher:</i> The articles and verbs that come before and after should be treated as a singular noun-as in one group-for agreement purposes. The <i>batch</i> of cookies is burned. Ignore that plural noun <i>cookies</i>, because <i>batch</i> is the subject and <i>of cookies</i> is a prepositional phrase that modified it. The <i>bunch</i> of grapes <i>falls</i> on the floor. Collective nouns often give writers trouble because of the prepositional phrase and plural noun that follow them.</p> <p>Ask students, “<i>What patterns do you see?</i>” Either students answer or teacher can help them see the following:</p> <ul style="list-style-type: none"><li>● There’s an <i>of</i> in all of them.</li><li>● The word that follows usually ends in -s (plural).</li></ul>	Collective Nouns			People	Places	Things (including living things)	Class of children Team of players Class of students Audience of listeners Crowd of fans	Range of mountains Library of books Forest of trees Suite of rooms Constellation of stars	Basket of fruit Deck of cards Batch of cookies Galaxy of stars Wad of bills Swarm of bees/flies Bouquet of flowers Bunch of grapes Fleet of ships/planes Set of tools	Setting Objectives   
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		<ul style="list-style-type: none"><li>The first word, the collective noun or group word, is considered one thing.</li></ul> <p>Teacher will ask students if they see or hear another word in <i>collective</i>. Say, “We are going to <b>collect</b> group nouns on this chart.” Pointing to the chart, write the sentence <i>I have the best class in the school</i>. Explain that just adding an s to a word like <i>teacher</i> makes it plural, <i>teachers</i>, but collective nouns are a whole new way of naming the group as one thing. (If kids say a lot of plural nouns, just start another chart of plural nouns so you can accept answers but see the differences.)</p> <p>Explain to students over the next few days you will continue to collect collective nouns. Ask them to jot them down on a piece of paper as they notice them in their reading.</p>	Practice							
4	L.2.1b	<p><b>Grammar:</b> <b>Pluralism: More Than One Noun</b></p> <p><b>Day 1 Invitation to Notice:</b> Write on the board: Everyone was running-men, children, women carrying babies. -Linda Sue Park, <i>A Long Walk to Water</i>.</p> <p><i>Note for Teacher: These plural are mostly irregular. Everyone is an indefinite pronoun, which uses a singular noun agreement. Write men, children, women. “What are their singular forms? Which plural noun is regular? [babies] What is a singular form?</i></p> <p><b>Day 2: Invitation to Compare and Contrast</b> Write on the board: Everyone was running-men, children, women carrying babies. People played in the piles of leaves-children, men, and women.</p> <p><i>Note for Teacher: As students talk about how the sentences are alike and different, a few questions may come up with their opportunity to imitate. People is a noncount noun like men, women, and children, which means it is still treated as a plural, needing a plural verb for agreement. In the past tense, the words are the same-they end in -ed.</i></p> <p>Share with students the following chart and ask them what changed?</p> <table><tr><td colspan="2">Everyone was running-men, children, women carrying babies.</td></tr><tr><td colspan="2">Look at the sentences, what changed? What is the effect of the change?</td></tr><tr><td>Everyone was running-men, children,</td><td><i>The plural noun babies is misspelled. The</i></td></tr></table>	Everyone was running-men, children, women carrying babies.		Look at the sentences, what changed? What is the effect of the change?		Everyone was running-men, children,	<i>The plural noun babies is misspelled. The</i>	Similarities and Differences	B Communication
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<b>Day 3: Invitation to Imitate</b> Together compose a sentence using an irregular plural noun. Practice creating a few, give students opportunity to write a sentence with an irregular plural noun on their whiteboard or piece of paper.										
2		<b>Cursive Handwriting</b> Teacher will pace students throughout the year through the FHSD Second Grade Cursive Handwriting Book. As needed teachers will provide practice time for students who need support in print handwriting.	Practice	A Communicati on						
1, 2, 3	L.2.4	<b>Interactive Vocabulary</b>  The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"><li>● Organizers like concept mapping or Frayer model</li><li>● Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li><li>● Similarities and differences looking at similar and different words to the term</li><li>● Nonlinguistic representation</li></ul>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C  Critical Thinking Communicati on Collaboration						

## Unit 1: Resources

### UNIT RESOURCES

### **Teacher Resources:**

- [Second Grade Reading Growth Spurt](#) Unit 1 Book
- [Revving Up the Writing Muscles Appendix Documents](#)
- [Additional Revving Up The Writing Muscles It/Then](#)
- Growth Spurt Appendix Documents
- *Mercy Watson To The Rescue* by Katie Dicamillo
- *Katie Woo Has the Flu* by Fran Manushkin
- *Those Darn Squirrels* by Adam Rubin
- *There Was An Old Lady Who Swallowed A Fly----* On Bookflix
- Running records
- Handwriting Books
- Benchmark Phonics

### **Student Resources**

- Variety of texts
- Regular classroom resources (post-its, markers, pens, pencils, folders, paper)
- Tiny topic notebook
- 5 page booklets

### **Vocabulary:**

**Author's purpose**-what author wants to answer, explain, or describe.

**Central message, lesson, or moral** are what the author thinks is the right or proper way to behave.

**Dialogue**-a conversation between two or more characters

**Edit**-fixing spelling, punctuation, and grammar errors

**Fable**-a legendary story of supernatural happenings or narratives that attempt to impart truths (often through morals) especially in stories where animals speak and have human characteristics.

**Folktales**-short stories that were first passed down from generation to generation. The tales typically have to do with everyday life.

**Point of View**-the perspective through which a story is told or an event is related.

**Revise**-reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better.

**Publish**-the process of making the final draft of written composition for public viewing.

**Sequence of events**-the beginning, middle, and end of a story. The ability to retell events in a story in the order they occurred.

## Unit 2: Growing Word Solving Muscles (FHSD Created) & Lessons from the Masters: Improving Narrative Craft (Bk.1)

<b>Content Area: English Language Arts</b>	<b>Course: 2nd Grade</b>	<b>UNIT:</b> <b>Reading:</b> Growing Word Solving Muscles <b>Writing:</b> Lessons from the Masters: Improving Narrative Craft
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<p><b>Unit Description:</b></p> <p><b>Reading:</b> This unit will help remind readers to monitor for accuracy, noticing troublesome words and applying known word-solving strategies to fix up their reading. Students will also become more flexible, efficient readers as they build their knowledge of strategies for solving hard words.</p> <p><b>Writing:</b> This unit progresses through three parts. The first bend teaches students ways to stretch out and magnify their small moments. The second bend will spotlight writing with a purpose and learning from author's craft. The final bend sets children up to make reading and writing connections, drawing on everything they have learned.. After spending several weeks studying mentor text, they will use all they know to develop a narrative text that engages their audience.</p>	<p><b>Unit Timeline:</b></p> <p><b>Reading:</b> 10-15 days</p> <p><b>Writing:</b> 20 days</p>
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<b>DESIRED Results</b>
<p><b>Transfer Goal - <i>Students will be able to independently use their learning to.....</i></b></p> <ul style="list-style-type: none"> <li>• Read and write to gain understanding in order to help them successfully engage in the world around them.</li> <li>• Collaborate both verbally and in writing to communicate with a particular audience for a variety of purposes.</li> </ul>

### **Understandings – *Students will understand that... (Big Ideas)***

1. Effective readers use appropriate strategies to construct meaning and demonstrate understanding.
2. Effective writers use the writing process to write to a variety of audiences for various purposes.

3. Effective speakers and listeners engage in collaborative conversations and presentations.
4. Effective readers, writers, speakers, and listeners use rules of grammar and conventions of language to support communication.

**Essential Questions: Students will keep considering...**

- How do strategic readers create meaning from informational and literary text?
- How does interaction with text provoke thinking and response?
- What strategies do good readers use to become an independent reader?
- How does the audience the format of our writing?
- What strategies can we use to make our writing come alive?
- How does each step in the process impact your writing?
- How do you listen and speak effectively to respond and give feedback?
- How do I adapt my communication to different purposes and audiences?
- How do writers apply grammar and mechanics to convey their message effectively?
- What are the benefits of using resources to improve your spelling?

	Students will know.....	Standard	Students Will Be Able to.....
RL.2.1	<ul style="list-style-type: none"> <li>• Inferring is going beyond the literal meaning of a text and thinking about what is not stated but is implied by the writer</li> <li>• What makes a quality question</li> <li>• Key details support the central message of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Inferences need to be logical</li> <li>• That asking and answering question helps them understand a text</li> </ul>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
RL.2.4	<ul style="list-style-type: none"> <li>• Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader.</li> <li>• Alliteration is repetition of the initial consonant sound in words that are close to one another (e.g., “wonderful wacky words”)</li> <li>• Authors repeat the same lines for emphasis or effect</li> <li>• A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”)</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative language changes or goes beyond literal meaning.</li> <li>• Language creates mental pictures</li> <li>• Language helps keep readers engaged</li> </ul>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

	<ul style="list-style-type: none"> <li>• A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”)</li> <li>• Personification involved attributing human characteristics to something that is non-human.</li> </ul>		
RL.2.5	<ul style="list-style-type: none"> <li>• Stories have a beginning, middle, and end.</li> <li>• The beginning of a story sets up the story.</li> <li>• The end of the story concludes the action.</li> <li>• Narrative text structure is a method of organizing a text. A simple narrative text structure follows a traditional sequence that includes a beginning, a problem, a series of events, a resolution of the problem, and an ending. Alternative narrative structures may include devices such as flashback or flash-forward to change the sequence of events or allow for multiple narrators.</li> </ul>	<ul style="list-style-type: none"> <li>• The structure of the story</li> <li>• Parts of a story relate and create a whole story</li> </ul>	Describe the overall structure of a story, including describing how the beginning introduces the story and the end concludes the action.
RL.2.7	<ul style="list-style-type: none"> <li>• An illustration is the picture that accompanies a text</li> <li>• A character is a person/animal in a story</li> <li>• A setting is where/when a story takes place</li> <li>• Plot is the story line or sequence of actions that are built around a conflict or problem the main character is experiencing.</li> <li>• Different types of media (e.g., print, pictures, and illustrations, and electronic and new media)</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations can convey meaning.</li> <li>• Stories can be told in multiple ways</li> <li>• Illustrations can help us understand text better</li> <li>• Ideas can be expressed in different ways, either through images or graphic representations.</li> </ul>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>RL.2.10</b>	<ul style="list-style-type: none"> <li>• Ways to pick a good-fit book.</li> <li>• A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful</li> </ul>	<ul style="list-style-type: none"> <li>• Readers read books to grow as readers and learners.</li> </ul>	<b>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with</b>

	<p>action(s) a reader takes to accomplish a specific task or skill.</p> <ul style="list-style-type: none"> <li>To comprehend a text is to understand what is read in the text</li> </ul>		<b>scaffolding as needed at the high end of the range.</b>
<b>RI.2.1</b>	<ul style="list-style-type: none"> <li>Inferring is going beyond the literal meaning of a text and thinking about what is not stated but is implied by the writer</li> <li>Asking questions helps us understand what we are reading.</li> <li>Answers to questions can be found in the key details.</li> </ul>	<ul style="list-style-type: none"> <li>Inferences need to be logical</li> <li>Asking question helps us understand a text.</li> <li>Answering questions helps us understand a text</li> <li>Asking questions engages us in a text.</li> <li>answering questions engages us in a text.</li> </ul>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
RI.2.5	<ul style="list-style-type: none"> <li>Nonfiction text features are used to help us understand.</li> <li>Text features are features of an informational text that help the reader</li> </ul>	the purpose of the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons)	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<b>RI.2.10</b>	<ul style="list-style-type: none"> <li>Ways to pick a good-fit book.</li> <li>A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.</li> <li>To comprehend a text is to understand what is read in the text</li> </ul>	<ul style="list-style-type: none"> <li>Readers read books to grow as readers and learners.</li> </ul>	<b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
RF.2.3	<ul style="list-style-type: none"> <li>Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level.</li> <li>Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood.</li> <li>Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> <li>Long and short vowels</li> <li>Regularly spelled two-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>Some words are not able to be decoded</li> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Know and apply grade-level phonics and word analysis skills in decoding words.

	<ul style="list-style-type: none"> <li>Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>)</li> <li>Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>)</li> <li>Words with inconsistent but common spelling-sound correspondences</li> <li>Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out.</li> <li>Spelling-sound correspondences</li> </ul>		
RF.2.3a	<ul style="list-style-type: none"> <li>Long and short vowels</li> </ul>	<ul style="list-style-type: none"> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3c	<ul style="list-style-type: none"> <li>Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Decode regularly spelled two-syllable words with long vowels.
RF.2.3e	<ul style="list-style-type: none"> <li>Words with inconsistent but common spelling-sound correspondences</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Identify words with inconsistent but common spelling-sound correspondences.
<b>RF.2.4</b>	<ul style="list-style-type: none"> <li>Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression</li> <li>Accuracy refers to reading words correctly or precisely.</li> <li>Readers pick good fit books.</li> <li>Readers use strategies to help their understanding (e.g., self-correct, reread, etc)</li> <li>Readers have a plan when they don't know a word.</li> </ul>	<ul style="list-style-type: none"> <li>Readers need to read fluently and accurately to get an author's intended meaning.</li> <li>Strategies for when we don't know a word.</li> <li>Readers read text with appropriate tone.</li> <li>Audiences should understand text when it is read aloud.</li> </ul>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
RF.2.4a	<ul style="list-style-type: none"> <li>Reading with purpose and understanding is reading for a reasons</li> </ul>	<ul style="list-style-type: none"> <li>Reading is meant to be understood and remembered</li> </ul>	Read on-level text with purpose and understanding.

	(to be entertained, to learn, to get information, etc) and with comprehension of what is being read.	<ul style="list-style-type: none"> <li>Readers read a text for a variety of reasons</li> </ul>	
RF.2.4b	<ul style="list-style-type: none"> <li>Accuracy refers to reading words correctly or precisely.</li> </ul>	<ul style="list-style-type: none"> <li>Readers need to read fluently and accurately to get an author's intended meaning.</li> </ul>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	<ul style="list-style-type: none"> <li>Readers use strategies to help their understanding (e.g., self-correct, reread, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for when we don't know a word.</li> </ul>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.3	<ul style="list-style-type: none"> <li>Narrative is a story that can be fictional or grounded in fact</li> <li>Temporal words signal event order.</li> <li>Closure is the end of a piece where the writer brings the piece to a close by telling the reader how things turned out</li> <li>Details are the information provided (i.e.actions, thoughts, feelings)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative writing can be imaginary</li> <li>Narrative writing comes from your own experiences</li> <li>Fictional authors may use some details from real life to imagine their stories, the stories are mostly made up</li> <li>Can be true or something made up</li> <li>Organization helps a reader understand the story</li> <li>Using temporal words use the story forward</li> <li>The ending of the story provides the feeling the reader is left with about the story</li> </ul>	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts and feelings use temporal words to signal event order, and provide a sense of closure.
W.2.5	<ul style="list-style-type: none"> <li>Others can provide feedback on our writing.</li> <li>Writing has a focus.</li> <li>Details are the information provided</li> <li>Elaboration is talking in more detail</li> <li>Examples are clear cut explanations</li> <li>Editing is fixing spelling, punctuation, and grammar errors</li> <li>Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better.</li> <li>Strengthening is what revising does to writing; making it stronger by tightening the wording, refining the opinion, and</li> </ul>	<ul style="list-style-type: none"> <li>Revising helps to make our writing sound better.</li> <li>Editing helps to make our writing look better.</li> <li>Strategies to provide peers with meaningful feedback.</li> <li>Adding details to our writing can help our readers to visualize.</li> <li>Strategies for focusing our writing.</li> <li>Details, examples, and elaboration are what readers look for an expect so they know what the author is writing about</li> <li>Authors writing for an audience need to make sure the audience can read and understand their writing (editing/revising process)</li> </ul>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.



	removing what is necessary so that key ideas, reasoning, and evidence are emphasized.		
W.2.6	<ul style="list-style-type: none"> <li>• Writing has a purpose.</li> <li>• Digital tools can be used for publishing,</li> <li>• Collaboration with peers can help us as writers.</li> </ul>	<ul style="list-style-type: none"> <li>• Writers use multiple tools to publish their writing.</li> <li>• Digital tools can help us to produce and publish writing.</li> <li>• Audiences can change based on the piece the author is writing.</li> </ul>	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <ul style="list-style-type: none"> <li>• Publish writing using digital tools.</li> <li>• Collaborate with peers using a digital tool to publish.</li> <li>• Write for the audience intended.</li> </ul>
W.2.8	<ul style="list-style-type: none"> <li>• Information can be gathered from a variety of sources (e.g., research, books, internet, experience, etc).</li> <li>• How to answer a question</li> <li>• Relevant information is the information that answers the research question or supports an argument the writer makes.</li> <li>• Credibility is the believability of the source of information, based on how current, established, and relevant the source is.</li> </ul>	<ul style="list-style-type: none"> <li>• Some sources are more credible than others</li> <li>• Writing can answer questions others or I have about a topic</li> <li>• Information for a writing piece can come from a variety of sources</li> </ul>	Recall information from experiences or gather information from provided sources to answer a question.
SL.2.1	<ul style="list-style-type: none"> <li>• Partners are who you share information with</li> <li>• Listening in discussion</li> <li>• Responding is building on someone's remark or asking/answering a question</li> <li>• Comments are when you make a reference to someone's remark before adding your thoughts</li> <li>• Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added</li> <li>• Question is something you ask to gain information or clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Building upon others' talk in conversation deepens the discussion</li> <li>• There are different purposes when speaking at different times and with different people</li> <li>• Listening to a person's response helps deepen your understanding</li> <li>• Listening to a person's response helps form your comments</li> <li>• That your response should be related to the topic of the conversation</li> <li>• The questions you ask questions in conversations help to clarify your understanding</li> <li>• Collaborative conversations include all voices</li> </ul>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a	<ul style="list-style-type: none"> <li>Rules of discussion</li> <li>Collaborative conversations involve discussing ideas and working jointly with others to create new thinking.</li> </ul>	<ul style="list-style-type: none"> <li>The rules of conversation make sure all members benefit from the conversations</li> </ul>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.).
<b>SL.2.2</b>	<ul style="list-style-type: none"> <li>Key ideas or details support the larger ideas the text develops over time and are used to advance the authors claims.</li> <li>Media includes print, pictures and illustrations, video, and electronic and new media (e.g., Internet)</li> </ul>	<ul style="list-style-type: none"> <li>The difference between asking a question and making a statement</li> <li>Not all details and ideas are equally important</li> <li>What to listen or look for that signals important information</li> </ul>	<b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>
SL.2.3	<ul style="list-style-type: none"> <li>Evaluate means to judge the credibility of a speaker and/or the information being presented.</li> <li>Evidence is the data, details, or examples the speaker uses in the presentation; it also concerns how credible and accurate the information is.</li> <li>Point of view is the position a speaker takes in relation to the subject.</li> <li>What is the student's background knowledge of the topic</li> <li>Actively listen and take notes</li> <li>Question is something you ask to gain information or clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>A speaker's point of view must be understood, because it can reveal a bias about the subject and undermine the credibility of the information being presented.</li> <li>To clarify something you do not understand requires you to ask questions</li> </ul>	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	<ul style="list-style-type: none"> <li>Recount is to give the key details of something; in a story it may be what happened in chronological order; in an informational piece it may involve stating the main ideas</li> <li>facts and details are that describe their story or experience</li> <li>Appropriate to the task, purpose, and audience by organizing, developing, and presenting information depends on the purpose and the audience to whom one is speaking</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a presentation's success</li> <li>Speaking requires using an audible voice while conveying ideas in a logical organization</li> </ul>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	<ul style="list-style-type: none"> <li>Appropriate to the task, purpose, and audience by organizing, developing, and</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a effective communication</li> </ul>	Produce complete sentences when appropriate to task and situation in order

	presenting information depends on the purpose and the audience	<ul style="list-style-type: none"> <li>Speaking requires using an audible voice while conveying ideas in a logical organization to effectively communicate</li> </ul>	to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations)
L.2.1	<ul style="list-style-type: none"> <li>Collective nouns are words that refer to collections of persons or things taken as a whole (<i>group, class, gaggle</i>)</li> <li>Irregular plural nouns are plural nouns that do not use the regular plural ending of -s, or -es</li> <li>Reflexive pronouns are pronouns that are preceded by nouns, adjectives, adverbs, or pronouns to which they refer (their antecedents) within clauses. Such a pronoun refers to the person or thing doing the action (He bought <i>himself</i> a glass of milk.)</li> <li>Past tense irregular verbs are verbs whose past tense and past participle are not formed by adding -ed, -d, or -t to the present tense. (<i>bleed; bled, break;broke</i>)</li> <li>Adjectives are words that describe a noun and provide more information about the object signified.</li> <li>Adverbs are words that usually modify verbs, but they can also modify adjectives. They change or qualify the meaning of these parts of speech often times answering questions <i>how? In what way? When? Where? To what extent?</i></li> <li>Simple sentences join a noun with a verb to complete a thought or idea</li> <li>Compound sentences are made when two or more sentences are joined together with a comma and a coordinating conjunction.</li> </ul>	<ul style="list-style-type: none"> <li>We follow grammar rules so that our writing makes sense to our reader</li> <li>We follow grammar rules to effectively communicate with others</li> <li>Subjects and verbs create a sentence</li> <li>A variety of sentences makes writing interesting</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.2	<ul style="list-style-type: none"> <li>The conventional rules of capitalization, punctuation, and spelling for the standard English language.</li> <li>Capitalize holidays, product names, and</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters signal where a sentence begins and words that are proper</li> <li>Commas are used for a variety of reasons</li> </ul>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	<ul style="list-style-type: none"> <li>geographic names.</li> <li>Use commas in greetings and closings of letters to separate words</li> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>Generalize learned spelling patterns when writing words (e.g., cage-&gt;badge: boy-&gt;boil).</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes stand in for omitted letters</li> <li>Apostrophes show possession in nouns and pronouns</li> <li>Spelling patterns are common configurations of letters in several words</li> <li>References are supports for writing</li> </ul>	
<b>L.2.3</b>	<ul style="list-style-type: none"> <li>People speak differently from how they write</li> <li>Know that punctuation like commas, exclamation, and question marks can be used for effect</li> <li>Different sentence types and varieties affect how your piece reads</li> <li>Capitalization rules</li> <li>Grammar rules</li> </ul>	<ul style="list-style-type: none"> <li>Language functions in different contexts</li> <li>Punctuation helps the reader make sense of a piece of writing</li> <li>Punctuation can change the meaning of a piece of writing</li> <li>Grammar follows a pattern</li> <li>Grammar lays the groundwork for effective communication</li> <li>Grammar is essential for clarity of meaning and intent</li> <li>Words and phrases can be chosen to achieve an effect</li> </ul>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
ISTE 6a	<ul style="list-style-type: none"> <li>Digital platforms</li> <li>Digital tools</li> </ul>	<ul style="list-style-type: none"> <li>Not all digital tools and platforms are appropriate for all creation and communication</li> </ul>	Students will: <ul style="list-style-type: none"> <li>b. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication</li> </ul>

## Unit 2: Assessment

### EVIDENCE of LEARNING

Understanding	Standards		R/R Quadrant 21 Century																								
1, 2, 4	<b>RL.2.10</b> <b>RI.2.10</b>  <b>RL.2.1</b> RL.2.2 <b>RI.2.1</b> RI.2. RI.2.5  W.2.3 <b>L.2.3</b>	<p><b>Reading:</b> Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&amp;P reading level.</p> <p><b>Standards Assessed:</b> RL.2.10, RI.2.10</p> <p><b>Mastery Levels:</b></p> <table border="1"> <thead> <tr> <th colspan="4">Second Grade Reading Level Expectations</th> </tr> <tr> <th></th> <th>Meets or Exceeds Quarterly Expectations</th> <th>Progressing On Quarterly Expectations</th> <th>Minimal Progress On Quarterly Expectations</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td> <td>J or K</td> <td>I</td> <td>H or below</td> </tr> <tr> <td>2<sup>nd</sup> Quarter</td> <td>K</td> <td>J</td> <td>I or below</td> </tr> <tr> <td>3<sup>rd</sup> Quarter</td> <td>L</td> <td>K</td> <td>J or below</td> </tr> <tr> <td>4<sup>th</sup> Quarter</td> <td>M</td> <td>L</td> <td>K or below</td> </tr> </tbody> </table> <p><b>Reading Benchmark</b> Teachers will administer the Second Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. <a href="#">Assessment &amp; Blueprint</a></p> <p><b>Writing:</b> Narrative Writing: <i>I'm really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best personal narrative, the best Small Moment story, that you can write? You will have two forty-five minute sessions to write this true story, so you'll need to plan, draft, revise, and edit in one sitting Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> <li>● make a beginning for your story,</li> <li>● show what happened in order,</li> </ul>	Second Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	J or K	I	H or below	2 <sup>nd</sup> Quarter	K	J	I or below	3 <sup>rd</sup> Quarter	L	K	J or below	4 <sup>th</sup> Quarter	M	L	K or below	C  Critical Thinking Collaboration Communication
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3 <sup>rd</sup> Quarter	L	K	J or below																								
4 <sup>th</sup> Quarter	M	L	K or below																								

		<ul style="list-style-type: none"> <li>• use details to help readers picture your story,</li> <li>• make an ending for your story.</li> </ul> <a href="#">Narrative Rubric</a>	
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## Unit 2: Sample Activities

SAMPLE LEARNING PLAN	
<p><b>Pre-assessment:</b> Narrative Writing:</p> <p><i>I'm really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best personal narrative, the best Small Moment story, that you can write? You will have two forty-five minute sessions to write this true story, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i></p> <ul style="list-style-type: none"> <li>• make a beginning for your story,</li> <li>• show what happened in order,</li> <li>• use details to help readers picture your story,</li> <li>• make an ending for your story.</li> </ul>	

Reader's Workshop				
Growing Word Solving Muscles (FHSD Created)				
<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1,3	RL.2.2 RL.2.5	<p><b>1. Using Meaning to Problem-Solve</b></p> <p><b>Objective:</b> We will:</p> <ul style="list-style-type: none"> <li>• Know mental pictures help us track what is happening in a story.</li> <li>• Understand mental pictures must be clear in order to help us understand the story.</li> <li>• Be able to create mental pictures that help us to monitor and problem-solve our understanding of text.</li> </ul>	Setting Objectives	B  Critical Thinking Communication



1,3	RF.2.3 RF.2.4	<p><b>2. Noticing When Your Reading Slows Down or Gets Fuzzy</b></p> <p><b>Objective:</b> We will:</p> <ul style="list-style-type: none"> <li>• Know readers stop at the first sign of trouble to problem solve.</li> <li>• Understand readers use multiple strategies to solve words.</li> <li>• Understand readers check their reading to make sure they are reading them correctly.</li> <li>• Be able to check their reading to make sure they are reading correctly.</li> <li>• Be able to use strategies to solve hard words.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell the students that they have been working hard to make a picture in their mind to help them keep track of the story. They have also been working hard to use strategies when they come to the first sign of trouble.</li> <li>Explain that today you want to remind them that when readers are the boss of their reading, one of their jobs is to stop at the first sign of trouble, noticing when their reading starts to slow down or the movie in their mind begins to get fuzzy. They can say to themselves, "I can solve this! I can try something I know, and if that doesn't work I can try something else!"</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell the students that when the picture in their mind gets fuzzy and their reading slows down, they can try all that they can solve it and read like a boss by using all that they know.</li> <li>A strategy that you can use is to do a triple check and think "Does it make sense? Sound right? Look right?"</li> <li>Model this strategy aloud with the students while reading aloud and pausing to ask yourself those questions when you get stuck and the picture in your mind gets fuzzy. Also model this as a way to check even when you think you've got the word right.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Show the students the next page of the book. Ask students to read the page to themselves and find a place where they got stuck.</li> <li>Students will then ask themselves the questions, "Does it make sense? Does it look right? Does it sound right?"</li> <li>Have the students share a strategy they used to solve the word they were stuck on with their partner. As the partners talk, listen to students and choose some students who are working well together.</li> <li>Have students that you have selected sit in the center of the carpet, have the others fishbowl around.</li> <li>As the students fishbowl, have them write down two ways the kids shined and one way to grow on Post-its.</li> <li>After everyone has shared highlight a few students who made helpful suggestions and celebrate everyone's hard work.</li> </ol> <p>d. <b>Link:</b> The teacher will:</p>	Setting Objectives	B  Critical Thinking Creativity Communication
			Providing Practice	
			Providing Feedback	
			Providing	







		<p>ii. Model thinking aloud and using these three different strategies reading aloud a page from a book to help you learn and remember the new word the next time you see it.</p> <p>iii. Hand out paper with the three strategies on it.</p> <p>iv. Have students sketch a picture to help them remember what the strategy is and how it will help them.</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <p>i. Show the students a different page from the same book.</p> <p>ii. Prompt the students to use the strategies for remembering the solved words.</p> <p>iii. Have kids make an inside outside circle and share their strategies with each other for a few rotations</p> <p>d. <b>Link:</b> The teacher will ask children to think about the strategies they learned today when they are reading and remind that they can use this in any book they are reading. It is important for them to pick the strategy that works best for them as a reader.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will remind students that readers slow down for words they don't know and work to make the bumpy words smooth.</p> <p>f. <b>Share:</b> The teacher will have students share with their partner a new word that they figured out today and what strategy they tried to help them remember the word for the next time.</p> <p><a href="#">Appendix Document</a></p>	<p>Practice</p> <p>Non-Linguistic Representation</p> <p>Cooperative Learning</p>	
3,4	RL.2.6	<p><b>5. Readers Scan Ahead for Punctuation</b></p> <p><b>Objective:</b> We will:</p> <ul style="list-style-type: none"> <li>Know readers use punctuation to change their voice.</li> <li>Understand readers change their voices depending on the punctuation in their reading.</li> <li>Be able to use punctuation to change our voices when reading.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <p>i. Remind the students that not only do readers work hard to solve new words and they try to remember the word for the next time they come to it in a book.</p> <p>ii. Tell the students that today they will look for punctuation clues to let them know that they will need to change their voice as they read.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <p>i. Tell the students that punctuation gives readers clues to let them know they'll change their voice as they read.</p> <p>ii. Remind the students that quotation marks help show when a character is talking and the dialogue tag helps the reader know how to read the text to talk like the characters.</p> <p>iii. Remind the readers that ending punctuation is important for helping readers know how to change their voice to match the ending punctuation.</p> <p>iv. Remind readers that bold words and capital letters also give readers clues to</p>	Setting Objectives	<p>B</p> <p>Critical Thinking Communication</p>

		<p>help them match their reading to the text.</p> <p>v. Model reading a fiction text using punctuation clues to help know when to change your voice as you read.</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <p>i. Read a section of a mentor text that you have been using to the children reminding them to pay attention to punctuation clues, including ending punctuation (question marks, exclamation marks), quotation marks for talking, bold words, and capital letters.</p> <p>ii. Show a different portion of the mentor text to the students. Ask students to try reading this portion of the mentor text with a partner. Have them talk about what punctuation mark(s) they see to cue them on how they needed to change their voice. Share out with the group what students found as they read.</p> <p>d. <b>Link:</b> The teacher will ask the students as they read independently today to notice and use the punctuation to help them match their voice to what they are reading. On a Post-it today, write down a page and then the punctuation marks that you noticed and used to help you match their reading voice to the text.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will remind students to use everything they know about solving words that are tough. Remind students not to overuse a strategy. If you find that students are stopping to solve words they already know, you can say, “Readers, you can use the tools on our “Be a Word Detective” chart to help you when you get to a tricky word.” Remind students that they don’t need to use these strategies for EVERY word in their books. There are lots of words they know in a snap. Make sure they read these words quickly.</p> <p>f. <b>Share:</b> The teacher will have students share with the class what punctuation mark they wrote on their Post-it note and how that punctuation mark tells them they needed to change their voice as they read.</p> <p><a href="#">Appendix Document</a></p>	Providing Practice	
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## Writer’s Workshop

### Lessons from the Masters: Improving Narrative (BK. 1)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
2, 3	<b>RL.2.1</b> <b>RL.2.5</b> <b>RL.2.10</b> <b>W.2.3</b> <b>W.2.8</b>	<p>1. <b>Discovering Small Moments that Matter</b> (session 1)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know ways to generate ideas from mentor texts</li> <li>Understand meaningful stories come from small moments</li> </ul>	Setting Objectives	<p>C</p> <p>Creativity Collaboration Communication</p>

	SL.2.1 SL.2.4 L.2.1 L.2.2 <b>L.2.3</b>	<ul style="list-style-type: none"> <li>Be able to generate ideas for narrative writing using small moments</li> </ul> <p>a. <b>Connection:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Remind children of the materials and routines of writing workshop and give them a chance to practice gathering.</li> <li>Create a drum roll around this unit and remind students of all they learned about writing stories last year.</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Introduce children to the master writers they will be studying and read a book by each one, pointing out how each story topic matters to its writer.</li> <li>Brainstorm with your children possible ways that Jane Yolen and Angela Johnson - any author- might come up with a small moment story that matters.</li> <li>Suggest that Jane Yolen and Angela Johnson may use a notepad to record the little details that later become stories.</li> </ol> <p>c. <b>Active engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Share your tiny notepad ideas with children. Then ask them to think of a Small Moment story idea and to tell that topic to the person sitting next to them. Suggest that they try to name why this moment matters.</li> <li>Ask writers to get started by telling the beginning of one story to their partner.</li> </ol> <p>d. <b>Link:</b> Teacher will remind children that master writers can influence them. Direct them to begin writing and as they work name aloud the ways they do so efficiently.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students that meaningful moments are sometimes ordinary.</li> <li>Prompt students to thumb through classroom library to see if they spark ideas. You might find that these stories remind you of moments in your lives worth writing about.</li> </ol> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Share writing from today's workshop that reflects last year's teaching and elicit children's responses.</li> <li>Encourage students to draw on last year's instruction as they write.</li> </ol> <p><a href="#">Session 1 Appendix Documents</a></p>	<p>Cues, Questions, and Advance organizers</p> <p>Nonlinguistic representation</p> <p>Cooperative Learning</p> <p>Providing practice</p> <p>Reinforcing Effort</p>	n Critical Thinking
2,3	<b>RL.2.1</b> W.2.3 SL.2.1a L.2.1 L.2.2 <b>L.2.3</b>	<p><b>2. Capturing Story Ideas</b> (session 2)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know the difference between small moments and small moments that matter.</li> <li>Understand that story ideas live all around us in the smallest moments and objects.</li> <li>Be able to capture everyday moments and save them as possible story ideas to write later.</li> </ul> <p>a. <b>Connection:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Ask table monitors to set up workshop and, meanwhile, convene writers.</li> <li>Remind students to watch for little things that could become stories and to record these in their Tiny Topic notepad.</li> </ol>	<p>Setting Objectives</p>	C  Creativity Collaboration Communication Critical Thinking

		<p>b. <b>Teaching:</b> The teacher will demonstrate getting an idea for a story from a tiny event and jotting it down to develop later.</p> <p>c. <b>Active Engagement:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Ask children to think back over their day to find a small moment that could become a story, then jot it down to write about later.</li> <li>Share the writing a few students did to help generate even more ideas.</li> </ol> <p>d. <b>Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Convey that jotting down that small moments story ideas is a habit that will serve children for a lifetime of writing.</li> <li>Remind writers of strategies they know to get an idea, and ask them to use those or other ideas to get started writing.</li> </ol> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will remind students that last year they wrote small moment stories (all seed ideas) not the big topic stories (watermelon). Students will give their writing a “small moment check”.</p> <p>f. <b>Share:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Gather student efficiently to share.</li> <li>Encourage children to look and listen to the world around them for writing ideas.</li> </ol> <p><a href="#">Session 2 Appendix Documents</a></p>	<p>Cooperative Learning</p> <p>Cues, Questions, and Advance Organizers</p> <p>Providing practice</p>	
2, 3	<p><b>RL2.1</b>  <b>RL2.5</b>  <b>RL2.10</b>  <b>W.2.3</b>  <b>SL.2.1</b>  <b>S.L.2.4</b>  <b>L.2.1</b>  <b>L.2.2</b>  <b>L.2.3</b></p>	<p>3. <b>Stretching out small moments</b> (session 3)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know how to plan a story.</li> <li>Understand how to stretch out a small moment.</li> <li>Be able to develop a tiny topic into a whole story.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Match children with long-term partner.</li> <li>Have the children use the notepad to record tiny detail Remind children that writers not only write but also live with details.</li> </ol> <p>b. <b>Teaching:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Tell students that tiny topics don't become stories right away. Instead, writers rehearse how a story will go, planning each part.</li> <li>Demonstrate how to plan a story by telling it across your fingers and my jotting a few keywords on each page.</li> <li>Recount how you planned for each page of your story.</li> <li>Demonstrate writing the beginning, middle and end of the first page of your story. Then recount all of the steps of of today's teaching.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will ask the class to take an idea from their notepads and grow it into a story, telling the story to a partner.</p> <p>d. <b>Link:</b> The teacher will remind children how Jane Yolen might have gotten the idea for her story, emphasizing that the children can find and record small moments.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Encourage the children to look back at the page they are on and think about the</li> </ol>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Cues, Questions, and Advance Organizers</p> <p>Providing practice</p>	<p>C</p> <p>Creativity  Collaboration  Communication  Critical Thinking</p>

		<p>beginning, middle, and end.</p> <p>ii. Have students find areas in their writing that need flow and hold together.</p> <p>f. <b>Share:</b> Teacher will:</p> <p>i. Remind students of ways to prepare for the writing workshop.</p> <p>ii. Channel students to notice and name important parts of the mentor text during a read-aloud.</p> <p><a href="#">Session 3 Appendix Documents</a></p>		
2,3	<p><b>RL.2.1</b></p> <p>RL.2.3</p> <p>RL.2.4</p> <p>RL.2.7</p> <p>W.2.3</p> <p>W.2.5</p> <p>SL.2.1</p> <p>SL.2.3</p> <p>L.2.1</p> <p>L.2.2</p> <p><b>L.2.3</b></p> <p>L.2.5</p>	<p>4. <b>Writing with Detail</b> (session 4)</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Know that writers zoom in on a small moment in their stories.</li> <li>Understand that writers use all of their senses to write.</li> <li>Be able to magnify details so their readers can take it in with all their senses.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <p>i. Introduce the concrete object children will study closely- seashells, flowers, or something else with details- and then give one to each set of partners.</p> <p>ii. Set children up to make close observations of their objects, zooming in on the details with the help of a magnifying glass.</p> <p>iii. Share some children's observations, pointing out the kinds of details they noticed.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <p>i. Study one page of the mentor text, noticing how the author zooms in on a small moment to write with detail.</p> <p>ii. Demonstrate how to write like the mentor author, zooming in on your own Small Moment story and magnifying it with lots of details.</p> <p>c. <b>Active Engagement:</b> The teacher will challenge writers to zoom in on a small moment in their own stories, writing with detail. Offer suggestions as they work.</p> <p>d. <b>Link:</b> The teacher will send students off to write, and encourage them to add details to their stories. Tuck in reminders of how to add on to their writing, and demonstrate one way.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will remind students that writers don't just talk about what they see. Writers use all their senses when they describe scenes. Jane writes of the "Whoo-Whoo-Whoo" owl sound. Tell students to look back in their writing and think about the details they could add.</p> <p>f. <b>Share:</b> The teacher will:</p> <p>i. Highlight the work of two students who used details to zoom in on small moments.</p> <p>ii. Debrief. Name the big work of the day and rally students to set goals for tomorrow's workshop.</p> <p><a href="#">Session 4 Appendix Documents</a></p>	<p>Setting Objectives</p> <p>Cues, Questions, and Advance Organizers</p> <p>Providing practice</p>	<p>C</p> <p>Creativity Collaboration Communication Critical Thinking</p>

2,3,4	<b>RF.2.4</b> W.2.3 W.2.5 SL.2.1 SL.2.3 L.2.1 L.2.2 <b>L.2.3</b>	<p><b>5. Rereading Like Detectives</b> (session 6)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know how to use punctuation appropriately in their writing.</li> <li>• Understand that punctuation helps writing sound right to the reader.</li> <li>• Be able to reread their writing to check to see that it makes sense and sounds right.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Share with students two pages from your demonstration text—one page with many run-on sentences and one page with correct end punctuation.</li> <li>ii. Recruit students to turn-and-talk, observing what is different about the two pages. Then share out some of their observations.</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Demonstrate how to reread your own writing, pausing to look for and include end punctuation.</li> <li>ii. Invite students to read and think alongside you as you demonstrate on the next sentence.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will set students up to fix their stories' punctuation, working in partnerships. The share out some examples.</p> <p>d. <b>Link:</b> The teacher will encourage students' partnership work before sending them off to continue editing on their own.</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will point out students who are using lists in their writing and discuss how to use commas in their lists to separate items.</p> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Remind children that in addition to ending punctuation, they can also check their writing for spelling and comma use. Demonstrate one strategy for checking spelling in your demonstration text.</li> <li>ii. Share out a couple of ways students have learned to fix their spelling.</li> </ol> <p><a href="#">Session 6 Appendix Documents</a></p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Cues, Questions, and Advance Organizers</p> <p>Providing practice</p>	<p>C</p> <p>Creativity Collaboration Communication Critical Thinking</p>
2,3	<b>RF.2.4</b> W.2.3 W.2.5 SL.2.1 SL.2.3 L.2.1 L.2.2 <b>L.2.3</b>	<p><b>6. Revising with Intent</b> (Bend 2 Session 8)</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Know that writers revise, not just to add in details, but to bring out a certain meaning, or a feeling in their readers.</li> <li>• Understand that writers revise on the go, to create a particular effect on the reader.</li> <li>• Be able to revise their writing, trying out a few different ways to see which one feels right and matches what they want their readers to take away.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Show students examples of various published books that are written with different intentions, some meant to be funny, some meant to be sad, and so on.</li> <li>ii. Share with students what you were trying to do as a writer in your demonstration piece.</li> </ol>	<p>Setting Objectives</p>	<p>C</p> <p>Creativity Collaboration Communication Critical Thinking</p>



		<p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Reread your own writing aloud, voicing various intentions you have for its effect on readers.</li> <li>Demonstrate how you decide on an intention-making the story funny- and revise accordingly.</li> <li>Demonstrate how you generate an alternate intention and again revise accordingly.</li> <li>Model considering the possible intentions, and then choosing one for your revision.</li> <li>Debrief, restate the teaching point.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Set students up to consider their own intentions for previously written pieces.</li> <li>Share examples of different intentions that students have for their writing.</li> </ol> <p>d. <b>Link:</b> The teacher will remind students how powerful it is to consider what they want their readers to think and feel as they read their writing.</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell students that when they are working with their partner about what they are trying to do as a writer, some of their table mates are finding it hard to concentrate.</li> <li>Show students the meeting area and tell them that if they need a writing conference they can meet over there.</li> </ol> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Have students read their writing in small groups, using their voices to show their intentions.</li> <li>Share out a couple of children's intentions.</li> <li>Share a quote from Judy Blume- or another favorite author who inspired the idea of revision.</li> </ol> <p><a href="#">Session 8 Appendix Document</a></p>	<p>Cues, Questions, and Advance Organizers</p> <p>Providing practice</p> <p>Cooperative Learning</p> <p>Providing Recognition</p>	
2,3,4	RF.2.3 W.2.3 W.2.5 SL.2.1 L.2.1 L.2.2 <b>L.2.3</b>	<p>7. Editing and Preparing for Publication (session 18)</p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Know how to use strategies from word study to fix spelling.</li> <li>Understand how to listen to syllables to fix parts of a word.</li> <li>Be able to fix up the spelling in their writing for publication.</li> </ul> <p>a. <b>Connection:</b> The teacher will remind children of all they have learned about editing, both this year and last.</p> <p>b. <b>Teaching:</b> The teacher will model how to edit for spelling by breaking a word down into syllables and thinking about the vowel sounds in each one.</p> <p>c. <b>Active Engagement:</b> The teacher will set students up to work on the second misspelled word, thinking about each syllable and the vowel sounds in each part.</p> <p>d. <b>Link:</b> The teacher will send students off to edit their writing, using their editing checklist.</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Reinforcing</p>	<p>C</p> <p>Creativity Collaboration Communication Critical Thinking</p>

		<div>e. <b>Mid-Workshop Teaching Point:</b> The teacher will remind students to use the word wall to check that words are spelled correctly in their writing, including words with inflectional endings. The word wall is a tool to help them spell the best they can.</div> <div>f. <b>Share:</b> The teacher will set students up to work in partnerships, fixing any remaining things in their writing for the celebration.</div> <div>Session 18 Appendix Documents</div>	Effort																		
3	<div>RF.2.4</div> <div>W.2.3</div> <div>SL.2.1</div> <div>SL.2.4</div> <div>SL.2.6</div> <div>L.2.1</div> <div>L.2.2</div> <div>L.2.3</div> <div>ISTE 6a</div>	<div>8. A Celebration (session 19)</div> <div>Objectives: Students will:</div> <div><div>Know the importance of writing for an audience</div><div>Understand the necessary steps to write a piece that is engaging for an audience</div><div>Be able to share their writing with an audience</div></div> <div>A Note to the Teacher: Student writing can be shared to an audience via the school/class website, students blogging or Google Classroom.</div> <div>The celebration will be a hullabaloo of the narrative authors and their work. Each classroom may choose to hold the celebration differently, some ideas include:</div> <div><div>Inviting class buddies in to read student writing</div><div>Partnering with another grade level classroom</div><div>Inviting in parents, community members, authors in the classroom to read students writing</div><div>Share writing via class website or students digital portfolios</div><div>Send writing out to an audience via apps such as Remind 101, Google Drive, and more</div></div> <div>Most importantly give students a chance to share the work they have done and have an opportunity to celebrate their learning.</div>	<div>Setting Objectives</div> <div>Providing Feedback</div> <div>Reinforcing Effort</div> <div>Providing Recognition</div> <div>Cooperative Learning</div>	<div>D</div> <div>Creativity</div> <div>Collaboration</div> <div>Communication</div> <div>Critical Thinking</div>																	
Language/Word Study																					
1	<div>RF.2.3</div> <div>RF.2.3a</div> <div>RF.2.3b</div> <div>RF.2.3c</div> <div>RF.2.3d</div> <div>RF.2.3e</div> <div>RF.2.3f</div>	<div>Benchmark Phonics: Unit 2: Characters Learn and Grow</div> <div><table><tr><th></th><th>DAY 1</th><th>DAY 2</th><th>DAY 3</th><th>DAY 4</th><th>DAY 5</th></tr><tr><td rowspan="2">WEEK 1</td><td><div>Whole Group</div><div>Vowel team syllable type: long o</div><div>Spelling Sound Correspondences</div><div>Build Words</div><div>Read Interactive Text "Jon and Maudie"</div><div>Spelling</div><div>High-Frequency Words</div><div>Spelling Patterns Quick Check</div><div>High-Frequency Words</div><div>Share and Reflect</div></td><td><div>Vowel team syllable type: long o</div><div>Build Words</div><div>Read Interactive Text "Jon and Maudie"</div><div>Spelling</div><div>Review Long a Spelling Patterns</div><div>Share and Reflect</div></td><td><div>Vowel team syllable type: long o</div><div>Read Accountable Text "King Midas"</div><div>Spelling</div><div>High-Frequency Words</div><div>Share and Reflect</div></td><td><div>Vowel team syllable type: long o</div><div>Read Multisyllabic Words</div><div>Decode Unknown Words by Analogy</div><div>Read Accountable Texts "King Midas" and/or "Willow and Toad"</div><div>Share and Reflect</div></td><td><div>Review and Assess Vowel team syllable type: long o</div><div>Review for Fluency "King Midas" and/or "Willow and Toad"</div><div>Build Words</div><div>Review Multisyllabic Words</div><div>Spelling Patterns and Dictation</div><div>High-Frequency Words</div></td></tr><tr><td><div>Small Group</div><div>Build Automaticity</div><div>Blend and Build Words</div><div>Independent Practice/ Partner Work</div></td><td><div>Blend and Build Words</div><div>Write Words</div><div>Review Long a Spelling Patterns</div><div>Independent Practice/ Partner Work</div></td><td><div>Read Accountable Text "King Midas" and/or "Willow and Toad"</div><div>Independent Practice/ Partner Work</div></td><td><div>Spelling</div><div>High-Frequency Words</div><div>Writing in Response to Reading</div><div>Independent Practice/ Partner Work</div></td><td><div>Cumulative Assessment</div></td></tr></table></div>		DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	WEEK 1	<div>Whole Group</div> <div>Vowel team syllable type: long o</div> <div>Spelling Sound Correspondences</div> <div>Build Words</div> <div>Read Interactive Text "Jon and Maudie"</div> <div>Spelling</div> <div>High-Frequency Words</div> <div>Spelling Patterns Quick Check</div> <div>High-Frequency Words</div> <div>Share and Reflect</div>	<div>Vowel team syllable type: long o</div> <div>Build Words</div> <div>Read Interactive Text "Jon and Maudie"</div> <div>Spelling</div> <div>Review Long a Spelling Patterns</div> <div>Share and Reflect</div>	<div>Vowel team syllable type: long o</div> <div>Read Accountable Text "King Midas"</div> <div>Spelling</div> <div>High-Frequency Words</div> <div>Share and Reflect</div>	<div>Vowel team syllable type: long o</div> <div>Read Multisyllabic Words</div> <div>Decode Unknown Words by Analogy</div> <div>Read Accountable Texts "King Midas" and/or "Willow and Toad"</div> <div>Share and Reflect</div>	<div>Review and Assess Vowel team syllable type: long o</div> <div>Review for Fluency "King Midas" and/or "Willow and Toad"</div> <div>Build Words</div> <div>Review Multisyllabic Words</div> <div>Spelling Patterns and Dictation</div> <div>High-Frequency Words</div>	<div>Small Group</div> <div>Build Automaticity</div> <div>Blend and Build Words</div> <div>Independent Practice/ Partner Work</div>	<div>Blend and Build Words</div> <div>Write Words</div> <div>Review Long a Spelling Patterns</div> <div>Independent Practice/ Partner Work</div>	<div>Read Accountable Text "King Midas" and/or "Willow and Toad"</div> <div>Independent Practice/ Partner Work</div>	<div>Spelling</div> <div>High-Frequency Words</div> <div>Writing in Response to Reading</div> <div>Independent Practice/ Partner Work</div>	<div>Cumulative Assessment</div>	<div>Similarities &amp; Differences</div> <div>Homework &amp; Practice</div> <div>Cooperative Learning</div>	<div>B</div> <div>Collaboration</div> <div>Critical Thinking</div>
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1	<div>RF.2.4</div>	<div>Shared Reading</div>		<div>B</div>																	

	<b>RF.2.4a</b>	Teacher choice for shared reading activity this unit. Find ways to support students in fluency and word solving strategies. Demonstrate using context to confirm or self-correct word recognition and understanding and rereading as necessary.	Practice	Critical Thinking
1	<b>RL.2.1</b> <b>RI.2.1</b>	<b>Interactive Read Aloud</b> Teacher choice: Find a favorite read aloud that demonstrates your love for reading. Think of a series or a book that could spark students desire to continue reading from that author, series, or on the topic.	Practice	B Critical Thinking
2, 4	L.2.1f	<b>Grammar</b>  <b>Guess What! Complete Sentences</b>  <b>Strategy:</b> Give yourself the cue, "What what!" Read the sentence you have on the page. If it makes sense in response to "Guess What!" then it's a complete sentence. If it doesn't seem to make sense, then rephrase it so it does. Write it, reread it, and make sure it makes sense.  <b>Teaching Tip:</b> This tip will help students write simple, declarative sentences.  <b>Prompts:</b> <ul style="list-style-type: none"> <li>• Say, "What what!" then read your sentence.</li> <li>• Does your sentence make sense as an answer to "Guess what?"</li> <li>• Try to rephrase it so it makes sense.</li> <li>• Reread it now that you've reworded the sentence.</li> <li>• What's the cue?</li> </ul>	Questions	B Critical Thinking
2, 4	L.2.1f	<b>Grammar</b>  <b>Elimination Repetition with Sentence Combining</b>  <b>Strategy:</b> Find a spot in your draft where you see yourself repeating the same words over and over in separate sentences. Underline the unique parts of each sentence, parts you'll try to keep. Combine the sentences to create a new sentence. Reread what you wrote to make sure it makes sense.  <b>Prompts:</b> <ul style="list-style-type: none"> <li>• Do you notice any repetition?</li> <li>• Look for the same words repeated.</li> <li>• How might you combine those sentences?</li> <li>• Think about how the info in those sentences goes together.</li> <li>• Now that you've combined them, what punctuation do you need.</li> </ul>	Questions	B Critical Thinking

		<b>Example:</b> <u>Dog owners</u> need to know how to <u>take care</u> of dogs. <u>Dogs need food</u> . Dogs need <u>training</u> . Dogs need <u>exercise</u> .  <b>New sentence:</b> <u>Dog owners</u> need to understand that <u>dogs need food, training, and exercise</u> .		
2		<b>Cursive Handwriting</b> Teacher will pace students throughout the year through the FHSD Second Grade Cursive Handwriting Book. As needed teachers will provide practice time for students who need support in print handwriting.	Practice	A Communic ation
1, 2, 3	L.2.4	<b>Interactive Vocabulary</b>  The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"> <li>• Organizers like concept mapping or Frayer model</li> <li>• Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li> <li>• Similarities and differences looking at similar and different words to the term</li> <li>• Nonlinguistic representation</li> </ul>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representati on	B/C  Critical Thinking Communic ation Collaborati on

## Unit 2: Resources

### UNIT RESOURCES

#### Teacher Resources:

- [If Then Curriculum... Growing Word Solving Muscles](#)
- [Reading Appendix Documents](#)
- *Lessons from the Masters: Improving Narrative Writing* Unit 1 Book
- *The Leaving Morning* by Angela Johnson (Houghton Mifflin Harcourt) trade book pack
- *Owl Moon* by Jane Yolen (Penguin) trade book pack
- [Writing Appendix Documents](#)
- Handwriting Books
- Benchmark Phonics

#### Student Resources:

- Access to fiction books for independent reading

- Typical classroom resources (Post-Its, paper, pens, pencils\_
- Popsicle sticks for students to use to help as they scoop read (optional)
- Tiny topic notebook
- 5 page booklets
- Handwriting Book

**Vocabulary:**

**Audience**-a group of listeners or viewers

**Cause-and-effect**-a structural pattern used especially in nonfiction texts, often to propose the reasons or explanations of how and why something occurs.

**Closure**-the end of a piece where the writer brings the piece to a close by telling the reading how things turned out

**Narrative**-a story that can be fictional or grounded in fact

**Planning**-the process of collecting, working with, and selecting ideas for a written piece.

**Plot**-the events, actions, conflict, and resolution of a story presented in a certain order in a fiction text. A simple plot progresses chronologically from start to end, where more complex plots may shift back and forth in time.

**Retell**-telling the main events, including just the most important information, not every single detail.

**Temporal words**-signal event order.

## Unit 3: Becoming Experts: Reading Nonfiction (BK. 2) & How-To Guide to Nonfiction

<b>Content Area:</b> English Language Arts	<b>Course:</b> Second Grade	<b>UNIT:</b> Becoming Experts: Reading Nonfiction & How-To Guide to Nonfiction
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<p><b>Unit Description:</b></p> <p><b>Reading:</b>Becoming Experts: Reading Nonfiction</p> <p>The Reading Nonfiction unit pushes students to question what a nonfiction book will teach them and how to lookout for new information and ideas. Readers of nonfiction text will read to learn, grow, and become experts on many topics of their choice. This unit covers the impact that text features has on understanding a text, how to understand new scientific vocabulary, and previewing texts to infer what the book will be about. The first bend focuses on noticing, learning, and questioning traditional and nontraditional texts to increase knowledge of a particular topic. In Bend II, the focus is on how to tackle new keywords, domain - specific vocabulary, and concepts to learn and understand topics. The last bend teaches how to become an expert on a topic by reading many texts on the same topic and piecing together the information.</p> <p><b>Writing:</b>How-To Guide to Nonfiction Writing</p> <p>The <i>How-To Guide to Nonfiction Writing</i> sets writers up to teach about areas of personal</p>	<p><b>Unit Timeline:</b></p> <p><b>Reading Unit:</b> 20 days</p> <p><b>Writing Unit:</b> 20 days</p>
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expertise, and then is well-positioned early on in second grade to continue this type of work. The unit encourages students to write long and create many books throughout each bend. Each time students begin a new book, they generate an idea, plan, and organize their book. The more practice students have moving through the writing process, the easier it will become. The first bend of this unit will have students writing in areas they already considered themselves to be an expert. Next, they move into the second bend where they consider the audience in which they are writing the text for and how that changes what and how they write. In the final bend, students will write different types of nonfiction books. After spending several weeks studying mentor texts, they will use all they know to develop a nonfiction text that engages their readers/audience. As always students will wrap up the unit sharing their writing with an authentic audience, parents, fellow classmates, community members, and more.

### DESIRED Results

#### **Transfer Goal - *Students will be able to independently use their learning to.....***

- Read and write to gain understanding in order to help them successfully engage in the world around them.
- Collaborate both verbally and in writing to communicate with a particular audience for a variety of purposes.

#### **Understandings – *Students will understand that... (Big Ideas)***

1. Effective readers use appropriate strategies to construct meaning and demonstrate understanding.
2. Effective writers use the writing process to write to a variety of audiences for various purposes.
3. Effective speakers and listeners engage in collaborative conversations and presentations.
4. Effective readers, writers, speakers, and listeners use rules of grammar and conventions of language to support communication.

#### **Essential Questions: *Students will keep considering...***

- How do strategic readers create meaning from informational and literary text?
- How does interaction with text provoke thinking and response?
- What strategies do good readers use to become an independent reader?
- How does the audience the format of our writing?
- What strategies can we use to make our writing come alive?
- How does each step in the process impact your writing?
- How do you listen and speak effectively to respond and give feedback?
- How do I adapt my communication to different purposes and audiences?
- How do writers apply grammar and mechanics to convey their message effectively?
- What are the benefits of using resources to improve your spelling?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
<b>RL.2.10</b>	<ul style="list-style-type: none"> <li>• Ways to pick a good-fit book.</li> <li>• A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.</li> <li>• To comprehend a text is to understand what is read in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Readers read books to grow as readers and learners.</li> </ul>	<b>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
<b>RI.2.1</b>	<ul style="list-style-type: none"> <li>• Inferring is going beyond the literal meaning of a text and thinking about what is not stated but is implied by the writer</li> <li>• Asking questions helps us understand what we are reading.</li> <li>• Answers to questions can be found in the key details.</li> </ul>	<ul style="list-style-type: none"> <li>• Inferences need to be logical</li> <li>• Asking question helps us understand a text.</li> <li>• Answering questions helps us understand a text</li> <li>• Asking questions engages us in a text.</li> <li>• answering questions engages us in a text.</li> </ul>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
RI.2.2	<ul style="list-style-type: none"> <li>• Key details and ideas support the larger ideas the text develops over time. Key details support the main topic.</li> <li>• The main topic of a book refers to what an informational text is all about. It's the most important central idea of multiple paragraphs or text.</li> </ul>	<ul style="list-style-type: none"> <li>• Key details can be used to identify the main topic</li> <li>• Different paragraphs can have different main topics</li> <li>• Not all details and ideas are equally important, some matter more than others.</li> </ul>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	<ul style="list-style-type: none"> <li>• Comparing is finding what is similar</li> <li>• Contrasting is finding what is different</li> <li>• Cause and effect are related.</li> <li>• A connection is when one idea, event, piece of information interacts with or related to another idea, event, piece of information.</li> <li>• An event is something that has happened in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• How events, ideas, concepts, and steps in an informational text relate to one another</li> <li>• Readers consider cause and effort or why things turned out how they did</li> <li>• Connections help readers understand the text</li> </ul>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4	<ul style="list-style-type: none"> <li>Words can have multiple meanings.</li> <li>Interpret is a way of explaining what an author wrote using more accessible, familiar language.</li> <li>Asking questions helps a reader engage and understand a text better</li> </ul>	<ul style="list-style-type: none"> <li>Context can be used to determine meaning of a word.</li> <li>Authors provide clues in a text to support the meaning of words</li> </ul>	Determine the meaning of word and phrases in a text relevant to grade 2 topic or subject area.
RI.2.5	<ul style="list-style-type: none"> <li>Nonfiction text features are used to help us understand.</li> <li>Text features are features of an informational text that help the reader</li> </ul>	the purpose of the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons)	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	<ul style="list-style-type: none"> <li>Author's purpose-what author wants to answer, explain, or describe.</li> <li>Point of view is the perspective through which a text is explained.</li> </ul>	<ul style="list-style-type: none"> <li>Knowing author's purpose of the text, helps the reader understand the text and determine what the author does to achieve that purpose.</li> </ul>	Identify the main purpose of a text, including what the author wants to answer, explain, or de
RI.2.7	<ul style="list-style-type: none"> <li>Images can contribute or be an important factor in understanding a text</li> <li>Images can clarify (or make clear) a text</li> <li>Nonfiction text has different images than fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Images help us understand the text.</li> <li>Images can help the reader clarify meaning.</li> <li>Images are used for a purpose.</li> </ul>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	<ul style="list-style-type: none"> <li>Comparing is finding what is similar</li> <li>Contrasting is finding what is different</li> <li>Each author approaches their topic with a different style and point of view</li> </ul>	<ul style="list-style-type: none"> <li>Authors write nonfiction to increase the reader's knowledge about the subject of their text. Different authors often provide distinct facts that help children gain knowledge about a topic, but author's different styles and those of illustrators provide a range of tones. In the end, reading different texts on the same topic, increase student knowledge and understanding of a topic.</li> <li>Understand ways that texts can be similar.</li> <li>Understand ways that texts can be different.</li> </ul>	Compare and contrast the most important points presented by two texts on the same topic.



		<ul style="list-style-type: none"> <li>Understand the important points in a text can be found in certain places.</li> </ul>	
<b>RI.2.10</b>	<ul style="list-style-type: none"> <li>Ways to pick a good-fit book.</li> <li>A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.</li> <li>To comprehend a text is to understand what is read in the text</li> </ul>	<ul style="list-style-type: none"> <li>Readers read books to grow as readers and learners.</li> </ul>	<b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
RF.2.3	<ul style="list-style-type: none"> <li>Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level.</li> <li>Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood.</li> <li>Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> <li>Long and short vowels</li> <li>Regularly spelled two-syllable words</li> <li>Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>)</li> <li>Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>)</li> <li>Words with inconsistent but common spelling-sound correspondences</li> <li>Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out.</li> <li>Spelling-sound correspondences</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>Some words are not able to be decoded</li> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3b	<ul style="list-style-type: none"> <li>When two vowels together make the same long vowel sound (almost all of the</li> </ul>	<ul style="list-style-type: none"> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Know spelling-sound correspondences for common vowel teams.

	time), -os, -ai, -ee, and -ea		
RF.2.3c	<ul style="list-style-type: none"> <li>Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Decode regularly spelled two-syllable words with long vowels.
<b>RF.2.4</b>	<ul style="list-style-type: none"> <li>Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression</li> <li>Accuracy refers to reading words correctly or precisely.</li> <li>Readers pick good fit books.</li> <li>Readers use strategies to help their understanding (e.g., self-correct, reread, etc)</li> <li>Readers have a plan when they don't know a word.</li> </ul>	<ul style="list-style-type: none"> <li>Readers need to read fluently and accurately to get an author's intended meaning.</li> <li>Strategies for when we don't know a word.</li> <li>Readers read text with appropriate tone.</li> <li>Audiences should understand text when it is read aloud.</li> </ul>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
RF.2.4a	<ul style="list-style-type: none"> <li>Reading with purpose and understanding is reading for a reasons (to be entertained, to learn, to get information, etc) and with comprehension of what is being read.</li> </ul>	<ul style="list-style-type: none"> <li>Reading is meant to be understood and remembered</li> <li>Readers read a text for a variety of reasons</li> </ul>	Read on-level text with purpose and understanding.
RF.2.4b	<ul style="list-style-type: none"> <li>Accuracy refers to reading words correctly or precisely.</li> </ul>	<ul style="list-style-type: none"> <li>Readers need to read fluently and accurately to get an author's intended meaning.</li> </ul>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	<ul style="list-style-type: none"> <li>Readers use strategies to help their understanding (e.g., self-correct, reread, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for when we don't know a word.</li> </ul>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.7	<ul style="list-style-type: none"> <li>How to gather information about a topic.</li> <li>Where to look for information.</li> <li>Researching is asking yourself and others questions about the causes, types, effects, meaning, and importance of anything being studied. Inquiries on those questions through looking up facts or conducting in depth investigations results in answering the questions.</li> </ul>	<ul style="list-style-type: none"> <li>Research can be done in a variety of ways to learn about a topic</li> <li>Research allows us to become an expert and develop an opinion about a topic</li> <li>Shared research builds knowledge of everyone as information and ideas are shared collaboratively</li> </ul>	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).

SL.2.1	<ul style="list-style-type: none"> <li>• Collaborative conversations involve discussing ideas and working jointly with others to create new thinking.</li> <li>• Partners are who you share information with</li> <li>• Rules of discussion</li> <li>• Listening in discussion</li> <li>• Responding is building on someone's remark or asking/answering a question</li> <li>• Comments are when you make a reference to someone's remark before adding your thoughts</li> <li>• Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added</li> <li>• Question is something you ask to gain information or clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Building upon others' talk in conversation deepens the discussion</li> <li>• There are different purposes when speaking at different times and with different people</li> <li>• Listening to a person's response helps deepen your understanding</li> <li>• Listening to a person's response helps form your comments</li> <li>• That your response should be related to the topic of the conversation</li> <li>• The questions you ask questions in conversations help to clarify your understanding</li> <li>• Collaborative conversations include all voices</li> <li>• The rules of conversation make sure all members benefit from the conversations</li> </ul>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	<ul style="list-style-type: none"> <li>• Key ideas or details support the larger ideas the text develops over time and are used to advance the authors claims.</li> <li>• Media includes print, pictures and illustrations, video, and electronic and new media (e.g., Internet)</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between asking a question and making a statement</li> <li>• Not all details and ideas are equally important</li> <li>• What to listen or look for that signals important information</li> </ul>	<b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>
SL.2.3	<ul style="list-style-type: none"> <li>• Evaluate means to judge the credibility of a speaker and/or the information being presented.</li> <li>• Evidence is the data, details, or examples the the speaker uses in the presentation; it also concerns how credible and accurate the information is.</li> <li>• Point of view is the position a speaker takes in relation to the subject.</li> <li>• What is the student's background knowledge of the topic</li> <li>• Actively listen and take notes</li> <li>• Question is something you ask to gain information or clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>• A speaker's point of view must be understood, because it can reveal a bias about the subject and undermine the credibility of the information being presented.</li> <li>• To clarify something you do not understand requires you to ask questions</li> </ul>	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	<ul style="list-style-type: none"> <li>Recount is to give the key details of something; in a story it may be what happened in chronological order; in an informational piece it may involve stating the main ideas</li> <li>facts and details are that describe their story or experience</li> <li>Appropriate to the task, purpose, and audience by organizing, developing, and presenting information depends on the purpose and the audience to whom one is speaking</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a presentation's success</li> <li>Speaking requires using an audible voice while conveying ideas in a logical organization</li> </ul>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	<ul style="list-style-type: none"> <li>Appropriate to the task, purpose, and audience by organizing, developing, and presenting information depends on the purpose and the audience</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a effective communication</li> <li>Speaking requires using an audible voice while conveying ideas in a logical organization to effectively communication</li> </ul>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations)
L.2.4	<ul style="list-style-type: none"> <li>Words can have multiple meanings</li> <li>A phrase is a sequence of two or more words</li> <li>Compound words are words formed by the joining of two words.</li> <li>A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>)</li> <li>A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>).</li> <li>Root words are base words and they have meaning</li> <li>Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed).</li> <li>Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>Language has specific rules</li> <li>How to break apart a word to determine meaning</li> <li>Context clues help determine word meaning</li> <li>Word parts change the meaning of the sentences/phrases</li> <li>Both words in compound words contribute to the meaning of the word</li> </ul>	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.

	<ul style="list-style-type: none"> <li>Multiple-meaning words are words that mean more than one thing, depending on the context</li> <li>Resources can be utilized to determine the meaning of words or phrases (e.g., glossary, thesaurus, dictionary)</li> </ul>		
L.2.6	<ul style="list-style-type: none"> <li>Content or academic vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>Readers constantly learn and use new words through conversations and texts</li> <li>Identify unknown words and seek meaning</li> </ul>	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).
ISTE 1c	<ul style="list-style-type: none"> <li>Feedback can be received via technology</li> </ul>	<ul style="list-style-type: none"> <li>Feedback improves our learning</li> </ul>	Students will: c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE 6a	<ul style="list-style-type: none"> <li>Variety of technology tools</li> <li>Variety of platforms to use for communication</li> </ul>	<ul style="list-style-type: none"> <li>Not all technology is appropriate for all situations</li> </ul>	Students will: a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
ISTE 6d	<ul style="list-style-type: none"> <li>Audience</li> <li>Publishing and presentation tools</li> </ul>	<ul style="list-style-type: none"> <li>The audience determines how information is presented or published</li> </ul>	Students will: d. Publish or present content that customized the message and medium for their intended audiences.

### Unit 3: Assessment

#### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 4	<b>RL.2.10</b> <b>RI.2.10</b>	<b>Reading:</b> Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and	<b>21 Century</b>

2,4	W.2.2 L.2.3	<p>determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&amp;P reading level.</p> <p><b>Standards Assessed:</b> RL.2.10, RI.2.10</p> <p><b>Mastery Levels:</b></p> <table border="1"> <thead> <tr> <th colspan="4">Second Grade Reading Level Expectations</th></tr> <tr> <th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td><td>J,K</td><td>I</td><td>H or below</td></tr> <tr> <td>2<sup>nd</sup> Quarter</td><td>K</td><td>J</td><td>I or below</td></tr> <tr> <td>3<sup>rd</sup> Quarter</td><td>L</td><td>K</td><td>J or below</td></tr> <tr> <td>4<sup>th</sup> Quarter</td><td>M</td><td>L</td><td>K or below</td></tr> </tbody> </table> <p><b>Writing:</b> Informational Writing: <i>Think of a topic that you've studied or that you know a lot about. You will have two forty-five minute sessions to write an information (or all-about) text that teachers others interesting and important information and ideas about the topic. Please keep this in mind that you'll only have two class times to complete this, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. In your writing make sure you:</i></p> <ul style="list-style-type: none"> <li>• <i>Introduce the topic you will teach about,</i></li> <li>• <i>include lots of information,</i></li> <li>• <i>organize your writing,</i></li> <li>• <i>use transition words,</i></li> <li>• <i>write an ending.</i></li> </ul> <p><a href="#">Information Rubric</a></p>	Second Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	J,K	I	H or below	2 <sup>nd</sup> Quarter	K	J	I or below	3 <sup>rd</sup> Quarter	L	K	J or below	4 <sup>th</sup> Quarter	M	L	K or below	<p>C Critical thinking Communication</p> <p>C Critical thinking Creative thinking Communication</p>
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### Unit 3: Sample Activities

SAMPLE LEARNING PLAN
<p><b>Pre-assessment:</b> Informational Writing: <i>Think of a topic that you've studied or that you know a lot about. You will have two forty-five minute sessions to write an information (or all-about) text that teachers others interesting and important information and ideas about the topic. Please keep this in mind that you'll only have two class times to complete this, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. In your writing make sure you:</i></p> <ul style="list-style-type: none"> <li>• <i>Introduce the topic you will teach about,</i></li> <li>• <i>include lots of information,</i></li> <li>• <i>organize your writing,</i></li> <li>• <i>use transition words,</i></li> <li>• <i>write an ending.</i></li> </ul>

# Reader's Workshop

## Becoming Experts: Reading Nonfiction (BK. 2)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1,3	<b>RI.2.1</b> <b>RI.2.5</b> <b>RI.2.7</b> <b>SL.2.1</b> <b>SL.2.2</b>	<p>1. <b>Nonfiction Readers Notice and Learn</b> (Session 1)  <b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know how to pay attention to details to gain knowledge of a topic.</li> <li>• Understand how to put parts of nonfiction materials together to make sense of a topic.</li> <li>• Be able to look at various materials to gain information about a topic.</li> </ul> <p>a. <b>Connection:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Generate excitement on starting a new nonfiction reading unit by asking students to observe prearranged materials such as a globe, map, diagram, etc. in the meeting area to try and figure out what their next unit will be about.</li> <li>Explain that readers pay attention to details and think to themselves, "How can I put this information together to gain knowledge about this topic?"</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Explain that readers study the details of the text, asking, "How can I put this together to grow knowledge of the topic?" Teacher demonstrates this by reading a diagram.</li> <li>Model looking closely at details of a diagram to put together what you observe to gain knowledge about a topic.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will group students in meeting area and have them work together to notice details and put together knowledge about nonfiction texts (nonfiction texts could include: diagrams, maps, models, books, etc.)</p> <p>d. <b>Link:</b> The teacher will remind kids of your point and send them off to read diagrams, maps, charts, a globe, models - putting together knowledge as they read.</p> <p>e. <b>Mid - Workshop Teaching Point:</b> The teacher will explain nonfiction readers gain more information by paying close attention to details and studying things thoroughly.</p> <p>f. <b>Share:</b> The teacher will group students into pairs of two. Students will take turns reading a nonfiction text to one another and state what they notice about their text.</p>	<p>Setting Objectives</p> <p>Advanced Organizers</p> <p>Cues &amp; Questions</p> <p>Cooperative Learning</p> <p>Setting Objective</p> <p>Cooperative Learning</p>	<p>B/C</p> <p>Communication Critical Thinking</p>

		<a href="#">Session 1 Appendix Documents</a>		
1,3	<b>RI.2.1</b> RI.2.2 RI.2.3 RI.2.5 RI.2.6 RI.2.7	<p><b>2. Nonfiction Readers Ask, “What Is This Book Teaching Me?” (Session 3)</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know: readers grow knowledge by putting together details.</li> <li>• Understand: that text features help us understand nonfiction text.</li> <li>• Be able to: put what you see and think together to figure out what a book is teaching you.</li> </ul> <p>a. <b>Connection:</b> Teacher will explain to students that even though they are excited about the new nonfiction texts they have, it’s important to savor them and not rush through them. Readers must read closely and carefully making sure to notice, think, and question the information in the text. To grow knowledge from nonfiction texts, nonfiction readers need to put what they see and think together to determine what the book is teaching them.</p> <p>b. <b>Teaching:</b> The teacher will model how readers preview a text to notice and question what you see and then infer what each part of the book will teach.</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Prepare students to question what the book is teaching them by paying attention to details starting with the cover of the book.</li> <li>Encourage students as they’re reading to turn and talk with a partner to discuss the knowledge they are gaining from the text.</li> </ol> <p>d. <b>Link:</b> The teacher will remind students to continually think about what a specific part, page or book is trying to teach you.</p> <p>e. <b>Mid - Workshop Teaching:</b> The teacher will remind students that as they read their nonfiction texts, they need to stop and think about what they’ve read to keep tabs on comprehension.</p> <p>f. <b>Share:</b> The teacher will have students share newfound information with their partner.</p> <p><a href="#">Session 3 Appendix Documents</a></p>	Setting Objectives           Cues & Questions   Provide Practice     Setting Objective   Provide Practice	B/C  Critical Thinking Communication
1,3	<b>RI.2.1</b> RI.2.5 RI.2.7 RF.2.3 <b>RF.2.4</b>	<p><b>3. Nonfiction Readers Ask, “How Does This Book Go?” (Session 4)</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know: the importance of previewing all the parts of a book.</li> <li>• Understand: that readers look at each part of the book to gain information.</li> <li>• Be able to: determine how the different parts of the book go together to teach us about a topic.</li> </ul> <p>a. <b>Connection:</b> The teacher will explain that before you read a nonfiction text, you will preview all of the parts of the text by taking a sneak peek to determine what information you think you will learn.</p> <p>b. <b>Teaching:</b> The teacher will model how to preview a nonfiction text while talking through the following questions:</p>	Setting Objective           Cues & Questions	B Critical Thinking Communication Collaboration



		<ol style="list-style-type: none"> <li>1. How does this book go?</li> <li>2. What is this book going to teach me?</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will coach students as they work in partners to preview a text, reminding them of the questions they should be thinking about.</p> <ol style="list-style-type: none"> <li>1. How does this book go?</li> <li>2. What is this book going to teach me?</li> </ol> <p>d. <b>Link:</b> The teacher will remind students that they have learned many ways that readers can grow their knowledge while reading nonfiction text.</p> <p>e. <b>Mid - Workshop Teaching:</b> The teacher will remind students as they read they can confirm whether the book teaches them what they expected to learn.</p> <p>f. <b>Share:</b> The teacher will have students work in partners to gain understanding of texts that do not have typical nonfiction text features.</p> <p><a href="#">Session 3 Appendix Documents</a></p>	Feedback	
1	RI.2.1 RI.2.2 RI.2.3 RI.2.6 <b>RF.2.4</b>	<p>4. <b>Celebrate the Gift of Learning Something New</b> (Session 5)</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Know: the importance of previewing of a text</li> <li>Understand: after previewing a text, there will be sections that we expect to be taught about and ones that are surprises</li> <li>Be able to: recognize new information we are gaining from a text</li> </ul> <p>a. <b>Connection:</b> After we take a sneak peek of a nonfiction text, we can determine the things that we expect to learn about as we read. One of the exciting parts of reading a nonfiction text is when we come across information that is a surprise. The places in the book that surprise you are the places that teach you the most.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Emphasize that after previewing a book, readers are usually surprised.</li> <li>When a reader is surprised, this is when the reader is learning and gaining new knowledge.</li> <li>Recruit students to read with you and note when they have gained new information from the text.</li> <li>Pause after reading several new facts and have students recap what they have learned so far.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Encourage students to recall new information by retelling the information across their fingers.</li> <li>Have students turn and share with a partner the new information they have learned.</li> </ol> <p>d. <b>Link:</b> The teacher will have students share a nonfiction text for their partner to read independently.</p> <p>e. <b>Mid - Workshop Teaching:</b> The teacher will explain to students that when they start reading a new section of their nonfiction text, they have to decide if the information fits with something earlier in the book or if it's teaching them something</p>	Setting Objective  Advanced Organizer  Practice  Cooperative Learning  Identify Similarities & Differences	C Critical Thinking Communication Collaboration





		<ul style="list-style-type: none"> <li>i. Demonstrate how to put information on the same topic from multiple books together</li> <li>ii. Model how to retell information about a topic putting ideas into your own words</li> </ul> <p>b. <b>Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Provide non example of retelling a topic by naming fact after fact directly from the book</li> <li>ii. Model retelling the big ideas about a topic</li> </ul> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Model retelling the big ideas using your fingers to represent the parts of the topic</li> <li>ii. Allow time for readers to practice this process</li> </ul> <p>d. <b>Link:</b> The teacher will add strategy to the anchor chart (retell topics-not just books)</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Remind students to use examples and keywords when retelling about their topic</li> <li>ii. Have students think about the questions, "What are the big parts of the story?", "What are the main parts of the big topic in this book?"</li> </ul> <p>f. <b>Share:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Allow partners to retell their topics to one another</li> <li>ii. Coach students to listen to their partner to gain knowledge about their topic</li> </ul> <p><a href="#">Session 16 Appendix Documents</a></p>	<p>Identify Similarities &amp; Differences</p> <p>Nonlinguistic Representation</p> <p>Assigning Homework &amp; Providing Practice</p> <p>Cooperative Learning</p>	
1,3	<b>RF.2.4</b> SL.2.1 SL.2.4 SL.2.6 ISTE 6a	<p>8. <b>Celebration</b> (Session 18)</p> <p><b>Objectives:</b> Student will:</p> <ul style="list-style-type: none"> <li>• Know how to present to an audience what they have learned about their topic</li> <li>• Understand how to use questions to gain deeper meaning about a topic</li> <li>• Be able to share what they have learned about their topic</li> </ul> <p><i>Note to Teacher: Students could be recorded or present information using technology such as: Adobe Voice/Spark, Google Slides, Powerpoints, etc.</i></p> <p>a. <b>Connection:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Show students the video clip, "A Day in the Life, Museum Curator"</li> <li>ii. Discuss how you will teach your topic</li> <li>iii. Model how to create and ask questions about the topic you are teaching</li> </ul> <p>b. <b>Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Demonstrate how to rehearse for a tour of the topic</li> <li>ii. Show how to use questions for your visitors to think about their topic</li> </ul> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Put students into partnerships to practice giving a tour of their topic</li> <li>ii. Coach students how to ask and answer questions about their topic</li> </ul>	<p>Set Objectives</p> <p>Cues, Questions and Advanced Organizers</p>	<p>D Communicatio n Critical Thinking Creativity Collaboration</p>

	<p>d. <b>Link:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Give students time to practice</li> </ul> <p>e. <b>Mid-Workshop teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Remind students they will be asked questions about their topic and listen to the questions and be prepared to answer them</li> </ul> <p>f. <b>Share:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Allow students to give tours to celebrate the hard work of the unit</li> </ul> <p><a href="#">Session 18 Appendix Documents</a></p>	Cooperative Learning	
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# Writer's Workshop

## How-To Guide to Nonfiction Writing (FHSD Created Unit)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
2, 3	W.2.2 W.2.7 W.2.8	<p>1. <b>Launching the Big Work of Nonfiction Writing in Accessible Ways</b> (session 1)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>● Know ways to generate ideas for their nonfiction book</li> <li>● Understand nonfiction writing is a process</li> <li>● Be able to write a nonfiction book</li> </ul> <p>a.     <b>Connection:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>i. Generate an excitement around the upcoming nonfiction writing unit. The teacher will explain to students now that they are authors, they will begin creating nonfiction books to add to their classroom library.</li> <li>ii. Students will notice an empty book basket within the classroom library labeled “<i>Classroom Name Nonfiction Authors,</i>” for students to add their newly written books.</li> </ol> <p>b.     <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Rally kids’ energy by talking up the way the books they will write can soon go into each other’s book baggies to be reading during their reading workshop.</li> <li>ii. Ask whether one child could whip up a book on some <i>unfamiliar</i> topic such as: <i>All About Neptune</i> or <i>Settlements in Antarctica</i>. The purpose of this is to demonstrate areas students are not currently experts in, so they can see currently those choices would be tough for them to write a piece about in today’s session.</li> <li>iii. Choose two students to model for the class how to list out three</li> </ol>	Setting Objectives	B Creativity Communication Collaboration Critical Thinking
			Cues, Questions, Advance	

		<p>possible topics they would consider themselves to be an expert: soccer, Star Wars, dancing, or softball. Students model for the class how to create a short list of topics they could create a short list of nonfiction topics to write about today.</p> <p>iv. Recap with students the transferable skills that took place in the section above (iii). Explain that you hope they are able to generate a topic list as easily and quickly as the students just modeled for them.</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <p>i. Recruit student's help finding a topic that you could write about today. Demonstrate this first by suggesting topics for yourself that <i>won't</i> work-because you would need to first research them.</p> <p>ii. Ask students to brainstorm topics with a partner that you could write about. Voice over as children talk in a way that also helps them imagine topics that might be good for <i>them</i>.</p> <p>d. <b>Link:</b> The teacher will send students off to begin writing and remind them that the goal is to finish a book today. Students will signal to the teacher a thumbs up when they have an idea they are ready to write about today. Those who do not have an idea will stick close to the teacher to continue brainstorming. Revisit objectives from earlier in the lesson.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will point out students who are adding chapters to a nonfiction book or how authors develop chapters within their nonfiction books. Discuss the chapter titles and how students books can have multiple chapters and each chapter has a title.</p> <p>f. <b>Share:</b></p> <p>i. Ask students to turn and talk about nonfiction authors they love.</p> <p>ii. Introduce students to two nonfiction authors. Share quick biographies and photos of them. (An extension could be for students to create questions for a non-fiction author or to host a virtual guest speaker such as a nonfiction writer. Teachers/LMS's could organize a virtual opportunity using Google Hangout, Skype, Twitter, etc)</p> <p><a href="#">Session 1 Appendix Documents</a></p>	<p>Organizers Cooperative Learning</p> <p>Cooperative Learning</p> <p>Objectives</p>	
2, 3	<p><b>RI.2.1</b> <b>RI.2.2</b> <b>RI.2.3</b> <b>RI.2.7</b> <b>W.2.2</b></p>	<p><b>2. Learning from the Experts</b> (session 2)</p> <p><b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know craft moves used in nonfiction texts</li> <li>Understand mentor texts can teach us techniques to use in our writing</li> <li>Be able to apply craft moves learned from other texts into our own nonfiction book</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <p>i. Exult over the books that the students wrote, reminding them that these</p>	<p>Setting Objectives</p>	<p>C</p> <p>Creative Thinking Critical Thinking Communicatio</p>

		<p>books will soon be in the nonfiction section of the classroom library and that they will now read nonfiction as insiders.</p> <p>ii. Explain to students that as writers of nonfiction it will forever change how they read fiction books. Since they are authors of nonfiction books they will begin noticing what others authors of nonfiction books do, so they are able to add those ideas to their own writing.</p> <p><b>b. Teaching:</b> The teacher will:</p> <p>i. Liken the work children will do to the work they did precisely when they mentored themselves to authors of fiction. Emphasize that it is rare for kids to study the craft of nonfiction authors.</p> <p>ii. Set students up to help one child in the class to notice things in nonfiction mentor text that they can try out in their own writing. Teacher models using a student's writing and how using a nonfiction text that is <b>not</b> on the same topic, can help the student add to their nonfiction writing (i.e. diagram on volcanoes in the text, student is writing about kittens, but could add a diagram of a kitten).</p> <p>iii. Remind writers that the work is transferrable to other days and other books.</p> <p><b>c. Active Engagement:</b> The teacher will:</p> <p>i. Set partners up to study the nonfiction books in their baggie together, as writers do, noticing things they can try out in their own writing. Teacher walks around observing student conversations and offering feedback to students about their ideas.</p> <p>ii. Invite students now to find places in their writing where they can try the work they noticed from their nonfiction reading books.</p> <p><b>d. Link:</b> The teacher will:</p> <p>i. Remind children that there is an entire library of nonfiction books they can study to improve their writing.</p> <p>ii. Use today's teaching to start an anchor chart for the bend: <i>Read books by other writers and think" I could try that."</i> Revisit objectives from the beginning of the lesson.</p> <p><b>e. Mid-Workshop Teaching Point:</b> The teacher will have students work with a partner or someone else at their table. Students will look through partners writing and place Post-its in places that they find ideas that could be added to their own writing.</p> <p><b>f. Share:</b> The teacher will:</p> <p>i. Alert writers to the fact they will be writing lots of nonfiction books and will therefore need several topics.</p> <p>ii. Share a strategy for generating topics-in this case, letting the environment, or the world around you, spark possible ideas. Give writers an opportunity to practice.</p> <p><a href="#">Session 2 Appendix Documents</a></p>	<p>Cooperative Learning</p> <p>Feedback</p> <p>Setting Objectives</p> <p>Cooperative Learning</p>	<p>n Collaboration</p>
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		<p><b>f. Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Alert writers to the fact that they will be writing lots of nonfiction books and will therefore need several topics.</li> <li>Share a strategy for generating topics-in this case, letting the environment, or the work around you, spark possible ideas. Give writers an opportunity to practice.</li> </ol> <p><a href="#">Session 4 Appendix Documents</a></p>		
2, 3, 4	<p><b>W.2.2</b> W.2.5 L.2.1 L.2.2 <b>L.2.3</b> L.2.6</p>	<p><b>4. A Trip to the Editor</b> (session 5) <b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know editing includes looking at the details within their writing</li> <li>Understand editing helps the reader understand their piece</li> <li>Be able to use the checklist to edit writing</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students of the revision work from the previous day (Writers Set Goals and Make Plans lesson)</li> <li>Congratulate students on the smart work they did using the checklist to set goals for their writing</li> </ol> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Explain to students writers shift between the more large-scale revisions and more fine grained edits. Explain the focus is to make sure the reader has an easy time reading their text really well.</li> <li>Generate a list of ideas that students could edit for: <ol style="list-style-type: none"> <li>Edit punctuation</li> <li>Commas in lists</li> <li>Apostrophes for contractions</li> <li>Capital letters</li> <li>Missing words</li> <li>Spelling</li> <li>Grammar</li> </ol> </li> <li>Introduce that students could edit their own writing or enlist the help of someone who doesn't already know the text. The writer will observe their partner reading the piece and make note of areas the reader struggled with, either due to spelling errors, lack of punctuation, or it doesn't make sense. Model with a student.</li> <li>Remind students of the Informational Checklist or FHSD Student Friendly Scoring Guide. Students could utilize the Language portion of the checklist as a guide.</li> </ol> <p><b>c. Mid-Workshop Teaching:</b> The teacher will remind students they can edit/revise titles and headings as well.</p> <p><b>d. Link:</b> The teacher will send students off to write, reminding them that writers use a</p>	<p>Setting Objectives</p> <p>Providing Feedback</p> <p>Cues, Questions, and Advance Organizers</p> <p>Cooperative Learning</p> <p>Advance Organizer</p>	<p>C</p> <p>Creative Thinking Critical Thinking Communication Collaboration</p>



		<p><b>d. Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Suggest that even though children often have a person who can act as an audience, they can use today's strategy even by themselves, making it transferable to any situation. (S's take turn with partner: audience &amp; writer)</li> <li>Invite students to begin writing and remind them to carry on with planning strategies learned previously while undertaking the new, important work of keeping an audience in mind. Revisit objectives from early in the lesson.</li> </ol> <p><b>e. Mid-Workshop Teaching:</b> The teacher will explain to students writers reread to add more information for their audience</p> <p><b>f. Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Suggest that writers keep in mind what an audience would want, starting with the table of contents.</li> <li>Set partners up, once again, with roles: one as the audience for the other. Invite children who are in the audience to role to provide feedback on the presenting partner's table of contents.</li> </ol> <p><a href="#">Session 6 Appendix Documents</a></p>	Setting Objectives	
2,3	<p><b>W.2.2</b> W.2.5 W.2.8 SL.2.1 SL.2.3 SL.2.4 SL.2.6 L.2.5 L.2.6 ISTE 1c</p>	<p><b>6. Helping Readers Picture Information</b> (session 7)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know descriptions can help a reader picture information</li> <li>Understand writing for an audience means helping them envision what the writing is trying to demonstrate</li> <li>Be able to add details to their writing to help the reader visualize what is taking place</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Engage students in acting out what it's like to read a boring book. Explain that writers work to write books that keep audiences interested.</li> <li>Explain to students that writers not only think, "<i>What information will my audience need to know?</i>" Writers also make sure to hold their readers' interest by thinking, "<i>How can I help my readers picture this information?</i>" Explain to students writers do this by using description.</li> </ol> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell a story that illustrates how using descriptions can help a reader picture information.</li> <li>Show an example of how a student author uses descriptions to help the reader picture information.</li> </ol> <p><b>c. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Set writers up to practice this strategy in their own books.</li> <li>Coach students to rehearse descriptions orally before writing their own books. (<i>Teacher Note: A collaborative opportunity would be for a partner class to be established where students can join a Skype or Hangout and</i></li> </ol>	<p>Setting Objectives</p> <p>Cues, Questions, and Advance Organizers</p> <p>Practice</p> <p>Setting Objectives</p>	<p>C</p> <p>Creative Thinking Critical Thinking Communication Collaboration</p>





2, 3, 4	<b>W.2.2</b> SL.2.1 SL.2.4 SL.2.6 ISTE 6a ISTE 6d	<b>9. Learning Expo</b> <b>Objectives:</b> Students will: <ul style="list-style-type: none"> <li>Know the importance of writing for an audience</li> <li>Understand the necessary steps to write a piece that is engaging for an audience</li> <li>Be able to share their writing with an audience</li> </ul> <p>The learning expo will be a celebration of the nonfiction authors and their work. Each classroom may choose to hold the expo differently, some ideas include:</p> <ul style="list-style-type: none"> <li>Inviting class buddies in to read student writing</li> <li>Partnering with another grade level classroom</li> <li>Inviting in parents, community members, authors in the classroom to read students writing</li> <li>Share writing via class website or students digital portfolios</li> <li>Send writing out to an audience via apps such as Remind 101, Google Drive, and more</li> </ul> <p>Most importantly give students to share the work they have done and have an opportunity to celebrate their learning.</p>	Reinforcing Effort and Providing Recognition	D  Creative Thinking Critical Thinking Communication Collaboration
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## Language/Word Study

1, 2	RF.2.3b RF.2.3c	<b>Benchmark Phonics: Unit 3: Government Working for Us &amp; Unit 4: Different Characters, Different Points of View</b>	Similarities & Differences  Cooperative Learning  Homework & Practice	B  Collaboration Critical Thinking
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	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>WEEK 1</b>	<b>Vowel team syllable type: long u</b> • Spelling-Sound Correspondences • Blend Words • Transition to Multisyllabic Words • Spelling Patterns Quick Check • High-Frequency Words • Share and Reflect	<b>Vowel team syllable type: long u</b> • Build Words • Read Interactive Text "Rules and Laws" • Spelling • High-Frequency Words • Share and Reflect	<b>Vowel team syllable type: long u</b> • Read Accountable Text "Vote for Lulu" • Spelling • High-Frequency Words • Share and Reflect	<b>Vowel team syllable type: long u</b> • Read Multisyllabic Words • Decode by Analogy • Read Accountable Text "Vote for Lulu" and/or "Our Flag" • Share and Reflect	<b>Review and Assess Vowel team syllable type: long u</b> • Read Accountable Text "Vote for Lulu" and/or "Our Flag" • Build Words • Review Multisyllabic Words • Spelling Patterns and Dictation • High-Frequency Words • Cumulative Assessment
<b>Small Group</b>	• Build Automaticity • Blend and Build Words • Independent Practice/ Partner Work	• Blend and Build Words • Write Words • Review Long i • Spelling Patterns • Independent Practice/ Partner Work	• Read Accountable Text "Vote for Lulu" and/or "Our Flag" • Independent Practice/ Partner Work	• Spelling • High-Frequency Words • Writing Follow-Up • Independent Practice/ Partner Work	

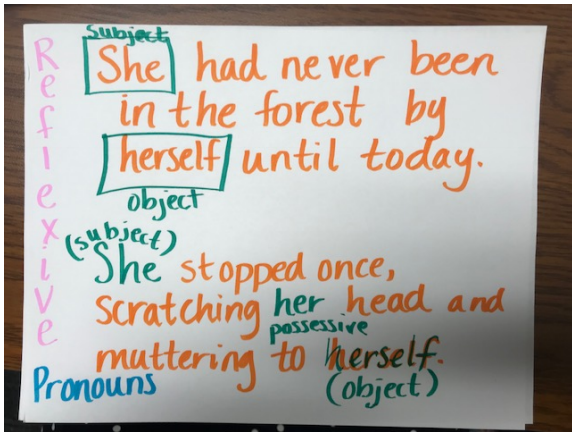
  

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>WEEK 1</b>	<b>r-controlled vowel syllable type: /r/</b> • Spelling-Sound Correspondences • Blend Words • Transition to Multisyllabic Words • Spelling Patterns Quick Check • High-Frequency Words • Share and Reflect	<b>r-controlled vowel syllable type: /r/</b> • Build Words • Read Interactive Text "The Perfect Pet" • Spelling • High-Frequency Words • Share and Reflect	<b>r-controlled vowel syllable type: /r/</b> • Read Accountable Text "Fox Makes Friends" • Spelling • High-Frequency Words • Share and Reflect	<b>r-controlled vowel syllable type: /r/</b> • Read Multisyllabic Words • Decode by Analogy • Read Accountable Text "Fox Makes Friends" and/or "How Cow Got Its Horns" • Share and Reflect	<b>Review and Assess r-controlled vowel syllable type: /r/</b> • Read Accountable Text "Fox Makes Friends" and/or "How Cow Got Its Horns" • Build Words • Review Multisyllabic Words • Spelling Patterns and Dictation • High-Frequency Words • Cumulative Assessment
<b>Small Group</b>	• Build Automaticity • Blend and Build Words • Independent Practice/ Partner Work	• Blend and Build Words • Write Words • Review r-Controlled Vowels er, ir, ur • Independent Practice/ Partner Work	• Read Accountable Text "Fox Makes Friends" and/or "How Cow Got Its Horns" • Independent Practice/ Partner Work	• Spelling • High-Frequency Words • Review Follow-Up • Independent Practice/ Partner Work	

1, 3	<b>RI.2.1</b> RI.2.2 RI.2.3 RI.2.7 RF.2.3 <b>SL.2.2</b> SL.2.3 SL.2.4 L.2.4	<b>Interactive Read Aloud</b> Using <i>Knights in Shining Armor</i> by Gail Gibbons: <ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Take a sneak peek of the book and predict what the book will teach</li> <li>• Model reading with expression</li> <li>• Allow students to retell text with partners</li> <li>• Teach standard main topic/idea</li> <li>• Teach supporting details/ideas</li> <li>• Review ideas about author's purpose</li> </ul>	Advance Organizer Cooperative Learning	B/C Communicatio n Collaboration Critical Thinking
1, 3	RI.2.4 RI.2.5 RI.2.7 RF.2.3 RF.2.4 SL.2.2 L.2.4	<b>Shared Reading</b> Using <i>Tigers</i> by Laura Marsh and poem of teacher's choice-preferably about tigers or animals, for example, "I Just Can't Wait to Be King" from <i>The Lion King</i> <ul style="list-style-type: none"> <li>• Introduce and read poem or song related to the content area to build genre awareness, fluency, and excitement.</li> </ul> Using <i>Tigers</i> , teacher will: <ul style="list-style-type: none"> <li>• Give a book introduction that is exciting and gets readers engaged in the learning.</li> <li>• Take a sneak peek of the book (book preview, picture walk)</li> <li>• Use features to revise and focus information predictions</li> <li>• Invite students to read selected passages with you, using lots of expression and fluency</li> <li>• Select three to five words or parts of words to discuss. Stop to practice using multiple sources of information to figure out and check the word.</li> <li>• Have students work in partner groups to retell and share their learning</li> </ul>	Advance Organizer Cooperative Learning	B/C Communicatio n Collaboration Critical Thinking
1, 3, 4	SL.2.1b SL.2.1c	<b>Accountable Talk Lesson to Support Discussion in Interactive Reading &amp; Shared Reading: <i>Keep the Line Alive</i></b>  <b>Strategy:</b> Think about a topic that the person is talking about (or what teacher has asked you to discuss). Consider how you can respond-by adding on, agreeing, disagreeing, proving support, or asking a question. Then, say something that keeps the same line of conversation, or topic, alive. Use a sentence starter if you need help.  <b>Lesson Language:</b> <i>When we have a conversation, we have to make sure we're always connecting what we say to what the person before us said. When someone starts on a topic, that's the beginning of the line of thinking. When we add on, we want to keep that line alive instead of moving on to a new topic. We want to hear what the person before us said, then consider if we are adding on, agreeing, disagreeing, supporting the idea, or even asking a question about it. We build and add and grow and deepen until it feels like there is nothing left to say about the topic. Then we know it's time to start in on a new line of thinking.</i>	Providing Feedback	C Communicatio n Collaboration

		<p><b>Teaching Tip:</b> Some students benefit from being able to see this visually. Teacher could use Unifix cubes (common math manipulative) to use as a temporary scaffold. When someone begins to talk about a topic or “line of thinking” you can start a new tower. Each time someone adds a related thought, you can add another cube to that same tower. When the topic shifts to a new line of thinking, start a new tower. Before you know it, students will be working to build a higher tower by sticking to one line of thinking.</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• Make sure you heard what the person said</li> <li>• Think about the topic we’re talking about</li> <li>• What can you add on that keeps the line of thinking alive?</li> <li>• Does that fit with the topic or is that a new topic?</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center; color: blue;">Helpful Ways to Keep Ideas G-O-I-N-G &amp; GROWING</p> <p style="color: green;">I agree/disagree with you because...</p> <p style="color: blue;">At first I thought _____ but now I'm thinking _____.</p> <p style="color: purple;">What gave you that idea?</p> <p style="color: pink;">Can you say more about that?</p> <p style="color: red;">I heard you say _____. I'm thinking _____.</p> <p style="color: orange;">You/the text just said _____. That's making me think _____.</p> </div>		
4	L.2.1c	<p><b>Grammar</b>  <b>Reflexive Pronouns: The Selfie of Pronouns (or <i>Is It Selvies?</i>)</b></p> <p><i>Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.</i></p> <p>Teacher will explain to students the first they need to know about reflexive pronouns is don't use them unless you need to. It's important for students to know is not to think they will sound smarter if they use one. Usually they make you sound inelegant and aren't needed. (For example, never say, “I, myself...”) You need a reflexive pronoun only when the subject of the sentence is also the object, like the example in the picture.</p>	Similarities & Differences	<p style="text-align: center;"><b>B</b>  Communication  Critical Thinking</p>



		 <p>Sometimes <i>they</i> made up names for <i>themselves</i>. And like all pronouns, the reflexive ones agree in number and in person: He clenched his hands and strained forward, but <i>he</i> couldn't force <i>himself</i> to move.</p> <p>Addressing reflexive pronouns as writers need them in their writing or when we (teachers) come across a successful example in our reading is the best way in. Point out a reflexive pronoun. "Explain how we know the writers use the right word here." For example, you might ask, "How did William Alexander know to use <i>themselves</i> in the first sentence and <i>himself</i> in the second?"</p>		
1, 2, 3	L.2.4	<p><b>Interactive Vocabulary</b></p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> <li>• Organizers like concept mapping or Frayer model</li> <li>• Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li> <li>• Similarities and differences looking at similar and different words to the term</li> <li>• Nonlinguistic representation</li> </ul>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C  Critical Thinking Communication Collaboration
2		<p><b>Cursive Handwriting</b></p> <p>Teacher will pace students throughout the year through the FHSD Second Grade Cursive Handwriting Book. As needed teachers will provide practice time for students who need support in print handwriting.</p>	Practice	A Communication

# Unit 3: Resources

## UNIT RESOURCES

### **Teacher Resources:**

- Grade 2 Unit 2 Book: *Becoming Experts Reading Nonfiction*
- *Becoming Experts Reading Nonfiction* [Appendix Documents](#)
- Grade 2 Book: *The How-To Guide for Nonfiction Writing*
- *The How-To Guide for Nonfiction Writing* [Appendix Documents](#)
- Globes, maps, diagrams, and/or models
- *Knights in Shining Armor* (trade pack)
- Other nonfiction text to model strategies
- Video Clip: "A Day in the Life, Museum Curator"
- Variety of Nonfiction books
- Handwriting books
- Benchmark Phonics

### **Student Resources:**

- Nonfiction texts to practice strategies at their reading level (including several texts about the same topic)
- Regular classroom resources (paper, pencils, pens, post-its)
- Handwriting books

### **Vocabulary:**

**Glossary**-a list of terms at the back of the book, explaining or defining unusual or difficult words

**How to**- a set of step-by-step instructions for accomplishing a certain task or reaching a certain objective

**Goal**- the result or achievement toward which effort is directed

**Keyword**-word that serves as key, as to the meaning of another word, a sentence, or a passage

**Label**-a written word or phrase that names the content of an illustration

**Lead**- the opening

**Nonfiction**-prose or poetry that provides factual information

**Punctuation**-marks used in written text to clarify meaning and separate structural units.

**Text features**-components of a story or article that do not include the main body of the text (e.g, bold print, captions, sidebars, labels, etc)

## Unit 4: Studying Characters and Their Stories (FHSD Created) & Writing Gripping Fictional Stories (FHSD Created)

<b>Content Area:</b> English Language Arts	<b>Course:</b> Second Grade	<b>UNIT:</b> Studying Characters and Their Stories & Writing Gripping Fictional Stories
<p><b>Unit Description:</b></p> <p><b>Reading:</b> In this unit, you will teach kids to “read” their characters in order to grow ideas about them. Your main role will be to support your students as they work hard to infer about characters and to dig more deeply into the stories they are reading. Expose children to a variety of books with entertaining and interesting characters. Note how well your students retell books and push them towards summary and inferential thinking. You might group these books by theme, such as friendship, families, or school. Invite children to go on an adventure in which they meet and learn about characters. Children will discover the first chapter is when we are introduced to the book’s setting, main characters, and problem. Students will focus on events that change and shape their main characters and be meeting daily with their reading partner to discuss these characters. By the end of this unit, students will compare and contrast across texts, asking, “Have other characters learned the same or different things? Have they learned these things in the same or different ways?” You can expect kids to make connections between how the characters in books act and how the people in their own lives behave when face with troubles.</p> <p><b>Writing:</b></p> <p>The invitation to write fiction is sure to be a favorite of your students. This unit prioritizes story structure; it spotlights that a good short story contains tension that builds over a scene (or a small moment or two). The character wants something and encounters trouble en route. You will capture this combination of motivations and obstacles for children by characterizing as “edge of your seat stories” or “trouble stories” - that is the character wants something and struggles to get it. Character development will be a strong focus in this unit. Students will take what they already know about narrative writing and build on that knowledge to write well-elaborated short stories.</p>		<p><b>Unit Timeline:</b></p> <p>10-15 days</p>

### DESIRED Results

**Transfer Goal - Students will be able to independently use their learning to.....**

- Read and write to gain understanding in order to help them successfully engage in the world around them.
- Collaborate both verbally and in writing to communicate with a particular audience for a variety of purposes.

**Understandings – Students will understand that... (Big Ideas)**

1. Effective readers use appropriate strategies to construct meaning and demonstrate understanding.
2. Effective writers use the writing process to write to a variety of audiences for various purposes.
3. Effective speakers and listeners engage in collaborative conversations and presentations.
4. Effective readers, writers, speakers, and listeners use rules of grammar and conventions of language to support communication.

**Essential Questions: Students will keep considering...**

- How do strategic readers create meaning from informational and literary text?
- How does interaction with text provoke thinking and response?
- What strategies do good readers use to become an independent reader?
- How does the audience the format of our writing?
- What strategies can we use to make our writing come alive?
- How does each step in the process impact your writing?
- How do you listen and speak effectively to respond and give feedback?
- How do I adapt my communication to different purposes and audiences?
- How do writers apply grammar and mechanics to convey their message effectively?
- What are the benefits of using resources to improve your spelling?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.2.1	<ul style="list-style-type: none"><li>• Inferring is going beyond the literal meaning of a text and thinking about what is not stated but is implied by the writer</li><li>• What makes a quality question</li><li>• Key details support the central message of the story</li></ul>	<ul style="list-style-type: none"><li>• Inferences need to be logical</li><li>• That asking and answering question helps them understand a text</li></ul>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
RL.2.3	<ul style="list-style-type: none"><li>• Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge.</li></ul>	<ul style="list-style-type: none"><li>• Analyzing text means to look closely at something for the key parts to see how they work together, this leads to</li></ul>	Describe how characters in a story respond to major events and challenges.

	<ul style="list-style-type: none"> <li>• Cause/effect relationship is the relationship between the reason (“why) something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result.</li> </ul>	<ul style="list-style-type: none"> <li>• greater understanding of the text.</li> <li>• A lot can be learned by observing how a character handles difficult situations</li> </ul>	
RL.2.5	<ul style="list-style-type: none"> <li>• Stories have a beginning, middle, and end.</li> <li>• The beginning of a story sets up the story.</li> <li>• The end of the story concludes the action.</li> <li>• Narrative text structure is a method of organizing a text. A simple narrative text structure follows a traditional sequence that includes a beginning, a problem, a series of events, a resolution of the problem, and an ending. Alternative narrative structures may include devices such as flashback or flash-forward to change the sequence of events or allow for multiple narrators.</li> </ul>	<ul style="list-style-type: none"> <li>• The structure of the story</li> <li>• Parts of a story relate and create a whole story</li> </ul>	Describe the overall structure of a story, including describing how the beginning introduces the story and the end concludes the action.
RL.2.6	<ul style="list-style-type: none"> <li>• Dialogue is a conversation between two or more characters</li> <li>• Point of view is the perspective through which a story is told or an event is related.</li> <li>• First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings</li> <li>• Third person is when a narrator who usually identifies with the main character’s point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories unfold with the help of both the characters and the narrator</li> <li>• Knowing the point of view of who is telling the story helps you understand it better</li> </ul>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	<ul style="list-style-type: none"> <li>• An illustration is the picture that accompanies a text</li> <li>• A character is a person/animal in a story</li> <li>• A setting is where/when a story takes place</li> <li>• Plot is the story line or sequence of actions that are built around a conflict or problem the main character is experiencing.</li> <li>• Different types of media (e.g., print, pictures, and illustrations, and electronic and new media)</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations can convey meaning.</li> <li>• Stories can be told in multiple ways</li> <li>• Illustrations can help us understand text better</li> <li>• Ideas can be expressed in different ways, either through images or graphic representations.</li> </ul>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9	<ul style="list-style-type: none"> <li>• The process to compare/contrast texts</li> <li>• Characters in two versions of a story have similarities and differences</li> <li>• Comparing texts/characters is finding what is similar between those texts/characters</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures in a different version of a story can change the story.</li> <li>• Different cultures can have different versions of the same story.</li> </ul>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

	<ul style="list-style-type: none"> <li>Contrasting texts/characters is finding what is different between those texts/characters</li> </ul>	<ul style="list-style-type: none"> <li>Experiences and adventures happen in the middle of a story.</li> </ul>	
<b>RL.2.10</b>	<ul style="list-style-type: none"> <li>Ways to pick a good-fit book.</li> <li>A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.</li> <li>To comprehend a text is to understand what is read in the text</li> </ul>	<ul style="list-style-type: none"> <li>Readers read books to grow as readers and learners.</li> </ul>	<b>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
<b>RI.2.10</b>	<ul style="list-style-type: none"> <li>Ways to pick a good-fit book.</li> <li>A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.</li> <li>To comprehend a text is to understand what is read in the text</li> </ul>	<ul style="list-style-type: none"> <li>Readers read books to grow as readers and learners.</li> </ul>	<b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
<b>RF.2.3</b>	<ul style="list-style-type: none"> <li>Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level.</li> <li>Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood.</li> <li>Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> <li>Long and short vowels</li> <li>Regularly spelled two-syllable words</li> <li>Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>)</li> <li>Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>)</li> <li>Words with inconsistent but common spelling-sound correspondences</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>Some words are not able to be decoded</li> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Know and apply grade-level phonics and word analysis skills in decoding words.

	<ul style="list-style-type: none"> <li>Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out.</li> <li>Spelling-sound correspondences</li> </ul>		
RF.2.3c	<ul style="list-style-type: none"> <li>Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Decode regularly spelled two-syllable words with long vowels.
<b>RF.2.4</b>	<ul style="list-style-type: none"> <li>Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression</li> <li>Accuracy refers to reading words correctly or precisely.</li> <li>Readers pick good fit books.</li> <li>Readers use strategies to help their understanding (e.g., self-correct, reread, etc)</li> <li>Readers have a plan when they don't know a word.</li> </ul>	<ul style="list-style-type: none"> <li>Readers need to read fluently and accurately to get an author's intended meaning.</li> <li>Strategies for when we don't know a word.</li> <li>Readers read text with appropriate tone.</li> <li>Audiences should understand text when it is read aloud.</li> </ul>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
RF.2.4a	<ul style="list-style-type: none"> <li>Reading with purpose and understanding is reading for a reasons (to be entertained, to learn, to get information, etc) and with comprehension of what is being read.</li> </ul>	<ul style="list-style-type: none"> <li>Reading is meant to be understood and remembered</li> <li>Readers read a text for a variety of reasons</li> </ul>	Read on-level text with purpose and understanding.
RF.2.4b	<ul style="list-style-type: none"> <li>Accuracy refers to reading words correctly or precisely.</li> </ul>	<ul style="list-style-type: none"> <li>Readers need to read fluently and accurately to get an author's intended meaning.</li> </ul>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	<ul style="list-style-type: none"> <li>Readers use strategies to help their understanding (e.g., self-correct, reread, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for when we don't know a word.</li> </ul>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.3	<ul style="list-style-type: none"> <li>Narrative is a story that can be fictional or grounded in fact</li> <li>Temporal words signal event order.</li> <li>Closure is the end of a piece where the writer brings the piece to a close by telling the reading how things turned out</li> </ul>	<ul style="list-style-type: none"> <li>Narrative writing can be imaginary</li> <li>Narrative writing comes from your own experiences</li> <li>Fictional authors may use some details from real life to imagine their stories, the stories are mostly made up</li> </ul>	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.

	<ul style="list-style-type: none"> <li>Details are the information provided (i.e.actions, thoughts, feelings)</li> </ul>	<ul style="list-style-type: none"> <li>Can be true or something made up</li> <li>Organization helps a reader understand the story</li> <li>Using temporal words use the story forward</li> <li>The ending of the story provides the feeling the reader is left with about the story</li> </ul>	
W.2.5	<ul style="list-style-type: none"> <li>Others can provide feedback on our writing.</li> <li>Writing has a focus.</li> <li>Details are the information provided</li> <li>Elaboration is talking in more detail</li> <li>Examples are clear cut explanations</li> <li>Editing is fixing spelling, punctuation,and grammar errors</li> <li>Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better.</li> <li>Strengthening is what revising does to writing; making it stronger by tightening the wording, refining the opinion, and removing what is necessary so that key ideas, reasoning, and evidence are emphasized.</li> </ul>	<ul style="list-style-type: none"> <li>Revising helps to make our writing sound better.</li> <li>Editing helps to make our writing look better.</li> <li>Strategies to provide peers with meaningful feedback.</li> <li>Adding details to our writing can helps our readers to visualize.</li> <li>Strategies for focusing our writing.</li> <li>Details, examples, and elaboration are what readers look for an expect so they know what the author is writing about</li> <li>Authors writing for an audience need to make sure the audience can read and understand their writing (editing/revising process)</li> </ul>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	<ul style="list-style-type: none"> <li>Writing has a purpose.</li> <li>Digital tools can be used for publishing,</li> <li>Collaboration with peers can help us as writers.</li> </ul>	<ul style="list-style-type: none"> <li>Writers use multiple tools to publish their writing.</li> <li>Digital tools can help us to produce and publish writing.</li> <li>Audiences can change based on the piece the author is writing.</li> </ul>	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <ul style="list-style-type: none"> <li>Publish writing using digital tools.</li> <li>Collaborate with peers using a digital tool to publish.</li> <li>Write for the audience intended.</li> </ul>
W.2.8	<ul style="list-style-type: none"> <li>Information can be gathered from a variety of</li> </ul>	<ul style="list-style-type: none"> <li>Some sources are more credible than</li> </ul>	Recall information from



	<p>sources (e.g., research, books, internet, experience, etc).</p> <ul style="list-style-type: none"> <li>• How to answer a question</li> <li>• Relevant information is the information that answers the research question or supports an argument the writer makes.</li> <li>• Credibility is the believability of the source of information, based on how current, established, and relevant the source is.</li> </ul>	<p>others</p> <ul style="list-style-type: none"> <li>• Writing can answer questions others or I have about a topic</li> <li>• Information for a writing piece can come from a variety of sources</li> </ul>	<p>experiences or gather information from provided sources to answer a question.</p>
SL.2.1	<ul style="list-style-type: none"> <li>• Collaborative conversations involve discussing ideas and working jointly with others to create new thinking.</li> <li>• Partners are who you share information with</li> <li>• Rules of discussion</li> <li>• Listening in discussion</li> <li>• Responding is building on someone's remark or asking/answering a question</li> <li>• Comments are when you make a reference to someone's remark before adding your thoughts</li> <li>• Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added</li> <li>• Question is something you ask to gain information or clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Building upon others' talk in conversation deepens the discussion</li> <li>• There are different purposes when speaking at different times and with different people</li> <li>• Listening to a person's response helps deepen your understanding</li> <li>• Listening to a person's response helps form your comments</li> <li>• That your response should be related to the topic of the conversation</li> <li>• The questions you ask questions in conversations help to clarify your understanding</li> <li>• Collaborative conversations include all voices</li> <li>• The rules of conversation make sure all members benefit from the conversations</li> </ul>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
SL.2.2	<ul style="list-style-type: none"> <li>• Key ideas or details support the larger ideas the text develops over time and are used to advance the authors claims.</li> <li>• Media includes print, pictures and illustrations, video, and electronic and new media (e.g., Internet)</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between asking a question and making a statement</li> <li>• Not all details and ideas are equally important</li> <li>• What to listen or look for that signals important information</li> </ul>	<p><b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b></p>
SL.2.3	<ul style="list-style-type: none"> <li>• Evaluate means to judge the credibility of a speaker and/or the information being presented.</li> <li>• Evidence is the data, details, or examples the speaker uses in the presentation; it also concerns how credible and accurate the information is.</li> </ul>	<ul style="list-style-type: none"> <li>• A speaker's point of view must be understood, because it can reveal a bias about the subject and undermine the credibility of the information being presented.</li> </ul>	<p>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>

	<ul style="list-style-type: none"> <li>Point of view is the position a speaker takes in relation to the subject.</li> <li>What is the student's background knowledge of the topic</li> <li>Actively listen and take notes</li> <li>Question is something you ask to gain information or clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>To clarify something you do not understand requires you to ask questions</li> </ul>	
SL.2.4	<ul style="list-style-type: none"> <li>Recount is to give the key details of something; in a story it may be what happened in chronological order; in an informational piece it may involve stating the main ideas</li> <li>facts and details are that describe their story or experience</li> <li>Appropriate to the task, purpose, and audience by organizing, developing, and presenting information depends on the purpose and the audience to whom one is speaking</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a presentation's success</li> <li>Speaking requires using an audible voice while conveying ideas in a logical organization</li> </ul>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	<ul style="list-style-type: none"> <li>Appropriate to the task, purpose, and audience by organizing, developing, and presenting information depends on the purpose and the audience</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a effective communication</li> <li>Speaking requires using an audible voice while conveying ideas in a logical organization to effectively communicate</li> </ul>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations)
L.2.1d	<ul style="list-style-type: none"> <li>Past tense irregular verbs are verbs whose past tense and past participle are not formed by adding <i>-ed</i>, <i>-d</i>, or <i>-t</i> to the present tense. (<i>bleed; bled, break; broke</i>)</li> </ul>	<ul style="list-style-type: none"> <li>We follow grammar rules so that our writing makes sense to our reader</li> <li>We follow grammar rules to effectively communicate with others</li> </ul>	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.2c	<ul style="list-style-type: none"> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes show possession in nouns and pronouns</li> </ul>	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.4	<ul style="list-style-type: none"> <li>Words can have multiple meanings</li> <li>A phrase is a sequence of two or more words</li> <li>Compound words are words formed by the joining of two words.</li> <li>A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Language has specific rules</li> <li>How to break apart a word to determine meaning</li> <li>Context clues help determine word meaning</li> <li>Word parts change the meaning of the sentences/phrases</li> </ul>	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.

	<ul style="list-style-type: none"> <li>• A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>).</li> <li>• Root words are base words and they have meaning</li> <li>• Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed).</li> <li>• Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes.</li> <li>• Multiple-meaning words are words that mean more than one thing, depending on the context</li> <li>• Resources can be utilized to determine the meaning of words or phrases (e.g., glossary, thesaurus, dictionary)</li> </ul>	<ul style="list-style-type: none"> <li>• Both words in compound words contribute to the meaning of the word</li> </ul>	
L.2.6	<ul style="list-style-type: none"> <li>• Content or academic vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>• Readers constantly learn and use new words through conversations and texts</li> <li>• Identify unknown words and seek meaning</li> </ul>	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).
ISTE 1c	<ul style="list-style-type: none"> <li>• Feedback can be received via technology</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback improves our learning</li> </ul>	Students will: c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE 6a	<ul style="list-style-type: none"> <li>• Variety of technology tools</li> <li>• Variety of platforms to use for communication</li> </ul>	<ul style="list-style-type: none"> <li>• Not all technology is appropriate for all situations</li> </ul>	Students will: a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

## Unit 4: Assessment

### EVIDENCE of LEARNING

Understanding	Standards	<b>Unit Performance Assessment:</b> <b>Reading:</b> Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&P reading level.  <b>Standards Assessed:</b>  <b>Mastery Levels:</b> <table border="1"> <thead> <tr> <th colspan="4">Second Grade Reading Level Expectations</th> </tr> <tr> <th></th> <th>Meets or Exceeds Quarterly Expectations</th> <th>Progressing On Quarterly Expectations</th> <th>Minimal Progress On Quarterly Expectations</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td> <td>J-K</td> <td>I</td> <td>H or below</td> </tr> <tr> <td>2<sup>nd</sup> Quarter</td> <td>K</td> <td>J</td> <td>I or below</td> </tr> <tr> <td>3<sup>rd</sup> Quarter</td> <td>L</td> <td>K</td> <td>J or below</td> </tr> <tr> <td>4<sup>th</sup> Quarter</td> <td>M</td> <td>L</td> <td>K or below</td> </tr> </tbody> </table> <b>Reading Benchmark</b> Teachers will administer the Second Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. <b>Standards Assessed:</b> <a href="#">Assessment &amp; Blueprint</a>	Second Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	J-K	I	H or below	2 <sup>nd</sup> Quarter	K	J	I or below	3 <sup>rd</sup> Quarter	L	K	J or below	4 <sup>th</sup> Quarter	M	L	K or below	<b>R/R Quadrant 21 Century</b>  C  Communication Critical Thinking
Second Grade Reading Level Expectations																											
	Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations																								
1 <sup>st</sup> Quarter	J-K	I	H or below																								
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4 <sup>th</sup> Quarter	M	L	K or below																								
1	<b>RL.2.10</b> <b>RI.2.10</b>       <b>RL.2.1</b> <b>RL.2.2</b> <b>RI.2.1</b> <b>RI.2.2</b> <b>RI.2.5</b>																										

## Unit 4: Sample Activities

SAMPLE LEARNING PLAN
<b>Pre-assessment:</b> Narrative Writing: <i>I'm really eager to understand what you can do as writers of narratives, of stories, so today will you please write the best personal narrative, the best Small Moment story, that you can write? You will have two forty-five minute sessions to write this true story, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i> <ul style="list-style-type: none"> <li>• make a beginning for your story,</li> <li>• show what happened in order,</li> <li>• use details to help readers picture your story,</li> <li>• make an ending for your story.</li> </ul>

# Reader's Workshop

# Studying Characters and Their Stories (FHSD Created)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
1,3	<b>RL.2.1</b> RL.2.3 RL.2.6 <b>RF.2.4</b> W.2.8 SL.2.1 <b>SL.2.2</b> SL.2.3 SL.2.4 SL.2.6 L.2.6	<b>1. Fiction Characters and Their Actions (Session 1)</b> <ol style="list-style-type: none"> <li><b>Objectives:</b> Students will               <ul style="list-style-type: none"> <li>Know that characters show action in a text.</li> <li>Understand that readers pay attention to the characters in their story.</li> <li>Be able to identify the character's action in a story.</li> </ul> </li> <li><b>Connection:</b> The teacher will:               <ol style="list-style-type: none"> <li>Teach students to "read" their characters in order to grow ideas about them.</li> <li>Support students as they work to infer about characters and dig more deeply into the stories they are reading.</li> </ol> </li> <li><b>Teaching:</b> The teacher will:               <ol style="list-style-type: none"> <li>Remind students of what they have already learned about reading fiction books.</li> <li>Review charts from Unit 1, "Reading Partners Work Together" and "Fiction Authors Have Intentions".</li> <li>Update these charts to say, "Reading Partners Work Together to Understand Charters" and "Fiction Authors Have Intentions - So Pay Attention!"</li> </ol> </li> <li><b>Active Engagement:</b> The teacher will:               <ol style="list-style-type: none"> <li>Debrief in ways that highlight the replicable work you have done reading the front cover and the back cover blurb, while collecting information and ideas about the characters.</li> <li>Channel children to do similar work with the first few pages of the book, collecting information about the characters and their actions</li> <li>Debrief with students some of the characters and their actions found in the story thus far.</li> </ol> </li> <li><b>Link:</b> the teacher will:               <ol style="list-style-type: none"> <li>Set up the work readers will do with partner, across the week.</li> <li>Remind students to reference the anchor chart "Reading Partners Work Together to Understand Characters"</li> </ol> </li> <li><b>Mid-Workshop Teaching:</b> The teacher will:               <ol style="list-style-type: none"> <li>Encourage students by giving little pep talks about reading books</li> <li>Place post-its in part of the book that show character's actions</li> </ol> </li> <li><b>Share</b> <ol style="list-style-type: none"> <li>Have students meet partners</li> <li>Students will share discoveries about character's actions with each other</li> </ol> </li> </ol>	Setting objectives and Providing Feedback  Reinforcing Effort and Providing Recognition  Cooperative Learning  Reinforcing Effort and Providing Recognition  Cooperative Learning	C Creativity Communication on Collaboration Critical Thinking

		iii. Read more of the book together iv. Students will name new discoveries together <a href="#">Appendix Documents</a>		
1,3	<b>RL.2.1</b> RL.2.5 RL 2.6 RL 2.7 <b>RL 2.10</b> RF 2.3 <b>RF.2.4</b> W.2.8 SL.2.1 <b>SL.2.2</b> SL.2.3 SL.2.4 L.2.6	<b>2. Starting A Fiction Book</b> (Session 2) <b>Objectives:</b> Students will <ul style="list-style-type: none"> <li>Know the beginning of a story describes the main characters, setting, and problem.</li> <li>Understand that the beginning of the book describes the main characters, setting, and problem.</li> <li>Be able to identify the main characters, setting, and problem in the beginning of a story.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Invite children to go on an adventure in which they meet and learn about characters.</li> <li>Remind students that they will discover the main characters, setting, and problem within the first chapter of their books.</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students of what they have already learned about reading fiction books.</li> <li>Review charts from Unit 1, "Reading Partners Work Together" and "Fiction Authors Have Intentions".</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Model reading chapter 1 of a grade level text such as, <i>Frog and Toad</i>, <i>Horrible Harry</i>, <i>Cam Jansen</i>, etc.</li> <li>Model reading a little bit and stopping to retell what you have read to yourself</li> <li>Channel children to do similar work with the first few pages of the book</li> </ol> <p>d. <b>Link:</b> the teacher will:</p> <ol style="list-style-type: none"> <li>Send students to continue reading their first chapter</li> <li>Remind students to stop and retell at the end of the chapter with their partner</li> </ol> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Prompt students to continue reading their book with a close eye because this is when the characters and the problem are first introduced</li> <li>Encourage students to pay close attention the language, vocabulary, and style of author</li> <li>If students finish the first chapter, remind them to put a Post-It at the end of each chapter as a reminder to pause to retell and reflect</li> </ol> <p>f. <b>Share</b></p> <ol style="list-style-type: none"> <li>Have students meet partners to share characters by name, describe the setting and the important events that have happened so far in the store</li> </ol>	Setting Objectives           ;Reinforcing Effort and Providing Recognition           Cooperative Learning           Reinforcing Effort and Providing Recognition           Cooperative Learning	C Creativity Communication Collaboration Critical Thinking

		ii. They will also name the problem and how it's being dealt with so far.		
1,3	<b>RL.2.1</b> RL.2.3 RL.2.5 RL.2.7 <b>RL.2.10</b> RF.2.3 <b>RF.2.4</b> SL.2.1 SL.2.4 L.2.4	<b>3. Reflecting On How Characters Change</b> (Session 3) <b>Objectives:</b> Students will <ul style="list-style-type: none"> <li>Know characters change throughout a story.</li> <li>Understand major events cause characters to change.</li> <li>Be able to identify how characters respond to an event.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Invite children to think how characters have changed from the beginning of the story to the end of the story.</li> <li>Remind students that the first chapter requires reading with a closer eye.</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Invite students to discuss how characters change in a story</li> <li>Review chart, "Partners Share Their Reading Adventures"</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Model using the previously read <i>My Rotten Redheaded Older Brother</i> by Patricia Polacco</li> <li>Use Post-Its to reference events where characters change in the story</li> <li>Channel children to do similar work with their book</li> </ol> <p>d. <b>Link:</b> the teacher will</p> <ol style="list-style-type: none"> <li>Remind students of the strategy they learned today of using Post-Its</li> <li>Set them up to read and be on the lookout for events when characters change</li> </ol> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind them to put a Post-It at the end of each chapter as a reminder to pause to retell and reflect</li> <li>Encourage students to pay close attention to how characters have changed from beginning to end</li> </ol> <p>f. <b>Share</b></p> <ol style="list-style-type: none"> <li>Gather students in a circle so that they can see and hear each other while they share examples of important events in the story.</li> <li>Send students off to talk with a partner about the important parts of their books and how the character changed in the book..</li> <li>Partners Share Their Reading Adventures</li> </ol>	Setting Objectives   Advanced Organizers   Cues & Question Cooperative Learning   Setting Objective   Cooperative Learning	C Creativity Communication Collaboration Critical Thinking
1,3	<b>RL2.1</b> RL.2.3 <b>RL.2.10</b> <b>RF.2.4</b> SL.2.1	<b>4. Reread Often to Make a Picture In Your Mind</b> (Session 4) <b>Objectives:</b> Students will <ul style="list-style-type: none"> <li>Know creating a mental picture helps the reader understand the text.</li> <li>Understand mental pictures helps the reader understand the text.</li> <li>Be able to identify a part of a story where the character changes.</li> </ul>		B Critical Thinking Communication Collaboration

		<p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Teach students to reread often to make a picture in their mind or to stop and sketch a picture of what is happening .</li> <li>Teach students to mark parts in the book where the character is not acting like himself or herself</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Reread part of the read-aloud text, <i>My Rotten Redheaded Older Brother</i> by Patricia Polacco</li> <li>Choose a part of the story where the character is not acting like himself or herself</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Model rereading to make a picture in your mind or to stop and sketch a picture of what is happening</li> <li>Channel children to do similar work with their book</li> </ol> <p>d. <b>Link:</b> the teacher will</p> <ol style="list-style-type: none"> <li>Remind students of the strategy they learned today of using Post-Its</li> <li>Set them up to read and be on the lookout for events when characters are not acting like himself / herself</li> </ol> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind them to put a Post-It at the end of each chapter as a reminder to pause to retell and reflect</li> <li>Encourage students to pay close attention to how characters have changed from beginning to end</li> </ol> <p>f. <b>Share</b></p> <ol style="list-style-type: none"> <li>Have students meet partners to share characters by name, describe the setting and the important events that have happened so far in the store</li> <li>They will also name the problem and how it's being dealt with so far.</li> </ol>	<p>Setting Objectives</p> <p>Reinforcing Effort</p> <p>Setting Objectives, Reinforcing Effort and</p> <p>Providing Feedback</p>	
1,3	<p><b>RL.2.1</b>  <b>RL.2.3</b>  <b>RL.2.6</b>  <b>RL.2.10</b>  <b>RF.2.4</b>  <b>SL.2.1</b>  <b>SL.2.4</b></p>	<p><b>5. Lessons Characters Have Learned (Session 5)</b></p> <p><b>Objectives:</b> Students will</p> <ul style="list-style-type: none"> <li>Know characters learn lessons from their experiences.</li> <li>Understand characters learn from their actions.</li> <li>Be able to compare and contrast characters in a story.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students to pay attention to how the main character changes</li> <li>Teach students to make connections between how the characters in books act and how the people in their own lives-or they, themselves--behave when faced with troubles.</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Teach students to compare and contrast across texts, asking, "Have other characters learned the same or different things? Have they learned these</li> </ol>	<p>Setting objectives and Providing Feedback</p>	<p>C  Creativity  Communication  Collaboration  Critical Thinking</p>



		<p>things in the same or different ways?"</p> <p>ii. Reread part of the read-aloud text, <i>My Rotten Redheaded Older Brother</i> by Patricia Polacco</p> <p>iii. Choose a part of the story where the character is not acting like himself or herself</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <p>i. Model asking how characters have learned the same and different lessons in the story. Have they learned these things in the same or different ways?</p> <p>ii. Channel children to do similar work with their book</p> <p>d. <b>Link:</b> the teacher will</p> <p>i. Set them up to read and be on the lookout for events when characters are not acting like himself / herself</p> <p>ii. Remind students of the strategy they learned today of using Post-Its to mark where characters are not acting like themselves.</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will:</p> <p>i. Have students meet with partner and discuss: "Have characters learned the same thing or different things? Have they learned these things in the same or different ways?"</p> <p>ii. Send students to look for books that have similar lessons and grouping these books together to read and make comparisons.</p> <p>f. <b>Share</b></p> <p>i. Have children share the lesson learned by a character in their story.</p> <p>ii. Challenge students to look for books that have similar lessons and grouping these books together to read and make comparisons.</p>	<p>;Reinforcing Effort and Providing Recognition</p> <p>Note-taking</p> <p>Similarities &amp; Differences</p>	
1, 3	SL.2.1 SL.2.3 SL.2.4 SL.2.6	<p><b>6. Celebration</b> (Session 6)</p> <p><b>Objectives:</b> Students will</p> <ul style="list-style-type: none"> <li>Know how to present to an audience what they have learned about their character.</li> <li>Understand a how to use questions to gain deeper meaning about a character.</li> <li>Be able to share what they have learned about their character.</li> </ul> <p><b>Ideas:</b> The teacher can:</p> <p>i. Have students choose a book with a character they would like to discuss how the character changed in the story, what lessons the character may have learned .</p> <p>ii. Use the inside, outside circle structure to share the presentations</p>	<p>Setting Objectives and Providing Feedback</p> <p>Cooperative Learning</p>	D
<h2 style="text-align: center;">Writer's Workshop</h2>				
<h3 style="text-align: center;">Writing Gripping Fictional Stories (FHSD Created)</h3>				



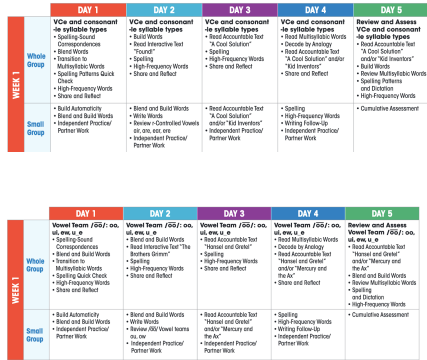
		<p>writers get ideas for their stories from their own lives. One way you can do this is to think of something that happened to you-maybe a problem you had- or a time when you had a strong feeling-and then make it even more scary, funny or strange that it was in real life.”</p> <p><b>b. Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Explain an idea for a fictional story involves starting with a small moment from your own life, one that is attached to a strong emotion.</li> <li>Many times taking that small moment and exaggerating the experience is what an author does. An example being: a time you were lost in the grocery store. In reality, you may have only been apart from your family a minute or so, but in the story it's written as an entire day, not in the store, in a museum.</li> <li>Another idea is telling the story from a different perspective.</li> </ol> <p><b>c. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Share a student or teacher created small moment story and together find areas to revise the story by exaggerating the experience</li> <li>With writing partners students will find a place in their story to exaggerate their experience</li> </ol> <p><b>d. Link:</b> Remind writers they now have a couple of craft moves to write edge-of-your-seat stories: exaggerating the experience and telling the story from a different perspective.</p> <p><b>e. Mid Workshop Teaching Point:</b> Remind students to stay focused on a single event.</p> <p><b>f. Share:</b> The students will:</p> <ol style="list-style-type: none"> <li>Share in groups of four how they revised their story using the craft moves</li> <li>Students could digitally share their before and after pieces explaining how they revised their pieces</li> </ol>	Homework and Practice	
2,3	W.2.3 W.2.5 ISTE 1a	<p>3. Authors as a mentor</p> <p><b>Objectives:</b> Students will</p> <ul style="list-style-type: none"> <li>Know craft moves</li> <li>Understand planning each scene is important in the writing process</li> <li>Be able to draw out important and interesting parts of a story</li> </ul> <p><b>a. Connection:</b> Teacher will:</p> <ol style="list-style-type: none"> <li>Explain we are going to shift our focus from drafting to revision, from writing with volume to writing compelling stories.</li> <li>Make revision materials readily available (e.g., extra pages, extenders for booklets, flaps, etc).</li> </ol> <p><b>b. Teaching Point:</b> The teacher will explain:</p> <ol style="list-style-type: none"> <li>Focus is storytelling with detail, not summarizing</li> <li>A writer first decides what the story is about</li> <li>Next the writer envisions what and how each scene happens</li> </ol>	Setting Objectives	B/C Communication Collaboration Creativity Critical Thinking



		<p><b>b. Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Explain one of the many secrets to good fiction writing is that writers pay attention to what is happening both <i>outside</i> of the character, and the <i>inside</i></li> <li>Begin to think about the internal journey of their characters, as well as the external</li> <li>Explain that building tension is leaving clues about what will happen next and create obstacles</li> </ol> <p><b>c. Active Engagement:</b> Using teacher or student created piece:</p> <ol style="list-style-type: none"> <li>Revise together, think of ways to build internal journey of the character</li> <li>Add words that evoke emotion</li> </ol> <p><b>d. Link:</b> Remind students as they work on their piece they should revisit when they acted out their story scene by scene and ask themselves if they are incorporating all of that information in their story. Ask themselves if they can develop the internal journey of the character.</p> <p><b>e. Mid Workshop Teaching Point:</b> Remind students that as readers they predict what will happen next in the text they are reading. As authors they want to do the same thing. They need to drop a hint here or there so their reader has the same experience. They can do this by sharing what a character thinks or feels early on in the story, to set the stage for what will happen next.</p> <p><b>f. Share:</b> Students will share their writing with partner.</p>	Homework and Practice  Cooperative Learning	
2,3	W.2.3 W.2.5 ISTE 1a	<p>5. Reflecting on past work and setting goals</p> <p><b>Objectives:</b> Students will</p> <ul style="list-style-type: none"> <li>Know how to set goals</li> <li>Understand the connection between effort and achievement</li> <li>Be able to reflect on past work and set goals for future work</li> </ul> <p><b>a. Connection:</b> The teacher will set the stage by explaining we are going to look across our pieces to make sure we are using a variety of ways to start stories and make characters come to life.</p> <p><b>b. Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Explain that wherever each of them is in their writing, starting a new one or in the middle of one it's important to ask themselves "<i>What did I do in my last story that made it so good that I want to do it again? What else might I try?</i>"</li> <li>Explain to student they can use their writers checklists to support them in their work of goal setting for the piece they are working on.</li> <li>Model using a piece and setting a new writing goal using the writers checklist. <i>Students could use a digital tools such as Google Drive, Seesaw, and more to track goals.</i></li> </ol> <p><b>c. Active Engagement:</b> Students will work with a partner and use their checklist to set new goals for their writing.</p>	Setting Objectives          Providing Feedback   Cooperative Learning	B/C Communication Collaboration Creativity Critical Thinking

		<p><b>d. Link:</b> Remind students to revisit their writing goals and keep them at the forefront of their writing as they are revising their piece.</p> <p><b>e. Share:</b> Students will:</p> <ol style="list-style-type: none"> <li>Share writing goals</li> <li>Group according to writing goals and share ideas together</li> </ol> <p><a href="#">Appendix Documents</a></p>		
2,3	W.2.6 ISTE 1a	<p><b>Author Celebration</b></p> <p>Students will celebrate their gripping stories with an audience. A teacher has multiple ways to allow students to share their writing with an audience, here are a few ideas:</p> <ol style="list-style-type: none"> <li>A Google Hangout with another second grade class in the district</li> <li>Buddy class in the building</li> <li>Invite parents and community members to listen to groups of student writing and give feedback on a list of taught criteria</li> <li>Share digitally on class website, add writing to class library or school library, or share through Seesaw</li> <li>Allow students to plan a writing celebration, create invites, schedule the time and flow of the celebration, and attend to any necessary items that will take place during the day</li> </ol>	Providing Feedback	D Communication Collaboration

## Language/Word Study

1, 2	RF.2.3b RF.2.3c	<p><b>Benchmark Phonics: Unit 5: Technology and Invention &amp; Unit 6: Tales That Teach Us</b></p> 	<p>Similarities &amp; Differences</p> <p>Cooperative Learning</p> <p>Homework &amp; Practice</p>	B Collaboration Critical Thinking
1	<b>RF.2.4</b>	Shared Reading		B

	<b>RF.2.4a</b>	Teacher choice for shared reading activity this unit. Find ways to support students in fluency and word solving strategies. Demonstrate using context to confirm or self-correct word recognition and understanding and rereading as necessary.	Practice	Critical Thinking
1	<b>RL.2.1</b> <b>RI.2.1</b>	Interactive Read Aloud Teacher choice: Find a favorite read aloud that demonstrates your love for reading. Think of a series or a book that could spark students desire to continue reading from that author, series, or on the topic.	Practice	B Critical Thinking
1	RL.2.9	<p><b>Compare Lessons Across Books</b></p> <p><b>Strategy:</b> Choose two texts that are similar (e.g., Cinderella by different authors/cultures). Compare what the character learned in one book in the series to what the character learned in another book in the series. Or compare the problem or solution in those books.</p> <p>Use a Venn Diagram or another organizer for students to compare similarities and differences between the stories.</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• Put two books side by side.</li> <li>• What is different?</li> <li>• What is the same?</li> <li>• Talk about what each book is mostly about? What did the character learn in each? How were the problems solved? What events took place?</li> </ul>		
1,2,3	L.2.4	<p><b>Interactive Vocabulary</b></p> <p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> <li>• Organizers like concept mapping or Frayer model</li> <li>• Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li> <li>• Similarities and differences looking at similar and different words to the term</li> <li>• Nonlinguistic representation</li> </ul>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C  Critical Thinking Communication Collaboration
4	L.2.1d	<p><b>Grammar</b> <b>Highly Irregular: Nonconforming Verbs</b> <i>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)</i></p> <p><b>Day 1: Invitation to Notice (invite students to observe the sentence)</b> Write on the board:</p>	Providing Practice	B Communication

		<p>My ears rang with crickets, and my eyes stung from staring too long. -Julie Brinkloe, <i>Fireflies</i></p> <p><i>Teacher Note: Besides containing two irregular past-tense verbs (rang and stung), the sentence is compound. When students note the comma or the and or both, we can ask, "What the comma doing when we read it aloud? What is it doing when we read it with just our eyes?"</i></p> <p><b>Day 2: Invitation to Compare and Contrast</b></p> <p>Write on board: My ears rang with crickets, and my eyes stung from staring too long. My ears rang with shouting voices, and my nose drained from the stench of salmon patties.</p> <p><i>Note for Teacher: We chose to put a regular past-tense verb in our imitation to stimulate discussion of how they are alike and how they are different from irregular verbs, deepening awareness. If students don't mention it, ask, "IS drained a regular or an irregular verb?" Students can consider: "How do readers know? What are the signals of the regular past tense?"</i></p> <p><b>Day 3: Invitation to Imitate</b> Invite writers to help you compose a sentence that follows this structure and uses at least one irregular verb. See the <a href="#">30 Common Irregular Verbs list</a>.</p>	Similarities and Differences	
2		<p><b>Cursive Handwriting</b> Teacher will pace students throughout the year through the FHSD Second Grade Cursive Handwriting Book. As needed teachers will provide practice time for students who need support in print handwriting.</p>	Practice	A Communication

## Unit 4: Resources

UNIT RESOURCES	
<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>Studying Characters and Their Stories <a href="#">Appendix Documents</a></li> <li>Writing Gripping Fictional Stories <a href="#">Appendix Documents</a></li> <li><a href="#">Writing Gripping Fictional Stories Unit Description</a></li> <li><i>My Rotten Red-Headed Brother</i> by Patricia Pollaco</li> </ul>	



- Handwriting books
- Variety of Fictional Texts
- Benchmark Phonics

**Student Resources:**

- Access to a variety of texts
- Typical classroom resources (paper, Post-its, pencils, pens)

**Vocabulary:**

**Analyze**-examining the elements of a text in order to know more about how it is constructed, and noticing aspects of the writer's craft

**Comprehend**-to understand

**Major event**- the most important event in the story, typically related to how the main character resolves a problem or handles a challenge.

**Recount/retell**-stories includes telling the main events, including just the most important information, not every single detail.

**Strategy**-a step-by-step how-to. A reading strategy is a "deliberate" effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.

**Word analysis**-to break apart words into parts or individual sounds

## Unit 5: Bigger Books Mean Amping Up Reading Power (Bk. 3) & Poetry: Big Thoughts on Small Packages (Bk. 4)

<b>Content Area: Reading</b>	<b>Course: 2nd Grade</b>	<b>UNIT: Bigger Books Mean Amping Up Reading Power</b>
<p><b>Unit Description:</b></p> <p><b>Reading:</b> This unit will focus on the areas of reading fluency, literary language, and tracking longer stories. Students will work on reading with fluency and knowing what it looks like and sounds like to read with expression. Students will also explore figurative language and work on keeping track of the storyline in longer books. At the end of the unit, students will form a reading club using fluency, literary language, and keeping track of longer books as their goal.</p> <p><b>Writing:</b> The poetry unit is divided into three bends, each one deepening children's understanding of poetry. First students will learn that poets are sparked by objects and feelings that they translate to music on the page. The early portion of the units pays special attention to sounds, helping develop students' ears as they experiment with line breaks, and come to</p>		<p><b>Unit Timeline:</b> 20 days</p>

understand poetry is different than a story. In Bend II, students will recognize that in a poem, choice and placement of words matter more than ever. They will admire and explore with metaphor, strengthening their ability to see like a poet. In Bend III, the students will explore various natural structures of poems: story poems, poems with a back-and-forth structure, list poems.

## DESIRED Results

### **Transfer Goal - *Students will be able to independently use their learning to.....***

- Read and write to gain understanding in order to help them successfully engage in the world around them.
- Collaborate both verbally and in writing to communicate with a particular audience for a variety of purposes.

### **Understandings – *Students will understand that... (Big Ideas)***

1. Effective readers use appropriate strategies to construct meaning and demonstrate understanding.
2. Effective writers use the writing process to write to a variety of audiences for various purposes.
3. Effective speakers and listeners engage in collaborative conversations and presentations.
4. Effective readers, writers, speakers, and listeners use rules of grammar and conventions of language to support communication.

### **Essential Questions: *Students will keep considering...***

- How do strategic readers create meaning from informational and literary text?
- How does interaction with text provoke thinking and response?
- What strategies do good readers use to become an independent reader?
- How does the audience the format of our writing?
- What strategies can we use to make our writing come alive?
- How does each step in the process impact your writing?
- How do you listen and speak effectively to respond and give feedback?
- How do I adapt my communication to different purposes and audiences?
- How do writers apply grammar and mechanics to convey their message effectively?
- What are the benefits of using resources to improve your spelling?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
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RL.2.1	<ul style="list-style-type: none"> <li>• Inferring is going beyond the literal meaning of a text and thinking about what is not stated but is implied by the writer</li> <li>• What makes a quality question</li> <li>• Key details support the central message of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Inferences need to be logical</li> <li>• That asking and answering question helps them understand a text</li> </ul>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
RL.2.2	<ul style="list-style-type: none"> <li>• Recounting/retelling stories includes telling the main events, including just the most important information, not every single detail.</li> <li>• Central message, lesson, or moral are what the author thinks is the right or proper way to behave.</li> <li>• Fable is a legendary story of supernatural happenings or narratives that attempt to impart truths (often through morals) especially in stories where animals speak and have human characteristics.</li> <li>• Folktales are short stories that were first passed down from generation to generation. The tales typically have to do with everyday life.</li> <li>• Fairy tales are a subgenre of folktales that include magical elements or creatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing parts or elements of a text help the reader create meaning.</li> </ul>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	<ul style="list-style-type: none"> <li>• Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge.</li> <li>• Cause/effect relationship is the relationship between the reason ("why) something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text.</li> <li>• A lot can be learned by observing how a character handles difficult situations</li> </ul>	Describe how characters in a story respond to major events and challenges.
RL.2.4	<ul style="list-style-type: none"> <li>• Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader.</li> <li>• Alliteration is repetition of the initial consonant sound in words that are close to one another (e.g., "wonderful wacky words")</li> <li>• Authors repeat the same lines for emphasis or effect</li> <li>• A metaphor compares two things that are not typically associated with each other (e.g., "That room is an oven.")</li> <li>• A simile typically uses the word like or as when</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative language changes or goes beyond literal meaning.</li> <li>• Language creates mental pictures</li> <li>• Language helps keep readers engaged</li> </ul>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

	<p>making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”)</p> <ul style="list-style-type: none"> <li>• Personification involved attributing human characteristics to something that is non-human.</li> </ul>		
RL.2.5	<ul style="list-style-type: none"> <li>• Stories have a beginning, middle, and end.</li> <li>• The beginning of a story sets up the story.</li> <li>• The end of the story concludes the action.</li> <li>• Narrative text structure is a method of organizing a text. A simple narrative text structure follows a traditional sequence that includes a beginning, a problem, a series of events, a resolution of the problem, and an ending. Alternative narrative structures may include devices such as flashback or flash-forward to change the sequence of events or allow for multiple narrators.</li> </ul>	<ul style="list-style-type: none"> <li>• The structure of the story</li> <li>• Parts of a story relate and create a whole story</li> </ul>	Describe the overall structure of a story, including describing how the beginning introduces the story and the end concludes the action.
RL.2.6	<ul style="list-style-type: none"> <li>• Dialogue is a conversation between two or more characters</li> <li>• Point of view is the perspective through which a story is told or an event is related.</li> <li>• First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings</li> <li>• Third person is when a narrator who usually identifies with the main character’s point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories unfold with the help of both the characters and the narrator</li> <li>• Knowing the point of view of who is telling the story helps you understand it better</li> </ul>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	<ul style="list-style-type: none"> <li>• An illustration is the picture that accompanies a text</li> <li>• A character is a person/animal in a story</li> <li>• A setting is where/when a story takes place</li> <li>• Plot is the story line or sequence of actions that are built around a conflict or problem the main character is experiencing.</li> <li>• Different types of media (e.g., print, pictures, and illustrations, and electronic and new media)</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrations can convey meaning.</li> <li>• Stories can be told in multiple ways</li> <li>• Illustrations can help us understand text better</li> <li>• Ideas can be expressed in different ways, either through images or graphic representations.</li> </ul>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10	<ul style="list-style-type: none"> <li>• Ways to pick a good-fit book.</li> <li>• A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Readers read books to grow as readers and learners.</li> </ul>	<b>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the</b>

	<ul style="list-style-type: none"> <li>To comprehend a text is to understand what is read in the text</li> </ul>		range.
RI.2.10	<ul style="list-style-type: none"> <li>Ways to pick a good-fit book.</li> <li>A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.</li> <li>To comprehend a text is to understand what is read in the text</li> </ul>	<ul style="list-style-type: none"> <li>Readers read books to grow as readers and learners.</li> </ul>	<b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
RF.2.3	<ul style="list-style-type: none"> <li>Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level.</li> <li>Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood.</li> <li>Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> <li>Long and short vowels</li> <li>Regularly spelled two-syllable words</li> <li>Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>)</li> <li>Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>)</li> <li>Words with inconsistent but common spelling-sound correspondences</li> <li>Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out.</li> <li>Spelling-sound correspondences</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>Some words are not able to be decoded</li> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3b	<ul style="list-style-type: none"> <li>When two vowels together make the same long vowel sound (almost all of the time), <i>-os</i>, <i>-ai</i>, <i>-ee</i>, and <i>-ea</i></li> </ul>	<ul style="list-style-type: none"> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Know spelling-sound correspondences for common vowel teams.
RF.2.3c	<ul style="list-style-type: none"> <li>Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>How to apply the knowledge of</li> </ul>	Decode regularly spelled two-syllable words with long vowels.

		letter-sound relationships	
<b>RF.2.4</b>	<ul style="list-style-type: none"> <li>• Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression</li> <li>• Accuracy refers to reading words correctly or precisely.</li> <li>• Readers pick good fit books.</li> <li>• Readers use strategies to help their understanding (e.g., self-correct, reread, etc)</li> <li>• Readers have a plan when they don't know a word.</li> </ul>	<ul style="list-style-type: none"> <li>• Readers need to read fluently and accurately to get an author's intended meaning.</li> <li>• Strategies for when we don't know a word.</li> <li>• Readers read text with appropriate tone.</li> <li>• Audiences should understand text when it is read aloud.</li> </ul>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
W.2.3	<ul style="list-style-type: none"> <li>• Narrative is a story that can be fictional or grounded in fact</li> <li>• Temporal words signal event order.</li> <li>• Closure is the end of a piece where the writer brings the piece to a close by telling the reader how things turned out</li> <li>• Details are the information provided (i.e. actions, thoughts, feelings)</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative writing can be imaginary</li> <li>• Narrative writing comes from your own experiences</li> <li>• Fictional authors may use some details from real life to imagine their stories, the stories are mostly made up</li> <li>• Can be true or something made up</li> <li>• Organization helps a reader understand the story</li> <li>• Using temporal words use the story forward</li> <li>• The ending of the story provides the feeling the reader is left with about the story</li> </ul>	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts and feelings use temporal words to signal event order, and provide a sense of closure.
W.2.5	<ul style="list-style-type: none"> <li>• Others can provide feedback on our writing.</li> <li>• Writing has a focus.</li> <li>• Details are the information provided</li> <li>• Elaboration is talking in more detail</li> <li>• Examples are clear cut explanations</li> <li>• Editing is fixing spelling, punctuation, and grammar errors</li> <li>• Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better.</li> </ul>	<ul style="list-style-type: none"> <li>• Revising helps to make our writing sound better.</li> <li>• Editing helps to make our writing look better.</li> <li>• Strategies to provide peers with meaningful feedback.</li> <li>• Adding details to our writing can help our readers to visualize.</li> <li>• Strategies for focusing our writing.</li> <li>• Details, examples, and elaboration are what readers look</li> </ul>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

	<ul style="list-style-type: none"> <li>Strengthening is what revising does to writing; making it stronger by tightening the wording, refining the opinion, and removing what is necessary so that key ideas, reasoning, and evidence are emphasized.</li> </ul>	<p>for an expect so they know what the author is writing about</p> <ul style="list-style-type: none"> <li>Authors writing for an audience need to make sure the audience can read and understand their writing (editing/revising process)</li> </ul>	
SL.2.1	<ul style="list-style-type: none"> <li>Collaborative conversations involve discussing ideas and working jointly with others to create new thinking.</li> <li>Partners are who you share information with</li> <li>Rules of discussion</li> <li>Listening in discussion</li> <li>Responding is building on someone's remark or asking/answering a question</li> <li>Comments are when you make a reference to someone's remark before adding your thoughts</li> <li>Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added</li> <li>Question is something you ask to gain information or clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>Building upon others' talk in conversation deepens the discussion</li> <li>There are different purposes when speaking at different times and with different people</li> <li>Listening to a person's response helps deepen your understanding</li> <li>Listening to a person's response helps form you comments</li> <li>That your response should be related to the topic of the conversation</li> <li>The questions you ask questions in conversations help to clarify your understanding</li> <li>Collaborative conversations include all voices</li> <li>The rules of conversation make sure all members benefit from the conversations</li> </ul>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.3	<ul style="list-style-type: none"> <li>Evaluate means to judge the credibility of a speaker and/or the information being presented.</li> <li>Evidence is the data, details, or examples the the speaker uses in the presentation; it also concerns how credible and accurate the information is.</li> <li>Point of view is the position a speaker takes in relation to the subject.</li> <li>What is the student's background knowledge of the topic</li> <li>Actively listen and take notes</li> <li>Question is something you ask to gain information or clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>A speaker's point of view must be understood, because it can reveal a bias about the subject and undermine the credibility of the information being presented.</li> <li>To clarify something you do not understand requires you to ask questions</li> </ul>	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	<ul style="list-style-type: none"> <li>Recount is to give the key details of something; in a story it may be what happened in chronological order; in an informational piece it may involve stating the main ideas</li> <li>facts and details are that describe their story or experience</li> <li>Appropriate to the task, purpose, and audience by organizing, developing, and presenting information depends on the purpose and the audience to whom one is speaking</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a presentation's success</li> <li>Speaking requires using an audible voice while conveying ideas in a logical organization</li> </ul>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	<ul style="list-style-type: none"> <li>Appropriate to the task, purpose, and audience by organizing, developing, and presenting information depends on the purpose and the audience</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a effective communication</li> <li>Speaking requires using an audible voice while conveying ideas in a logical organization to effectively communication</li> </ul>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations)
L.2.1	<ul style="list-style-type: none"> <li>Collective nouns are words that refer to collections of persons or things taken as a whole (<i>group, class, gaggle</i>)</li> <li>Irregular plural nouns are plural nouns that do not use the regular plural ending of -s, or -es</li> <li>Reflexive pronouns are pronouns that are preceded by nouns, adjectives, adverbs, or pronouns to which they refer (their antecedents) within clauses. Such a pronoun refers to the person or thing doing the action (He bought <i>himself</i> a glass of milk.)</li> <li>Past tense irregular verbs are verbs whose past tense and past participle are not formed by adding -ed, -d, or -t to the present tense. (<i>bleed; bled, break; broke</i>)</li> <li>Adjectives are words that describe a noun and provide more information about the object signified.</li> <li>Adverbs are words that usually modify verbs, but they can also modify adjectives. They change or qualify the meaning of these parts of speech often times answering questions <i>how? In what way? When? Where? To what extent?</i></li> <li>Simple sentences join a noun with a verb to complete a thought or idea</li> </ul>	<ul style="list-style-type: none"> <li>We follow grammar rules so that our writing makes sense to our reader</li> <li>We follow grammar rules to effectively communicate with others</li> <li>Subjects and verbs create a sentence</li> <li>A variety of sentences makes writing interesting</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



	<ul style="list-style-type: none"> <li>Compound sentences are made when two or more sentences are joined together with a comma and a coordinating conjunction.</li> </ul>		
L.2.2	<ul style="list-style-type: none"> <li>The conventional rules of capitalization, punctuation, and spelling for the standard English language.</li> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use commas in greetings and closings of letters to separate words</li> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>Generalize learned spelling patterns when writing words (e.g., cage-&gt;badge: boy-&gt;boil).</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters signal where a sentence begins and words that are proper</li> <li>Commas are used for a variety of reasons</li> <li>Apostrophes stand in for omitted letters</li> <li>Apostrophes show possession in nouns and pronouns</li> <li>Spelling patterns are common configurations of letters in several words</li> <li>References are supports for writing</li> </ul>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	<ul style="list-style-type: none"> <li>People speak differently from how they write</li> <li>Know that punctuation like commas, exclamation, and question marks can be used for effect</li> <li>Different sentence types and varieties affect how your piece reads</li> <li>Capitalization rules</li> <li>Grammar rules</li> </ul>	<ul style="list-style-type: none"> <li>Language functions in different contexts</li> <li>Punctuation helps the reader make sense of a piece of writing</li> <li>Punctuation can change the meaning of a piece of writing</li> <li>Grammar follows a pattern</li> <li>Grammar lays the groundwork for effective communication</li> <li>Grammar is essential for clarity of meaning and intent</li> <li>Words and phrases can be chosen to achieve an effect</li> </ul>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
L.2.5	<ul style="list-style-type: none"> <li>Antonyms are words with opposite meanings.</li> <li>Nuances in word meanings are subtle meanings of some words as we use and come to know them. Readers learn to discern the implied meanings of words, and writers attend to the degrees of meaning as they select words to use in their pieces.</li> <li>Real-Life Connection is when students connect what they're learning to what they're experiencing in their lives</li> </ul>	<ul style="list-style-type: none"> <li>The relationship between words and their meanings</li> <li>How word choice conveys meaning</li> <li>Real life connections help anchor meaning of words</li> </ul>	Demonstrate understanding of word relationships and nuances in word meanings.

	<ul style="list-style-type: none"> <li>Intensity of words how a word can change the emotion/energy of the word</li> </ul>		
L.2.6	<ul style="list-style-type: none"> <li>Content or academic vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>Readers constantly learn and use new words through conversations and texts</li> <li>Identify unknown words and seek meaning</li> </ul>	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).
ISTE 6a	<ul style="list-style-type: none"> <li>Variety of technology tools</li> <li>Variety of platforms to use for communication</li> </ul>	<ul style="list-style-type: none"> <li>Not all technology is appropriate for all situations</li> </ul>	Students will: a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

## Unit 5: Assessment

### EVIDENCE of LEARNING

Understanding	Standards	Reading:	R/R Quadrant 21 Century																								
1	<b>RL.2.10</b> <b>RI.2.10</b>	<p>Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&amp;P reading level.</p> <p>Mastery Levels:</p> <table border="1"> <thead> <tr> <th colspan="4">Second Grade Reading Level Expectations</th> </tr> <tr> <th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td><td>J-K</td><td>I</td><td>H or below</td></tr> <tr> <td>2<sup>nd</sup> Quarter</td><td>K</td><td>J</td><td>I or below</td></tr> <tr> <td>3<sup>rd</sup> Quarter</td><td>L</td><td>K</td><td>J or below</td></tr> <tr> <td>4<sup>th</sup> Quarter</td><td>M</td><td>L</td><td>K or below</td></tr> </tbody> </table>	Second Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	J-K	I	H or below	2 <sup>nd</sup> Quarter	K	J	I or below	3 <sup>rd</sup> Quarter	L	K	J or below	4 <sup>th</sup> Quarter	M	L	K or below	<b>C</b> Critical Thinking Communication
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4 <sup>th</sup> Quarter	M	L	K or below																								

## Unit 5: Sample Activities

**SAMPLE LEARNING PLAN**

**Pre-assessment: Writing:**

**Informational Writing:**  
*Think of a topic that you've studied or that you know a lot about. You will have two forty-five minute sessions to write an information (or*

*Think of a topic that you've studied or that you know a lot about. You will have two forty-five minute sessions to write an information (or all-about) text that teaches others interesting and important information and ideas about the topic. Please keep this in mind that you'll only have two class times to complete this, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. In your writing make sure you:*

- *Introduce the topic you will teach about,*
- *include lots of information,*
- *organize your writing,*
- *use transition words,*
- *write an ending.*

## Reader's Workshop

## Bigger Books Mean Amping Up Reading Power (BK 3)

[illegible]

		<ul style="list-style-type: none"> <li>i. Tell the students that by learning to read aloud well, we can raise the level of our internal reading voices. This will help them to really understand what they are reading.</li> <li>ii. Demonstrate rereading, putting an emphasis on how readers envision the story and match their voices to what is happening in the story as they read aloud.</li> <li>iii. Demonstrate reading using punctuation cues to scoop the text into longer, meaningful phrases. Stop and check to make sure your reading makes sense and sounds right.</li> <li>iv. Teach readers the importance of considering meaning and syntax to phrase longer sentences.</li> <li>v. Debrief in a way that is transferable to another text and another day.</li> </ul> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Ask children to reread the passage once more, this time silently, matching their inner voices to the reading they did aloud.</li> <li>ii. Remind students to use punctuation and rereading to help decide the phrasing of the text. Help partnerships as they do this together.</li> </ul> <p>d. <b>Link:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Add the following strategies to your anchor chart <ul style="list-style-type: none"> <li>1. Reread aloud and in your head</li> <li>2. Scoop words into longer phrases</li> </ul> </li> </ul> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will remind students that a little bit of out loud reading can help change the in-your-head voice. As you read remember to make sure that the scoops you are making sound right &amp; make sense. You can whisper read to yourself to check that it makes sense &amp; sounds right. If it doesn't, scoop a different way and use punctuation to help.</p> <p>f. <b>Share:</b> The teacher will create a new anchor chart for partners and put the first strategy: Practice out loud and try to picture what's happening.</p> <p><a href="#">Session 1 Appendix Documents</a>  <a href="#">Session 2 Appendix Documents</a></p>		
1	<b>RL 2.1</b> <b>RL 2.3</b> <b>SL 2.1</b> <b>SL 2.2</b> <b>SL 2.4</b>	<p><b>2. Noticing Dialogue Tags and Using Meaning to Read Fluently (Sessions 3 and 4)</b></p> <p><b>Objective:</b> We will:</p> <ul style="list-style-type: none"> <li>• Know readers voices match the mood of the story.</li> <li>• Know readers talk like the characters when reading.</li> <li>• Understand readers use intonation that matches the mood of the story.</li> <li>• Be able to read books using a voice that matches the mood of the story.</li> <li>• Be able to talk like the characters when reading a story.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Gather children to the meeting area with noticeable changes in your tone</li> </ul>	Setting Objectives	<p>C</p> <p>Critical Thinking Communication</p>

		<p>of voice.</p> <ul style="list-style-type: none"> <li>ii. Remind students that they should read their books in a way that their voice matches what the book was trying to teach. Remind them that reading aloud well means making the characters talk.</li> <li>iii. Tell students you will teach them that when you read dialogue it is important to be able to hear what it sounds like when a character talks. Dialogue tags tell you not only who is talking, but they can also help you know how the character sounds.</li> <li>iv. Tell students you will also teach them that to read a book and make it sound right, you have to think about what the book is about. When you know what the text is about, you can show that with your voice.</li> </ul> <p>b. <b>Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Use pre-written sentence strips &amp; dialogue tags to practice reading dialogue with different kinds of intonation.</li> <li>ii. Show students that reading at this level takes more than just figuring out the words.</li> <li>iii. Show readers that they use meaning from the context to help them figure out the intonation to use as they read.</li> </ul> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Teach students to try reading aloud a passage from the class read-aloud text, noticing not only what the characters say but how they say it.</li> <li>ii. Revisit the read-aloud text again, problematizing some key parts and have some interpretation discussions with the students about the problem parts.</li> <li>iii. Have partners study closely, the mood of the text by reading and rereading to make their voices match.</li> </ul> <p>d. <b>Link:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Add the following strategies to your anchor chart: <ul style="list-style-type: none"> <li>1. Talk like the characters</li> <li>2. Make your voice match the mood</li> </ul> </li> </ul> <p>e. <b>Mid-Workshop Teaching Point (Broken up into two lessons):</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Teach students how to keep track of dialogue. Tell students that their books may not always have a dialogue tag.</li> <li>ii. Read part of a book where some of the dialogue has tags, and where some of it does not.</li> <li>iii. Make sure students are aware of dialogue like this so they can be sure to add in who said what in their head to help them keep track.</li> <li>iv. Teach students how readers picture what's happening, and then make their voices match.</li> <li>v. Think about the character and think about what he/she's doing and how he/she's doing it. Then use your voice to help bring the scene to life.</li> </ul> <p>f. <b>Share:</b> The teacher will:</p>	<p>Cues, Questions, and Advance Organizers</p>	
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		<p>d. <b>Link:</b> The teacher will help students know that they need to pay attention to special language as they read and think about what the author is trying to say or show.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Teach students to not let inventive language pass them by.</li> <li>Have students check to make sure they have marked special, inventive language in their books. If they have not noticed any, make sure you tell them to reread and check.</li> <li>If their books do not have any inventive language, have them read a poem instead. Either way, they need to be able to locate some inventive, playful language to admire and think about.</li> </ol> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students of ways they have learned to reread with partners to improve fluency.</li> <li>Brainstorm to add to the partner chart to give students more options of ways to work with partners and reinforce the mini-lesson.</li> </ol> <p><a href="#">Session 6 Appendix Documents</a></p>		
1	<p><b>RL.2.1</b>  <b>RL.2.4</b>  <b>RL.2.6</b>  <b>SL.2.4</b>  <b>SL.2.6</b>  <b>L.2.4</b>  <b>L.2.5</b>  <b>L.2.6</b></p>	<p><b>4. Noticing When Authors Play with Words (Session 8)</b></p> <p><b>Objective:</b> We will:</p> <ul style="list-style-type: none"> <li>Know authors use language in creative ways.</li> <li>Understand authors play with words to give readers a different meaning.</li> <li>Be able to figure out what an author means when they use playful language.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Have students think about how authors use words in creative ways. Share some examples and explain how figurative language works.</li> <li>Teach students that when authors use language in creative ways, readers must do some extra thinking to understand what the author meant.</li> </ol> <p>b. <b>Teaching:</b> The teacher will give the students examples of playful language, inviting the children to figure out the meaning.</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Put students in groups of four--two partnerships together--to look at literary language in selected texts (Beforehand, tag parts of the text that include figurative language).</li> <li>Coach groups as they find, discuss, and analyze the examples of figurative language in the texts.</li> </ol> <p>d. <b>Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students to add to their reading logs, preview the new book before reading, and use post-its to keep track of their reading and thoughts as they go.</li> </ol>	Setting Objectives	<p>C</p> <p>Creativity Critical Thinking Communication Collaboration</p>

		<ul style="list-style-type: none"> <li>ii. Have students use their the strategies they have learned so far to help them while reading independently.</li> </ul> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Remind students that authors can play with language in creative ways. One of these ways is idioms.</li> <li>ii. Highlight some examples of idioms. Have students talk through the examples</li> <li>iii. Prompt students to use strategies such as using context clues or pictures to solve them.</li> </ul> <p>f. <b>Share:</b> The teacher will review the fluency strategy from Bend 1 of matching your voice to the meaning of the text. Teach students how they can use literary language to help them find the meaning of the text and read it expressively.</p> <p><b>Session 8 Appendix Documents:</b></p>		
1, 3	RL 2.1 RL 2.5	<p><b>5. Setting Up Routines for Same-Book Partners (Session 10)</b></p> <p><b>Objective:</b> We will:</p> <ul style="list-style-type: none"> <li>• Know readers use strategies to stop themselves from losing their place in longer books.</li> <li>• Understand reading partners can help us keep track of our place in a story.</li> <li>• Be able to discuss a book that we are reading with our same-book partner.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Discuss with the students breaking news from researchers in the form of bulletin announcing that because the book 2nd graders read are long, there is a chance of losing the storyline.</li> <li>ii. Contrast the books children are reading at the moment with the shorter books they read at the beginning of the year, and invite them to work that will help them hold into longer stories.</li> <li>iii. Teach the students that when books get longer, it is easy to lose track of the story. It helps to have strategies for keeping hold of the whole story, even when it is getting long and complicated.</li> </ul> <p>b. <b>Teaching</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Tell students that they will soon read even longer books so learning some strategies that help hold on to the story is a good idea.</li> <li>ii. Help students understand that partners are powerful tools to help hold on to the storyline.</li> <li>iii. Help students to study partnership moves by modeling them during a same-book partnership with a student.</li> </ul> <p>c. <b>Active Engagement:</b> The teacher will suggest that partners share what they noticed you did with your same-book partner. Suggest a few things that partners can do together.</p>	Setting Objectives	<p>B/C</p> <p>Creativity Critical Thinking Communication</p>





		<ul style="list-style-type: none"> <li>iii. Demonstrate how to use Post-it notes effectively to show the main events of the story, and assist the students in explaining why it is useful for keeping track of what's happening in the story.</li> <li>iv. Ask students to practice reading for the main important main events, that happen in their books, and to use Post-its to keep track of those events.</li> <li>v. Teach students that when you get off track, stop, reread, and answer questions.</li> </ul> <p>c. <b>Link:</b> The teacher will review the anchor chart with strategies for keeping track of longer books that you have addressed so far.</p> <p>d. <b>Mid-Workshop Teaching Point:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Teach students the importance of rereading post-its and rethinking.</li> <li>ii. Remind students that helpful post-its name major events in a chapter or the problem that the characters are trying to solve.</li> <li>iii. Reading emergencies can go unnoticed so stop and think to see if you can write a post-it about what you read. If you cannot, that is a reading emergency. Always make sure you can stop and write a post-it at the end of the chapter or every few pages.</li> </ul> <p>e. <b>Share:</b> The teacher will remind students of their same-book partnership routines. Look back at the chart you made in Session 10. When you get together with your partner, that is a good time to say "Help!" or "I tried this, but I still have some trouble understanding this part." Give partners some tips, such as rereading the tricky part, slowing down, and talking about the part together.</p> <p><a href="#">Session 12 Appendix Documents</a></p>		
1	<b>RL 2.1</b> <b>RL 2.2</b> <b>RL 2.3</b> <b>SL 2.4</b>	<p><b>7. Using Writing to Solve Reading Problems (Session 13)</b></p> <p><b>Objective:</b> We will:</p> <ul style="list-style-type: none"> <li>• Know writing can help us solve reading challenges.</li> <li>• Understand writing can be used to tackle problems when reading.</li> <li>• Be able to use strategies we've learned to help ourselves keep track of longer books.</li> </ul> <p>a. <b>Connection:</b> Teacher will:</p> <ul style="list-style-type: none"> <li>i. Tell students that we use emergency kits for a variety of problems in our world. Suggest what kinds of troubles a reading emergency kit might help readers figure out.</li> <li>ii. Tell the students that today you will teach them that, as a reader, they can have their own reading emergency kit ready as long as they have a pencil. Tell students that if they know how stories get confusing, they can come up with ways to help sort out confusing parts and keep track of the story.</li> </ul> <p>b. <b>Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Suggest that readers figure out writing tricks to help them figure out</li> </ul>	Setting Objectives	<p>C</p> <p>Critical Thinking Communication Collaboration</p>



		<p>ii. Teach students that readers stop and think about their reading work. (Fluency, Understanding Literary Language, Tracking Stories, Set Goals, and Make Plans)</p> <p>b. <b>Teaching</b></p> <p>i. Display anchor charts from each bend at the for all students to see. Review the work you've done from all the unit.</p> <p>ii. Ask students to use the charts as tools for self-assessing and goal-setting.</p> <p>iii. Model reading and marking/taking notes about the text, paying attention to literary language.</p> <p>iv. Model reading and marking/taking notes on strategies to make reading more fluent.</p> <p>v. Model reading and marking/taking notes on strategies to keep track of longer stories.</p> <p>vi. Recap the process of self-assessment and goal-setting you just modeled.</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <p>i. Give students a copy of the shared text and highlighter to highlight parts of the text and make some annotations.</p> <p>ii. Encourage students to think about a possible reading goal.</p> <p>d. <b>Link:</b> The teacher will set students up to be reflective readers during independent reading time.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will have the students reflect on what they have done really well as a reader today, and then what may need more work. Have the students select a goal based on their work from today.</p> <p>f. <b>Share:</b> The teacher will:</p> <p>i. Have the students meet under the chart for the skill focus area they would like to address.</p> <p>ii. Give students tips for working in their clubs.</p> <p><a href="#">Session 14 Appendix Documents</a></p>	Providing Feedback	
1, 3	RL 2.1 RL 2.2 RL 2.3 SL 2.1 SL 2.3 SL 2.4 SL 2.6	<p><b>9. Organizing Goal Clubs and Giving Feedback to Group Members (Sessions 15 &amp; 16)</b></p> <p><b>Objective:</b> We will:</p> <ul style="list-style-type: none"> <li>Know a plan can help us reach goals.</li> <li>Know giving our peers feedback can help them meet goals.</li> <li>Understand what makes feedback helpful for others.</li> <li>Be able to use a plan and feedback to improve our reading.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <p>i. Share a story from your experience that shows the importance of making a plan.</p> <p>ii. Teach students that reading club members work together to share what</p>	Setting Objectives  Summarizing and Notetaking  Providing	C/D  Creativity Critical Thinking Communication Collaboration

		<p>they know with each other and make a plan to reach a goal.</p> <ul style="list-style-type: none"> <li>iii. Encourage students to work together and remind them about the celebration coming up.</li> <li>iv. Teach students to give club members feedback to help meet goals.</li> </ul> <p>b. <b>Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Give students guiding questions to help them make their club plans.</li> <li>ii. Model how to answer questions with a club that needs more support, helping students make a reading club plan.</li> <li>iii. Coach clubs as they create their reading club plans, supporting their work with questions, suggestions, prompts, and tools.</li> </ul> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Have one reading club in a fishbowl to model giving effective feedback to each other. The other students will observe and note their behaviors.</li> <li>ii. Listen in and say again the behaviors that children noticed into club behaviors they can use in their own club.</li> </ul> <p>d. <b>Link:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Set students up to read independently thinking ahead about the clubs' activities.</li> <li>ii. Remind students that it's important to really listen to their club members in order to think about how they can help them meet their goals.</li> </ul> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will tell the students they will be talking with their club members today. Tell the students they when we get together with a group to talk, there are things we can do to prepare. Remind the students to have something ready to say with the club members that will help the club work toward their goal. Have the students write something down they want to share with their club.</p> <p>f. <b>Share:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Growing our talking together to help reach club goals.</li> <li>ii. Helping each other by giving suggestions to help club members.</li> </ul> <p><a href="#">Session 15 Appendix Documents</a>  <a href="#">Session 16 Appendix Documents</a></p>	feedback	
1, 3	<b>RL 2.1</b> <b>RL 2.2</b> <b>RL 2.3</b> <b>SL 2.3</b> <b>SL 2.4</b>	<p><b>10. Celebration (Session 17)</b></p> <p><b>Objective:</b> We will:</p> <ul style="list-style-type: none"> <li>• Be able to identify strategies readers use to help them understand longer books.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Tell the students that today is the day for celebration. Show students the charts from each bend that explain everything they learned during the unit.</li> <li>ii. Tell the students that in this unit they have been learning how to tackle longer, harder books. Today they will become research scientists.</li> </ul>	<p>Setting Objectives</p> <p>Cooperative Learning</p>	<p>D</p> <p>Creative Thinking Critical Thinking Communication Collaboration</p>

		<p>iii. Explain to the class that today you will team them that readers can be researchers. They study others in their clubs to notice what they do and how they do it. Then readers publish their findings so others can learn from them.</p> <p>b. <b>Teaching:</b> The teacher will teach students to study other readers and notice what strategies and skills they are using.</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <p>i. Tell the students that it's their turn to be researchers.</p> <p>ii. As partners, one student will read and the other student will research and jot down what strategies they notice their partner using &amp; then switch roles.</p> <p>d. <b>Link:</b> The teacher will emphasize that as students read they can also research as readers, noticing what skills and strategies they are are using.</p> <p>e. <b>Mid-Workshop Teaching:</b> The teacher will announce that students will move into their clubs a little early today. Each club will create a news bulletin about their goal.</p> <p>f. <b>Share:</b> The teacher will invite readers to come to the carpet sitting with their goal club. Have the students share their research and then display it on a bulletin board for other readers in the school to see &amp; learn from.</p> <p><a href="#">Session 17 Appendix Documents</a></p>	Providing Recognition	
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## Writer's Workshop

### Poetry: Big Thoughts Small Packages (BK. 4)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
2	W.2.5	<p>1. What is Poetry</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know: what poetry is</li> <li>Understand: how a poem is different than a story</li> <li>Be able to: recognize poetry</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <p>i. Read a poem to the class</p> <p>ii. Discuss what the students notice about the poem</p> <p>b. <b>Teaching:</b> The teacher will:</p> <p>i. Explain the difference between a story and a poem</p> <p>ii. Explain the characteristics of a poem</p> <p>c. <b>Active Engagement:</b> The teacher will have students read a few poems with their</p>	<p>Setting Objectives</p> <p>Similarities &amp; Differences</p>	<p>B</p> <p>Creativity Collaboration Communication Critical Thinking</p>

		<p>partner and jot things they notice on a post it</p> <p><b>d. Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Model how to brainstorm topics to write poems about</li> <li>Students will work independently to brainstorm list of topics they could write a poem about</li> </ol> <p><b>e. Mid - Workshop Teaching:</b> The teacher will point out a student who is doing a good job of coming up with ideas and share a few of them</p> <p><b>f. Share:</b> The teacher will have students share with a partner their list of topics and students will add to their list if they want</p>	Cooperative Learning	
2	W.2.5 L. 2.5 L.2.6	<p>2. Seeing With Poet's Eyes (Session 1)</p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know: how to compare and contrast</li> <li>Understand: that poets see things through different lenses</li> <li>Be able to: look at familiar objects in a new way</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Prompt students to think about their trip to school this morning</li> <li>Have students share their journey with a partner</li> <li>Discuss how we described things with our regular eyes, but poets put on a lens and see the world differently</li> <li>Poets look at things with their hearts, minds, different angles, or thinking about what things resemble which helps poets write about the world in different and unusual ways.</li> </ol> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Show students how one poet saw an object in a different way contrasting it with the regular way someone might see the same object.</li> <li>Show Pencil Sharpener poem and discuss</li> <li>Model seeing an object in a different way compared to a regular way</li> </ol> <p><b>c. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Have partners look at an object through poet's eyes and talk about it</li> <li>Show the poem "Ceiling" and have students compare the poem with how they see the object</li> </ol> <p><b>d. Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Send students off to study objects reminding them to look at them through poet's eyes</li> <li>Students will record their observations</li> </ol> <p><b>e. Mid - Workshop Teaching:</b> The teacher will remind students to slow down when observing an object and be more descriptive before moving on</p> <p><b>f. Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Conduct a symphony share</li> <li>Put students into partners and have them trade writing pieces and give</li> </ol>	<p>Setting Objective</p> <p>Cues/Questions</p> <p>Provide practice</p> <p>Cooperative Learning</p>	<p>B</p> <p>Creativity Collaboration Communication Critical Thinking</p>











		<p>writing</p> <ul style="list-style-type: none"> <li>Be able to: publish and share their writing with various audiences</li> </ul> <p><i>Note to Teacher: Some excellent technology publishing resources are: Adobe Voice, Google Slides, Google Docs, Chatterpix, Educreations, etc. To reach a larger audiences students work could be shared on class or school website, class Facebook/Twitter page, or via Remind 101, email, and more</i></p> <ol style="list-style-type: none"> <li><b>Connection:</b> The teacher will assist students in publishing work in the community</li> <li><b>Teaching:</b> The teacher will show students various resources for publishing their work</li> <li><b>Active Engagement:</b> The teacher will allow time for students to choose tool and publish writing</li> <li><b>Share:</b> The teacher will encourage students to share their writing with their audience</li> <li><b>Appendix Documents:</b> <ol style="list-style-type: none"> <li>Student's published poems to share during Celebration</li> </ol> </li> </ol>		Critical Thinking
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## Language/Word Study

1, 2	RF.2.3b RF.2.3c	<div><div><div>WEEK 1</div><div>Whole Group</div><div><div>DAY 1</div><div>Compound Words and Silent Letters</div><div><ul style="list-style-type: none"><li>• Word Study</li><li>• Blend and Build Words</li><li>• Spelling Quick Check</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul></div></div><div><div>DAY 2</div><div>Compound Words and Silent Letters</div><div><ul style="list-style-type: none"><li>• Blend and Build Words</li><li>• Read Interactive Text "The Wright Brothers Take Off"</li><li>• Spelling</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul></div></div><div><div>DAY 3</div><div>Compound Words and Silent Letters</div><div><ul style="list-style-type: none"><li>• Read Accountable Text "The Baseball"</li><li>• Spelling</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul></div></div><div><div>DAY 4</div><div>Compound Words and Silent Letters</div><div><ul style="list-style-type: none"><li>• Read Multisyllabic Words</li><li>• Review Closed Syllables</li><li>• Read Accountable Text "The Baseball" and/or "My Freedom Diary"</li><li>• Share and Reflect</li></ul></div></div><div><div>DAY 5</div><div>Review and Assess Compound Words and Silent Letters</div><div><ul style="list-style-type: none"><li>• Read Accountable Text "The Baseball" and/or "My Freedom Diary"</li><li>• Blend and Build Words</li><li>• Review Silent Letters</li><li>• Spelling and Dictation</li><li>• High-Frequency Words</li></ul></div></div></div><div><div>Small Group</div><div><ul style="list-style-type: none"><li>• Build Automaticity</li><li>• Blend and Build Words</li><li>• Independent Practice/ Partner Work</li></ul></div><div><ul style="list-style-type: none"><li>• Blend and Build Words</li><li>• Write Words</li><li>• Review Silent Letters</li><li>• Independent Practice/ Partner Work</li></ul></div><div><ul style="list-style-type: none"><li>• Read Accountable Text "The Baseball" and/or "My Freedom Diary"</li><li>• Independent Practice/ Partner Work</li></ul></div><div><ul style="list-style-type: none"><li>• Spelling</li><li>• High-Frequency Words</li><li>• Writing Follow-Up</li><li>• Independent Practice/ Partner Work</li></ul></div><div><ul style="list-style-type: none"><li>• Cumulative Assessment</li></ul></div></div></div>	Similarities & Differences  Cooperative Learning  Homework & Practice	B  Collaboration Critical Thinking
1	RL.2.1 RL.22 RL.2.3 RL.2.5 SL.2.1 SL.2.2 SL.2.4 L.2.4	<div><div>Read Aloud</div><div>Teacher will use <i>Minnie and Moo go Dancing</i> by Denyz Cazet to teach the following lessons:<ul style="list-style-type: none"><li>• Previewing a text (title, cover, blurb)</li><li>• Character traits, thinking, motivation</li><li>• Note-taking thoughts about the text</li><li>• Synthesizing information from each section of the story to clarify understanding</li><li>• Talking about books with others</li></ul></div></div>	Advance Organizer Note-taking Summarizing Cooperative	B/C Critical Thinking Collaboration Communication

	L.2.5 L.2.6	<ul style="list-style-type: none"> <li>• Important events in a text</li> <li>• Using background knowledge and information in the text to infer</li> <li>• Monitoring for meaning</li> <li>• Central Message</li> <li>• Summarizing a text</li> </ul>	Learning	
1	<b>RL.2.1</b> RL.2.2 RL.2.3 RL.2.4 RL.2.7 RF.2.3 <b>RF.2.4</b> SL.2.1 <b>SL.2.2</b> SL.2.4 L.2.4 L.2.5 L.2.6	<b>Shared Reading</b>  Teacher will use <i>Happy Like Soccer</i> by Maribeth Boelts to teach the following lessons: <ul style="list-style-type: none"> <li>• Previewing a text</li> <li>• Choral reading to practice fluency and accuracy</li> <li>• Making predictions</li> <li>• Retell with partners</li> <li>• Word work (using syllables to solve words)</li> <li>• Word solving strategies</li> <li>• Prefixes and Suffixes</li> <li>• Study literary phrases to determine author's intent</li> <li>• Literary language in other contexts to promote transfer</li> </ul>	Advance Organizer Cooperative Learning	B/C Critical Thinking Collaboration Communication
1,2,3	L.2.4	<b>Interactive Vocabulary</b>  The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include: <ul style="list-style-type: none"> <li>• Organizers like concept mapping or Frayer model</li> <li>• Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li> <li>• Similarities and differences looking at similar and different words to the term</li> <li>• Nonlinguistic representation</li> </ul>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C Critical Thinking Communication Collaboration
1,4	L.2.4b L.2.4c	<b>Word Part Clues</b>  <b>Strategy:</b> Some longer words are actually made of parts-prefixes, suffixes, and base words. When you know what each part means, then you can put the word parts together to figure out what the word means. Separate the parts of the word, think about what each part means, and then put the word back together.  <b>Teaching Tip:</b> Create word family charts with students and have them up are in the classroom to serve as a resource as children read and come to unfamiliar words. Try to think aloud during read-alouds or minilessons when you come to complex, long words that have familiar word parts. Part of the usefulness of this strategy is in knowing what the word		B/C Critical Thinking Communication

	<p>parts mean, the other is in actually going through the steps of deconstructing and reconstructing the word. This strategy can be modified depending on the reading level.</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"><li>• What part do you see?</li><li>• What does that part mean?</li><li>• Put that together with the rest of the word. What does the entire word mean?</li><li>• You know that part.</li><li>• What other words do you know with that same prefix (suffix)?</li></ul> <p>Some examples are:</p> <table><tr><th>Base Word</th><th>Prefix/suffix</th><th>Meaning</th><th>Example</th></tr><tr><td>teach</td><td>-er</td><td>one who</td><td>teacher=one who teaches</td></tr><tr><td>bright</td><td>-er</td><td>more</td><td>brighter-more bright</td></tr><tr><td>mouth</td><td>-ful</td><td>full of</td><td>Mouthful-the amount a mouth can hold</td></tr><tr><td>like</td><td>dis-</td><td>not</td><td>dislike-doesn't like</td></tr><tr><td>heat</td><td>pre-</td><td>Before,prior to</td><td>Preheat-warming up before</td></tr></table>	Base Word	Prefix/suffix	Meaning	Example	teach	-er	one who	teacher=one who teaches	bright	-er	more	brighter-more bright	mouth	-ful	full of	Mouthful-the amount a mouth can hold	like	dis-	not	dislike-doesn't like	heat	pre-	Before,prior to	Preheat-warming up before	Cues, Questions, Advance Organizers	
Base Word	Prefix/suffix	Meaning	Example																								
teach	-er	one who	teacher=one who teaches																								
bright	-er	more	brighter-more bright																								
mouth	-ful	full of	Mouthful-the amount a mouth can hold																								
like	dis-	not	dislike-doesn't like																								
heat	pre-	Before,prior to	Preheat-warming up before																								

## Unit 5: Resources

### UNIT RESOURCES

#### Teacher Resources:

- *Bigger Books Mean Amping Up Reading Power*
- *Poetry: Big Thoughts Small Packages*
- Unit 5: Bigger Books Mean Amping Up Reading Power [Appendix Documents](#)
- Unit 5: Poetry: Big Thoughts Come in Small Packages [Appendix Documents](#)
- *Owl Moon* by Jane Yolen (trade book pack)

- *Minnie and Moo Go Dancing* By Denys Cazet
- *Happy Like Soccer* by Maribeth Boelts
- *When Sophie Gets Angry-Really, Really Angry* by Molly Bang [Audio book available at Epic!](#) (Also available in kit)
- *Come On, Rain!* By Karin Heese [Audio book available at Epic!](#) [Full Book at Scholastic BookFlix](#) (Also available in kit)
- *Minnie and Moo Go Dancing* by Denys Cazet (Available in kit)
- *Mercy Watson to the Rescue* by Kate DiCamillo [Full Book at TumbleBook Library](#) (Also available in kit)
- “Lullaby” from *Old Elm Speaks: Tree Poems* (Available in kit)
- Basket of poetry books
- Poems to model throughout unit
- Tiny Topics Notepads
- Benchmark Phonics

#### **Student Resources:**

- Fiction books at independent level
- Grade-appropriate texts with literary language
- Reading logs
- Reading folder or notebook
- Typical classroom supplies (Post-it notes, markers, pen, pencil, highlighters, paper)
- Journals
- [Tip Sheet for Goal Clubs](#)

#### **Vocabulary:**

**Dialogue-** conversation between two or more persons; the conversation between characters in a novel, drama, etc.

**Literary Devices-**techniques used by a writer to convey or enhance the writing; imagery, symbolism, point of view, etc.

**Literary Language** - A register of a language that is used in literary writing.

**Meter-**helps to create a rhythm to the poem.

**Pace-**a stylistic device that shows how fast a story unfolds; how quickly or slowly the language moves through a poem

**Poem-** piece of writing that is compact and is characterized by imagination and artistry. Many poems have an intense meaning.

**Stanza-** a group of two or more lines separated by a space in poems.

**Verse-**a line in a poem. Verses are separated by line breaks and groups of verses or lines create stanzas in a poem.

## Unit 6: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (FHSD Created) & Lab Reports and Science Books (BK. 2)

<b>Content Area:</b> English Language Arts	<b>Course:</b> Second Grade	<b>UNIT:</b> Nonfiction Books Clubs & Lab Reports and Science Books
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<p><b>Unit Description:</b></p> <p><b>Reading:</b> In this unit, we will revisit students' nonfiction reading skills and introduce some new speaking and listening skills. We will teach strategies on how to find key details and determine the main idea of a text to gain a deeper understanding. Students will learn to add new information to their bank of knowledge on a topic. Most of this will be done in a book club setting consisting of 3 - 4 students.</p> <p><b>Writing:</b> We will teach students more about information writing and about the kinds of information writing that scientists complete. Students will engage in experiments, hypothesize and record findings, develop theories, organize further experiments, and write lab reports. Students will then write an information book to teach others about what they have learned.</p>	<p><b>Unit Timeline:</b></p> <p>Reading 10-15 days</p> <p>Writing 20 days</p>
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### DESIRED Results

#### **Transfer Goal - *Students will be able to independently use their learning to.....***

- Read and write to gain understanding in order to help them successfully engage in the world around them.
- Collaborate both verbally and in writing to communicate with a particular audience for a variety of purposes.

#### **Understandings – *Students will understand that... (Big Ideas)***

1. Effective readers use appropriate strategies to construct meaning and demonstrate understanding.
2. Effective writers use the writing process to write to a variety of audiences for various purposes.
3. Effective speakers and listeners engage in collaborative conversations and presentations.
4. Effective readers, writers, speakers, and listeners use rules of grammar and conventions of language to support communication.

#### **Essential Questions: *Students will keep considering...***

- How do strategic readers create meaning from informational and literary text?
- How does interaction with text provoke thinking and response?
- What strategies do good readers use to become an independent reader?
- How does the audience the format of our writing?
- What strategies can we use to make our writing come alive?



- How does each step in the process impact your writing?
- How do you listen and speak effectively to respond and give feedback?
- How do I adapt my communication to different purposes and audiences?
- How do writers apply grammar and mechanics to convey their message effectively?
- What are the benefits of using resources to improve your spelling?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
<b>RL.2.10</b>	<ul style="list-style-type: none"> <li>• Ways to pick a good-fit book.</li> <li>• A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.</li> <li>• To comprehend a text is to understand what is read in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Readers read books to grow as readers and learners.</li> </ul>	<b>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
<b>RI.2.1</b>	<ul style="list-style-type: none"> <li>• Inferring is going beyond the literal meaning of a text and thinking about what is not stated but is implied by the writer</li> <li>• Asking questions helps us understand what we are reading.</li> <li>• Answers to questions can be found in the key details.</li> </ul>	<ul style="list-style-type: none"> <li>• Inferences need to be logical</li> <li>• Asking question helps us understand a text.</li> <li>• Answering questions helps us understand a text</li> <li>• Asking questions engages us in a text.</li> <li>• answering questions engages us in a text.</li> </ul>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
RI.2.2	<ul style="list-style-type: none"> <li>• Key details and ideas support the larger ideas the text develops over time. Key details support the main topic.</li> <li>• The main topic of a book refers to what an informational text is all about. It's the most important central idea of multiple paragraphs or text.</li> </ul>	<ul style="list-style-type: none"> <li>• Key details can be used to identify the main topic</li> <li>• Different paragraphs can have different main topics</li> <li>• Not all details and ideas are equally important, some matter more than others.</li> </ul>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3	<ul style="list-style-type: none"> <li>• Comparing is finding what is similar</li> <li>• Contrasting is finding what is different</li> <li>• Cause and effect are related.</li> <li>• A connection is when one idea, event, piece of information interacts with or</li> </ul>	<ul style="list-style-type: none"> <li>• How events, ideas, concepts, and steps in an informational text relate to one another</li> <li>• Readers consider cause and effect or why things turned out how they did</li> </ul>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

	<p>related to another idea, event, piece of information.</p> <ul style="list-style-type: none"> <li>• An event is something that has happened in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Connections help readers understand the text</li> </ul>	
RI.2.4	<ul style="list-style-type: none"> <li>• Words can have multiple meanings.</li> <li>• Interpret is a way of explaining what an author wrote using more accessible, familiar language.</li> <li>• Asking questions helps a reader engage and understand a text better</li> </ul>	<ul style="list-style-type: none"> <li>• Context can be used to determine meaning of a word.</li> <li>• Authors provide clues in a text to support the meaning of words</li> </ul>	Determine the meaning of word and phrases in a text relevant to grade 2 topic or subject area.
RI.2.5	<ul style="list-style-type: none"> <li>• Nonfiction text features are used to help us understand.</li> <li>• Text features are features of an informational text that help the reader</li> </ul>	the purpose of the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons)	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	<ul style="list-style-type: none"> <li>• Author's purpose-what author wants to answer, explain, or describe.</li> <li>• Point of view is the perspective through which a text is explained.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing author's purpose of the text, helps the reader understand the text and determine what the author does to achieve that purpose.</li> </ul>	Identify the main purpose of a text, including what the author wants to answer, explain, or de
RI.2.7	<ul style="list-style-type: none"> <li>• Images can contribute or be an important factor in understanding a text</li> <li>• Images can clarify (or make clear) a text</li> <li>• Nonfiction text has different images than fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Images help us understand the text.</li> <li>• Images can help the reader clarify meaning.</li> <li>• Images are used for a purpose.</li> </ul>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	<ul style="list-style-type: none"> <li>• Key points are what the author has deemed as essential.</li> <li>• Evidence is what an author has provided to support their claim/point. Evidence should be based on observable and objective facts and observations.</li> <li>• Describe is to tell or depict in written or spoken words; to give account of</li> </ul>	<ul style="list-style-type: none"> <li>• Authors support their key points with reasons (evidence).</li> <li>• A reader's job determine whether or not an author has provided the right kind of evidence, and enough of it, to adequately support the claim/point they are trying to prove.</li> </ul>	Describe how reasons support specific points the author makes in a text.

<b>RI.2.10</b>	<ul style="list-style-type: none"> <li>• Ways to pick a good-fit book.</li> <li>• A strategy is a step-by-step how-to. A reading strategy is a “deliberate” effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.</li> <li>• To comprehend a text is to understand what is read in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Readers read books to grow as readers and learners.</li> </ul>	<b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
RF.2.3c	<ul style="list-style-type: none"> <li>• Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding words is complex and requires different approaches</li> <li>• How to apply the knowledge of letter-sound relationships</li> </ul>	Decode regularly spelled two-syllable words with long vowels.
RF.2.3d	<ul style="list-style-type: none"> <li>• Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> <li>• Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>)</li> <li>• Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding words is complex and requires different approaches</li> <li>• How to apply the knowledge of letter-sound relationships</li> <li>• Prefixes and suffixes can change the meaning of a word</li> </ul>	Decode words with common prefixes and suffixes.
<b>RF.2.4</b>	<ul style="list-style-type: none"> <li>• Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression</li> <li>• Accuracy refers to reading words correctly or precisely.</li> <li>• Readers pick good fit books.</li> <li>• Readers use strategies to help their understanding (e.g., self-correct, reread, etc)</li> <li>• Readers have a plan when they don't know a word.</li> </ul>	<ul style="list-style-type: none"> <li>• Readers need to read fluently and accurately to get an author's intended meaning.</li> <li>• Strategies for when we don't know a word.</li> <li>• Readers read text with appropriate tone.</li> <li>• Audiences should understand text when it is read aloud.</li> </ul>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
RF.2.4a	<ul style="list-style-type: none"> <li>• Reading with purpose and understanding is reading for a reasons (to be entertained, to learn, to get information, etc) and with comprehension of what is being read.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading is meant to be understood and remembered</li> <li>• Readers read a text for a variety of reasons</li> </ul>	Read on-level text with purpose and understanding.

RF.2.4b	<ul style="list-style-type: none"> <li>Accuracy refers to reading words correctly or precisely.</li> </ul>	<ul style="list-style-type: none"> <li>Readers need to read fluently and accurately to get an author's intended meaning.</li> </ul>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	<ul style="list-style-type: none"> <li>Readers use strategies to help their understanding (e.g., self-correct, reread, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for when we don't know a word.</li> </ul>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>W.2.2</b>	<ul style="list-style-type: none"> <li>Inform is to give knowledge</li> <li>Explaining is to make known in detail</li> <li>Organization in writing is a structure</li> <li>Points are the key ideas the author conveys to support the larger main idea</li> <li>An introduction sets up the writing piece</li> <li>A topic is the main subject or content at hand</li> <li>A concluding statement is where the writer circles back to sum up the evidence bringing a sense of closure to the piece</li> <li>That linking words connect ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Informational/explanatory texts are defined by their object to inform and explain about a topic using facts</li> <li>Author's use text features to convey information</li> <li>Difference between fact, fiction, and opinion</li> </ul>	<b>Write informative/explanatory texts in which they introduce a topic; use facts and definitions to develop points, and provide a concluding statement or section.</b>
W.2.5	<ul style="list-style-type: none"> <li>Others can provide feedback on our writing.</li> <li>Writing has a focus.</li> <li>Details are the information provided</li> <li>Elaboration is talking in more detail</li> <li>Examples are clear cut explanations</li> <li>Editing is fixing spelling, punctuation, and grammar errors</li> <li>Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better.</li> <li>Strengthening is what revising does to writing; making it stronger by tightening the wording, refining the opinion, and removing what is</li> </ul>	<ul style="list-style-type: none"> <li>Revising helps to make our writing sound better.</li> <li>Editing helps to make our writing look better.</li> <li>Strategies to provide peers with meaningful feedback.</li> <li>Adding details to our writing can help our readers to visualize.</li> <li>Strategies for focusing our writing.</li> <li>Details, examples, and elaboration are what readers look for to expect so they know what the author is writing about</li> <li>Authors writing for an audience need to make sure the audience can read and understand their writing (editing/revising process)</li> </ul>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

	necessary so that key ideas, reasoning, and evidence are emphasized.		
W.2.6	<ul style="list-style-type: none"> <li>• Writing has a purpose.</li> <li>• Digital tools can be used for publishing,</li> <li>• Collaboration with peers can help us as writers.</li> </ul>	<ul style="list-style-type: none"> <li>• Writers use multiple tools to publish their writing.</li> <li>• Digital tools can help us to produce and publish writing.</li> <li>• Audiences can change based on the piece the author is writing.</li> </ul>	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <ul style="list-style-type: none"> <li>• Publish writing using digital tools.</li> <li>• Collaborate with peers using a digital tool to publish.</li> <li>• Write for the audience intended.</li> </ul>
W.2.7	<ul style="list-style-type: none"> <li>• How to gather information about a topic.</li> <li>• Where to look for information.</li> <li>• Researching is asking yourself and others questions about the causes, types, effects, meaning, and importance of anything being studied. Inquiries on those questions through looking up facts or conducting in depth investigations results in answering the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Research can be done in a variety of ways to learn about a topic</li> <li>• Research allows us to become an expert and develop an opinion about a topic</li> <li>• Shared research builds knowledge of everyone as information and ideas are shared collaboratively</li> </ul>	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>
W.2.8	<ul style="list-style-type: none"> <li>• Information can be gathered from a variety of sources (e.g., research, books, internet, experience, etc).</li> <li>• How to answer a question</li> <li>• Relevant information is the information that answers the research question or supports an argument the writer makes.</li> <li>• Credibility is the believability of the source of information, based on how current, established, and relevant the source is.</li> </ul>	<ul style="list-style-type: none"> <li>• Some sources are more credible than others</li> <li>• Writing can answer questions others or I have about a topic</li> <li>• Information for a writing piece can come from a variety of sources</li> </ul>	<p>Recall information from experiences or gather information from provided sources to answer a question.</p>
SL.2.1	<ul style="list-style-type: none"> <li>• Collaborative conversations involve discussing ideas and working jointly with others to create new thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Building upon others' talk in conversation deepens the discussion</li> </ul>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small</p>

	<ul style="list-style-type: none"> <li>Partners are who you share information with</li> <li>Rules of discussion</li> <li>Listening in discussion</li> <li>Responding is building on someone's remark or asking/answering a question</li> <li>Comments are when you make a reference to someone's remark before adding your thoughts</li> <li>Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added</li> <li>Question is something you ask to gain information or clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>There are different purposes when speaking at different times and with different people</li> <li>Listening to a person's response helps deepen your understanding</li> <li>Listening to a person's response helps form your comments</li> <li>That your response should be related to the topic of the conversation</li> <li>The questions you ask questions in conversations help to clarify your understanding</li> <li>Collaborative conversations include all voices</li> <li>The rules of conversation make sure all members benefit from the conversations</li> </ul>	and larger groups.
<b>SL.2.2</b>	<ul style="list-style-type: none"> <li>Key ideas or details support the larger ideas the text develops over time and are used to advance the authors claims.</li> <li>Media includes print, pictures and illustrations, video, and electronic and new media (e.g., Internet)</li> </ul>	<ul style="list-style-type: none"> <li>The difference between asking a question and making a statement</li> <li>Not all details and ideas are equally important</li> <li>What to listen or look for that signals important information</li> </ul>	<b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>
SL.2.3	<ul style="list-style-type: none"> <li>Evaluate means to judge the credibility of a speaker and/or the information being presented.</li> <li>Evidence is the data, details, or examples the speaker uses in the presentation; it also concerns how credible and accurate the information is.</li> <li>Point of view is the position a speaker takes in relation to the subject.</li> <li>What is the student's background knowledge of the topic</li> <li>Actively listen and take notes</li> </ul>	<ul style="list-style-type: none"> <li>A speaker's point of view must be understood, because it can reveal a bias about the subject and undermine the credibility of the information being presented.</li> <li>To clarify something you do not understand requires you to ask questions</li> </ul>	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.

	<ul style="list-style-type: none"> <li>Question is something you ask to gain information or clarify understanding</li> </ul>		
SL.2.4	<ul style="list-style-type: none"> <li>Recount is to give the key details of something; in a story it may be what happened in chronological order; in an informational piece it may involve stating the main ideas</li> <li>facts and details are that describe their story or experience</li> <li>Appropriate to the task, purpose, and audience by organizing, developing, and presenting information depends on the purpose and the audience to whom one is speaking</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a presentation's success</li> <li>Speaking requires using an audible voice while conveying ideas in a logical organization</li> </ul>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	<ul style="list-style-type: none"> <li>Appropriate to the task, purpose, and audience by organizing, developing, and presenting information depends on the purpose and the audience</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a effective communication</li> <li>Speaking requires using an audible voice while conveying ideas in a logical organization to effectively communication</li> </ul>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations)
L.2.1	<ul style="list-style-type: none"> <li>Collective nouns are words that refer to collections of persons or things taken as a whole (<i>group, class, gaggle</i>)</li> <li>Irregular plural nouns are plural nouns that do not use the regular plural ending of -s, or -es</li> <li>Reflexive pronouns are pronouns that are preceded by nouns, adjectives, adverbs, or pronouns to which they refer (their antecedents) within clauses. Such a pronoun refers to the person or thing doing the action (He bought <i>himself</i> a glass of milk.)</li> <li>Past tense irregular verbs are verbs whose past tense and past participle are not formed by adding -ed, -d, or -t to the present tense. (<i>bleed; bled,</i></li> </ul>	<ul style="list-style-type: none"> <li>We follow grammar rules so that our writing makes sense to our reader</li> <li>We follow grammar rules to effectively communicate with others</li> <li>Subjects and verbs create a sentence</li> <li>A variety of sentences makes writing interesting</li> </ul>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<p><i>break;broke)</i></p> <ul style="list-style-type: none"> <li>• Adjectives are words that describe a noun and provide more information about the object signified.</li> <li>• Adverbs are words that usually modify verbs, but they can also modify adjectives. They change or qualify the meaning of these parts of speech often times answering questions <i>how? In what way? When? Where? To what extent?</i></li> <li>• Simple sentences join a noun with a verb to complete a thought or idea</li> <li>• Compound sentences are made when two or more sentences are joined together with a comma and a coordinating conjunction.</li> </ul>		
L.2.2	<ul style="list-style-type: none"> <li>• The conventional rules of capitalization, punctuation, and spelling for the standard English language.</li> <li>• Capitalize holidays, product names, and geographic names.</li> <li>• Use commas in greetings and closings of letters to separate words</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• Generalize learned spelling patterns when writing words (e.g., cage-&gt;badge: boy-&gt;boil).</li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters signal where a sentence begins and words that are proper</li> <li>• Commas are used for a variety of reasons</li> <li>• Apostrophes stand in for omitted letters</li> <li>• Apostrophes show possession in nouns and pronouns</li> <li>• Spelling patterns are common configurations of letters in several words</li> <li>• References are supports for writing</li> </ul>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.3	<ul style="list-style-type: none"> <li>• People speak differently from how they write</li> <li>• Know that punctuation like commas, exclamation, and question marks can be used for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Language functions in different contexts</li> <li>• Punctuation helps the reader make sense of a piece of writing</li> <li>• Punctuation can change the meaning of a piece of writing</li> <li>• Grammar follows a pattern</li> </ul>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>



	<ul style="list-style-type: none"> <li>• Different sentence types and varieties affect how your piece reads</li> <li>• Capitalization rules</li> <li>• Grammar rules</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar lays the groundwork for effective communication</li> <li>• Grammar is essential for clarity of meaning and intent</li> <li>• Words and phrases can be chosen to achieve an effect</li> </ul>	
L.2.4	<ul style="list-style-type: none"> <li>• Words can have multiple meanings</li> <li>• A phrase is a sequence of two or more words</li> <li>• Compound words are words formed by the joining of two words.</li> <li>• A prefix is a group of letters placed in front of a base word to change its meaning (e.g., <i>preplan</i>)</li> <li>• A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>).</li> <li>• Root words are base words and they have meaning</li> <li>• Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed).</li> <li>• Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes.</li> <li>• Multiple-meaning words are words that mean more than one thing, depending on the context</li> <li>• Resources can be utilized to determine the meaning of words or phrases (e.g., glossary, thesaurus, dictionary)</li> </ul>	<ul style="list-style-type: none"> <li>• Language has specific rules</li> <li>• How to break apart a word to determine meaning</li> <li>• Context clues help determine word meaning</li> <li>• Word parts change the meaning of the sentences/phrases</li> <li>• Both words in compound words contribute to the meaning of the word</li> </ul>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.4a	<ul style="list-style-type: none"> <li>• Words can have multiple meanings</li> <li>• A phrase is a sequence of two or more words</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues help determine word meaning</li> </ul>	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4d	<ul style="list-style-type: none"> <li>• Compound words are words formed by the joining of two words.</li> </ul>	<ul style="list-style-type: none"> <li>• Both words in compound words contribute to the meaning of the word</li> </ul>	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse,

			lighthouse, housefly; bookshelf, notebook, bookmark).
L.2.4e	<ul style="list-style-type: none"> <li>Resources can be utilized to determine the meaning of words or phrases (e.g., glossary, thesaurus, dictionary)</li> </ul>	<ul style="list-style-type: none"> <li>There are multiple ways to determine the meaning of a word or phrase</li> </ul>	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5	<ul style="list-style-type: none"> <li>Antonyms are words with opposite meanings.</li> <li>Nuances in word meanings are subtle meanings of some words as we use and come to know them. Readers learn to discern the implied meanings of words, and writers attend to the degrees of meaning as they select words to use in their pieces.</li> <li>Real-Life Connection is when students connect what they're learning to what they're experiencing in their lives</li> <li>Intensity of words how a word can change the emotion/energy of the word</li> </ul>	<ul style="list-style-type: none"> <li>The relationship between words and their meanings</li> <li>How word choice conveys meaning</li> <li>Real life connections help anchor meaning of words</li> </ul>	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.6	<ul style="list-style-type: none"> <li>Content or academic vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>Readers constantly learn and use new words through conversations and texts</li> <li>Identify unknown words and seek meaning</li> </ul>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## Unit 6: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<b>Reading:</b> Students are formatively assessed throughout the quarter using running records aligned with the	<b>R/R Quadrant  21 Century</b>
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1, 2, 4	<p><b>RL.2.10</b> <b>RI.2.10</b></p> <p><b>RL.2.1</b> <b>RL.2.2</b> <b>RI.2.1</b> <b>RI.2.2</b> <b>RI.2.5</b></p> <p><b>W.2.2</b> <b>L.2.3</b></p>	<p>Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&amp;P reading level.</p> <p><b>Standards Assessed:</b></p> <p>Mastery Levels:</p> <table border="1"> <thead> <tr> <th colspan="4">Second Grade Reading Level Expectations</th> </tr> <tr> <th></th> <th>Meets or Exceeds Quarterly Expectations</th> <th>Progressing On Quarterly Expectations</th> <th>Minimal Progress On Quarterly Expectations</th> </tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td> <td>J-K</td> <td>I</td> <td>H or below</td> </tr> <tr> <td>2<sup>nd</sup> Quarter</td> <td>K</td> <td>J</td> <td>I or below</td> </tr> <tr> <td>3<sup>rd</sup> Quarter</td> <td>L</td> <td>K</td> <td>J or below</td> </tr> <tr> <td>4<sup>th</sup> Quarter</td> <td>M</td> <td>L</td> <td>K or below</td> </tr> </tbody> </table> <p><b>Reading Benchmark</b> Teachers will administer the Second Grade Reading Benchmark at the end of the quarter, utilizing the district protocol.</p> <p><b>Standards Assessed:</b> <a href="#">Assessment &amp; Blueprint</a></p> <p><b>Writing:</b> Informational Writing: <i>Think of a topic that you've studied or that you know a lot about. You will have two forty-five minute sessions to write an information (or all-about) text that teachers others interesting and important information and ideas about the topic. Please keep this in mind that you'll only have two class times to complete this, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. In your writing make sure you:</i></p> <ul style="list-style-type: none"> <li>• Introduce the topic you will teach about,</li> <li>• include lots of information,</li> <li>• organize your writing,</li> <li>• use transition words,</li> <li>• write an ending.</li> </ul> <p><a href="#">Information Rubric</a></p>	Second Grade Reading Level Expectations					Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	J-K	I	H or below	2 <sup>nd</sup> Quarter	K	J	I or below	3 <sup>rd</sup> Quarter	L	K	J or below	4 <sup>th</sup> Quarter	M	L	K or below	C/D  Communication Critical Thinking Creative Thinking
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3 <sup>rd</sup> Quarter	L	K	J or below																								
4 <sup>th</sup> Quarter	M	L	K or below																								

## Unit 6: Sample Activities

## SAMPLE LEARNING PLAN

**Pre-assessment:** Informational Writing:

*Think of a topic that you've studied or that you know a lot about. You will have two forty-five minute sessions to write an information (or*

- *Introduce the topic you will teach about,*
- *include lots of information,*
- *organize your writing,*
- *use transition words,*
- *write an ending.*

## Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (FHSD Created)

Board Approved 6/7/2018

		<p>ii. Facilitate practice conversation in book clubs and provide feedback to students</p> <p>d. <b>Link:</b> The teacher will:</p> <p>i. Send students off to read their nonfiction book independently</p> <p>ii. Remind students to be flexible in their thinking about what they've read to share with their book club</p> <p>iii. Have students pick sentence starter from anchor chart while reading to complete during Mid - Workshop Teaching and Share time.</p> <p>e. <b>Mid - Workshop Teaching:</b> The teacher will:</p> <p>i. Have students stop and practice book club conversation with book club members about topic/book they are reading</p> <p>ii. Send students back to reading their nonfiction text</p> <p>f. <b>Share:</b> The teacher will:</p> <p>i. Bring students back into their book clubs to share/explain ideas that they have learned</p> <p>ii. Facilitate reflectional conversation with students about the process of having conversation with their book group and how it helped them deepen their thinking of the topic/text</p> <p>g. <b>Appendix documents:</b></p> <p>i. <a href="#">Lucy Calkins If... Then... Curriculum reading grades K - 2</a></p> <p>ii. <a href="#">Anchor Chart from Lucy Unit 2: Becoming Experts: Reading Nonfiction</a></p> <p>iii. <a href="#">Anchor Chart from Lucy Unit 2: Talk the Talk! Read to Learn the Lingo!</a></p> <p>iv. <a href="#">Anchor Chart from Lucy If... Then...Curriculum reading K - 2: Bookclubs have Conversations to Grow New Ideas</a></p>	Cooperative Learning Feedback	
1,3	RI.2.5	<p><b>2. Text Structures</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know: text structures</li> <li>Understand: how to preview a book for text structures</li> <li>Be able to: plan how to best read each section of a nonfiction text</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <p>i. Review text structures from Unit 3: Becoming Experts: Reading Nonfiction</p> <p>ii. Introduce anchor chart - Common Nonfiction Text Structures to Look Out For</p> <p>b. <b>Teaching:</b> The teacher will:</p> <p>i. Explain that readers can get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains to then make a plan for how best to read each section</p> <p>ii. Model this strategy to students with a nonfiction text</p>	Setting Objectives	<p>B</p> <p>Creative Thinking Critical Thinking Communication Collaboration</p>



		<ul style="list-style-type: none"> <li>ii. Model how to push past “wow” facts in their book and respond to the information they are learning. When something catches a reader’s attention, and they have an idea, they explain their thinking by using details from the text.</li> <li>c. <b>Active Engagement:</b> The teacher will: <ul style="list-style-type: none"> <li>i. Have students break into book clubs to practice looking for key details using the 5WH model using the same book or passage</li> <li>ii. Lead discussion on how using 5WH model helped readers find the key details of their text</li> </ul> </li> <li>d. <b>Link:</b> The teacher will: <ul style="list-style-type: none"> <li>i. Have individuals practice using the 5WH to find key details in the text</li> <li>ii. Have students stop and jot their questions and key details</li> </ul> </li> <li>e. <b>Mid - Workshop Teaching:</b> The teacher will: <ul style="list-style-type: none"> <li>i. Have students pause their reading and reflect on the questions and key details they have come across</li> <li>ii. If there are questions or facts that a reader doesn’t understand, they should discuss it in their book club to help clarify meaning</li> </ul> </li> <li>f. <b>Share:</b> The teacher will: <ul style="list-style-type: none"> <li>i. Have students share a few questions and/or key details they wrote down while independently reading</li> </ul> </li> <li>g. <b>Appendix Documents:</b> <ul style="list-style-type: none"> <li>i. Lucy Calkins If... Then... Curriculum reading grades K - 2</li> <li>ii. <a href="#">Mini - chart or bookmark from Lucy Calkins If... Then... Curriculum: Key Details</a></li> </ul> </li> </ul>	Feedback/ Cooperative Learning	
1,3	RI.2.2 SL.2.2	<p><b>4. Main Idea</b></p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>• Know: what main idea is</li> <li>• Understand: the difference between key details and main idea</li> <li>• Be able to: find and discuss the main idea of a section of text</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Review lesson 3 on finding key details using the 5WH model</li> <li>ii. Introduce Anchor Chart - Nonfiction Readers Think About Main Ideas &amp; Supporting Details</li> </ul> <p>b. <b>Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Discuss the difference between key details and supporting details</li> <li>ii. Teach readers to use your hand and five fingers to help you teach your book club the main ideas of what you’ve learned</li> </ul> <p>c. <b>Active Engagement:</b> The teacher will:</p>	<p>Setting Objectives</p> <p>Advanced Organizer</p> <p>Similar/ Differences</p>	<p>B</p> <p>Creative Thinking Critical Thinking Communication Collaboration</p>

		<ul style="list-style-type: none"> <li>i. Have students break into their book clubs to practice finding main idea and supporting details about a section of text</li> <li>ii. Discuss the main idea and supporting details using the hand and five fingers method with your book club</li> </ul> <p>d. <b>Link:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Have individuals practice finding the main idea and supporting details</li> <li>ii. Have students stop and jot the main idea and supporting details of each section</li> </ul> <p>e. <b>Mid - Workshop Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Have students pause their reading and reflect on the main idea and supporting details they have come across</li> <li>ii. Have students reflect if their facts support the main idea, if they don't have students revise their supporting details</li> </ul> <p>f. <b>Share:</b> The students will share ideas about how they have applied this skill to their reading and how it helped them understand the text better.</p>	<p>Practice/ Feedback</p> <p>Cooperative learning</p>	
1,3	RI.2.4 RI.2.9 <b>SL.2.2</b>	<p><b>5. Compare and Contrast</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Know: the difference between comparing and contrasting</li> <li>• Understand: that texts about a topic may have different information</li> <li>• Be able to: compare and contrast books about the same topic</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Discuss what comparing and contrasting is</li> <li>ii. Introduce Anchor Chart - Readers Compare and Contrast Books</li> </ul> <p>b. <b>Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Model laying two (or more) books side by side to notice what is the same and what is different about the books</li> <li>ii. Explain to students that when they notice a difference it's helpful to first consider what makes two things different, and then to think about what might explain the differences and why that is important</li> </ul> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Have students break up into book clubs</li> <li>ii. Practice comparing and contrasting 2 (or more) books about a topic using the language from the Reader's Compare and Contrast Books Anchor Chart</li> </ul> <p>d. <b>Link:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Have students individually practice comparing and contrasting 2 (or more) books about a topic</li> <li>ii. Have students individually stop and jot similarities and differences that they notice in the texts</li> </ul>	<p>Setting Objectives</p> <p>Advanced Organizer</p> <p>Similar/ Differences</p> <p>Feedback</p>	<p>C</p> <p>Creative Thinking Critical Thinking Communicatio n Collaboration</p>





# Writer's Workshop

## Lab Reports and Science Books (BK. 2)

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
2, 3	W.2.7	<p><b>1. Learning to Write About Science (Session 1)</b></p> <p><b>Objective:</b> We will:</p> <ul style="list-style-type: none"> <li>Know scientists use lab reports to record the results of an experiment.</li> <li>Understand the process scientific writers use to record different stages of an experiment.</li> <li>Be able conduct and write about an experiment as a scientific writer.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Invite students to visualize the types of writing that scientists do. The students will discuss with a partner what that writing might look like. Determine that scientists write a plan, record what happened, adding that they also write to teach.</li> <li>Help students to understand that they will write like scientist do to help themselves and others learn about a concept. Help students to connect their previous learning of writing craft moves to their future scientific writing.</li> <li>The goal of this lesson will be to guide students through the process of conducting an experiment and writing each step of that experiment.</li> </ol> <p>b. <b>Teaching &amp; Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Teach through guided practice by taking students through the process of doing an experiment and writing a lab report. Teachers will coach students as they form &amp; record a hypothesis, then conduct &amp; record the experiment.</li> <li>Teach students to plan &amp; record a procedure for testing their hypothesis.</li> <li>Ask students to share their planned procedures, naming the exact steps they plan to follow and conduct the first part of the experiment with the class. Teach students to record their results, including the unit of measure.</li> <li>Teach the class to conduct several trials.</li> <li>Debrief &amp; remind the class what the student volunteers did that you hope all writers have learned to do.</li> </ol> <p>c. <b>Link:</b> The teacher will guide the students to conduct the second part of the experiment with less support. Help the students to contrast the results from this trial to the results of their earlier trial. Revisit the objectives from earlier in the lesson.</p> <p>d. <b>Mid-Workshop Teaching Point:</b> The teacher will highlight that students may be</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Generating &amp; Testing Hypotheses</p>	<p>B</p> <p>Creativity Critical Thinking Communication Collaboration</p>



2, 3	W.2.5 W.2.8	<b>3. New Wonderings, New Experiments (Session 3)</b>  <b>Objective:</b> We will: <ul style="list-style-type: none"> <li>• Know revising a part of the process scientific writers use.</li> <li>• Understand scientific writers revise their work based on their findings.</li> <li>• Be able to draw conclusions and interpret results.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell children that scientists revise their experiments just like they revised their lab reports.</li> <li>Rally children to design and conduct their own versions on the class' first experiment.</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Get out some materials that kids can use when they create their own innovations from the experiment we did originally.</li> <li>Show the step-by-step process of rereading the lab report, thinking about how things could have gone a different way, think of a way to test things out, plan a new experiment, &amp; record it.</li> <li>Think back to what you did in your process and remind students that you hope to see that process when conducting their own experiments.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will ask students to retell what they think that should do first, next, and last, then guiding them to do those things. Coach them as they work.</p> <p>d. <b>Link:</b> The teacher will guide writers to review the types of writing they are doing during various stages of the experiment. Scaffold them in writing the first parts of their new lab reports. Review the objectives from earlier in the lesson.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Stop students and prompt them to take a second look at their booklet. Model asking, "Do I have enough information on the page to help me remember everything I do?"</li> <li>Prompt the students to use the Write Like a Scientist anchor chart and use it like a checklist.</li> </ol> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Choose a partnership whose results did not match those of the earlier experiment, creating a situation that needs to be explained. Set that partnership up to share the experiment with the group.</li> <li>Explain to the class that when they write the conclusion page, it is important to ask "why?" and to predict about answers. Guide the class to do this work to make sense of the experiment that the partnership just shared.</li> </ol> <p><a href="#">Session 3 Appendix Documents</a></p>	Setting Objectives  Cooperative Learning  Cues, Questions, & Advance Organizers  Generating & Testing Hypotheses  Providing Practice	B  Creativity Critical Thinking Communication Collaboration
2, 3	RI.2.6 <b>W.2.2</b>	<b>4. Author's Share Scientific Conclusions and Learn from Other Sources and Experiments (Session 4 and 5)</b>	Setting Objectives	C



		<ul style="list-style-type: none"> <li>Be able to organize information and results so our readers can easily access them.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students of the results of their previous lab report and the process of sharing results with others.</li> <li>Explain that when scientists conduct an experiment, they are not just focused on the science, but also the writing about the science.</li> </ol> <p>b. <b>Teaching &amp; Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Ask students to use their prior knowledge &amp; experience to hypothesize and plan their writing about the experiment.</li> <li>Teach students to plan &amp; record a procedure for testing their hypothesis.</li> <li>Using the fishbowl strategy, have a few students go through the experiment the class planned while coaching the students and having the class record observations &amp; results.</li> <li>Teach students to record their planned procedures &amp; emphasize the importance of exact procedures. Encourage students to record results using the specific unit of measure.</li> </ol> <p>c. <b>Link:</b> The teacher will show the students how they can test their hypotheses. Students should write their experiment so others can use and replicate their results.</p> <p>d. <b>Mid-Workshop Teaching Point:</b> The teacher will stop and show the students how to organize their data into a table to make it easier to understand.</p> <p>e. <b>Share:</b> The teacher will remind students when nonfiction writers want to organize and understand the data they have collected, they use charts and tables. Invite students to share their results with others and compare their findings.</p> <p><a href="#">Session 7 Appendix Documents</a></p>	<p>&amp; Testing Hypotheses</p> <p>Non-linguistic Representation</p> <p>Cooperative Learning</p>	Collaboration
2, 3	<p><b>W.2.2</b>  <b>W.2.5</b>  <b>L.2.1 e</b>  <b>L.2.4 e</b>  <b>L.2.5</b>  <b>L.2.6</b></p>	<p><b>6. Editing: Domain-Specific Language (Session 11)</b></p> <p><b>Objective:</b> We will:</p> <ul style="list-style-type: none"> <li>Know scientific writers use expert words.</li> <li>Understand expert words are specific to the topic the scientific writer is writing about.</li> <li>Be able to use expert words related to the topic we are writing about.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Compare the ways children talk about things they know well to how scientists talk about the subjects they study using expert words (technical language &amp; relevant vocabulary words).</li> <li>Teach children that scientists use expert words to make their writing and teaching more precise. Remind children that they are experts on the topic they are studying and writing about.</li> </ol> <p>b. <b>Teaching:</b> The teacher will teach the concept of expert words (relevant vocabulary &amp; technical language), having children brainstorm vocabulary terms they know on</p>	<p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Identifying Similarities &amp; Differences</p> <p>Providing</p>	<p>C</p> <p>Creativity Critical Thinking Communication Collaboration</p>

		<p>concepts &amp; topics they know well.</p> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Redirect students' attention to the shared class topic &amp; brainstorm a list of expert words (relevant vocabulary words &amp; technical language) together.</li> <li>Have the class come up with a system of recording expert words (relevant vocabulary &amp; technical language).</li> </ol> <p>d. <b>Link:</b> The teacher will suggest that children re-read their work to be sure it includes vocabulary about the science concept they are writing about. If they are not using the vocabulary, they should go back and incorporate it in clear, thoughtful ways.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will explain to students that scientists use words that others may not normally use but, they also use words that we do use all of the time. Scientists use vocabulary that helps their writing be more scientific and precise.</p> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Celebrate children's growth as informational writers of lab reports with a museum share.</li> <li>Ask children to brainstorm topics in their lives that relate to the science concept to help them prepare to choose a topic for their information books.</li> </ol> <p><a href="#">Session 11 Appendix Documents</a></p>	Practice	
2	W.2.2 W.2.5	<p><b>7. Using Comparisons to Teach Readers (Session 15)</b></p> <p><b>Objective:</b> We will:</p> <ul style="list-style-type: none"> <li>Know comparisons help us understand unfamiliar concepts.</li> <li>Understand writers use comparisons to help their readers picture details.</li> <li>Be able to use comparisons in our writing to help our readers understand our details.</li> </ul> <p>a. <b>Connection:</b> Teacher will remind students that they already know what it means to write using details.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell a story that illustrates how using a comparison can help readers understand something that is not familiar.</li> <li>Show an example from your demonstration text of using a comparison to help readers picture a detail.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will set students up to try adding in a comparison to a page from the demonstration text.</p> <p>d. <b>Link:</b> The teacher will remind writers of the strategies they know to teach readers.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will remind writers to use your senses to include details in your writing.</p> <p>f. <b>Share:</b> The teacher will show one student's writing, showing how adding comparisons, examples, and details helps the reader to understand what the writer is trying to convey.</p> <p><a href="#">Session 15 Appendix Documents</a></p>	<p>Setting Objectives</p> <p>Identifying Similarities &amp; Differences</p> <p>Nonlinguistic Representations</p>	<p>C</p> <p>Creativity Critical Thinking Communication Collaboration</p>





		<p>help focus their attention.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Demonstrate using the Information Writing Checklist to edit a piece of writing.</li> <li>Highlight the use of the word <i>your</i>, and then change it to the contraction <i>you're</i>.</li> <li>Demonstrate using the Information Writing Checklist to edit for capitalization and commas.</li> <li>Recap the demonstration, and then name the teaching point with clear language.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Set students up to practice the strategy, making the writing easier to read, on a shared text.</li> <li>Provide students with wait time for them to apply the strategy.</li> <li>Listen to students as they discuss editing strategies with a partner.</li> <li>Review the work that the students practiced together.</li> </ol> <p>d. <b>Link:</b> The teacher will send students off to begin editing their own information books.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will remind students to use a variety of strategies that they have learned to help them to spell tricky words correctly.</p> <p>f. <b>Share:</b> The teacher will recruit writers to assess their writing using the Information Writing Checklist to prepare for tomorrow's celebration.</p> <p><a href="#">Session 18 Appendix Documents</a></p>	Providing Practice	
2, 3	W.2.6 SL.2.1 SL.2.3 SL.2.5 SL.2.6	<p><b>10. Author Celebration (Session 19)</b></p> <p><b>Objective:</b> We will:</p> <ul style="list-style-type: none"> <li>Know scientific writers can use props to support their writing.</li> <li>Understand scientific writers share their finished writing to help others learn about a concept.</li> <li>Be able to teach a concept using our writing as a resource.</li> </ul> <p>a. <b>Preparation:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Have students bring in an oversized men's dress shirt to be worn as a lab coat for the celebration.</li> <li>Have students prepare an exhibit or display of their writing and props to support it such as books, digital media, or a cool experiment to go with their informational book.</li> </ol> <p>b. <b>Celebration:</b> The teacher will have students man their exhibit stations while guests come in using a gallery walk to read lab reports and complete hands-on experiments.</p> <p>c. <b>After the Celebration:</b> The teacher will have the students design science concept board games in small groups. Keep these games in the classroom for children to play.</p> <p><a href="#">Session 19 Appendix Documents</a></p>	Setting Objectives  Cooperative Learning	D  Creativity Critical Thinking Communication Collaboration

# Language/Word Study

1, 2	RF.2.3b RF.2.3c	<div>Benchmark Phonics: Unit 8: Wind and Water Shape the Land &amp; Unit 9: Making, Buying, and Selling</div> <div><table><tr><th></th><th>DAY 1</th><th>DAY 2</th><th>DAY 3</th><th>DAY 4</th><th>DAY 5</th></tr><tr><td rowspan="2">WEEK 1</td><td><b>Whole Group</b> Irregular Plural Nouns<ul style="list-style-type: none"><li>Word Study</li><li>Blend and Build Words</li><li>Reading Big Words Strategy</li><li>Spelling Quick Check</li><li>High-Frequency Words</li><li>Share and Reflect</li></ul></td><td><b>Whole Group</b> Irregular Plural Nouns<ul style="list-style-type: none"><li>Blend Build Words</li><li>Read Interactive Text "Dust Storm!"</li><li>Spelling</li><li>High-Frequency Words</li><li>Share and Reflect</li></ul></td><td><b>Whole Group</b> Irregular Plural Nouns<ul style="list-style-type: none"><li>Read Accountable Text "Sam Kent's Journal"</li><li>Spelling</li><li>High-Frequency Words</li><li>Share and Reflect</li></ul></td><td><b>Whole Group</b> Irregular Plural Nouns<ul style="list-style-type: none"><li>Read Multisyllabic Words</li><li>Decode by Analogy</li><li>Read Accountable Text "Sam Kent's Journal" and/or "The Big Blizzard"</li><li>Share and Reflect</li></ul></td><td><b>Review and Assess</b> Irregular Plural Nouns<ul style="list-style-type: none"><li>Read Accountable Text "Sam Kent's Journal" and/or "The Big Blizzard"</li><li>Blend and Build Words</li><li>Review Multisyllabic Words</li><li>Spelling and Dictation</li><li>High-Frequency Words</li></ul></td></tr><tr><td><b>Small Group</b><ul style="list-style-type: none"><li>Build Automaticity</li><li>Blend and Build Words</li><li>Independent Practice/ Partner Work</li></ul></td><td><b>Small Group</b><ul style="list-style-type: none"><li>Blend and Build Words</li><li>Write Words</li><li>Review r-Controlled Vowel Syllables</li><li>Independent Practice/ Partner Work</li></ul></td><td><b>Small Group</b><ul style="list-style-type: none"><li>Read Accountable Text "Sam Kent's Journal" and/or "The Big Blizzard"</li><li>Independent Practice/ Partner Work</li></ul></td><td><b>Small Group</b><ul style="list-style-type: none"><li>Spelling</li><li>High-Frequency Words</li><li>Writing Follow-Up</li><li>Independent Practice/ Partner Work</li></ul></td><td><b>Small Group</b><ul style="list-style-type: none"><li>Cumulative Assessment</li></ul></td></tr></table> <table><tr><th></th><th>DAY 1</th><th>DAY 2</th><th>DAY 3</th><th>DAY 4</th><th>DAY 5</th></tr><tr><td rowspan="2">WEEK 1</td><td><b>Whole Group</b> Suffixes -y, -ly<ul style="list-style-type: none"><li>Word Study</li><li>Blend and Build Words</li><li>Reading Big Words Strategy</li><li>Spelling Quick Check</li><li>High-Frequency Words</li><li>Share and Reflect</li></ul></td><td><b>Whole Group</b> Suffixes -y, -ly<ul style="list-style-type: none"><li>Blend and Build Words</li><li>Read Interactive Text "Allowance: For and Against"</li><li>Spelling</li><li>High-Frequency Words</li><li>Share and 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1	RF.2.4 RF.2.4a	<div>Shared Reading</div> <div>Teacher choice for shared reading activity this unit. Find ways to support students in fluency and word solving strategies. Demonstrate using context to confirm or self-correct word recognition and understanding and rereading as necessary.</div>	Practice	B  Critical Thinking																																		
1	RL.2.1 RI.2.1	<div>Interactive Read Aloud</div> <div>Teacher choice: Find a favorite read aloud that demonstrates your love for reading. Think of a series or a book that could spark students desire to continue reading from that author, series, or on the topic.</div>	Practice	B  Critical Thinking																																		
1,2,3	L.2.4	<div>Interactive Vocabulary</div> <div>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:<ul style="list-style-type: none"><li>Organizers like concept mapping or Frayer model</li><li>Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li><li>Similarities and differences looking at similar and different words to the term</li><li>Nonlinguistic representation</li></ul></div>	Organizers Cooperative Learning Similarities & Differences Nonlinguistic Representation	B/C  Critical Thinking Communication Collaboration																																		

4	L.2.5a	<p><b>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</b></p> <p>Teacher will lead students through discussions &amp; activities about words.</p> <p>Example 1: Pose a couple of words (tacos &amp; grilled cheese) to students and have them collaboratively generate lists of words to describe the those words.</p> <p>Example 2: Give students a variety of words from a text that describe different characters in the text. Have students separate the words into groups that describe the characters in the text.</p> <p>Example 3: Using a content topic have students brainstorm words that are about the topic and create a web of how the words are connected.</p>	<p>Cooperative Learning</p> <p>Similarities &amp; Differences</p>	<p>B</p> <p>Collaboration</p> <p>Critical Thinking</p>
4	L.2.5a	<p><b>Shades of Meaning</b></p> <p><b>Strategy:</b> Notice a word in a piece of writing that isn't quite right, or is too vague. List synonyms and ask yourself, "Which of these words is most correct for what I mean to say in the sentence?"</p> <p><b>Teaching Tip:</b> Many teachers use hardware store paint chips to communication that some words' synonyms have varying degrees of intensity. The lighter color means "a little bit" and the darker color means "a lot." For example you might write the word <i>sad</i> on a lighter shade of the purple paint chip and <i>despondent</i> on the darker shade. These variations of word choice can often impact the ton the author is using and have subtle, but significant, variation on meaning. Although some children will have synonyms in their own vocabularies, many students will benefit from a resource such as a thesaurus (online even). Read-aloud time, or other times when you have shared texts would offer a great opportunity to incorporate a routine for introducing and teaching these words.</p> <p><b>Lesson Language:</b> The example is using Mark Twain, however teacher can modify with whatever text deemed necessary.</p> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>• You wrote _____. Do you really mean that?</li> <li>• You wrote _____. Check the shades of meaning chart to see if there is a more precise word you could consider.</li> <li>• Consider some other options for that word.</li> <li>• You came up with three other options for that one word.</li> <li>• I agree-that's much more precise!</li> </ul>	<p>Homework &amp; Practice</p>	<p>B</p> <p>Communication</p> <p>Critical Thinking</p>

		<table><tr><th colspan="3">Shades of Meaning-Feelings</th></tr><tr><td>Sad unhappy</td><td>Nervous uneasy</td><td>Happy glad</td></tr><tr><td>Gloomy sorrowful</td><td>jumpy</td><td>Joyful jovial</td></tr><tr><td>Forlorn desolate</td><td>Overwhelmed anxious</td><td>Exuberant ecstatic</td></tr></table>	Shades of Meaning-Feelings			Sad unhappy	Nervous uneasy	Happy glad	Gloomy sorrowful	jumpy	Joyful jovial	Forlorn desolate	Overwhelmed anxious	Exuberant ecstatic		
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2		<b>Cursive Handwriting</b> Teacher will pace students throughout the year through the FHSD Second Grade Cursive Handwriting Book. As needed teachers will provide practice time for students who need support in print handwriting.	Practice	A Communication												

## Unit 6: Resources

UNIT RESOURCES	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>Phonics <a href="#">Appendix Documents</a></li> <li>Lucy Calkins <i>If... Then... Curriculum K - 2</i></li> <li>Variety of Nonfiction texts</li> <li><i>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs</i></li> <li><i>Reading Nonfiction Cover to Cover: Nonfiction Book Clubs</i> <a href="#">Appendix Documents</a></li> <li><i>Lab Reports and Science Books</i> (Unit 2 book)</li> <li><i>Lab Reports and Science Books</i> <a href="#">Appendix Documents</a></li> <li><i>Forces and Motion</i> by John Graham (trade book pack)</li> <li>Benchmark Phonics</li> </ul>	
<b>Student Resources:</b> <ul style="list-style-type: none"> <li>Variety of Nonfiction text at their reading level</li> </ul>	

- Typical Classroom supplies (paper, markers, pens, pencils, folders, Post-it notes)

**Vocabulary:**

**Analyze-** examining the elements of a text in order to know more about how it is constructed and noticing aspects of the writer's craft.

**Comparison-** to tell how things are alike

**Contrast-** to tell how things are different

**Conduct-** personal behavior; way of acting; direction or management; execution

**Hypothesis-**

1. a proposition, or set of propositions, set forth as an explanation for the occurrence of some specified group of phenomena, either asserted merely as a provisional conjecture to guide investigation (working hypothesis) or accepted as highly probable in the light of established facts.

2. a proposition assumed as a premise in an argument.

3. the antecedent of a conditional proposition.

**Key details-**support the larger ideas the text develops over time. Key details support the main topic.

**Main idea-**refers to what an informational text is all about. It's the most important central idea of multiple paragraphs or text.

**Procedure-** a sequence of actions or steps needed to make or do something

**Supporting details-**support the larger ideas of the text, support the main topic/idea.

**Text structure-**the overall organization of a text (e.g., compare/contrast, problem/solution, cause/effect)

## Unit 7: Series Book Clubs (Bk. 4) & Writing About Reading (Bk. 3)

<b>Content Area:</b> English Language Arts	<b>Course:</b> Second Grade	<b>UNIT:</b> Series Book Clubs & Writing About Reading
<b>Unit Description:</b> <b>Reading:</b> The Series Book Club will use a familiar series that will provide a safe, supportive context for daring thinking and breakthrough work with skills. Students will become far more adept at the foundational skills upon which all fiction readers rely: previewing, envisionment, prediction, monitoring for sense, inferring, and understanding characters and other story elements. In the first bend of this unit, students will begin reading a series with their partners, collecting information about the main characters of their books. Who are the characters, how do they feel and behave? What kinds of trouble do they encounter and how do they respond to that trouble? As the week progresses and students swap books they will think and talk together about the similarities and differences that they find across the series. In the next bend, students		<b>Unit Timeline:</b>  40 days

will start rereading a book in their series and engaging in inquiry, thinking about the craft the writer uses. They will study ways authors use word choice, figurative language, punctuation, and even patterns to construct their series. In the final bend, students will begin to innovate and invent ways to share their books with others. They will think about ways to share the series books that they most love. At the end of this bend, they will also begin to learn how to have a debate inside their clubs as another way to share and talk about books.

**Writing:** The Guide to Writing about Reading sets writers up to teach about opinions. This unit you will help your children learn to state clear opinions, and support their ideas with evidence. In addition to introducing the topic they are writing about, your students must also introduce the book they are writing about, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. The first bend of this unit will have students state opinions clearly, retell their stories so that their opinions make sense to readers, and revise their letters before sending them out into the world. Next, they move into the second bend where students will read and reread closely to add more details and evidence to support their opinions. Students will also use conventions to liven up their writing. Finally, in the third bend, students will shift gears into writing that more closely resembles an essay. They will learn to incorporate quotations to supply further text evidence, make comparisons between books and across collections of books, and add introductions and conclusions. As always writers will wrap up this unit sharing their writing with an authentic audience, parents, community members, fellow classmates, and more.

## DESIRED Results

### **Transfer Goal - *Students will be able to independently use their learning to.....***

- Read and write to gain understanding in order to help them successfully engage in the world around them.
- Collaborate both verbally and in writing to communicate with a particular audience for a variety of purposes.

### **Understandings – *Students will understand that... (Big Ideas)***

1. Effective readers use appropriate strategies to construct meaning and demonstrate understanding.
2. Effective writers use the writing process to write to a variety of audiences for various purposes.
3. Effective speakers and listeners engage in collaborative conversations and presentations.
4. Effective readers, writers, speakers, and listeners use rules of grammar and conventions of language to support communication.

### **Essential Questions: *Students will keep considering...***

- How do strategic readers create meaning from informational and literary text?
- How does interaction with text provoke thinking and response?
- What strategies do good readers use to become an independent reader?
- How does the audience the format of our writing?
- What strategies can we use to make our writing come alive?
- How does each step in the process impact your writing?
- How do you listen and speak effectively to respond and give feedback?
- How do I adapt my communication to different purposes and audiences?
- How do writers apply grammar and mechanics to convey their message effectively?
- What are the benefits of using resources to improve your spelling?

Standard	Students will know.....	Students will understand...	Students Will Be Able to.....
RL.2.1	<ul style="list-style-type: none"> <li>• Inferring is going beyond the literal meaning of a text and thinking about what is not stated but is implied by the writer</li> <li>• What makes a quality question</li> <li>• Key details support the central message of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Inferences need to be logical</li> <li>• That asking and answering question helps them understand a text</li> </ul>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
RL.2.2	<ul style="list-style-type: none"> <li>• Recounting/retelling stories includes telling the main events, including just the most important information, not every single detail.</li> <li>• Central message, lesson, or moral are what the author thinks is the right or proper way to behave.</li> <li>• Fable is a legendary story of supernatural happenings or narratives that attempt to impart truths (often through morals) especially in stories where animals speak and have human characteristics.</li> <li>• Folktales are short stories that were first passed down from generation to generation. The tales typically have to do with everyday life.</li> <li>• Fairy tales are a subgenre of folktales that include magical elements or creatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing parts or elements of a text help the reader create meaning.</li> </ul>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3	<ul style="list-style-type: none"> <li>Major event is the most important event in the story, typically related to how the main character resolves a problem or handles a challenge.</li> <li>Cause/effect relationship is the relationship between the reason (“why) something happens and the consequences of that action. The <i>cause</i> is why something happens. The <i>effect</i> is what happens as a result.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing text means to look closely at something for the key parts to see how they work together, this leads to greater understanding of the text.</li> <li>A lot can be learned by observing how a character handles difficult situations</li> </ul>	Describe how characters in a story respond to major events and challenges.
RL.2.4	<ul style="list-style-type: none"> <li>Figurative meanings are often colorful ways of saying something that help create a picture in the mind of the reader.</li> <li>Alliteration is repetition of the initial consonant sound in words that are close to one another (e.g., “wonderful wacky words”)</li> <li>Authors repeat the same lines for emphasis or effect</li> <li>A metaphor compares two things that are not typically associated with each other (e.g., “That room is an oven.”)</li> <li>A simile typically uses the word like or as when making a comparison (e.g., “A blue whale’s skin is as slippery as a bar of soap.”)</li> <li>Personification involved attributing human characteristics to something that is non-human.</li> </ul>	<ul style="list-style-type: none"> <li>Figurative language changes or goes beyond literal meaning.</li> <li>Language creates mental pictures</li> <li>Language helps keep readers engaged</li> </ul>	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	<ul style="list-style-type: none"> <li>Stories have a beginning, middle, and end.</li> <li>The beginning of a story sets up the story.</li> <li>The end of the story concludes the action.</li> <li>Narrative text structure is a method of organizing a text. A simple narrative text structure follows a traditional sequence that includes a beginning, a problem, a series of events, a resolution of the problem, and an ending. Alternative narrative structures may include devices such as flashback or flash-forward to change the sequence of events or allow for multiple narrators.</li> </ul>	<ul style="list-style-type: none"> <li>The structure of the story</li> <li>Parts of a story relate and create a whole story</li> </ul>	Describe the overall structure of a story, including describing how the beginning introduces the story and the end concludes the action.
RL.2.6	<ul style="list-style-type: none"> <li>Dialogue is a conversation between two or more characters</li> <li>Point of view is the perspective through which a story is told or an event is related.</li> </ul>	<ul style="list-style-type: none"> <li>Stories unfold with the help of both the characters and the narrator</li> </ul>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when



	<ul style="list-style-type: none"> <li>First person is when one person (one character) usually the main character, expresses his/her thoughts, ideas, and feelings</li> <li>Third person is when a narrator who usually identifies with the main character's point of view.</li> </ul>	<ul style="list-style-type: none"> <li>Knowing the point of view of who is telling the story helps you understand it better</li> </ul>	reading dialogue aloud.
RL.2.7	<ul style="list-style-type: none"> <li>An illustration is the picture that accompanies a text</li> <li>A character is a person/animal in a story</li> <li>A setting is where/when a story takes place</li> <li>Plot is the story line or sequence of actions that are built around a conflict or problem the main character is experiencing.</li> <li>Different types of media (e.g., print, pictures, and illustrations, and electronic and new media)</li> </ul>	<ul style="list-style-type: none"> <li>Illustrations can convey meaning.</li> <li>Stories can be told in multiple ways</li> <li>Illustrations can help us understand text better</li> <li>Ideas can be expressed in different ways, either through images or graphic representations.</li> </ul>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10	<ul style="list-style-type: none"> <li>Ways to pick a good-fit book.</li> <li>A strategy is a step-by-step how-to. A reading strategy is a "deliberate" effortful, intentional and purposeful action(s) a reader takes to accomplish a specific task or skill.</li> <li>To comprehend a text is to understand what is read in the text</li> </ul>	<ul style="list-style-type: none"> <li>Readers read books to grow as readers and learners.</li> </ul>	<b>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
RF.2.3	<ul style="list-style-type: none"> <li>Grade-level phonics refers to the phonics instruction that is appropriate for students at a particular age and grade level.</li> <li>Word analysis skills involve breaking a word down into its smaller parts-its root, prefixes, and suffixes-to it can be read and understood.</li> <li>Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> <li>Long and short vowels</li> <li>Regularly spelled two-syllable words</li> <li>Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>Some words are not able to be decoded</li> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Know and apply grade-level phonics and word analysis skills in decoding words.

	<ul style="list-style-type: none"> <li>Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>)</li> <li>Words with inconsistent but common spelling-sound correspondences</li> <li>Irregularly spelled words are words that do not follow regular spelling patterns, such as <i>been</i> and <i>come</i>, and cannot be easily sounded out.</li> <li>Spelling-sound correspondences</li> </ul>		
RF.2.3c	<ul style="list-style-type: none"> <li>Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>How to apply the knowledge of letter-sound relationships</li> </ul>	Decode regularly spelled two-syllable words with long vowels.
RF.2.3d	<ul style="list-style-type: none"> <li>Decoding skills refer to applying knowledge of letter-sound relationships to a set of letters, making it into a meaningful word.</li> <li>Common prefixes are meaningful units of letters that come before a root word (e.g., <i>dis-</i>, <i>re-</i>, <i>un-</i> and <i>in-</i>)</li> <li>Common suffixes are meaningful units of letters that come after a root word (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-less</i>, <i>-able</i>, and <i>-sion/tion</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words is complex and requires different approaches</li> <li>How to apply the knowledge of letter-sound relationships</li> <li>Prefixes and suffixes can change the meaning of a word</li> </ul>	Decode words with common prefixes and suffixes.
<b>RF.2.4</b>	<ul style="list-style-type: none"> <li>Fluency is the ability to read a text accurately, easily, and smoothly with proper rate and expression</li> <li>Accuracy refers to reading words correctly or precisely.</li> <li>Readers pick good fit books.</li> <li>Readers use strategies to help their understanding (e.g., self-correct, reread, etc)</li> <li>Readers have a plan when they don't know a word.</li> </ul>	<ul style="list-style-type: none"> <li>Readers need to read fluently and accurately to get an author's intended meaning.</li> <li>Strategies for when we don't know a word.</li> <li>Readers read text with appropriate tone.</li> <li>Audiences should understand text when it is read aloud.</li> </ul>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
RF.2.4a	<ul style="list-style-type: none"> <li>Reading with purpose and understanding is reading for a reasons (to be entertained, to learn, to get information, etc) and with comprehension of what is being read.</li> </ul>	<ul style="list-style-type: none"> <li>Reading is meant to be understood and remembered</li> <li>Readers read a text for a variety of reasons</li> </ul>	Read on-level text with purpose and understanding.

RF.2.4b	<ul style="list-style-type: none"> <li>Accuracy refers to reading words correctly or precisely.</li> </ul>	<ul style="list-style-type: none"> <li>Readers need to read fluently and accurately to get an author's intended meaning.</li> </ul>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.2.4c	<ul style="list-style-type: none"> <li>Readers use strategies to help their understanding (e.g., self-correct, reread, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for when we don't know a word.</li> </ul>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.1	<ul style="list-style-type: none"> <li>An opinion is a belief based on reasoning (reasons and evidence)</li> <li>An introduction sets up the writing piece</li> <li>Conclusions should restate or sum up the writing.</li> <li>Reasons should support their opinion</li> <li>A linking word connects two ideas</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of having an opinion.</li> <li>There is a difference between a fact and an opinion</li> </ul>	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	<ul style="list-style-type: none"> <li>Others can provide feedback on our writing.</li> <li>Writing has a focus.</li> <li>Details are the information provided</li> <li>Elaboration is talking in more detail</li> <li>Examples are clear cut explanations</li> <li>Editing is fixing spelling, punctuation, and grammar errors</li> <li>Revising is reseeing the piece from a writer's eye to make it clearer. This could be adding details or deleting information, connecting sentences to make it flow better.</li> <li>Strengthening is what revising does to writing; making it stronger by tightening the wording, refining the opinion, and removing what is necessary so that key ideas, reasoning, and evidence are emphasized.</li> </ul>	<ul style="list-style-type: none"> <li>Revising helps to make our writing sound better.</li> <li>Editing helps to make our writing look better.</li> <li>Strategies to provide peers with meaningful feedback.</li> <li>Adding details to our writing can help our readers to visualize.</li> <li>Strategies for focusing our writing.</li> <li>Details, examples, and elaboration are what readers look for an expect so they know what the author is writing about</li> <li>Authors writing for an audience need to make sure the audience can read and understand their writing (editing/revising process)</li> </ul>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	<ul style="list-style-type: none"> <li>Writing has a purpose.</li> <li>Digital tools can be used for publishing,</li> <li>Collaboration with peers can help us as writers.</li> </ul>	<ul style="list-style-type: none"> <li>Writers use multiple tools to publish their writing.</li> <li>Digital tools can help us to produce and publish writing.</li> </ul>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

		<ul style="list-style-type: none"> <li>Audiences can change based on the piece the author is writing.</li> </ul>	<ul style="list-style-type: none"> <li>Publish writing using digital tools.</li> <li>Collaborate with peers using a digital tool to publish.</li> <li>Write for the audience intended.</li> </ul>
SL.2.1	<ul style="list-style-type: none"> <li>Collaborative conversations involve discussing ideas and working jointly with others to create new thinking.</li> <li>Partners are who you share information with</li> <li>Rules of discussion</li> <li>Listening in discussion</li> <li>Responding is building on someone's remark or asking/answering a question</li> <li>Comments are when you make a reference to someone's remark before adding your thoughts</li> <li>Multiple exchanges are when an idea is considered and discussed by several persons, growing richer and more complex as new ideas or examples are added</li> <li>Question is something you ask to gain information or clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>Building upon others' talk in conversation deepens the discussion</li> <li>There are different purposes when speaking at different times and with different people</li> <li>Listening to a person's response helps deepen your understanding</li> <li>Listening to a person's response helps form you comments</li> <li>That your response should be related to the topic of the conversation</li> <li>The questions you ask questions in conversations help to clarify your understanding</li> <li>Collaborative conversations include all voices</li> <li>The rules of conversation make sure all members benefit from the conversations</li> </ul>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.2	<ul style="list-style-type: none"> <li>Key ideas or details support the larger ideas the text develops over time and are used to advance the authors claims.</li> <li>Media includes print, pictures and illustrations, video, and electronic and new media (e.g., Internet)</li> </ul>	<ul style="list-style-type: none"> <li>The difference between asking a question and making a statement</li> <li>Not all details and ideas are equally important</li> <li>What to listen or look for that signals important information</li> </ul>	<b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>
SL.2.3	<ul style="list-style-type: none"> <li>Evaluate means to judge the credibility of a speaker and/or the information being presented.</li> <li>Evidence is the data, details, or examples the the speaker uses in the presentation; it also</li> </ul>	<ul style="list-style-type: none"> <li>A speaker's point of view must be understood, because it can reveal a bias about the subject and undermine the credibility of the</li> </ul>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen

	<p>concerns how credible and accurate the information is.</p> <ul style="list-style-type: none"> <li>Point of view is the position a speaker takes in relation to the subject.</li> <li>What is the student's background knowledge of the topic</li> <li>Actively listen and take notes</li> <li>Question is something you ask to gain information or clarify understanding</li> </ul>	<p>information being presented.</p> <ul style="list-style-type: none"> <li>To clarify something you do not understand requires you to ask questions</li> </ul>	<p>understanding of a topic or issue.</p>
SL.2.4	<ul style="list-style-type: none"> <li>Recount is to give the key details of something; in a story it may be what happened in chronological order; in an informational piece it may involve stating the main ideas</li> <li>facts and details are that describe their story or experience</li> <li>Appropriate to the task, purpose, and audience by organizing, developing, and presenting information depends on the purpose and the audience to whom one is speaking</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a presentation's success</li> <li>Speaking requires using an audible voice while conveying ideas in a logical organization</li> </ul>	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
SL.2.5	<ul style="list-style-type: none"> <li>Ideas are thoughts</li> <li>Thoughts are the product of mental activity</li> <li>Feelings are emotions or emotional perceptions</li> <li>Visual displays can be drawings, tables, charts, graphs, and other infographics used to visually explain or otherwise convey an idea, especially one that is complicated or abstract</li> <li>Descriptions are statements or descriptions in words</li> <li>Drawing is a sketch, plan, or design</li> </ul>	<ul style="list-style-type: none"> <li>Visual displays help people understand what they are presenting</li> <li>Visual displays help the presenter convey an idea, thought or feeling.</li> </ul>	<p>Create audio recordings of stories or poems; add drawings or the other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
SL.2.6	<ul style="list-style-type: none"> <li>Appropriate to the task, purpose, and audience by organizing, developing, and presenting information depends on the purpose and the audience</li> </ul>	<ul style="list-style-type: none"> <li>An appropriate and effective structure is vital to a effective communication</li> <li>Speaking requires using an audible voice while conveying ideas in a logical organization to effectively communication</li> </ul>	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations)</p>
L.2.1	<ul style="list-style-type: none"> <li>Collective nouns are words that refer to collections of persons or things taken as a whole (<i>group, class, gaggle</i>)</li> </ul>	<ul style="list-style-type: none"> <li>We follow grammar rules so that our writing makes sense to our reader</li> <li>We follow grammar rules to</li> </ul>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing</p>

	<ul style="list-style-type: none"> <li>Irregular plural nouns are plural nouns that do not use the regular plural ending of -s, or -es</li> <li>Reflexive pronouns are pronouns that are preceded by nouns, adjectives, adverbs, or pronouns to which they refer (their antecedents) within clauses. Such a pronoun refers to the person or thing doing the action (He bought <i>himself</i> a glass of milk.)</li> <li>Past tense irregular verbs are verbs whose past tense and past participle are not formed by adding -ed, -d, or -t to the present tense. (<i>bleed; bled, break; broke</i>)</li> <li>Adjectives are words that describe a noun and provide more information about the object signified.</li> <li>Adverbs are words that usually modify verbs, but they can also modify adjectives. They change or qualify the meaning of these parts of speech often times answering questions <i>how? In what way? When? Where? To what extent?</i></li> <li>Simple sentences join a noun with a verb to complete a thought or idea</li> <li>Compound sentences are made when two or more sentences are joined together with a comma and a coordinating conjunction.</li> </ul>	<p>effectively communicate with others</p> <ul style="list-style-type: none"> <li>Subjects and verbs create a sentence</li> <li>A variety of sentences makes writing interesting</li> </ul>	or speaking.
L.2.2	<ul style="list-style-type: none"> <li>The conventional rules of capitalization, punctuation, and spelling for the standard English language.</li> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use commas in greetings and closings of letters to separate words</li> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>Generalize learned spelling patterns when writing words (e.g., cage-&gt;badge: boy-&gt;boil).</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters signal where a sentence begins and words that are proper</li> <li>Commas are used for a variety of reasons</li> <li>Apostrophes stand in for omitted letters</li> <li>Apostrophes show possession in nouns and pronouns</li> <li>Spelling patterns are common configurations of letters in several words</li> <li>References are supports for writing</li> </ul>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2a	<ul style="list-style-type: none"> <li>Capitalize holidays, product names, and</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters signal where a</li> </ul>	Capitalize holidays, product

	geographic names.	sentence begins and words that are proper	names, and geographic names.
L.2.2b	<ul style="list-style-type: none"> <li>• Use commas in greetings and closings of letters to separate words</li> </ul>	<ul style="list-style-type: none"> <li>• Commas are used for a variety of reasons</li> </ul>	Use commas in greetings and closings of letters.
<b>L.2.3</b>	<ul style="list-style-type: none"> <li>• People speak differently from how they write</li> <li>• Know that punctuation like commas, exclamation, and question marks can be used for effect</li> <li>• Different sentence types and varieties affect how your piece reads</li> <li>• Capitalization rules</li> <li>• Grammar rules</li> </ul>	<ul style="list-style-type: none"> <li>• Language functions in different contexts</li> <li>• Punctuation helps the reader make sense of a piece of writing</li> <li>• Punctuation can change the meaning of a piece of writing</li> <li>• Grammar follows a pattern</li> <li>• Grammar lays the groundwork for effective communication</li> <li>• Grammar is essential for clarity of meaning and intent</li> <li>• Words and phrases can be chosen to achieve an effect</li> </ul>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
L.2.4	<ul style="list-style-type: none"> <li>• Words can have multiple meanings</li> <li>• A phrase is a sequence of two or more words</li> <li>• Compound words are words formed by the joining of two words.</li> <li>• A prefix is a group of letters place in front of a base word to change its meaning (e.g., <i>preplan</i>)</li> <li>• A suffix is a group of letters added at the end of a base word or word to change its function or meaning (e.g., <i>handful</i>, <i>hopeless</i>).</li> <li>• Root words are base words and they have meaning</li> <li>• Inflections are groups of letters added to the end of a word to change its meaning (e.g., -es, -s, ed).</li> <li>• Affixes are the morphemes attached to the beginning or endings of root words; can be prefixes or suffixes.</li> <li>• Multiple-meaning words are words that mean more than one thing, depending on the context</li> <li>• Resources can be utilized to determine the meaning of words or phrases (e.g., glossary, thesaurus, dictionary)</li> </ul>	<ul style="list-style-type: none"> <li>• Language has specific rules</li> <li>• How to break apart a word to determine meaning</li> <li>• Context clues help determine word meaning</li> <li>• Word parts change the meaning of the sentences/phrases</li> <li>• Both words in compound words contribute to the meaning of the word</li> </ul>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.5	<ul style="list-style-type: none"> <li>Antonyms are words with opposite meanings.</li> <li>Nuances in word meanings are subtle meanings of some words as we use and come to know them. Readers learn to discern the implied meanings of words, and writers attend to the degrees of meaning as they select words to use in their pieces.</li> <li>Real-Life Connection is when students connect what they're learning to what they're experiencing in their lives</li> <li>Intensity of words how a word can change the emotion/energy of the word</li> </ul>	<ul style="list-style-type: none"> <li>The relationship between words and their meanings</li> <li>How word choice conveys meaning</li> <li>Real life connections help anchor meaning of words</li> </ul>	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.6	<ul style="list-style-type: none"> <li>Content or academic vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>Readers constantly learn and use new words through conversations and texts</li> <li>Identify unknown words and seek meaning</li> </ul>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## Unit 7: Assessment

### EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<p><b>Unit Performance Assessment:</b></p> <p><b>Reading:</b></p> <p>Students are formatively assessed throughout the quarter using running records aligned with the Fountas and Pinnell Reading Levels. The running records will be used to guide instruction and determine students reading levels. The summative assessment (end of quarter) for reading is the determination of a student's F&amp;P reading level.</p> <p><b>Mastery Levels:</b></p> <table border="1"> <thead> <tr> <th></th><th colspan="3">Second Grade Reading Level Expectations</th></tr> <tr> <th></th><th>Meets or Exceeds Quarterly Expectations</th><th>Progressing On Quarterly Expectations</th><th>Minimal Progress On Quarterly Expectations</th></tr> </thead> <tbody> <tr> <td>1<sup>st</sup> Quarter</td><td>J-K</td><td>I</td><td>H or below</td></tr> <tr> <td>2<sup>nd</sup> Quarter</td><td>K</td><td>J</td><td>I or below</td></tr> <tr> <td>3<sup>rd</sup> Quarter</td><td>L</td><td>K</td><td>J or below</td></tr> <tr> <td>4<sup>th</sup> Quarter</td><td>M</td><td>L</td><td>K or below</td></tr> </tbody> </table>		Second Grade Reading Level Expectations				Meets or Exceeds Quarterly Expectations	Progressing On Quarterly Expectations	Minimal Progress On Quarterly Expectations	1 <sup>st</sup> Quarter	J-K	I	H or below	2 <sup>nd</sup> Quarter	K	J	I or below	3 <sup>rd</sup> Quarter	L	K	J or below	4 <sup>th</sup> Quarter	M	L	K or below	<p><b>R/R Quadrant 21 Century</b></p> <p>C/D</p> <p>Critical Thinking Creative Thinking Communication</p>
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	<b>RL.2.1</b> <b>RL.2.2</b> <b>RI.2.1</b> <b>RI.2.2</b> <b>RI.2.5</b>     <b>W.2.1</b> <b>L.2.3</b>	<b>Reading Benchmark</b> Teachers will administer the Second Grade Reading Benchmark at the end of the quarter, utilizing the district protocol. <a href="#">Assessment &amp; Blueprint</a>  <b>Writing:</b> Opinion Writing: <i>Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have two forty-five minute sessions to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you'll have two class times to complete this, so you'll need to plan, draft, revise, and edit in two sittings. Write in a way that shows all that you know about informational writing. In your writing make sure you:</i> <ul style="list-style-type: none"> <li>• Name your opinion,</li> <li>• Give reasons and evidence to explain why you have that opinion,</li> <li>• Write an ending.</li> </ul> <a href="#">Opinion Rubric</a>	
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## Unit 7: Sample Activities

SAMPLE LEARNING PLAN	
<p><b>Pre-assessment:</b> Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Tomorrow, you will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. If you want to find and use information from a book or another outside source, you may bring that with you tomorrow. Please keep in mind that you'll have two, forty-five minute sessions to complete this, so you will need to plan, draft, revise, and edit in two days. In your writing, make sure you:</p> <ul style="list-style-type: none"> <li>• Name your opinion</li> <li>• Give reasons and evidence to explain why you have that opinion</li> <li>• Write an ending</li> </ul>	

Reader's Workshop				
Series Book Clubs (BK. 4)				
<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional</u>	<u>R/R</u>



1, 3	<b>RL.2.1</b> <b>RL.2.2</b> <b>RL.2.3</b> <b>RL.2.4</b> <b>RL.2.6</b> <b>RL.2.7</b> <b>RL.2.10</b> <b>RF.2.4</b> <b>W.2.3</b> <b>W.2.7</b> <b>SL.2.1</b> <b>SL.2.2</b> <b>SL.2.4</b> <b>SL.2.6</b> <b>L.2.1</b> <b>L.2.3</b> <b>L.2.6</b>	<b>2.. Series Book Readers Pay Attention to How Characters Respond to Problems</b> (Session 2) <b>Objectives:</b> Students will <ul style="list-style-type: none"> <li>Know characters' respond to problems</li> <li>Understand characters by thinking about how the character responds to problems.</li> <li>Be able to identify how characters respond to problems.</li> </ul> <b>a. Connection:</b> The teacher will: <ol style="list-style-type: none"> <li>Ask students to imagine themselves in a quick succession of problems and to think about how they would react in each scenario.</li> <li>Begin the drumroll that sets up your teaching point for the day.</li> <li>Relay the teaching point- "I want to teach you that the way a person responds to trouble says a lot about who that person is."</li> </ol> <b>b. Teaching:</b> The teacher will: <ol style="list-style-type: none"> <li>Teach students to notice how a character responds to problem and figure out what that response tells the character.</li> <li>Ask partners to talk about their ideas and then share out their thinking with the class</li> </ol> <b>c. Active Engagement:</b> The teacher will: <ol style="list-style-type: none"> <li>Channel the students to notice the way another character responds to the same problem</li> <li>Allow students the opportunity to go from noting what the character does to inferring what this means about his personality.</li> </ol> <b>d. Link:</b> the teacher will: <ol style="list-style-type: none"> <li>Set partners up to think about how the characters in their book respond to trouble</li> <li>Have students read on, collecting more information about the characters more information about the characters and their responses to problems.</li> </ol> <b>e. Mid-Workshop Teaching:</b> The teacher will: <ol style="list-style-type: none"> <li>Identify children who read without expression</li> <li>Pull those students together in a small group to work on reading fluently</li> <li>Explain to students it is important to pay attention to secondary characters</li> </ol> <b>f. Share:</b> The teacher will: <ol style="list-style-type: none"> <li>Invite partners to share their thinking about the characters with each other, taking turns talking and listening.</li> <li>Remind them to refer to the text and to build on each other's ideas.</li> </ol> <a href="#">Session 2 Appendix Documents</a>	Setting Objectives  Advance Organizer         Cooperative Learning	C Creativity Communication Collaboration Critical Thinking
1, 3	<b>RL.2.1</b> <b>RL.2.2</b> <b>RL.2.3</b> <b>RL.2.5</b> <b>RL.2.7</b>	<b>3. Series Book Readers Use What They Know about the Characters from Their Relationships with Other Characters</b> (Session 5) <b>Objectives:</b> Students will <ul style="list-style-type: none"> <li>Know readers predict what will happen by paying attention to a pattern in a series</li> </ul>	Setting	C Creativity Communication Collaboration Critical Thinking

	<b>RL.2.10</b> W.2.3 W.2.7 SL.2.1 <b>SL.2.2</b> SL.2.1 SL.2.4 SL.2.6 L.2.1 <b>L.2.3</b> L.2.6	<ul style="list-style-type: none"> <li>Understand how to use patterns in a series to make predictions</li> <li>Be able to use what they know to guess what the character will do next.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Relay a pretend scenario for the main character(s) of your demonstration text and ask children to predict what the characters might do next.</li> <li>Teach students that when readers know a character really well, the way you know your best friend or someone in your family, they can guess what that character will do next.</li> </ol> <p><b>b. Teaching:</b> The teacher will cannel kids to join you in doing this work in the second story of the class series. Then, once the students are trying the work, show them how you'd do it.</p> <p><b>c. Active Engagement:</b> The teacher will continue reading together with children, asking them to make predictions with their partners by using all that they know about the characters.</p> <p><b>d. Link:</b> the teacher will move students to transfer the work of using what they know about characters to guess the characters' next steps into their own series books.</p> <p><b>e. Mid-Workshop Teaching:</b> The teacher will remind students that when they stop and predict it's important that as they read on they check their predictions. .</p> <p><b>f. Share:</b> Push students to grow ideas by asking questions and using what they know about the series to discuss possible explanations.</p> <p><a href="#">Session 5 Appendix Documents</a></p>	Objectives  Nonlinguistic Representation  Cues, Questions  Providing Practice	
1	<b>RL.2.1</b> RL.2.2 RI.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 <b>RL.2.10</b> W.2.3 W.2.7 SL.2.1 <b>SL.2.2</b> SL.2.4 SL.2.6 L.2.1 <b>L.2.3</b> L.2.4 L.2.5 L.2.6	<p><b>4. Authors Use Precise Words (Session 8)</b></p> <p><b>Objectives:</b> Students will</p> <ul style="list-style-type: none"> <li>Know authors use precise words to create a clear picture</li> <li>Understand how authors use word choice to show how things are happening.</li> <li>Be able to pay attention to author's word choice to deepen understanding.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Tell children two stories- one with little detail and one with great detail- and ask them to tell you which gives the clearer picture.</li> <li>Ask children to turn and talk about why the second story gives a clearer picture. Then share out what they notice, pointing out that they have named the things the class came up with yesterday.</li> <li>Teach students that the authors of series use not just any words, but precise words to create really clear pictures in the reader's mind. Readers need to pay close attention to the words that authors choose to know exactly what is happening and how things are happening in their stories.</li> </ol> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Read aloud the beginning of Frog and Toad story and ask children to name any words the author chose to show how things are happening. Explain how the words do this.</li> <li>Display a passage from another read-aloud text and identify some words</li> </ol>	Setting Objectives  Cooperative Learning  Providing Practice	C Creativity Communication Collaboration Critical Thinking

		<p>the author chose to show how things are happening. Explain how.</p> <p><b>c. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Reread the detailed story you shared during the connection and invite children to put up a finger for any precise word they hear that shows how something in the story happens.</li> </ol> <p><b>d. Link:</b> the teacher will:</p> <ol style="list-style-type: none"> <li>Remind children of the strategy they learned today and set them up to read, on the rug, on the lookout for precise words.</li> </ol> <p><b>e. Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Point out to students that as they read, they may encounter new vocabulary words.</li> <li>Remind them to pause and answer the question, "What does this word mean?"</li> </ol> <p><b>f. Share:</b> Set children up to talk, first with a partner and then with their club, about important parts of their books and how the author uses precise words to help readers learn something from those parts.</p> <p><a href="#">Session 8 Appendix Documents</a></p>	<p>Cues, Questions Providing Practice</p> <p>Cooperative Learning</p>	
1, 3	<p><b>RL.2.1</b> RL.2.2 RL.2.3 RL.2.5 <b>RL.2.10</b> W.2.3 W.2.7 SL.2.1 <b>SL.2.2</b> SL.2.6 L.2.1 <b>L.2.3</b> L.2.6</p>	<p><b>5. Authors Plan Their Story Endings</b> (Session 12)</p> <p><b>Objectives:</b> Students will</p> <ul style="list-style-type: none"> <li>Know authors plan their stories' ending.</li> <li>Understand the reasoning for the ending of the story</li> <li>Be able to identify the lesson the author wants the reader to learn.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Read a familiar fairy tale to the class</li> <li>Dramatize and overemphasize the importance that the ending has to the story.</li> <li>Retell the story to the student leaving out the ending</li> <li>Reinforce to students that endings matter and endings teach the reader</li> </ol> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Show students a selection of endings to stories that you've read together as a class.</li> <li>Help students notice the decision the author made to end the story</li> <li>Facilitate students thinking aloud possible lessons everyone could learn from the story</li> <li>Inquire with students reasons why the author ended the story the way he did</li> </ol> <p><b>c. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Invite students to practice in their books</li> <li>Work with partners and look back at a book both partners have read already and reread the ending</li> <li>Have students think together about why the author ended the book i this</li> </ol>	<p>Setting Objectives</p> <p>Cues Questions, and Advance Organizers</p> <p>Cooperative Learning</p>	<p>C Creativity Communication Collaboration Critical Thinking</p>

		<p>way? What lesson does the author want readers to learn?</p> <p><b>d. Link:</b> the teacher will:</p> <ol style="list-style-type: none"> <li>Reiterate to students why thinking about endings is so important</li> <li>Help student understand that thinking about the ending help them think about the whole story</li> <li>Set up students to get ready for reading</li> <li>Have students go back to any book in the current series, reread the endings, and think about them</li> </ol> <p><b>e. Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students that they can think about what the author wants them to learn at the end of the book and why the author wrote this part this way.</li> </ol> <p><b>f. Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Have students share out their discoveries about endings and lessons</li> <li>Have students read and show their evidence</li> </ol>	<p>Providing Practice</p> <p>Reinforcing Effort</p>	
1, 3	<p>RL.2.1 RL.2.2 RL.2.3 RL.2.7 <b>RL.2.10</b> SL.2.1 <b>L.2.3</b> L.2.6</p>	<p><b>6. Sharing Opinions by Debating</b> (Session 16)</p> <p><b>Objectives:</b> Students will</p> <ul style="list-style-type: none"> <li>Know that a debate is a way to share opinions</li> <li>Understand the reasoning for the ending of the story</li> <li>Be able to debate using reasons from the text.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Challenge your second graders to try something that older kids do- debate their opinions about a book.</li> <li>Teach students that readers debate the opinions they have about their books. You can read (and reread) to collect evidence to support your side, or opinion.</li> </ol> <p><b>b. Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Assign students to one side of a debate or the other. Ask them to listen to a familiar story to collect evidence that supports their side.</li> </ol> <p><b>c. Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Direct the students on how to begin and hold their debate.</li> </ol> <p><b>d. Link:</b> the teacher will:</p> <ol style="list-style-type: none"> <li>Prepare students for the next debate.</li> </ol> <p><b>e. Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind readers to collect evidence for their side.</li> <li>Encourage students to go back to find parts in the book that could be an example in students debate.</li> </ol> <p><b>f. Share</b></p> <ol style="list-style-type: none"> <li>Gather students with their book clubs who are on the same side in the debate.</li> <li>Encourage students to share their evidence and why it supports their thinking.</li> </ol>	<p>Setting Objectives</p> <p>Providing Practice</p> <p>Nonlinguistic Representation</p> <p>Summarizing Providing Practice</p> <p>Identify Similarities and Differences</p>	<p>C Creativity Communication Collaboration Critical Thinking</p>







		<p>write about. Voice over as children talk in a way that also helps them imagine topics that might be good for <i>them</i>.</p> <p>d. <b>Link:</b> The teacher will send students off to begin writing and remind them that the goal is to finish a book today. Students will signal to the teacher a thumbs up when they have an idea they are ready to write about today. Those who do not have an idea will stick close to the teacher to continue brainstorming. Revisit objectives from earlier in the lesson.</p> <p>e. <b>Mid-Workshop Teaching Point:</b> The teacher will point out students who have a greeting or opening for their letter. Remind students to capitalize the first letter of the word(s) and put a comma after it. Discuss the importance of having a closing at the end so the reader knows who the letter is from</p> <p>f. <b>Share:</b> Ask your readers to prepare their letters by putting them in envelopes.</p> <p><b>Session 1 Appendix Documents</b>  <a href="#">Session 2 Appendix Documents</a></p>	Reinforcing Effort and Providing Recognition	
1,2	<p><b>RL.2.1</b>  <b>RL.2.2</b>  <b>RL.2.3</b>  <b>W.2.1</b>  <b>W.2.5</b>  <b>SL.2.1</b>  <b>SL.2.4</b>  <b>L.2.1</b>  <b>L.2.2</b>  <b>L.2.3</b></p>	<p><b>2. Writers Make Their Letters about Books Even Better by Retelling Important Parts (Session 4)</b>  <b>Objective:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know retelling helps our readers understand our opinion.</li> <li>• Understand retelling helps the reader understand the piece.</li> <li>• Be able to retell part of a story to deepen the reader's understanding.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Gather some intriguing sentences, ones that are sort of cliffhangers, and read them aloud to your writers.</li> <li>ii. Teach students that writers who write about books often need to retell part of the story to help their readers understand their opinion. If students don't do a little bit of retelling, the readers might be confused.</li> </ol> <p>b. <b>Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Demonstrate how to explain more to your reader by retelling important parts that are connected to your opinion. Return to one of the sentences you just read as an example.</li> <li>ii. Slow down your demonstration, really showing what it looks like to recall important parts and retell them.</li> </ol> <p>c. <b>Active Engagement:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Invite students to do this work by first planning the opinion they'll write about today</li> <li>ii. Prompt your writers to rehearse the part of the story they will retell, with a partner.</li> </ol> <p>d. <b>Link:</b> The teacher will:</p>	<p>Setting Objectives Organizers</p> <p>Cooperative Learning</p> <p>Providing</p>	<p>C  Creativity  Communication  Collaboration  Critical Thinking</p>



		<ul style="list-style-type: none"> <li>ii. Set students up to read over the student-facing checklist, the hold it side-by-side with one of their own letters.</li> <li>iii. Students will read the checklist</li> <li>iv. Partner 1 may ask partner 2- "Which of these do you think might help your writing"?</li> <li>v. Partner 2 may ask partner 1 "Will you say what you think you will add and then read your writing to partner 1 and see if you can find a spot to add it or fix it up?"</li> <li>vi. Listen to students as they work and coach partners to make revisions and edits</li> <li>vii. Have partners switch roles with partner 1 voicing a needed change and partner 2 helping find the perfect place for it</li> </ul> <p><b>d. Link:</b> the teacher will:</p> <ul style="list-style-type: none"> <li>i. Invite writers to go to it as letter writers.</li> <li>ii. Remind them where to find paper.</li> <li>iii. Reinforce that they have a lot to write about.</li> </ul> <p><b>e. Mid-Workshop Teaching:</b> The teacher will reinforce positive revision and editing practices.</p> <p><b>f. Share:</b> the teacher will:</p> <ul style="list-style-type: none"> <li>i. Celebrate the work children have done thus far.</li> <li>ii. Call students to the meeting area with all the letters they are going to share.</li> </ul> <p><a href="#">Session 6 Appendix Documents</a></p>	Cooperative Learning	
2	<b>RL.2.1</b> <b>RL.2.2</b> <b>RL.2.3</b> <b>RL.2.7</b> <b>W.2.1</b> <b>SL.2.1</b> <b>SL.2.4</b> <b>L.2.1</b> <b>L.2.2</b> <b>L.2.3</b>	<p><b>4. Writing about More than One Part of a Book (session 7)</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know creating a plan helps writers add to their writing.</li> <li>• Understand creating a plan helps the writer add more to their piece.</li> <li>• Be able to create a plan to write more than one opinion in a single letter.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Welcome children to the new bend by praising the work they've already done. Invite writers to recall what they already know about getting started with writing, and encourage them to think about what it looks like when they do their best.</li> <li>ii. Gather children's ideas on a chart and then share them, capturing the major lessons you hope they took from Bend I.</li> <li>iii. Teach writers to take a minute to plan for what will go in each part of their letter; remembering all the parts of a book they can write about.</li> </ul> <p><b>b. Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Invite students to recall some of the ways they developed opinions about books from Bend I. Explain that they have graduated to a point where they</li> </ul>	<p>Setting Objectives Providing Recognition</p> <p>Cues,</p>	<p>C Creativity Communication Collaboration Critical Thinking</p>

		<p>can write about more than one opinion in a single letter.</p> <p>ii. Debrief by walking students through the steps you took to plan your new letters.</p> <p>c. <b>Active Engagement:</b> The teacher will</p> <p>i. Invite your writers to keep going with the work you started together, coming up with more opinions they might write about.</p> <p>ii. Call the children back together, sharing some of what you heard.</p> <p>d. <b>Mid-Workshop Teaching:</b> The teacher will:</p> <p>i. Remind students that since we are writing longer letters it is helpful to job a few words at the top of each page to help them remember what each section will be about.</p> <p>ii. Encourage students to take a moment right now say their plan again and jot a few words on each page to remind them of that part.</p> <p>e. <b>Link:</b> The teacher will ask students to plan for the sections of their own letters before heading off to work independently.</p> <p>f. <b>Share:</b> The teacher will:</p> <p>i. work with students to create a chart listing domain-specific words for writing about books.</p> <p>ii. Encourage students to incorporate these words into their letters</p> <p><a href="#">Session 7 Appendix Documents</a></p>	<p>Questions, and Advance Organizers</p> <p>Cues, Questions, and Advance Organizers</p>	
2, 4	<p><b>RL.2.1</b></p> <p>RL.2.3</p> <p>W.2.1</p> <p>W.2.5</p> <p>SL.2.1</p> <p>L.2.1</p> <p>L.2.2</p> <p><b>L.2.3</b></p> <p>L.2.6</p>	<p><b>5. Gathering More Evidence to Support Each of Our Opinions (session 9)</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know details support an opinion.</li> <li>Understand details and evidence helps the writer support their opinion.</li> <li>Be able to use evidence to support their opinion.</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <p>i. Congratulate children on the work they have done.</p> <p>ii. Teach students that after developing opinions about a book, writers search for many pieces of evidence to support each of their opinions.</p> <p>b. <b>Teaching:</b> The teacher will:</p> <p>i. Let students know that you are aware that they are noticing details and using them to come up with an opinion. But now, they need to take it to the next level and search for even more details to support each of their opinions.</p> <p>ii. Demonstrate taking an idea or opinion from a section of a letter and returning to a book to collect related details and evidence.</p> <p>iii. Debrief, describing the process you followed followed to gather more details and evidence from the text.</p> <p>c. <b>Active Engagement:</b> The teacher will ask students to join in supporting a new opinion</p>	<p>Reinforcing Effort and Providing Recognition</p> <p>Setting Objectives and Providing Feedback</p> <p>Nonlinguistic</p>	<p>C</p> <p>Creativity</p> <p>Communication</p> <p>Collaboration</p> <p>Critical Thinking</p>

		<p><b>d. Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Remind students that when writers are supporting opinions with reasons and examples, there are some words that help the reader.</li> <li>Two of the most important phrases, which we practiced already, are <i>because</i> and <i>for example</i>.</li> <li>Two other helpful words are <i>also</i> and <i>another</i>.</li> <li>Prompt students to look at their own writing and try using some of our helpful linking words.</li> </ol> <p><b>e. Link:</b> The teacher will add on the anchor chart and remind students of the importance of using the strategies outlined on it.</p> <p><b>f. Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Introduce students to the notion of a lesson and them to think about lessons they learn from the shared touchstone text.</li> <li>Usher children to try the same work in their independent books.</li> </ol> <p><a href="#">Session 9 Appendix Documents</a></p>	Representations	
2,4	RL.2.4 W.2.1 W.2.5 SL.2.1 L.2.1 L.2.2.a <b>L.2.3</b>	<p><b>6. Why Is the Author Using a Capital Here?(session 10)</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>Know editing includes using capitals within their writing</li> <li>Understand meaningful places to use capital letters.</li> <li>Be able to edit our writing for capitals.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Let writers know that as their writing becomes more complex, so too does their use of capitals.</li> <li>Teach children that authors can turn to mentor texts whenever they have a question about writing. In this case, they'll inquire into how and why an author uses capital letters.</li> </ol> <p><b>b. Teaching:</b> The teacher will name a question that will guide class inquiry. "Why is the author using a capital here?"</p> <p><b>c. Guided Inquiry:</b> The teacher will</p> <ol style="list-style-type: none"> <li>Set students up to read a part of a letter about a book, letting know that they should listen and read along, thinking about the inquiry question.</li> <li>Read through the mentor text a second time, reminding children of the guiding question and pushing them toward closer examination.</li> <li>Pull the students back together and challenge them to think about the different uses of capitals across the writing.</li> <li>Remind them of the inquiry question and get them working to answer it with a partner</li> <li>Add the students' observations to the class chart.</li> </ol> <p><b>d. Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>Discuss with students that authors often do things with capitals and</li> </ol>	Setting Objectives  Cues Questions         Setting Objectives         Providing Practice	C Creativity Communication Collaboration Critical Thinking

		<p>punctuation and even spelling that you thought were no-no's.</p> <ul style="list-style-type: none"> <li>ii. Authors can be clever and creative with capitals and punctuation as long as they have a reason.</li> <li>iii. Encourage students to write about how the author uses capitals.</li> </ul> <ul style="list-style-type: none"> <li>e. <b>Link:</b> The teacher will send students off to revise, edit, and work on their letters, keeping in mind all the strategies they have learned so far.</li> <li>f. <b>Share:</b> The teacher will ask several students to share examples of their writing where they played with conventions. Allow the class to discuss whether the writers were effective with their choices.</li> </ul> <p><a href="#">Session 10 Appendix Documents</a></p>		
2	L.2.2	<p><b>7. Prove It! Adding Quotes to Support Opinions (Session 13)</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know quotations marks add exact words to their writing.</li> <li>• Understand quotation marks allow writers to use specific evidence, or exact words to support their opinion.</li> <li>• Be able to use quotations to add exact words to their writing.</li> </ul> <p><b>a. Connection:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Share your observations about the impressive work students have been doing in this unit.</li> <li>ii. Recall prior learning about quotation marks and hint at the new work they can do.</li> <li>iii. Remind the students that opinion writers sometimes use specific evidence, exact words from the book to support their thinking.</li> <li>iv. Model rereading text to find a part that proves what you hope to show. Then students can use quotation marks to add those exact words to their writing.</li> </ul> <p><b>b. Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Demonstrate how you use direct quotes from the touchstone text to support their opinion.</li> <li>ii. Have students reread their writing, thinking about their opinion. Then, have them go back to the text to find evidence to support their opinion. Finally, add in the direct quote, using revision strips and quotation marks.</li> <li>iii. Restate the entire teaching point, recapping the process, to reinforce the demonstration.</li> </ul> <p><b>c. Active Engagement:</b> The teacher will</p> <ul style="list-style-type: none"> <li>i. Give students an opportunity to plan for their independent work.</li> <li>ii. Ask students to reread their writing and make a plan for how to make it stronger by quoting the books they are writing about.</li> </ul> <p><b>d. Mid-Workshop Teaching:</b> The teacher will:</p> <ul style="list-style-type: none"> <li>i. Remind students that when they add a quote, they need to introduce it so</li> </ul>	<p>Reinforcing Effort</p> <p>Setting Objectives</p> <p>Providing Practice</p>	<p>C Creativity Communication Collaboration Critical Thinking</p>

		<p>the reader can understand what it's about and why you included it in your writing.</p> <p>ii. Reveal different ways to introduce quotes:</p> <ol style="list-style-type: none"> <li>1. "For example, in the book it says..."</li> <li>2. "On page ___, you can read..."</li> <li>3. "(The author) writes it like this.."</li> </ol> <p>e. <b>Link:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Remind students to call upon all they know to make their writing strong and powerful.</li> <li>ii. Give them an opportunity to get started on their revision work, right in the meeting area, before sending them off to work independently.</li> </ol> <p>f. <b>Share:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Ask students to brainstorm other books that they think are worthy of awards.</li> <li>ii. Give them an opportunity to get started on their next piece of nomination writing.</li> </ol> <p><a href="#">Session 13 Appendix Documents</a></p>		
2,4	RL.2.4 RL.2.5 W.2.1 W.2.5 SL.2.1 <b>SL.2.2</b> L.2.1 L.2.2 <b>L.2.3</b>	<p><b>8. Writing Introductions and Conclusions to Captivate (Session 16)</b></p> <p><b>Objectives:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Know editing includes looking at the details within their writing</li> <li>• Understand editing helps the reader understand their piece</li> <li>• Be able to use the checklist to edit writing</li> </ul> <p>a. <b>Connection:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Tell children that you are impressed with their nomination writing and all of the strategies that they are using to make their pieces powerful and persuasive.</li> <li>ii. Explain that opinion writers have the challenge of catching the attention of their audience and communicating their claims, before releasing them.</li> </ol> <p>b. <b>Guided Inquiry:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Set writer's up to investigate a mentor text by guiding them through a series of steps that help students discover answers to the overarching question.</li> <li>ii. Listen in and coach, to elicit and collect student comments</li> <li>iii. Coach children to study structure, voice, word choice, and craft as they work in pairs.</li> <li>iv. Listen in and highlight observations that students make.</li> <li>v. Reconvene the group to elicit students' observations. Repeat their observations using more precise language, and record these on sticky notes to add to a Venn diagram.</li> </ol> <p>b. <b>Mid-Workshop Teaching:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>i. Remind students that an introduction is the writer's first opportunity to talk</li> </ol>	Reinforcing Effort and Providing Recognition  Setting Objectives  Providing Feedback   Setting Objectives	C Creativity Communication Collaboration Critical Thinking





		<div><div><div>WEEK 1</div><div><div>Whole Group</div><div>Small Group</div></div></div><table><tr><td><b>Possessives</b><ul style="list-style-type: none"><li>• Word Study</li><li>• Blend Build Words</li><li>• Reading Big Words Strategy</li><li>• Spelling Quick Check</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul></td><td><b>Possessives</b><ul style="list-style-type: none"><li>• Blend and Build Words</li><li>• Read Interactive Text "Lemonade"</li><li>• Spelling</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul></td><td><b>Possessives</b><ul style="list-style-type: none"><li>• Read Accountable Text "Up, Up, and Away!"</li><li>• Spelling</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul></td><td><b>Possessives</b><ul style="list-style-type: none"><li>• Read Multisyllabic Words</li><li>• Review Consonant -le syllables</li><li>• Read Accountable Text "Up, Up, and Away!" and/or "World's Best Glass Art!"</li><li>• Share and Reflect</li></ul></td><td><b>Review and Assessment Possessives</b><ul style="list-style-type: none"><li>• Read Accountable Text "Up, Up, and Away!" and/or "World's Best Glass Art!"</li><li>• Blend and Build Words</li><li>• Review Multisyllabic Words</li><li>• Spelling and Dictation</li><li>• High-Frequency Words</li></ul></td></tr><tr><td><ul style="list-style-type: none"><li>• Build Automaticity</li><li>• Blend and Build Words</li><li>• Independent Practice/ Partner Work</li></ul></td><td><ul style="list-style-type: none"><li>• Blend and Build Words</li><li>• Write Words</li><li>• Review Words with -y or -ly Endings</li><li>• Independent Practice/ Partner Work</li></ul></td><td><ul style="list-style-type: none"><li>• Read Accountable Text "Up, Up, and Away!" and/or "World's Best Glass Art!"</li><li>• Independent Practice/ Partner Work</li></ul></td><td><ul style="list-style-type: none"><li>• Spelling</li><li>• High-Frequency Words</li><li>• Writing Follow-Up</li><li>• Independent Practice/ Partner Work</li></ul></td><td><ul style="list-style-type: none"><li>• Cumulative Assessment</li></ul></td></tr></table></div>	<b>Possessives</b> <ul style="list-style-type: none"><li>• Word Study</li><li>• Blend Build Words</li><li>• Reading Big Words Strategy</li><li>• Spelling Quick Check</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul>	<b>Possessives</b> <ul style="list-style-type: none"><li>• Blend and Build Words</li><li>• Read Interactive Text "Lemonade"</li><li>• Spelling</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul>	<b>Possessives</b> <ul style="list-style-type: none"><li>• Read Accountable Text "Up, Up, and Away!"</li><li>• Spelling</li><li>• High-Frequency Words</li><li>• Share and Reflect</li></ul>	<b>Possessives</b> <ul style="list-style-type: none"><li>• Read Multisyllabic Words</li><li>• Review Consonant -le syllables</li><li>• Read Accountable Text "Up, Up, and Away!" and/or "World's Best Glass Art!"</li><li>• Share and Reflect</li></ul>	<b>Review and Assessment Possessives</b> <ul style="list-style-type: none"><li>• Read Accountable Text "Up, Up, and Away!" and/or "World's Best Glass Art!"</li><li>• Blend and Build Words</li><li>• Review Multisyllabic Words</li><li>• Spelling and Dictation</li><li>• High-Frequency Words</li></ul>	<ul style="list-style-type: none"><li>• Build Automaticity</li><li>• Blend and Build Words</li><li>• Independent Practice/ Partner Work</li></ul>	<ul style="list-style-type: none"><li>• Blend and Build Words</li><li>• Write Words</li><li>• Review Words with -y or -ly Endings</li><li>• Independent Practice/ Partner Work</li></ul>	<ul style="list-style-type: none"><li>• Read Accountable Text "Up, Up, and Away!" and/or "World's Best Glass Art!"</li><li>• Independent Practice/ Partner Work</li></ul>	<ul style="list-style-type: none"><li>• Spelling</li><li>• High-Frequency Words</li><li>• Writing Follow-Up</li><li>• Independent Practice/ Partner Work</li></ul>	<ul style="list-style-type: none"><li>• Cumulative Assessment</li></ul>	Differences  Cooperative Learning  Homework & Practice	Critical Thinking
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		<p>The teacher will employ a variety of strategies while teaching unit vocabulary. Strategies are based on student need and understanding and application of each term listed in the vocabulary section. Instructional strategies include:</p> <ul style="list-style-type: none"> <li>• Organizers like concept mapping or Frayer model</li> <li>• Cooperative learning to discuss meaning of the terms: think-pair-share, shoulder partner, think write</li> <li>• Similarities and differences looking at similar and different words to the term</li> <li>• Nonlinguistic representation</li> </ul>	<p>Organizers Cooperative Learning Similarities &amp; Differences Nonlinguistic Representation</p>	<p>Critical Thinking Communication Collaboration</p>
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## Unit 7: Resources

UNIT RESOURCES	
<p><b><u>Teacher Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Grade 2 Series Book Clubs</i></li> <li>• <i>Grade 2 Writing About Reading</i></li> <li>• <i>Series Book Clubs</i> <a href="#">Appendix Documents</a></li> <li>• <i>Writing About Reading</i> <a href="#">Appendix Documents</a></li> <li>• <i>Mercy Watson to the Rescue</i> by Kate Dicamillo</li> <li>• <i>Days With Frog And Toad</i> by Arnold Lobel</li> <li>• <i>Pinky and Rex and the Bully</i></li> <li>• <i>The Stories Julian Tells</i> by Ann Cameron</li> <li>• Variety of book series</li> <li>• <a href="#">The Magic Penny</a></li> <li>• Benchmark Phonics</li> </ul>	
<p><b><u>Student Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Duplicate copies of unfamiliar book from a series</li> <li>• Variety of common classroom supplies (paper, pens, pencils, Post-its, folders, stapler, markers, etc)</li> </ul>	
<p><b><u>Vocabulary:</u></b></p> <p><b>Debate</b> - a discussion, as of a public question in an assembly, involving opposing viewpoints</p> <p><b>Evidence</b>- that which tends to prove or disprove something; proof</p> <p><b>Fairy Tale</b>-a subgenre of folktales that include magical elements or creatures.</p>	

**Opinion**-a personal view, attitude, or appraisal.

**Predict**- to tell in advance

**Problem**-any question or manner involving doubt, uncertainty, or difficulty

**Recounting/retelling** stories includes telling the main events, including just the most important information, not every single detail

**Series (book series)**- a sequence of books having certain characteristics in common identified together as a group.

**Setting**-the surroundings or environment of anything

**Solution**-the act of solving a problem, question, etc.

