



Grade 2 English Language Arts

Course Information

Grade(s):	2
Discipline/ Course:	English Language Arts (ELA)
Course Title:	Grade 2 ELA
Prerequisite(s):	Grade 1
Course Description: <i>Program of Studies</i>	<p>The goal of Grade 2 ELA is to prepare students to transfer and apply their learning to unknown situations as they deepen their understanding and become skilled, self-reliant readers and writers in preparation to realize the district’s Vision of a Graduate. Through a variety of modes of instruction including whole group, small group and independent reading and writing, students explore the PK-12 course essential questions such as those related to identity, community and society, and the natural world, as well as develop a deeper understanding of the ELA Connecticut Core Anchor Standards related to language, a writer’s voice, and the behaviors of skilled readers. In grade 2 ELA, students are provided with opportunities to engage in literacy work through the acquisition of content and skills related to social studies, science, the arts, and literary high interest topics. Students will learn about exploring their world, citizenship, leadership, compromise, fairy tales and folktales, cultural differences, weather, plants and habitats. Texts that span a wide variety of genres such as fiction, informational, persuasive, poetry, biography, and drama, including forms of media will build topic knowledge, vocabulary, reading comprehension, foundational skills, and a love of reading and writing. Students will write in response to what they read to clarify their thinking and demonstrate their understanding while also focusing on the process of writing through the development of personal and fictional narratives, informational personal essays, and opinion pieces, poetry, and informational procedural texts.</p>
Course Essential Questions:	<ul style="list-style-type: none"> ● How do I define who I am? ● Why change? ● How does our environment impact our lives? ● How do I know what to believe in what I read, hear and view? ● Why are human relationships important? ● Why do we seek and build community?

	<ul style="list-style-type: none"> ● How do stories tell us about what a culture values? ● How is conflict essential to our growth? ● How does language work? ● How do I develop my writer’s voice? ● What do skilled readers do? ● How do I participate in collaborative conversations to deepen my understanding? ● How do I best support and present my findings and conclusions?
Course Enduring Understand-ings:	<ul style="list-style-type: none"> ● Personality traits, abilities, likes and dislikes, your belief system or moral code, and the things that motivate you - these all contribute to self-image or your unique identity as a person. ● Change allows you to try new things and learn from your mistakes. ● The environment can influence our behavior and motivation, our mood, and our ability to interact with those around us. ● Day to day changes in weather affect the way we feel, what we decide to do that day, and the way we look at the world. ● Plants are living things and have basic needs that must be met for survival. ● Living things depend on each other and the environment in which they live. ● There are many ways to explore the world. Attending to details in our environment expands our understanding of the world around us and inspires us to learn new things. ● When deciding whether to trust a piece of information, think about who said it and what evidence they gave. ● As humans, the relationships we form with other people are vital to our mental and emotional well-being and even our survival. ● Our accomplishments, special memories, as well as obstacles we have overcome are all experiences that shape our lives. ● Good citizens help make people’s lives better, making their homes, schools and communities better places. ● Storytelling is at the core of culture. It is how histories are passed down, how customs are shared and how traditions are preserved. ● We are dependent on our environment for food, air, water, and other needs. Therefore, it is important for every individual to save and protect our environment in order to ensure our healthy living.

	<ul style="list-style-type: none"> ● All effective leaders possess qualities that have a positive impact on their communities. ● Understanding and learning from different people and cultures opens our world to new possibilities and helps us appreciate and value others. ● Conflict is essential to our growth by enabling us to identify a problem, think about the problem and solve the problem by listening, keeping an open mind, being respectful of feelings, and knowing it is okay to disagree. ● The environment can influence our behavior and motivation, our mood, and our ability to interact with those around us. ● Language can help us connect with others. ● By trying a lot of different writing strategies, I can start to find my own writer’s voice. ● Skilled readers read a lot, and they read different kinds of stories. ● Collaborating with my peers in discussions about our readings will help me better understand each story. ● When I present my ideas, I will use textual evidence to support what I believe to be true. ● Important life lessons can be learned not only from real-life experiences, but also from stories that convey a message.
Duration:	One year
Course Materials/ Resources:	<p>Houghton Mifflin Harcourt’s Into Reading Houghton Mifflin Harcourt’s Writing Workshop Teacher Manual Houghton Mifflin Harcourt’s Structured Literacy Manual <u>Rigby Leveled Readers</u> Start Right Decodable Readers Supplemental Resources:</p> <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	Core texts/videos may be replaced by the publisher when titles are out of print.
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> ● Exploring and Understanding ● Synthesizing and Evaluating
Year at a Glance (Units):	<p>Module 1: Be a Super Citizen (15-18 days)</p> <p>Module 2: Look Around and Explore (15-18 days)</p> <p>Module 3: Meet In the Middle (15-18 days)</p> <p>Module 4: Once Upon a Time (15-18 days)</p> <p>Module 5: Lead the Way (15-18 days)</p> <p>Module 6: Weather Wise (15-18 days)</p> <p>Module 7: Everyone Has a Story (15-18 days)</p> <p>Module 8: Time to Grow! (15-18 days)</p> <p>Module 9: Home Sweet Habitat (15-18 days)</p> <p>Module 10: Many Cultures, One World (15-18 days)</p>

Unit Number and Title:	Module 1: Social Science, Citizenship: Be a Super Citizen
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Volume 1, Module 1 ● HMH’s Writing Workshop, Module 1 Narrative: Personal Narrative ● Rigby Leveled Readers ● Start Right Decodable Readers <p>Core texts:</p> <ul style="list-style-type: none"> ● <i>Get Curious Video: Super Citizen</i> ● <i>We are Super Citizens</i>, personal narrative ● <i>Meet the Dogs of Bedlam Farm</i> by Jon Katz, informational text ● <i>Clark the Shark</i> by Bruce Hale, fantasy ● <i>The William Hoy Story</i> by Nancy Churnin, biography ● <i>The Great Puppy Invasion</i> by Alastair Heim, fantasy ● <i>The East-West House: Noguchi’s Childhood in Japan</i> by Christy Hale, narrative nonfiction ● <i>Being a Good Citizen</i> by Rachelle Kreisman, informational text ● <i>Violet the Pilot</i> by Steve Breen, fantasy ● <i>Picture Day Perfection</i> by Deborah Diesen, Realistic Fiction ● <i>Get Involved: Be Awesome!</i>, Media: video ● <i>Just a Dream</i> by Chris Van Allsburg, narrative fiction (writing focal text) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	<p>Cross-curricular connections: Social Studies - People Making a Difference in Fairfield grade 2 unit</p>
<p>Unit Overview:</p>	<p>In this module, students will listen to, read and view a variety of texts and media (video) that present them with information about characters and real people who illustrate what it means to be a good citizen. There will be numerous opportunities for students to learn how language works to communicate effectively while participating in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and draw conclusions about what they read and discuss.</p> <p>This multi-genre focus will provide students with opportunities to identify an author’s purpose, central idea and character purpose and analysis in order to better understand unfamiliar texts. Students will encounter informational and narrative texts, including fantasy, realistic fiction, and biography to build knowledge across genres and synthesize topic knowledge through the social studies content connection to citizenship. As students build their vocabulary and synthesize topic knowledge, they will learn that our actions have an impact on others in the world around us, even the smallest actions can lead to big results. Students write personal narratives as they engage in the writing process.</p> <p>Students will read about good citizens making their community a better place by offering help, comfort and love to make people’s lives better. They will read about the benefits of getting involved in local activities, voting and learning about their community.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that human relationships are essential in establishing communities, helping others makes you feel good and makes your community a better place. Good citizens help make people’s lives better and their homes, schools and communities better places. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of why we seek and build community.</p>
<p>Learning Goals</p>	
<p>Standard(s):</p>	<p>Connecticut Core Standards</p>

Reading

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

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

RI.2.10 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.

Foundational Skills

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

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

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

Writing

W.2.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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

Speaking and Listening

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

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

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

Language

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

- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

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

- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.3a Compare formal and informal uses of English.

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

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

	<p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● How can being a good citizen make a difference to others? ● Why are human relationships important? ● Why do we seek and build community? ● Why are communities important? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● As humans, the relationships we form with other people are vital to our mental and emotional well-being and even our survival. ● Good citizens help make people’s lives better, making their homes, schools and communities better places. ● Getting involved by helping others is a great way to make the world better. ● Without community, people may feel more isolated and lonely. One of the ways we can strengthen our mental health is by building community and creating the social connection and support to have more vulnerable conversations. 	
Learning Goal(s):	<p>Content Students will know...</p>	<p>Skills Students will be able to...</p>
Reading:	<ul style="list-style-type: none"> ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Words of the Wiser</i>, <i>3 Big Questions</i>). ● Genre characteristics ● Central idea ● Questioning Strategies ● Setting ● Clarification and Monitoring ● Summarization ● Character Analysis 	<ul style="list-style-type: none"> ● Notice that stories oftentimes have wiser characters that give advice or insight about life to the main characters- the <i>Words of the Wiser</i> signpost. ● Question what an author of informational text says and how it relates to what they already know- the <i>3 Big Questions</i> signpost. ● Identify the features of personal narrative,

		<p>biography, informational text, realistic fiction and videos.</p> <ul style="list-style-type: none"> ● Discuss the author’s purpose for writing a text and use specific words about genre to identify the author’s purpose. ● Recognize the central idea by using supporting evidence and relevant details. ● Ask and answer questions before, during, and after reading to deepen understanding. ● Identify the setting of a story and why it is important. ● Monitor and clarify to support understanding. ● Retell texts in ways that maintain meaning and logical order, including by paraphrasing. ● Describe the internal and external traits of characters, including feelings and behaviors.
Foundational Skills:	<p>Phonological Awareness-</p> <ul style="list-style-type: none"> ● Blending Phonemes ● Segmenting Phonemes <p>Phonics: closed syllables, open syllables, floss rule, words with -all, -oll, -ull, digraphs /sh/, /wh/, /th/, /ch/</p> <p>Handwriting- Manuscript: m, t, d, c, a, i, f, l, s, e, o, u, h, n, g, w, p, b</p> <p>Spelling- words with closed syllables, words with floss rule, words with -all, -oll, -ull, words with digraphs /sh/, /wh/, /th/,</p>	<ul style="list-style-type: none"> ● Blend and segment phonemes ● Decode open and closed syllables, words with floss rule, words with -all, -oll, -ull, words with digraphs /sh/, /wh/, /th/, /ch/ ● Read/spell irregular grade level words ● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression ● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)

	<p>/ch/</p> <p>Irregular words: into, two, been, very</p> <p>Fluency- accuracy, self-correction, rate, automaticity and expression</p>	
<p>Writing:</p>	<ul style="list-style-type: none"> ● Personal narrative writing ● Process writing 	<ul style="list-style-type: none"> ● Understand the elements of narrative writing. ● Analyze a model/draft personal narrative for elements of story structure and use of details and descriptive language. ● Understand writing as a process and ask questions about the writing process. ● Edit a personal narrative for grammatical errors.
<p>Speaking and Listening:</p>	<ul style="list-style-type: none"> ● Conversation strategies ● Collaboration ● Active listening ● Questioning strategies ● Proper/academic language 	<ul style="list-style-type: none"> ● Share information and ideas in cooperative learning interactions by speaking loudly and clearly at a reasonable rate. ● Work collaboratively for diverse media and formats. ● Listen actively during a discussion. ● Ask and answer questions. ● Demonstrate use of formal English when appropriate.
<p>Language:</p>	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: guards, serious, carefree, guides, images, munch, bellowed, rough, handle, cool, 	<ul style="list-style-type: none"> ● Understand and use words with inflected endings, possessives and contractions. ● Read and use words with inflections -ed, -ing.

	<p>bounce, grinned, might, citizen, difference, kind, scribbled, tryouts, wistfully, smirked, jammed, discuss, proper, blue, useful, realize, elected, local, mock, compliment, mechanical, reassemble, tinkering, obnoxious, jubilantly, praise, planned, perfect, hamper, disaster, scowl, mood, queasy, fiddled</p> <ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *central idea, *topic, *supporting evidence, *setting, *describe, *detail, *antonym, conversation, collaborative, informal language, formal language, monitor, clarify, reread, background knowledge, visual, *author’s purpose, persuade, *inform, entertain, genre, adjective, *summarize, paraphrase, *mental image, *character, external trait, internal trait, perspective, *compare, *contrast, adjective, *affix, *verb ● Generative vocabulary: words that describe actions, people, places and things, inflections -ed and -ing 	<ul style="list-style-type: none"> ● Answer questions and discuss meanings to develop vocabulary. ● Discuss how to build vocabulary by replacing a word with an antonym. ● Make real-life connections between words and their use. ● Identify the subject of a sentence. ● Use subjects and predicates correctly in speaking and writing. ● Generalize learned spelling patterns when writing words.
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	<ul style="list-style-type: none">• Conventions of Standard English, Grammar and Usage: capitalization, singular and plural nouns, singular and plural possessive nouns, irregular plural nouns, apostrophes in possessives and contractions, and ending punctuation	
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Unit Number and Title:	Module 2: Science Exploration: Look Around and Explore!
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 2 ● HMH’s Writing Workshop, Module 2 Informational Text: Descriptive Essay ● HMH’s Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers <p>Core texts:</p> <ul style="list-style-type: none"> ○ Get Curious Video: <i>Mystery Animal Hunt</i> ○ <i>What’s the Matter</i>, informational text ○ <i>The Important Book</i>, by Margaret Wise Brown, narrative nonfiction ○ <i>Many Kinds of Matter</i>, by Jennifer Boothroyd, informational text ○ <i>It’s Only Stanley</i> by Jon Agee, fantasy ○ <i>The Great Fuzz Frenzy</i>, by Janet Stevens and Susan Stevens Crummel, fantasy ○ <i>Water Rolls, Water Rises</i>, by Pat Mora, poetry ○ <i>If You Find a Rock</i> by Barbara Hirsch Lember, informational text ○ <i>The Puddle Puzzle</i>, by Ellen Weiss, drama ○ <i>Looking at Art</i>, by Andrew Stevens, Media: fine art ○ <i>Uncommon Traveler</i> by Dan Brown, biography (writing focal text) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that encourage them to explore their world. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to identify an author's purpose, central ideas, and text structures as well as recognize story elements and make inferences in narrative texts. Students will also encounter narrative nonfiction, poetry, fantasy and drama to build knowledge across genres and synthesize topic knowledge through the module's focus on exploring the world around you.</p> <p>Students will learn about examining the world around us and making new discoveries. They will read books about different kinds of matter, explore things that are new and unusual, and even notice things about fine art. Students will also write a descriptive essay about a place they want to visit.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that exploration can take place right at home, or even in a good book. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.</p>
Learning Goals	
Standard(s):	<p>Common Core Standards Reading RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>

RL.2.10. 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.

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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

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

RI.2.10. 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.

Foundational Skills

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

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

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

Writing

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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

	<p>Speaking and Listening</p> <p>SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> A. 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. Build on others’ talk in conversations by linking their comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> e. Use adjectives and adverbs, and choose between them depending on what is to be modified. <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. <p>L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How does exploring help us understand the world around us? ● How do I know what to believe in what I read, hear, and view?

Enduring Understanding(s):	<ul style="list-style-type: none"> • There are many ways to explore the world and attending to details in our environment expands our understanding of the world around us, inspiring us to learn new things. • When deciding whether to trust a piece of information, we need to think about who said it and what evidence they gave. 	
Learning Goal(s):	<p style="text-align: center;">Content: Students will know...</p>	<p style="text-align: center;">Skills: Students will be able to...</p>
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Aha Moment, Contrasts and Contradictions</i>). • Author’s purpose • Central idea • Inferences • Setting • Connections • Genre characteristics • Print and graphic features 	<ul style="list-style-type: none"> • Recognize the point in some stories where a character suddenly understands something clearly- the <i>Aha Moment</i> signpost. • Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost. • Use clues in the text as well as ask and answer questions to determine the author’s purpose. • Recognize the central idea and supporting evidence, including relevant details. • Make inferences and use evidence to support understanding. • Describe the importance of setting using descriptive words and evidence to support ideas. • Make connections to personal experiences, texts, or society. • Recognize characteristics of informational text, fantasy, narrative nonfiction, poetry, drama and fine art. • Determine how the author’s use of print and graphic features to achieve a specific purpose.

Foundational Skills:	<p>Phonological Awareness-</p> <ul style="list-style-type: none"> ● Blending phonemes ● Segmenting phonemes <p>Phonics: digraph ck /k/, ng /ŋ/, ph /f/, three consonant blends scr-, str-, spr-, squ-, thr-, shr-, -nch, contractions with have, would, will, schwa</p> <p>Handwriting- Manuscript: r, j, k, q, v, y, M, T, D, C, E, I, F, L, S, A, O, U</p> <p>Spelling- words with digraph ck /k/, ng /ŋ/, ph /f/, three consonant blends scr-, str-, spr-, squ-, thr-, shr-, -nch, contractions with have, would, will, schwa</p> <p>Irregular words: nothing, about, around, away, women, woman</p> <p>Fluency- accuracy, self-correction, phrasing and intonation</p>	<ul style="list-style-type: none"> ● Blend and segment phonemes ● Decode words with digraph ck /k/, ng /ŋ/, ph /f/, three consonant blends scr-, str-, spr-, squ-, thr-, shr-, -nch, contractions with have, would, will, schwa ● Encode words with digraph ck /k/, ng /ŋ/, ph /f/, three consonant blends scr-, str-, spr-, squ-, thr-, shr-, -nch, contractions with have, would, will, schwa ● Read/spell irregular grade level words ● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression ● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing).

Writing:	<ul style="list-style-type: none"> ● Descriptive essay ● Informational text ● Process Writing 	<ul style="list-style-type: none"> ● Select a topic for an informational piece and use prewriting strategies to plan writing. ● Use details and features of informational text in writing. ● Incorporate feedback from teachers and peers in writing. ● Use technology to publish writing. ● Use revision strategies to enhance writing pieces.
Speaking and Listening:	<ul style="list-style-type: none"> ● Conversation strategies ● Collaboration ● Active listening ● Questioning strategies ● Proper/academic language 	<ul style="list-style-type: none"> ● Share information and ideas in cooperative learning interactions by speaking loudly and clearly and at a reasonable rate. ● Work collaboratively with diverse media and formats. ● Listen actively during a discussion. ● Ask and answer questions. ● Demonstrate use of formal English when appropriate.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: hollow, petals, ticklish, tender, splashed, sail, amount, material, space, example, easily, forms, planet, tasty, odd, recognize, 	<ul style="list-style-type: none"> ● Use text features, pictures, and words to determine the meaning of unfamiliar content-area words. ● Explain the meaning of text-specific vocabulary.

	<p>clanking, funky, buzzing, fit, gasped, frenzy, battleground, feud, strokes, tumble, plumes, wisps, pavement, mossy, outstretched, scoop, underside, agency, business, confidently, located, eagerly, seeps, mystery, ace</p> <ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): author’s purpose, persuade, inform, entertain, *central idea, *topic, *supporting evidence, inference, *evidence, *conclusion, context clue, *setting, *detail, *describe, *connection, experience, visual, type, *mental image, rhythm, *stanza, pattern, *cast of characters, *dialogue, scene, stage directions, visual, analyze, *compare, *contrast, synonym, noun, singular, plural, *verb ● Generative vocabulary: Words That Name Places, Suffixes -er, -est, Inflections -s and -es ● Conventions of Standard English, Grammar and Usage: nouns and adjectives, punctuation for sentence type, subject-verb agreement, capitalization, complete sentences 	<ul style="list-style-type: none"> ● Answer questions and discuss meanings to develop vocabulary. ● Make real-life connections between words and their use. ● Discuss how to build vocabulary by replacing a word with a synonym. ● Edit essay for subject-verb agreement, capitalization, punctuation, and spelling. ● Properly punctuate different sentence types.
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Unit Number and Title:	Module 3: Relationship Skills: Meet in the Middle
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 3 ● HMH’s Writing Workshop, Module 3 Opinion: Persuasive Text ● HMH’s Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers <p>Core texts:</p> <ul style="list-style-type: none"> ● <i>Get Curious Video: The Compromise Kid</i> ● <i>Meet Me Halfway</i>, informational text ● <i>Mango, Abuela, and Me</i>, by Meg Medina, realistic fiction ● <i>Big Red Lollipop</i>, by Rukhsana Khan, realistic fiction ● <i>Three Hens and a Peacock</i>, by Lester L. Laminack, fantasy ● <i>Working with Others</i>, by Robin Nelson, informational text ● <i>Gingerbread for Liberty!</i>, by Mara Rockliff, biography ● <i>Serious Farm</i>, by Tim Egan, fantasy ● <i>Pepita and the Bully</i>, by Ofelia Dumas Lachtman, realistic fiction ● <i>Be a Hero! Work it Out!</i>, by Ruben Cooley, Media: Infographic ● <i>Mr. Tiger Goes Wild</i>, by Peter Brown, fantasy (writing focal text) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	<ul style="list-style-type: none"> ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Social Studies - People Making a Difference in Fairfield grade 2 unit</p>
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that encourage students to agree to disagree, but still get along. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to identify an author's purpose, central ideas, and text structures as well as recognize story elements and make inferences in narrative texts. Students will also encounter realistic fiction, fantasy and biography to build knowledge across genres and synthesize topic knowledge through the module's focus on meeting in the middle to collaborate and resolve disagreements.</p> <p>Students will learn about working out conflicts and disagreeing with others in a respectful way. They will read books about how to get along and compromise, and even learn tips about settling differences from a conflict-solving superhero. Students will also write a persuasive essay about an issue that may cause disagreement.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn to see different points of view. In addition to deepening their understanding of conflict, students will have opportunities to further explore the PK-12 vertically aligned essential question related to the idea of human relationships and discover how to maintain these relationships when there is a difference of opinion.</p>
Learning Goals	
Standard(s):	Connecticut Core Standards Reading

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.10. 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.

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

RI.2.10. 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.

Foundational Skills

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

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

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

Writing

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

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

Speaking and Listening

SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. 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. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

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

Language

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

- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

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

- a. Compare formal and informal uses of English.

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

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

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

	<p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● How can people work out disagreements and understand others’ point of view? ● How is conflict essential to our growth? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● In order to live in a society, we must work out conflicts, compromise, explain our point of view and disagree with others in a respectful way. ● Conflict is essential to our growth by enabling us to identify a problem, think about the problem and solve the problem by listening, keeping an open mind, being respectful of feelings, and knowing it is okay to disagree. 	
Learning Goal(s):	<p>Content: Students will know...</p>	<p>Skills: Students will be able to...</p>
Reading:	<ul style="list-style-type: none"> ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Contrasts and Contradictions</i>, <i>Extreme or Absolute Language</i>). ● Central idea ● Point of view ● Genre characteristics ● Comprehension strategies ● Theme ● Predictions 	<ul style="list-style-type: none"> ● Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost. ● Notice extreme or absolute language in nonfiction text and think about why the author chose to include it- the <i>Extreme or Absolute Language</i> signpost. ● Determine the central idea of a text by identifying and synthesizing important pieces of information. ● Distinguish between first- and third-person narrator and discuss how the words and pictures help readers know who is telling a story. ● Identify the features of realistic fiction, fantasy and biography.

		<ul style="list-style-type: none"> ● Use strategies such as asking and answering questions to monitor and clarify their understanding of a text. ● Use clues in the text to determine the theme, and explain the theme using text evidence. ● Make and evaluate predictions before, during and after reading to deepen their understanding of text.
Foundational Skills:	<p>Phonological Awareness:</p> <ul style="list-style-type: none"> ● Blending phonemes ● Segmenting phonemes <p>Phonics: VCe long a, i, u, o, e; soft c, _ce; soft g, _ge; trigraphs tch, dge; VCe syllables</p> <p>Handwriting: Manuscript:H, N, G, W, P, B, R, J, K, Q, V, Y, X, x, Z, z</p> <p>Spelling: words with VCe long a, i, u, o, e; soft c, _ce; soft g, _ge; trigraphs tch, dge; multisyllabic words with VCe syllables</p> <p>Irregular words: buy, guy, anyone, anything</p> <p>Fluency: reading rate, automaticity, phrasing, intonation and expression</p>	<ul style="list-style-type: none"> ● Blend and segment phonemes ● Decode words with VCe long a, i, u, o, e; soft c, _ce; soft g, _ge; trigraphs tch, dge; VCe syllables ● Encode words with VCe long a, i, u, o, e; soft c, _ce; soft g, _ge; trigraphs tch, dge; multisyllabic words with VCe syllables ● Read/spell irregular grade level words ● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression ● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> ● Opinion text features ● Writing Process 	<ul style="list-style-type: none"> ● Identify and use key features of opinion writing. ● Use prewriting strategies to plan an opinion writing piece.

		<ul style="list-style-type: none"> ● Revise draft to add specific and relevant details and evidence.
Speaking and Listening:	<ul style="list-style-type: none"> ● Conversational skills ● Collaboration ● Listening strategies ● Questioning and responding strategies ● Proper academic language 	<ul style="list-style-type: none"> ● Share information and ideas in cooperative learning interactions by speaking loudly and clearly at a reasonable rate. ● Work collaboratively with diverse media and formats. ● Listen actively during a discussion. ● Ask and answer questions. ● Demonstrate use of formal English when appropriate.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: compromise, decision, disagreement, snaking, belongs, bundle, company, bob, weave, invited, screams, plead, musical, shove, scoots, greedy, scurries, wandered, whizzed, brewing, struts, moped, exhausted, blamed, argue, respectful, practice, booming, skill, threatening, persuade, humor, admit, terrible, immediately, probably, wrinkled, frown, yanked, dragged, mumbled, nearby, excuses, hesitant ● Instructional vocabulary (*Smarter Balanced Construct 	<ul style="list-style-type: none"> ● Use context clues and background knowledge to determine the meaning of unfamiliar words. ● Answer questions and discuss meanings to develop vocabulary. ● Identify real-life connections between words and their use. ● Identify the meanings of words with the affixes un-, re-. ● Explain the meanings of and spell words with the inflections -ed, -ing. ● Define and use words that relate to the topic of communication. ● Use adverbs, including adverbs that show time and manner (e.g., before, carefully). ● Use the correct verb tense to indicate present, past, future (e.g., walk, walked, will walk).

	<p>Relevant Vocabulary for English Language Arts and Literacy): *central idea, *topic, *supporting evidence, *point of view, *narrator, monitor, clarify, reread, background knowledge, visual, social, communication, informal language, formal language, moral, *theme, prediction, confirm, synthesize, text organization, chronological order, retell, paraphrase, *author’s purpose, persuade, inform, entertain, genre, *compare, *contrast, context clue, *verb</p> <ul style="list-style-type: none"> ● Generative vocabulary: Words About Communication, Inflections -ed and -ing, Prefixes un- and re- ● Conventions of Standard English, Grammar and Usage: adverbs, verb tense 	
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Unit Number and Title:	Module 4: Lessons and Character: Once Upon a Time
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 4 ● HMH’s Writing Workshop, Module 4 Narrative: Imaginative Story ● HMH’s Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers <p>Core texts:</p> <ul style="list-style-type: none"> ● Get Curious Video: <i>Ever After</i> ● <i>A Recipe for a Fairy Tale</i>, recipe ● Surfer of the Century: The Life of Duke Kahanamoku by Ellie Crowe, narrative nonfiction ● <i>Goldilocks and the Three Dinosaurs</i>, by Mo Willems, fairy tale ● <i>How to Read a Story</i>, by Kate Messner, Informational Text ● King for a Day by Rukhasana Khan, realistic fiction ● <i>Rabbit’s Snow Dance</i>, by James and Joseph Bruchac, fable ● <i>A Crow, a Lion, and a Mouse! Oh, My!</i>, retold by Crystal Hubbard, Drama ● <i>Hollywood Chicken</i>, by Lisa Fleming, fantasy ● <i>Perfect Season for Dreaming</i>, by Benjamin Alire Sáenz, fantasy ● <i>If the Shoe Fits: Two Cinderella Stories</i>, retold by Pleasant DeSpain, fairy tale ● <i>Those Clever Crows</i>, from the New York Times, video ● <i>Aunt Isabel Tells A Good One</i>, by Kate Duke, fantasy (writing focal text) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i>, by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

- *Syntax: Knowledge to Practice* by Margie Bussman Gillis and Nancy Chapel Eberhardt

Unit Overview:

In this module, students will listen to, read, and view a variety of texts and media (video) that may be familiar to them, but now with a twist. Children will learn that stories can convey messages to readers. Important lessons can be learned from the characters, and just like real people, characters in stories make mistakes and learn from what they do wrong. Readers can learn valuable lessons from the actions of these characters. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.

The genre focus on fantasy in this module provides students with opportunities to create mental images, make predictions and make connections to self, text and world to deepen understanding of a text, as well as make inferences and use evidence to support their understanding.

Students will learn about stories that teach valuable life lessons. They will read many kinds of stories, from classic fairy tales to modern retellings, and even an informational text about how to appreciate a story. Students will also write a story about an imaginary friend or place as they engage in the writing process.

As students build their vocabulary and synthesize topic knowledge, they will learn to mine the stories they read for lessons that apply to their own lives. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential questions related to the idea of community and society, culture and human relationships.

Learning Goals

Standard(s):

Connecticut Core Standards

Reading

RL.2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.10. 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.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Foundational Skills

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

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

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

Writing

W.2.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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

Speaking and Listening

SL.2.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. 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. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

Language

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

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

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

- a. Capitalize holidays, product names, and geographic names.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

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

	<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● What lessons can we learn from the characters in stories? ● How is conflict essential to our growth? ● Why are human relationships important? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Important life lessons can be learned not only from real life experiences but also from stories that convey a message. ● Conflict is essential to our growth by enabling us to identify a problem, think about the problem and solve the problem by listening, keeping an open mind, being respectful of feelings, and knowing it is okay to disagree. ● Human relationships are essential in establishing connections with others because connecting with others makes you feel good and enriches your life. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Quoted Words</i>). ● Text structure ● Inferences ● Visualization ● Genre characteristics ● Plot elements 	<ul style="list-style-type: none"> ● Notice repeated events, images, or words to gain a better understanding of the setting, character, or big idea about a story- the <i>Again and Again</i> signpost. ● Notice quoted words in nonfiction text and think about why those words are important- the <i>Quoted Words</i> signpost. ● Recognize organizational patterns such as

	<ul style="list-style-type: none"> ● Figurative language 	<p>chronological order and cause and effect,, and discuss how the use of text structure contributes to the author’s purpose.</p> <ul style="list-style-type: none"> ● Make inferences and use evidence to support understanding. ● Create mental images, make predictions and make connections to self, text and world to deepen understanding of a text. ● Recognize characteristics of a recipe, fairy tale, informational text, fable, and drama. ● Describe plot elements, including the main events, conflict, and resolution. ● Discuss the use of figurative language, including simile, idiom, and alliteration.
Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Blending Phonemes ● Segmenting Phonemes <p>Phonics: Inflectional suffixes -s, -es, -ed; the sounds of the letter y; consonant doubling for adding suffixes -ed, -ing, -er, -est</p> <p>Handwriting: Manuscript L, l, T, t, I, i, J, j, U, u, Y, y, R, r, N, n, M, m</p> <p>Spelling: Words with inflectional suffixes -s, -es, -ed; the sounds of the letter y; consonant doubling for adding suffixes -ed, -ing, -er, -est</p>	<ul style="list-style-type: none"> ● Blend and segment phonemes ● Decode words with inflectional suffixes -s, -es, -ed; the sounds of the letter y; consonant doubling for adding suffixes -ed, -ing, -er, -est ● Encode words with inflectional suffixes -s, -es, -ed; the sounds of the letter y; consonant doubling for adding suffixes -ed, -ing, -er, -est ● Read/spell irregular grade level words ● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression ● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper

	<p>Irregular Words: says, busy, business, above, among</p> <p>Fluency: Phrasing, intonation, accuracy, self-correction, rate and automaticity</p>	position. (ongoing)
Writing:	<ul style="list-style-type: none"> ● Genre characteristics ● Process writing 	<ul style="list-style-type: none"> ● Use features of narrative text in writing. ● Draft a multiple-paragraph narrative text. ● Set goals for writing. ● Use prewriting strategies to plan writing.
Speaking and Listening:	<ul style="list-style-type: none"> ● Conversational skills ● Collaboration ● Listening strategies ● Questioning and responding strategies ● Proper academic language 	<ul style="list-style-type: none"> ● Share information and ideas in cooperative learning interactions by speaking loudly and clearly at a reasonable rate. ● Work collaboratively with diverse media and formats. ● Listen actively during a discussion. ● Ask and answer questions. ● Demonstrate use of formal English when appropriate.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: moral, relate, vision, positioned, varying, expression, traipsing, barging, groggy, cozy, steaming, clue, sense, pause, disturb, rattled, tackled, chant, special, flakes, satisfied, foolish, dawn, plain, bind, narrow, clever, journey, fulfill, believe, speech, gently, escaping, literary, continued, indigestion, console, chore, thrilled, superb, 	<ul style="list-style-type: none"> ● Explain the meaning of domain-specific vocabulary. ● Label parts of speech: nouns, verbs, adjectives. ● Use newly acquired vocabulary to identify real-life connections between words and their use. ● Use adjectives to describe people, places, and things. ● Reference a dictionary or glossary to confirm the meaning of an unknown word. ● Use known spelling patterns and generalizations in writing words.

	<p>beamed, pleasure, jealous, dashed, hobbled</p> <ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): chronological order, procedural text, story structure, *conflict, event, resolution, *plot, *inference, *evidence, *conclusion, instructions, sequence, *mental image, cast of *characters, scene, *dialogue, stage direction, prediction, confirm, figurative language, simile, idiom, alliteration, *author’s purpose, persuade, inform, entertain, genre, connection, experience, *cause, *effect, multiple-meaning word, homograph, context clue, adjective, *describe, action ● Generative vocabulary: Multiple Meaning Words, Words That Describe People, Places and Things, Words that Describe Actions ● Conventions of Standard English, Grammar and Usage: parts of speech: nouns, verbs, adjectives, possessives, capitalization, punctuation for sentence type 	
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Unit Number and Title:	Module 5: Leadership Skills: Lead the Way
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading Module 5 ● HMH’s Writing Workshop, Module 5 Informational Text: Personal Essay ● HMH’s Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers <p>Core texts:</p> <ul style="list-style-type: none"> ● Get Curious Video: <i>What it Takes to Be a Great Leader</i> ● <i>What’s Good to Read? Book Reviews For Kids by Kids!</i>, opinion article ● <i>Seed by Seed: The Legend and Legacy of John “Appleseed”</i> Chapman, by Esme Raji Codell, legend ● <i>Going Places</i>, by Peter and Paul Reynolds, fantasy ● <i>My Dream Playground</i>, by Kate M. Becker, realistic fiction ● <i>Wilma Rudolph: Against All Odds</i>, by Stephanie E. Macceca, biography ● <i>Great Leaders: Abigail Adams and W.E.B. Du Bois</i>, opinion writing ● <i>Whoosh!</i> By Chris Barton, biography ● <i>Who Are Government’s Leaders?</i> by Jennifer Boothroyd, informational text ● <i>Thomas Edison and the Light Bulb</i>, video ● <i>Stand Tall, Molly Lou Melon</i>, by Patty Lovell, fantasy (writing focal text) ● <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	<ul style="list-style-type: none"> ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Social Studies - People and Groups That Have Made a Difference Over Time grade 2 unit</p>
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that encourage them to be a leader. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to ask and answer questions, identify ideas and support, identify text features and organization, and summarize texts. Students will also encounter legends, fantasy, biographies and opinion writing to build knowledge across genres and synthesize topic knowledge through the module’s focus on identifying the qualities of a strong leader.</p> <p>Students will learn about famous leaders in history, children who are leaders in their community, and opinions about what it takes to be a great leader. Students will also write a personal essay about what makes them unique.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that they can become leaders within their school and community. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of identity as they explore how they can define who they are.</p>
Learning Goals	
Standard(s):	Connecticut Core Standards Reading RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.10. 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.

Writing

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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

Foundational Skills

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

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

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

Speaking and Listening

SL.2.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. 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. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

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

Language

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

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

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

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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

- a. Capitalize holidays, product names, and geographic names.

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

	<p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • What are the qualities of a good leader? • What makes me special? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • All effective leaders possess qualities that have a positive impact on their communities. • Personality traits, abilities, likes and dislikes, your belief system or moral code, and the things that motivate you - these all contribute to self-image or your unique identity as a person. 	
Learning Goal(s):	<p>Content: Students will know...</p>	<p>Skills: Students will be able to...</p>
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Tough Questions, Contrasts and Contradictions</i>). • Facts and opinions • Genre characteristics • Questioning • Character traits • Summarizing texts 	<ul style="list-style-type: none"> • Notice when a character asks a difficult question and think about what this question says about the character- the <i>Tough Questions</i> signpost. • Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost. • Distinguish fact from opinion and explain an author’s opinion and supporting details. • Recognize characteristics of an opinion article, legend, fantasy, realistic fiction, and biography. • Ask and answer questions to gain information and support understanding. • Describe and analyze the internal and external traits of characters. • Summarize texts in ways that maintain meaning and logical order, including by paraphrasing.

		<ul style="list-style-type: none"> ● Compare and contrast texts about the same topic.
Foundational Skills:	<p>Phonological Awareness:</p> <ul style="list-style-type: none"> ● Blending Phonemes ● Segmenting Phonemes <p>Phonics: Spelling changes for suffix addition, words with consonant + le, vowel teams ee, ea, ey</p> <p>Handwriting: Manuscript H, h, B, b, P, p, C, c, O, o, A, a, D, d, G, g, Q, q</p> <p>Spelling: Spelling changes for suffix addition, words with consonant + le, vowel teams ee, ea, ey</p> <p>Irregular Words: because, other, another, always, almost</p> <p>Fluency: Expression; phrasing and intonation</p>	<ul style="list-style-type: none"> ● Blend and segment phonemes ● Decode words with spelling changes for suffix addition, words with consonant + le, vowel teams ee, ea, ey. ● Encode words with spelling changes for suffix addition, words with consonant + le, vowel teams ee, ea, ey. ● Read/spell irregular grade level words ● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression ● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> ● Characteristics of a personal essay. ● Writing process 	<ul style="list-style-type: none"> ● Write from the perspective of a character in a story, using text evidence to support ideas. ● Revise a personal essay, incorporating specific feedback. ● Use prewriting strategies to plan and draft a personal essay.
Speaking and Listening:	<ul style="list-style-type: none"> ● Conversational skills 	<ul style="list-style-type: none"> ● Share information and ideas in cooperative

	<ul style="list-style-type: none"> ● Collaboration ● Listening strategies ● Oral retell ● Questioning and responding strategies ● Proper academic language 	<p>learning interactions by speaking loudly and clearly at a reasonable rate.</p> <ul style="list-style-type: none"> ● Work collaboratively with diverse media and formats. ● Listen actively during a discussion. ● Use key details and appropriate, relevant facts to tell a story or recount an experience. ● Ask and answer questions. ● Demonstrate use of formal English when appropriate.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: admire, inspire, pioneer, tangle, creaking, straining, glinted, affection, assured, exactly, precise, peered, respond, intent, contraption, replica, lot, stoop, volunteers, architect, manager, interviews, rare, relay, honored, success, politics, advice, earned, equal, workshop, issue, ensure, failure, devoted, smash, troop, charge, solve, state, members, laws, capital, council ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): persuade, *opinion, *reason, fact, literal language, figurative 	<ul style="list-style-type: none"> ● Ask and answer questions to determine the meaning of content-area words. ● Discuss the meaning of similes. ● Use transition/linking words to who order, time, relationships, more information, and a conclusion (e.g., first, after, since, plus, finally). ● Use newly identified vocabulary to identify real-life connections between words and their use. ● Identify the meanings of and use words with the affixes -y, -ly. ● Use a dictionary or glossary to determine meanings and pronunciations of words and phrases. ● Identify the meaning of words with the affix dis-. ● Identify and use nouns that name people. ● Describe nouns using adjectives.

	<p>language, simile, *evidence, *character, *dialogue, external trait, internal trait, perspective, experience, recount, *summarize, paraphrase, *central idea, details, caption, *heading, fact box, *key idea, evaluate, text organization, chronological order, context clue, *compare, *contrast, glossary, alphabetical order, *dictionary, prefix, base word, *affix, noun</p> <ul style="list-style-type: none"> ● Generative vocabulary: Words That Name People, Suffixes -y and -ly, Prefix dis- ● Conventions of Standard English, Grammar and Usage: nouns, adjectives, capitalization, end punctuation, transition/linking words 	
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Unit Number and Title:	Module 6: Earth Science: Weather - Weather Wise
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading, Volume 2, Module 6 ● HMH’s Writing Workshop Manual, Module 6: Poetry ● HMH’s Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers <p>Core texts:</p> <ul style="list-style-type: none"> ○ <i>Get Curious Video: Wonderful Weather</i> ○ <i>Weather Through the Seasons</i>, informational text ○ <i>Freddy the Frogcaster</i> by Janice Dean, fantasy ○ <i>Wild Weather</i> by Thomas Kingsley Troupe, narrative nonfiction ○ <i>The Story of Snow</i> by Mark Cassino, informational text ○ <i>Cloudette</i> by Tom Lichtenheld, fantasy ○ <i>Get Ready for Weather</i> by Lucy Jones, informational text ○ <i>Fall Leaves</i> by Loretta Holland, informational text ○ <i>Whatever the Weather</i>, poetry ○ <i>Rain Cloud in a Jar</i> by Sci-Tech Discovery Center, video ○ <i>When the Moon is Full</i> by Mary Azarian, Poetry (writing focal text) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts and media (video) to help them learn how people are affected by weather. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to deepen their comprehension of informational text by using text features, text structures and organization. Students will also encounter poetry and fantasy to build knowledge across genres and synthesize topic knowledge through the module’s focus on changes in weather and how the weather affects them and their community.</p> <p>Students will learn about different kinds of weather and how weather may change from season to season. Students will read books and poems about weather and watch a video of a weather experiment. Students will also write a poem about how the daily weather affects them.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn how weather changes from day to day. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore change and how our environment impacts our lives.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards Reading RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

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

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

Writing

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

Foundational Skills

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

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

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

Speaking and Listening

SL2.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. 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.** Build on others' talk in conversations by linking their comments to the remarks of others.

	<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Language</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • How does weather affect us? • How does our environment impact our lives? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Day to day changes in weather affect the way we feel, what we decide to do that day, and the way we look at the world. • The environment can influence our behavior and motivation, our mood, and our ability to interact with those around us. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...

Reading:	<ul style="list-style-type: none"> ● <i>Notice and Note</i> comprehension ● Strategies or <i>signposts</i> (i.e., <i>Aha Moments</i>, <i>Numbers and Stats</i>). ● Point of view ● Inferring ● Genre characteristics ● Key ideas ● Character analysis ● Questioning strategies ● Cause and effect ● Author’s purpose 	<ul style="list-style-type: none"> ● Recognize the point in some stories where a character suddenly understands something clearly- the <i>Aha Moment</i> signpost. ● Notice an author’s use of numbers to explain ideas and think about what this tells about the topic- the <i>Numbers and Stats</i> signpost. ● Recognize characteristics of informational text, fantasy, narrative nonfiction, and poetry. ● Identify the narrator and use of first- and third-person point of view. ● Make inferences and use evidence to support understanding. ● Use context clues to determine the meaning of unfamiliar content-area words. ● Locate and gain information from text features. ● Ask and answer questions before, during, and after reading to deepen understanding.
Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Blending Phonemes ● Segmenting Phonemes <p>Phonics: Words with vowel teams ay, ay, ey, eigh, ow, oa, oe, ie, igh</p> <p>Handwriting: Manuscript S, s, F, f, E, e, V, v, W, w, A, z, X, x, K, k</p> <p>Spelling: Words with vowel teams ay, ay, ey, eigh, ow, oa, oe, ie, igh</p> <p>Irregular Words: both, only, people</p>	<ul style="list-style-type: none"> ● Blend and segment phonemes ● Decode words with vowel teams ay, ay, ey, eigh, ow, oa, oe, ie, igh ● Encode words with vowel teams ay, ay, ey, eigh, ow, oa, oe, ie, igh ● Read/spell irregular grade level words ● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression ● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for manuscript handwriting. (ongoing) ● Demonstrate proper writing position including

	Fluency: Accuracy and self-correction; reading rate and automaticity; phrasing and intonation	correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> Organizational strategies Writing process 	<ul style="list-style-type: none"> Organize for structure around an idea, writing a poem in stanzas. Brainstorm ideas for a poem about weather, using prewriting strategies to plan writing. Revise and rearrange draft content to add sensory details and incorporate feedback.
Speaking and Listening:	<ul style="list-style-type: none"> Conversational Skills Collaboration Listening strategies Oral retell Questioning and responding strategies Proper academic language 	<ul style="list-style-type: none"> Share information and ideas in cooperative learning interactions by speaking loudly and clearly at a reasonable rate Work collaboratively with diverse media and formats Listen actively during a discussion. Use key details and appropriate, relevant facts to tell a story or recount an experience. Ask and answer questions. Demonstrate use of formal English when appropriate.
Language:	<ul style="list-style-type: none"> Academic Vocabulary/Critical Vocabulary: climate, precipitation, temperature, toasty, chief, hazy, boast, ruin, accurate, tough, pellets, predict, clings, funnel, occur, excess, damage, visible, particles, depends, 	<ul style="list-style-type: none"> Discuss the author’s use of text features using the words graphs, maps, and icons. Identify the names of digital tools used for finding and sharing information. Discuss context clues using text features, pictures, and words to figure out an unknown

	<p>hovers, develop, joined, average, advantages, front, impressed, gusts, flash, supplies, layer, dimmer hemisphere, squirm, produce, substance, drain, splatter, rumble, slather, glide, covers, creep, slithering, shimmering</p> <ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): graph, map, icon, *point of view, *inference, *evidence, *conclusion, text organization, *cause, *effect, digital tool, presentation, digital text, context clue, connection, experience, *detail, *key idea, evaluate, caption, heading, fact box, *heading, italic text, rhythm, rhyme, pattern, stanza, *compare, *contrast, adjective, suffix, *affix, homophone, context clue, prefix, base word, *verb ● Generative vocabulary: Suffixes -er, -est, Prefixes un-, re-, Inflections -ed, -ing ● Conventions of Standard English, Grammar and Usage: capitalize the pronoun “I” and words at the 	<p>word’s meaning.</p> <ul style="list-style-type: none"> ● Discuss weather-related ideas using academic language. ● Identify descriptive and sensory words. ● Identify first-person pronouns and capitalize the pronoun I. ● Use newly acquired vocabulary to identify real-life connections between words and their use. ● Identify and discuss the meanings of words with affixes -er, -est, -un, -re, -ed, ing. ● Identify, use and explain the meaning of homophones in context.
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	beginning of sentences, verb tenses	
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Unit Number and Title:	Module 7: Important People: Everyone Has a Story
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading, Volume 3, Module 7 ● HMH’s Writing Workshop Manual, Module 7: Narrative Text: Imaginative Story ● HMH’s Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers <p>Core texts:</p> <ul style="list-style-type: none"> ○ <i>Get Curious Video: The Story of Me</i>, video ○ <i>Get to Know Biographies</i>, opinion essay ○ <i>Cooper’s Lesson</i> by Sun Yung Cogan, realistic fiction ○ <i>Miss Moore Thought Otherwise</i> by Jan Pinborough, biography ○ <i>Shining Star: The Anna May Wong Story</i> by Paula Yoo, nonfiction ○ <i>Only One Year</i> by Andrea Cheng ○ <i>I Am Helen Keller</i> by Brad Meltzer, biography ○ <i>The Three Lucys</i> by Hayan Charara, realistic fiction ○ <i>Allie’s Basketball Dream</i> by Barbara E. Barber, fiction ○ <i>The Camping Trip That Changed America</i> by Barb Rosenstock and Mordecai Gerstein, historical fiction ○ <i>How to Make a Timeline</i> by Boyd N. Gillin, procedural text ○ <i>The Stories He Tells</i> by James Bruchac, biography ○ <i>Molly, by Golly!</i> by Dianne Ochiltree, legend ○ <i>Drum Dream Girl</i> by Margarita Engle, poetry ○ <i>Roberto Clemente</i>, video ○ <i>How I Became a Pirate</i> by Melinda Long and David Shannon, fantasy (writing focal text) ○ <i>Salt in His Shoes</i> by Delores Jordan <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis

	<ul style="list-style-type: none"> ○ and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Social Studies - People and Groups That Have Made a Difference Over Time grade 2 unit</p>
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts that help them to recognize that people’s lives are shaped by their experiences. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to identify author's purpose, recognize text organization, make inferences, and synthesize information from texts. Students will also encounter biography, opinion essay, historical fiction and procedural text to build knowledge across genres and synthesize topic knowledge through the module focus that every person has a story.</p> <p>Students will learn about how people’s life experiences shape and create their life stories. They will read biographies about people who overcame obstacles to make their dreams come true. Students will create timelines of their own lives that show special memories and accomplishments. Students will also write a story about an imaginary character’s adventures as they engage in the writing process.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that people’s lives are shaped by their experiences. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential questions related to the idea of identity, conflict</p>

and change as they explore how we define who we are, how conflict is essential to growth, and why change happens.

Learning Goals

Standard(s):

Connecticut Core Standards

Reading

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

RI.2.8 Describe how reasons support specific points the author makes in a text.

Writing

W.2.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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

Foundational Skills

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

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

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

Speaking and Listening

SL.2.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- a. 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. Build on others’ talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

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

Language

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

- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

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

- b. Use commas in greetings and closings of letters.

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

- a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

	<p>a. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • How do our experiences shape our lives? • What makes me special that helps to define who I am? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Our accomplishments, special memories, as well as obstacles we have overcome are all experiences that shape our lives. • Every person has a story and unique characteristics. Overcoming obstacles begins with believing in yourself. • Change allows you to try new things and learn from your mistakes. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>). • Text structure • Author’s ideas and opinions • Text features to • Question strategies • Comprehension strategies • Inferencing strategies • Central idea • Visualization • Setting 	<ul style="list-style-type: none"> • Notice repeated events, images, or words to gain a better understanding of the setting, character, or big idea about a story- the <i>Again and Again</i> signpost. • Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost. • Recognize characteristics of an opinion essay, biography, historical fiction, procedural text, legend. • Distinguish fact from opinion and explain an author’s opinions and supporting details. • Generate questions to develop a research plan. • Identify chronological order and discuss how its use contributes to the author’s purpose.

Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Blending Phonemes ● Segmenting Phonemes <p>Phonics: Syllable division VC/CV; r-controlled vowels ar, are, air, ear; homophones</p> <p>Handwriting: Cursive c, a, d, g, q, o, i, t, p, u, w, j, e, l, f, h, b</p> <p>Spelling: Multisyllabic words with VC/CV pattern; words with r-controlled vowels ar, are, air, ear; homophones</p> <p>Irregular Words: beauty, beautiful, heart, toward, together</p> <p>Fluency: Phrasing and intonation; expression; accuracy and self-correction</p>	<ul style="list-style-type: none"> ● Blend and segment phonemes ● Decode words with syllable division VC/CV; r-controlled vowels ar, are, air, ear; homophones ● Encode multisyllabic words with VC/CV pattern; words with r-controlled vowels ar, are, air, ear; homophones ● Read/spell irregular grade level words ● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression ● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for cursive handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> ● Imaginative story elements ● Narrative text elements ● Organizational strategies ● Integrating dialogue ● Prewriting strategies 	<ul style="list-style-type: none"> ● Create a main character for imaginative text and use prewriting strategies to plan writing. ● Use features of narrative text and descriptions to write an imaginative text. ● Add character traits, a problem and a solution to a draft of an imaginative text.
Speaking & Listening:	<ul style="list-style-type: none"> ● Oral language ● Multi-word responses. ● Discussion techniques 	<ul style="list-style-type: none"> ● Answer questions using multi-word responses. ● Share information and ideas about a topic under discussion.

	<ul style="list-style-type: none"> ● Cooperative listening and speaking 	<ul style="list-style-type: none"> ● Discuss what the author is trying to persuade the reader to think or do. ● Share ideas and listen respectfully as others share ideas.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: account, achieve, hurdle, otherwise, hiring, smudge, pledge, display, retire, deal, figured, communicate, motioned, approached, series, selfless, potential, attended, immigrant, wilderness, settles, vanishing, soared, timeline, statements, arrange, current, ashamed, elders, overflowing, pride, briskly, aching, lend, flipped, frigid, gushed, secret, whirl, reminding, dared, alone, deserved, starlit, allowed ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): persuade, *opinion, *reason, *fact, text organization, chronological order, synthesize, text feature, *punctuation, ellipses, *research, text organization, chronological order, monitor, clarify, reread, background knowledge, visual, 	<ul style="list-style-type: none"> ● Use time-order words to tell the order of events in a biography and the sequence of steps in a process. ● Use punctuation, including commas, long dashes, ellipses, and capital letters, as clues to how to read a text. ● Use specific, descriptive words to describe a setting in a story. ● List adjectives that describe how characters look and act. ● Discuss features of narrative fiction using the vocabulary words beginning, middle, and end. ● Use newly acquired vocabulary to identify real-life connections between words and their use. ● Determine the meanings of new words with the affixes -ful, -less, pre-. ● Differentiate different shades of meanings in synonyms. ● Decode, spell, and define compound words.

	<p>*inference, *evidence, *conclusion, *author’s purpose, persuade, *inform, entertain, genre, *central idea, *topic, *supporting evidence, *mental image, *setting, *detail, describe, *opinion, *reason, fact, *synonym, shades of meaning, prefix, base word, compound word</p> <ul style="list-style-type: none"> ● Generative vocabulary: Compound Words, Suffixes -ful and -less, Prefix pre- ● Conventions of Standard English, Grammar and Usage: conventions for dialogue, commas 	
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Unit Number and Title:	Module 8: Life Science: Plants- Time to Grow!
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading, Volume 3 Module 8 ● HMH’s Writing Workshop Manual, Module 8: Informational Text: Procedural Text ● HMH’s Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ Get Curious Video: <i>Totally Growing Live</i>, video ○ <i>The Growth of a Sunflower</i>, photo essay ○ <i>From Seed to Pine Tree</i>, informational text ○ <i>Experiment with What a Plant Needs to Grow</i> by Nadia Higgins, informational text ○ <i>The Legend of the Indian Paintbrush</i> by Tomie dePaola, legend ○ <i>Jack and the Beanstalk</i> by Helen Lester, fairy tale ○ <i>The Blue Roses</i> by Linda Boyden, realistic fiction ○ <i>Jackie and the Beanstalk</i> by Lori Mortensen, fairy tale ○ <i>The Patchwork Garden</i> by Diane DeAnda, realistic fiction ○ <i>Don’t Touch Me</i> by Elizabeth Preston, informational text ○ <i>George Washington Carver, The Wizard of Tuskegee</i> by StoryBots, video ○ <i>From Seed to Plant</i> by Gail Gibbons, informational text (writing focal text) ○ <i>The Ugly Vegetables</i> by Grace Lin Supplemental Resources: <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt

	<ul style="list-style-type: none"> ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Science - Biodiversity and Ecosystems grade 2 unit</p>
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that teach them about the growth of plants. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to examine text features and organization, make connections, identify figurative language, and synthesize information. Students will also encounter fairy tales, legends, photo essays and realistic fiction to build knowledge across genres and synthesize topic knowledge through the module focus on how plants grow and thrive.</p> <p>Students will learn about what plants need to grow, thrive, and survive. Students will read about a plant’s basic needs, how those needs are met, and what happens if they are not met. Students will also write a procedural text that describes chronological steps to follow in order to complete an activity through the writing process.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn about plants and what they need to survive and thrive. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.</p>
Learning Goals	
Standard(s):	Connecticut Core Standards Reading RL.2.3 Describe how characters in a story respond to major events and challenges.

RI.2.10 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.

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

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

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

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

RI.2.10 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.

Writing

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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

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

Foundational Skills

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.

- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

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

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

Speaking and Listening

SL.2.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. 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. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

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

Language

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

- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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

	<p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • What do plants need to live and grow? • How does our natural environment impact all living things? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Plants are living things and have basic needs (air, water and sunlight) that must be met for survival. • We are dependent on our environment for food, air, water, and other needs. Therefore, it is important for every individual to save and protect our environment in order to ensure our healthy living. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Word Gaps, Contrasts and Contradictions</i>). • Text Features • connections • Text Organization • How to choose and use sources • Characters • Retell • Figurative Language • Story Structure • Cause and Effect • Genres and their features • Compare and contrast 	<ul style="list-style-type: none"> • Notice an unfamiliar word or phrase and look for clues to help understand why the author used it- the <i>Word Gaps</i> signpost. • Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost. • Recognize the characteristics of photo essays, informational texts, legends, fairy tales and videos. • Locate and gain information using graphics, photographs, and captions. • Compare and contrast important details in two texts on the same topic. • Recognize cause-and-effect organizational

	<ul style="list-style-type: none"> • Written response strategies • Main idea and supporting details 	<p>patterns in a variety of media, and discuss how the use of text structure contributes to the author’s purpose.</p> <ul style="list-style-type: none"> • Identify primary and secondary sources. • Describe and analyze the internal and external traits of characters.
Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Blending Phonemes • Segmenting Phonemes <p>Phonics: Words with r-controlled vowels or, ore, our, er, ir, ur, eer, ear, or, ar and vowel team diphthongs ou, ow, oi, oy</p> <p>Handwriting: Cursive k, r, s, v, m, n, x, y, z, A, C, O, U, V</p> <p>Spelling: Words with r-controlled vowels or, ore, our, er, ir, ur, eer, ear, or, ar</p> <p>Irregular Words: someone, everyone, learn, earth, early, their</p> <p>Fluency: Reading rate and automaticity; expression; phrasing and intonation</p>	<ul style="list-style-type: none"> • Blend and segment phonemes • Decode words with r-controlled vowels or, ore, our, er, ir, ur, eer, ear, or, ar and vowel team diphthongs ou, ow, oi, oy • Encode words with r-controlled vowels or, ore, our, er, ir, ur, eer, ear, or, ar and vowel team diphthongs ou, ow, oi, oy • Read/spell irregular grade level words • Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression • Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for cursive handwriting. (ongoing) • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Procedural Text 	<ul style="list-style-type: none"> • Understand elements of procedural text. • Use prewriting skills to plan writing. • Repeat steps in a process orally. • Plan a draft by integrating steps in a process. • Organize content in writing.

		<ul style="list-style-type: none"> ● Develop draft into a focused piece. ● Organize steps in a logical order. ● Revise for parallel structure. ● Write legibly. ● Use technology to create procedural text.
Speaking & Listening:	<ul style="list-style-type: none"> ● Effective participation in a range of conversations ● Collaboration ● Active listening ● Questioning and answering ● Command of formal English when appropriate 	<ul style="list-style-type: none"> ● Use details from the text to explain their ideas during a discussion. ● Use the words cause and effect to explain relationships within a text. ● Share information and ideas in cooperative learning interactions. ● Work collaboratively and build on the ideas of others.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: fertilize, germinate, survive, winged, rise, scales, mature, trapping, lumber, minerals, fuels, process, provides, sprout, moisten, seedlings, cleared, longed, remained, faithful, seeking, swipe, whacked, whimpered, plenty, adorable, oversized, hauling, glanced, vitamins, barely, loosen, sighed, replaced, traveled, sharp, prickles, thorns, extra, poke, nasty, sensitive, attack 	<ul style="list-style-type: none"> ● Use sequence words such as first, next, then, and last to retell a story. ● Explain the meaning of figurative language, including similes, idioms, and alliteration. ● Use cause-and-effect clue words to explain relationships within a text. ● Proofread for proper mechanics, including capitalization of the first word of each item in a numbered list, first word in a sentence, correct end punctuation, and correct spelling. ● Use newly acquired vocabulary to identify real-life connections between words and their use. ● Write singular and plural nouns and present-tense

	<ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): caption, graphic, label, diagram, *heading, connection, *topic, experience, *detail, text organization, *cause, *effect, expert, primary source, secondary source, *character, *dialogue, external trait, internal trait, retell, paraphrase, literal language, figurative language, simile, idiom, alliteration, perspective, *conflict, resolution, *event, *plot, synthesize, text organization, *cause, *effect, *compare, *contrast, noun, singular, *affix, plural, *verb, glossary, alphabetical order, *dictionary, prefix, base word ● Generative vocabulary: Reference Sources, Prefix mis-, Prefix dis- ● Conventions of Standard English, Grammar and Usage: transition/linking words, singular/plural nouns, present-tense verbs 	<p>verbs with affixes -s and -es.</p> <ul style="list-style-type: none"> ● Alphabetize words and use a dictionary or glossary to determine their meanings, pronunciations, and spellings.
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Unit Number and Title:	Module 9: Life Science: Animal Habitats-Home Sweet Habitat
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading, Volume 3 Module 9 ● HMH’s Writing Workshop Manual, Module 9: Informational Text: Research Report ● HMH’s Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Creature Comforts</i>, video ○ <i>The Best Habitat for Me</i>, opinion essay ○ <i>Nature’s Patchwork Quilt</i> by Mary Miche, informational text ○ <i>The Long, Long Journey</i> by Sandra Markle, informational text ○ <i>Kali’s Story</i> by Jennifer Keats Curtis, informational text ○ <i>Sea Otter Pups</i> by Ruth Owen, informational text ○ <i>At Home in the Wild</i>, poetry ○ <i>Out of the Woods</i> by Rebecca Bond, narrative nonfiction ○ <i>Abuelo and the Three Bears</i> by Jerry Tello, folktale ○ <i>Ducklings Jump from Nest</i> by Terra Mater Factual Studio, video ○ <i>The Great Kapok Tree</i> by Lynne Cherry, fantasy (writing focal text) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> ● Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel

	<p>Eberhardt</p> <ul style="list-style-type: none"> ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt <p>Cross-curricular connections: Science - Biodiversity and Ecosystems grade 2 unit</p>
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that encourage them to learn about the different habitats where animals live. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, learn strategies and skills that skilled readers use to make meaning, and enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to identify an author's purpose, and effectively use text features to navigate informational text. Students will also encounter poetry to build knowledge across genres and synthesize topic knowledge through the module's focus on learning about animal habitats.</p> <p>Students will learn about animals that make their homes in forests, oceans, and deserts. Students will also learn how different habitats meet the basic needs of the animals that live there. They will engage in the writing process as they write a research report about an animal and its relationship with others.</p> <p>As students build their vocabulary and synthesize topic knowledge, students will explore how the conditions in different habitats help different animals to survive. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of nature and the natural world as they explore how our environment impacts our lives.</p>
Learning Goals	
Standard(s):	<p>Connecticut Core Standards Reading RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their</p>

central message, lesson, or moral.

RI.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

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

RI.2.8 Describe how reasons support specific points the author makes in a text.

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

Writing

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

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

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

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

Foundational Skills

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

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

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

Speaking and Listening

SL.2.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. 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. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

Language

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

- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

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

- d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

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

	<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
Essential Question(s):	<ul style="list-style-type: none"> • How do living things in a habitat depend on each other? • How do different habitats meet the basic needs of the animals that live there? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> • Living things depend on each other and the environment in which they live. • Conditions in different habitats help animals to survive by meeting their basic needs of shelter, protection and food. 	
Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading:	<ul style="list-style-type: none"> • <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Numbers and Stats</i>, <i>Memory Moment</i>). • Key ideas • Figurative language • Questioning/Response strategies • Comprehension strategies 	<ul style="list-style-type: none"> • Notice an author’s use of numbers to explain ideas and think about what this tells about the topic- the <i>Numbers and Stats</i> signpost. • Notice when a character stops to remember an event that happened in the past and think about how that memory relates to theme, moral, or

	<ul style="list-style-type: none"> ● Author’s purpose ● Informational text features ● Visualization ● Elements of poetry 	<p>lesson- the <i>Memory Moment</i> signpost.</p> <ul style="list-style-type: none"> ● Recognize characteristics of an opinion essay, informational text, poetry, narrative nonfiction, folktales ● Explain what an author is trying to persuade a reader to think or do. ● Identify and explain figurative language including idioms. ● Recognize organizational patterns of a text, such as chronological order or cause and effect, and discuss how it contributes to an author’s purpose. ● Paraphrase definitions from digital reference sources and events from a story in chronological order. ● Explain visual patterns, structures, repetition, and the use of descriptive language in a poem.
Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Blending Phonemes ● Segmenting Phonemes <p>Phonics: Words with syllable division V/CV, VC/V; vowel team oo, ou and vowel u, common prefixes (un-, re-, pre-, in-, dis-, mis-)</p> <p>Handwriting: Cursive I, D, E, J, S, G, H, K, F, L, T</p> <p>Spelling: Multisyllabic words with V/CV and VC/V patterns; words with vowel team</p>	<ul style="list-style-type: none"> ● Blend and segment phonemes ● Decode words with syllable division V/CV, VC/V; vowel team oo, ou and vowel u and common prefixes (un-, re-, pre-, in-, dis-, mis-) ● Encode words with syllable division V/CV, VC/V; vowel team oo, ou and vowel u and common prefixes (un-, re-, pre-, in-, dis-, mis-) ● Read/spell irregular grade level words ● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression ● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing)

	oo. ou and vowel u Irregular Words: friend, move, prove Fluency: Phrasing and intonation; expression	for cursive handwriting. (ongoing) <ul style="list-style-type: none"> • Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> • Research Report • Response to text with text evidence 	<ul style="list-style-type: none"> • Use background knowledge to brainstorm ideas on a topic. • Use multiple prewriting strategies to plan writing. • Develop an idea with specific and relevant details. • Develop a research plan, conduct research for writing and cite sources. • Paraphrase facts and add details to informational text in an organized manner.
Speaking & Listening:	<ul style="list-style-type: none"> • Active listening 	<ul style="list-style-type: none"> • Answer questions using multi-word responses. • Share information and ideas about a topic under discussion. • Share information and ideas in cooperative learning interactions. • Ask and answer questions about key ideas in a text. • Listen actively and ask questions to clarify information. • Share ideas following rules for discussion.
Language:	<ul style="list-style-type: none"> • Academic Vocabulary/Critical Vocabulary: ecosystem, habitat, 	<ul style="list-style-type: none"> • Discuss chronological events in an informational text using time-order words.

	<p>species, pieced, role, generations, harsh, adjusting, preserving, wobbly, trills, crouches, coast, prances, flock, route, mingles, pronounced, wildlife, permanent, romped, prepare, separate, surface, wraps, attached, crack, sheltered, weary, hide, wit, routines, stoked, boisterous, surrounding, remarkable, thickets, arrive, grumpy, joking, tucked, stubborn, growled, shrugged, offered</p> <ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): persuade, *opinion, fact, *reason, figurative language, literal language, simile, *evidence, text organization, chronological order, alphabetical order, digital resource, monitor, clarify, reread, background knowledge, visual, caption, label, *heading, map, *mental image, rhyme, pattern, rhythm, repetition, *descriptive language, stanza, text organization, *cause, *effect, retell, paraphrase, hyperbole, idiom, *compare, *contrast, noun, context clue, prefix, base word 	<ul style="list-style-type: none"> ● Alphabetize words and use a dictionary or glossary to determine meaning and pronunciation. ● Share information using specific vocabulary words related to a topic. ● Use conjunctions to create compound sentences. ● Proofread for proper mechanics, including capitalization of the first word in a sentence, punctuation at the end of a sentence, and verb tense. ● Use newly acquired vocabulary to identify real-life connections between words and their use. ● Use context clues and background knowledge to determine the meaning of an unfamiliar word or phrase. ● Identify the meaning of words with the affix mis-, pre-. ● Generalize learned spelling patterns when writing words.
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	<ul style="list-style-type: none">● Generative vocabulary: Words That Name Places, Prefix mis-, Prefix pre-● Conventions of Standard English, Grammar and Usage: descriptive nouns and verbs, simple and compound sentences, subject-verb agreement	
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Unit Number and Title:	Module 10: Geography and Culture: Many Cultures, One World
Duration:	15-18 Days
Resource(s):	<ul style="list-style-type: none"> ● HMH’s Into Reading, Volume 4, Module 10 ● HMH’s Writing Workshop Manual, Module 12: Opinion Essay ● HMH’s Structured Literacy Manual ● Rigby Leveled Readers ● Start Right Decodable Readers ● Core texts: <ul style="list-style-type: none"> ○ <i>Get Curious Video: Fiesta!</i>, video ○ <i>Hello, World!</i>, informational text ○ <i>Where on Earth Is My Bagel?</i> By Frances and Ginger Park, realistic fiction ○ <i>Trombone Shorty</i>, by Troy Andrews, autobiography ○ <i>Caravan</i> by Lawrence McKay, fiction ○ <i>Time for Cranberries</i> by Lisl Detlefsen, narrative nonfiction ○ <i>Home to Medicine Mountain</i> by Chirori Santiago, fiction ○ <i>May Day Around the World</i> by Tori Telfer, narrative nonfiction ○ <i>Goal!</i> by Sean Taylor, informational text ○ <i>Dreams Around the World</i> by Takashi Owaki, informational ○ <i>Poems in the Attic</i> by Nikki Grimes, poetry ○ <i>Crazy Horse’s Vision</i> by Joseph Bruchac, nonfiction ○ <i>What’s for Lunch Around the World?</i>, video ○ <i>The Name Jar</i> by Yangsook Choi, realistic fiction ○ <i>The Dot</i> by Peter H. Reynolds, (writing focal text from module 12) ● Supplemental Resources: <ul style="list-style-type: none"> ○ Literacy How Professional Learning Series <ul style="list-style-type: none"> ○ <i>Phonemic Awareness and Phonics: Knowledge to Practice</i> by Margie Bussman

	<p>Gillis and Nancy Chapel Eberhardt</p> <ul style="list-style-type: none"> ○ <i>Vocabulary: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Comprehension: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt ○ <i>Syntax: Knowledge to Practice</i> by Margie Bussman Gillis and Nancy Chapel Eberhardt
Unit Overview:	<p>In this module, students will listen to, read, and view a variety of texts and media (video) that encourage them to explore a diverse cultural landscape. There will be numerous opportunities for students to learn how language works to communicate effectively while they participate in collaborative conversations, develop their voices as writers, and learn strategies and skills that skilled readers use to make meaning. They will also enhance their understanding of how to best support their findings and conclusions about what they read and discuss.</p> <p>The variety of genres in this module provide students with opportunities to make predictions and inferences, determine theme, and connect what they read with themselves and the world around them. Students will also encounter narrative nonfiction, realistic fiction and autobiography to build knowledge across genres and synthesize topic knowledge through the module’s focus on accepting and appreciating diversity.</p> <p>Students will learn about the ways that people celebrate and honor their heritage and see a video of the different lunches that children enjoy in other countries. Students will also write an opinion essay sharing how learning about different cultures around the world helps them to appreciate diversity as they engage in the writing process.</p> <p>As students build their vocabulary and synthesize topic knowledge, they will learn that a variety of cultures have contributed to the American culture we all share. In addition, students will have opportunities to deepen their understanding of the PK-12 vertically aligned essential question related to the idea of culture as they explore how stories tell us about what a culture values.</p>

Learning Goals

Standard(s):	<p>Connecticut Core Standards</p> <p>Reading</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.10 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.</p> <p>Writing</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Foundational Skills</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>
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- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

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

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

Speaking and Listening

SL2.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. 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. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language

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

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

	<p>L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● What can we learn from different people and cultures? ● How do stories tell us about what a culture values? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Understanding and learning from different people and cultures opens our world to new possibilities and helps us appreciate and value others. ● Storytelling is at the core of culture. It is how histories are passed down, how customs are shared and how traditions are preserved. 	
Learning Goal(s):	<p>Content: Students will know...</p>	<p>Skills: Students will be able to...</p>
Reading:	<ul style="list-style-type: none"> ● <i>Notice and Note</i> comprehension strategies or <i>signposts</i> (i.e., <i>Again and Again, Contrasts and Contradictions</i>). ● Text features and their purpose. ● Literal and Figurative Language ● Inferences ● Theme ● Research ● Features of realistic fiction and its story structure. ● Predictions 	<ul style="list-style-type: none"> ● Notice repeated events, images, or words to gain a better understanding of the setting, character, or big idea about a story- the <i>Again and Again</i> signpost. ● Recognize opposing ideas in informational text and how those ideas fit with what they already know- the <i>Contrasts and Contradictions</i> signpost. ● Recognize characteristics of informational text, autobiography, realistic fiction, narrative nonfiction and videos. ● Locate and gain information from text features.

	<ul style="list-style-type: none"> ● Central idea ● Connections 	<ul style="list-style-type: none"> ● Make inferences and use evidence to support understanding of a text. ● Discuss topics, determine theme or central idea, and explain theme or central idea using text evidence. ● Describe plot elements, including the main events, conflict, and resolution
Foundational Skills:	<p>Phonological Awareness</p> <ul style="list-style-type: none"> ● Blending Phonemes ● Segmenting Phonemes <p>Phonics: Vowel teams ew, ui, ue, au, aw, ough, ea and vowel a</p> <p>Handwriting: Cursive Z, P, R, B, Q, C, c, A, a, D, d, G, g, Q, q, P, p</p> <p>Spelling: Words with vowel teams ew, ui, ue, au, aw, ough, ea and vowel a</p> <p>Irregular Words: often, listen, laugh, through</p> <p>Fluency: Phrasing and intonation; accuracy and self-correction; reading rate and automaticity</p>	<ul style="list-style-type: none"> ● Blend and segment phonemes ● Decode words with syllable division V/CV, VC/V; vowel team oo, ou and vowel u. ● Encode words with syllable division V/CV, VC/V; vowel team oo, ou and vowel u. ● Read/spell irregular grade level words ● Read aloud grade-level text with accuracy, automaticity, appropriate rate and expression ● Practice using stroke and letter formation (appropriate pencil grip and paper position for effective stroke, appropriate size, and spacing) for cursive handwriting. (ongoing) ● Demonstrate proper writing position including correct posture, pen or pencil grip, and paper position. (ongoing)
Writing:	<ul style="list-style-type: none"> ● Opinion Essay (refer to HMH module 12 in Writing Workshop Teacher’s Guide) 	<ul style="list-style-type: none"> ● Identify and explain the features of an opinion piece (e.g., introduction, body, conclusion, source). ● Write opinion pieces in which they state an

		<p>opinion, supply a reason(s) for the opinion, and provide some sense of closure.</p> <ul style="list-style-type: none"> ● Revise drafts for variety in sentences. ● Use technology to publish writing.
Speaking & Listening:	<ul style="list-style-type: none"> ● Fluency ● Active listening 	<ul style="list-style-type: none"> ● Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. ● Answer questions using multi-word responses. ● Listen actively and ask relevant questions to learn more information during a discussion. ● Share information and ideas in cooperative learning interactions. ● Work collaboratively by building on the ideas of others.
Language:	<ul style="list-style-type: none"> ● Academic Vocabulary/Critical Vocabulary: culture, harmony, heritage, brass, styles, combined, mattered, beaten, proudly, darting, smothered, nod, slippery, hollered, delight, fragrant, grunted, marsh, shallow, steers, heave, pucker, tart, trunk, races, clutched, forgot, patient, imaginary, final, founded, festival, public, suburb, nimble, relatives, stacked, flitting, breathless, mound, shuffled, leave, clamber, adventures 	<ul style="list-style-type: none"> ● Identify similes and hyperbole and discuss the meanings. ● Discuss how an author of a video uses graphic features to achieve specific purposes. ● Proofread writing for spelling and standard English conventions. ● Differentiate shades of meaning between words that are synonyms. ● Identify and use linking verbs to state opinions and facts. ● Revise using transition/linking words (e.g., first, while, plus, finally). ● Produce, expand, and rearrange complete simple

	<ul style="list-style-type: none"> ● Instructional vocabulary (*Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy): *heading, graphic, speech bubble, pronunciation, literal language, figurative language, simile, hyperbole, *inference, *evidence, *conclusion, *theme, moral, *topic, plagiarism, story structure, *event, *plot, *conflict, resolution, prediction, confirm, *central idea, *topic, connection, experience, *detail, caption, graphic feature, label, *compare, *contrast, suffix, adjective, adverb ● Generative vocabulary: Suffixes -ion, -tion, -sion, -y, -ly ● Conventions of Standard English, Grammar and Usage: linking verbs (e.g., is, are, was), transition/linking words (e.g., first, because, finally), collective nouns (e.g., group), irregular plural nouns (e.g., children, mice), reflexive pronouns (e.g., myself, ourselves), simple and compound sentences, commas 	<p>and compound sentences.</p> <ul style="list-style-type: none"> ● Identify the meaning of and use words with the affixes -y, -ly, -ion, -tio, -sion. ● Use newly acquired vocabulary to identify real-life connections and their use.
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