



Marietta City Schools

District Unit Planner

Grade 2

Module Title	A Season of Change	Unit Duration (days)	32 Days
Enduring Understanding/ Essential Question	How does change impact people and nature?		

GA ELA Standards

FOCUS STANDARDS:

Foundations:

2.F.F.1.b Read a wide range of grade-level texts aloud with increasing automaticity.

2.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.

Language:

2.L.GC.2.a. Distinguish between simple and compound sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory).

2.L.GC.2.d. Develop ideas or information in texts by using adjectives or adverbs to add details or clarify meaning.

2.L.V.2.a. Identify and use frequently occurring root words and affixes (e.g., prefixes, suffixes) to deconstruct words to determine or clarify meaning.

2.L.V.2.c. Construct words using frequently occurring root words and affixes

2.L.V.3.a. Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

2.L.V.3.b. Determine the relationship between words and their synonyms and antonyms.

2.L.V.3.c. Distinguish shades of meaning among verbs that differ in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic).

2.L.V.3.d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Texts:

2.T.SS.1.a. Explain how various text features (e.g., captions, subheadings, charts, indexes) contribute to meaning and organization of texts.

2.T.SS.1.b. Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.

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- 2.T.SS.1.c. Use conjunctions and transition words or phrases to sequence events and actions.
- 2.T.SS.1.d. Explain how various text features (e.g., captions, subheadings, charts, indexes) contribute to meaning and organization of texts.
- 2.T.T.1.a. Identify and describe techniques used to craft stories, including characters, setting, major events, and dialogue.
- 2.T.T.1.b. Identify the major plot events that occur between a problem and solution.
- 2.T.T.1.c. Identify and describe how characters' responses to major challenges or events support the central message, lesson, or moral of the story.
- 2.T.T.2.b. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 2.T.T.2.c. Use knowledge of expository techniques to create texts that introduce a topic, use facts and definitions to supply information about the topic, and provide a concluding statement or section.
- 2.T.T.3.a. Identify and describe techniques used to craft opinion texts, including the author's opinion, supporting reasons, and facts.
- 2.T.T.4.a. Identify, classify, and describe poetic techniques used to craft texts, including rhyme, alliteration, repeated lines, stanzas, and line breaks.
- 2.T.RA.1.a. Generate questions about self-selected topics of interest for research.
- 2.T.RA.1.b. Work collaboratively or individually to conduct research to answer questions on a shared or personal topic of interest by gathering and organizing information from multiple sources using graphic organizers or other support aids.
- 2.T.RA.2.a. Refer to specific parts of texts when supporting an idea, answer, or opinion.

Practices:

- K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
- K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
- K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
- K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.
- K-12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
- K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.
- K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K–5) or rhetorical (grades 6–12) elements to appeal to target audiences and achieve specific purposes.
- K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
- K-12.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.
- K-12.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
- K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- K-12.P.EICC.3.e Make and track predictions about the events and information likely to come next.
- K-12.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text.
- K-12.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
- K-12.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.

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K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.

K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.

Click Link to Access Standards by Lesson.

Click Link to Access Full List of Continuing Standards.

Assessment	Elements that Support Success on EOM Task/Success Criteria
FQT1. Write an informative paragraph with a topic statement and evidence explaining how the Little Yellow Leaf changes.	Write a topic statement that states the essential idea of an informative paragraph and answers the question. Analyze and synthesize evidence from the text to support the topic statement. Organize evidence in the paragraph.
FQT2. Write an informative paragraph with a topic statement and evidence explaining how the chameleon changes.	Write a topic statement that states the essential idea of an informative paragraph and answers the question. Analyze and synthesize evidence from the text to support the topic statement. Organize evidence in the paragraph.
FQT3. Write an informative paragraph explaining the impact of fall weather on leaves.	Write a topic statement and conclusion that convey the essential idea of the paragraph and answer the question. Analyze and synthesize evidence from the text to support the topic statement. Use temporal words to organize the evidence in the paragraph.
FQT4. Write an informative paragraph explaining how Sky Tree shows the cycle of change in the seasons.	Write a topic statement and conclusion that conveys the essential idea of a paragraph and answers the question. Analyze and synthesize evidence from the text to support the topic statement. Organize evidence in the paragraph.
NR1: Read <i>A Color of His Own</i> and identify story elements of character, setting, problem, and resolution. Use an evidence organizer to record evidence of change using temporal words first, then, and finally.	Analyze and synthesize evidence from the text relevant to the Focusing Question Task (FQT). Record evidence on an evidence organizer.
NR2: Read an excerpt of <i>Why Do Leaves Change Color?</i> and answer questions about the topic of the multi-paragraph text.	Use details and key terms to answer questions about the text, such as who, what, when, why, and how.

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EOM Task: Write a paragraph for the classroom text about how changes in fall weather impact plants or animals. Use evidence from two texts in the module.

Write a topic statement and conclusion that convey the essential idea of the paragraph and answer the question.
Analyze and synthesize evidence from multiple texts to support the topic statement.
Record evidence from multiple texts on an evidence organizer.
Revise draft based on peer feedback.

*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences				
Focusing Question 1: What changes in “Weather”?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
1	<p>“Weather”</p> <p>Paris Street; Rainy Day</p> <p>Hunters in the Snow</p> <p>Bathers at Asnières</p> <p>Autumn Landscape</p>	Wonder: What do I notice and wonder about the poem “ <i>Weather</i> ”?	Examine: Why is it important to read fluently?	<p>Describe a work of visual art.</p> <p>Generate questions and observations about the poem “Weather.”</p> <p>Use a dictionary to select the definition for change that connects to the module overview, and make an entry in the Vocabulary Journal.</p>
2	<p>“Weather”</p> <p>Paris Street; Rainy Day</p> <p>Hunters in the Snow</p> <p>Bathers at Asnières</p> <p>Autumn Landscape</p>	<p>Organize: What happens in the poem “<i>Weather</i>”?</p> <p>Reveal: What does a deeper exploration of beginning and ending reveal in the poem “<i>Weather</i>”?</p>	Experiment: What does fluent reading sound like?	<p>Identify what changes in the poem “Weather” by Eve Merriam.</p> <p>With repeated practice, demonstrate fluency reading the poem “Weather.”</p> <p>Analyze how the author’s use of multiple-meaning word flick helps tell the story of rain in “Weather.”</p>

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3	<p>“Weather”</p> <p>Paris Street; Rainy Day</p> <p>Hunters in the Snow</p> <p>Bathers at Asnières</p> <p>Autumn Landscape</p>	Know: How does “ <i>Weather</i> ” build my knowledge of change?	<p>Execute: How can I emphasize key words to make my reading more fluent?</p> <p>Excel: How can I improve my fluency?</p>	<p>Identify important knowledge about change and seasons, citing evidence from “Weather” and visual art.</p> <p>Recognize important words in “Weather.” (RF.2.4)</p> <p>Sort verbs that show water moving in the poem “Weather,” and use them to form a word line.</p>
Focusing Question 2: How do changes in fall weather impact people and nature?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
4	How Do You Know It’s Fall?	Wonder: What do I notice and wonder about <i>How Do You Know It’s Fall?</i>	Examine: Why are topic statements important?	<p>Ask and answer questions about How Do You Know It’s Fall?</p> <p>Identify characteristics of topic statements.</p> <p>Analyze how Table of Contents and Glossary in How Do You Know It’s Fall? organize information.</p>
5	How Do You Know It’s Fall?	Organize: What’s happening in <i>How Do You Know It’s Fall?</i>	Execute: How do I use topic sentences to organize my informative paragraph?	<p>Identify key details and main topic of a section of text from How Do You Know It’s Fall? with support.</p> <p>Draft a topic statement with support.</p> <p>Create a word web for academic and content vocabulary word migrate, including how migration is a change in animal behavior caused by the coming of fall.</p>
6	How Do You Know It’s Fall?	Organize: What’s happening in <i>How Do You Know It’s Fall?</i>	Execute: How do I use topic sentences to organize my informative paragraph?	Identify details and main topics throughout text.

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				<p>Use details to draft a topic sentence.</p> <p>Infer the meanings of academic vocabulary terms directions and observe from their context in <i>How Do You Know It's Fall?</i> and confirm using a dictionary.</p>
7	How Do You Know It's Fall?	Reveal: What does a deeper exploration of details and main topics reveal in this text?	Examine: Why is linking comments important?	<p>Determine main topic of <i>How Do You Know It's Fall?</i> with support.</p> <p>Examine and experiment with linked responses during a discussion. Apply the term subject to sentences with single subjects from <i>How Do You Know It's Fall?</i> noting that subjects do not always come first in a sentence and do not always refer to people.</p>
8	How Do You Know It's Fall?	Distill: What is the essential meaning of <i>How Do You Know It's Fall?</i>		<p>Record evidence and respond to the Focusing Question Task with support.</p> <p>Identify and agree upon rules for a successful Socratic Seminar.</p> <p>Continue to build understanding of sentence elements by identifying the verbs that correspond with the subjects of sentences from <i>How Do You Know It's Fall?</i> in Deep Dive 7.</p>
9 SS	How Do You Know It's Fall?	Know: How does <i>How Do You Know It's Fall?</i> build my knowledge of the impact of changes in fall weather?	Execute: How do I link responses in a Socratic Seminar?	<p>Synthesize learning about change in fall and informational texts.</p> <p>Participate in a Socratic Seminar. Combine simple sentences into compound sentences about fall using conjunctions.</p>

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Focusing Question 3: How does the Little Yellow Leaf change?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
10	The Little Yellow Leaf How Do You Know It's Fall?	Wonder: What do I notice and wonder about <i>The Little Yellow Leaf</i> ?	Execute: How do I link responses in a Socratic Seminar?	Compare the whole message and partial messages in conversations. Use information from illustrations and text to ask and answer questions about The Little Yellow Leaf. Revise sentence fragments from classroom anchor charts into complete sentences.
11	The Little Yellow Leaf	Organize: What happens in <i>The Little Yellow Leaf</i> ?	Examine: Why is evidence important in informative writing?	Recount what happens in The Little Yellow Leaf. Explain why evidence is important in informative writing. Create a word line for soared that demonstrates understanding of shades of meaning and how word choice affects the text.
12	The Little Yellow Leaf	Reveal: What does a deeper exploration of the beginning and ending reveal in <i>The Little Yellow Leaf</i> ?	Experiment: How does evidence work in informative writing?	Explain what happens in the beginning, middle, and end of The Little Yellow Leaf. Identify what information is provided in the beginning and end of a story and the purpose of each. Analyze how adjectives help describe setting and action in The Little Yellow Leaf.

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13 FQT1	The Little Yellow Leaf	Distill: What is the central message of <i>The Little Yellow Leaf</i> ?	Execute: How do I use evidence to organize my informative paragraph?	<p>Identify the central message of The Little Yellow Leaf.</p> <p>Select and use evidence in an informative paragraph.</p> <p>Describe nature during fall using adjectives from the text.</p>
14 FQT1	The Little Yellow Leaf	Know: How does this text build my knowledge of change?	Excel: How do I improve my use of evidence to organize my informative paragraph?	<p>Revise and reflect on informative writing about change.</p> <p>Articulate new knowledge gained from reading The Little Yellow Leaf.</p> <p>Revise written work composed during the main lesson, using adjectives to add detail.</p>
Focusing Question 4: How does the chameleon change?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
15 NR1	A Color of His Own	Wonder: What do I notice and wonder about <i>A Color of His Own</i> ?		<p>Identify story elements and evidence of change in A Color of His Own.</p> <p>Classify questions about A Color of His Own that relate to prior knowledge.</p> <p>Make real-life connections to the word camouflage and use a dictionary to confirm its meaning.</p>
16	A Color of His Own	Organize: What's happening in <i>A Color of His Own</i> ?		<p>Recount what happens in A Color of His Own.</p> <p>Form complete sentences with multiple subjects.</p>

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17	A Color of His Own	Reveal: What does a deeper exploration of the problem and resolution reveal in A Color of His Own?	Execute: How do I choose evidence that supports my topic?	<p>Compare the chameleon's attempts to solve the problem in the beginning and at the end of A Color of His Own.</p> <p>Choose evidence that provides support of an explanation of the ways the chameleon changes.</p> <p>Construct simple sentences with one or more subjects and multiple verbs based on the characters in A Color of His Own.</p>
18 FQT2	A Color of His Own	Distill: What is the central message of A Color of His Own?	<p>Execute: How do I choose evidence that supports my topic?</p> <p>Experiment: How does linking comments work?</p>	<p>Write an informative paragraph about how the chameleon changes, including a topic statement and evidence that supports the topic.</p> <p>Determine the central message of A Color of His Own.</p>
19 SS	<p>A Color of His Own</p> <p>The Little Yellow Leaf</p>	Know: How do I link comments in a Socratic Seminar?	Execute: How do I respond to others in a Socratic Seminar?	<p>Describe knowledge and skills gained from reading A Color of His Own</p> <p>Link students' own comments to the remarks of others in a discussion comparing the Little Yellow Leaf and the chameleon.</p> <p>Vary sentence structures by combining sentences using conjunctions.</p>
Focusing Question 5: How does weather impact leaves in fall?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
20 NR2	Why Do Leaves Change Color?	Notice and Wonder: What do I notice and wonder about <i>Why Do Leaves Change Color?</i>		Record observations and questions about Why Do Leaves Change Color?

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				<p>Identify the connection between leaves and trees.</p> <p>Connect academic vocabulary words separate and shape with content knowledge from additional texts in the module.</p>
21	Why Do Leaves Change Color?	Organize: What's happening in <i>Why Do Leaves Change Color</i> ?		<p>Identify the main topics and details of Why Do Leaves Change Color?</p> <p>Examine and identify characteristics of conclusions.</p> <p>Apply Outside-In strategy and morphemes to determine meaning of uncurled and disappear in Why Do Leaves Change Color?</p>
22	Why Do Leaves Change Color?	Reveal: What does a deeper exploration of the key terms reveal in <i>Why Do Leaves Change Color</i> ?		<p>Use key terms to identify change process in leaves.</p> <p>With support, draft a conclusion.</p> <p>Analyze multiple-choice questions to choose the correct definition for survive and usually.</p>
23	Why Do Leaves Change Color?	Distill: What is the essential meaning of <i>Why Do Leaves Change Color</i> ?		<p>Determine connections between key terms and topics.</p> <p>Draft and rehearse an informative paragraph.</p> <p>Combine simple sentences using conjunctions to explain key concepts from Why Do Leaves Change Color?</p>

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24 FQT3	Why Do Leaves Change Color?	Know: How does <i>Why Do Leaves Change Color</i> ? build my knowledge of changes in nature in fall?	Excel: How do I improve my use of a conclusion in my informative paragraph?	<p>Identify the connections between texts and module learning.</p> <p>Publish an informative paragraph about the impact of weather on trees in fall.</p> <p>Self-assess informative paragraphs drafted in response to the Focusing Question Task for compound sentences, module vocabulary, and complete sentences.</p>
Focusing Question 6: How does Sky Tree show the cycle of the seasons?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
25	<p>Sky Tree</p> <p>“Weather”</p> <p>Paris Street; Rainy Day</p> <p>Hunters in the Snow</p> <p>Bathers at Asnières</p> <p>Autumn Landscape</p>	Notice and Wonder: What do I notice and wonder about the paintings in <i>Sky Tree</i> ?		Describe the impact of color in Sky Tree paintings.
26	Sky Tree	Notice and Wonder: What do I notice and wonder about <i>Sky Tree</i> ?	Examine: Why is revision important?	<p>Generate and respond to student-generated questions about Sky Tree, including questions about the meaning of unknown words.</p> <p>Identify the purpose of revision.</p> <p>Select the best definition of multiple-meaning words flutter and huddle and consider how a variety of verbs depict actions in Sky Tree.</p>

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27	Sky Tree	Organize: What's happening in <i>Sky Tree</i> ?	Experiment: How does revision work?	Describe what is happening in Sky Tree. Identify strategies to revise informative paragraphs. Analyze how the author develops imagery using academic vocabulary opened and drifted.
28	Sky Tree	Reveal: What does a deeper exploration of the illustrations and text reveal about <i>Sky Tree</i> ?		Evaluate words, illustrations, and text structure. Analyze how Locker uses varied sentence structure to give his text rhythm.
29 FQT4	Sky Tree	Distill: What is the essential meaning of <i>Sky Tree</i> ?	Execute: How do I use revision?	Determine the central message of Sky Tree. Plan and draft an informative paragraph about how Sky Tree shows the cycle of seasons. Demonstrate understanding of module vocabulary by analyzing correct or incorrect use in context.
Essential Question: How does change impact people and nature?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
30 VOC1	All Module Texts	Know: How do the module texts build my knowledge of the Essential Question?	Experiment: How can evidence from multiple texts work together?	Synthesize evidence from two texts in a verbal paragraph about how changes in fall impact people. Demonstrate understanding of module vocabulary by analyzing correct or incorrect use in context.

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31 EOM	All Module Texts	Distill: What is the essential meaning of the module texts?	Execute: How do I use multiple texts as evidence for informative writing?	Synthesize evidence from two texts in an informative paragraph about how changes in fall impact plants or animals. Revise draft for EOM Task using a checklist.
32 VOC2	All Module Texts	Know: How do the module texts build my knowledge of the Essential Question?		Revise and publish an informative paragraph about how changes in fall impact plants or animals. Describe knowledge and skills gained from studying module texts.

Content Resources
<p>CORE TEXTS</p> <p>Poetry</p> <ul style="list-style-type: none"> ■ “Weather,” Eve Merriam <p>Picture Book (Informational)</p> <ul style="list-style-type: none"> ■ <i>How Do You Know It’s Fall?</i>, Lisa M. Herrington ■ <i>Why Do Leaves Change Color?</i>, Betsy Maestro ■ <i>Sky Tree</i>, Thomas Locker <p>Picture Book (Literary)</p> <ul style="list-style-type: none"> ■ <i>The Little Yellow Leaf</i>, Carin Berger ■ <i>A Color of His Own</i>, Leo Lionni <p>SUPPLEMENTARY TEXTS</p> <p>Paintings</p> <ul style="list-style-type: none"> ■ <i>Autumn Landscape</i>, Maurice de Vlaminck ■ <i>Bathers at Asnières</i>, Georges Seurat ■ <i>Hunters in the Snow</i>, Pieter Bruegel the Elder

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- *Paris Street; Rainy Day*, Gustave Caillebotte

Websites

- "ASL Sign for: stop," *American Sign Language Dictionary*
- "ASL Sign for: linked," *American Sign Language Dictionary*
- "ASL Sign for: same," *American Sign Language Dictionary*

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