

# ENGLISH LANGUAGE ARTS

## Curriculum Map 2<sup>nd</sup> Grade

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**ELA 2<sup>nd</sup> Grade: Year-at-a-Glance**

<b>Month</b>	<b>Units</b>	<b>ELA, ELD Standards</b>
Sept. Oct.	Unit 1 <u>Launching the Year</u> – Open Genre <u>Rituals and Routines, Reading and Language</u> <u>Writing and Language, Language</u> (approx. 5 weeks)	RL.1,10; RI.1,4,10 W.4,5,6,10 SL.1,3,6; L. 4 ELD.PI 1,3,4,5,10,12 ELD.PII 5
Oct. Nov.	Unit 2 <u>Narrative</u> - Focus on Point of View <u>Reading and Language, Writing and Language,</u> <u>Language</u> (approx. 5 weeks)	RL.1,3,4,6,7,10 W.3,4,5,6,8,10 SL.1,2,4,5,6; L.1e,g,4,6 ELD.PI.1,2,3,4,5,6, 9,10,11; ELD.P.II.3,5,6
END 1 <sup>st</sup> Trimester. Benchmark focus: Narrative Writing Task, Reading Literature		
Dec.	Unit 3 <u>Narrative - Reading and Writing Fairytales or Folktales</u> <u>Reading and Language, Writing and Language, Language</u> (approx. 5 weeks) (Finish Fairytales/Folktales after holiday break)	RL.1,2,3,5,7,9,10; W.3,4,5,8,10; SL.1a,b,c,2,4,6; L.3,4,5a,6; ELD.PI.1,2,3,4,5,6,9,10,12b; ELD.PII.1,3a,5,6
Jan, Feb	Unit 4 <u>Informative/Explanatory - Reading and Writing Informational</u> <u>Books &amp; Biography</u> <u>Reading and Language, Writing and Language, Language</u> (approx. 6 weeks)	RI.1,2,4,5,6,7,9,10; W.2,5,6,7,8,10; SL.1,2,3,4,5,6; L.1f,2,3,4,6; ELD.PI.1,2,3,4,6,10,12a,b; ELD.PII.1,2,5
END 2 <sup>nd</sup> Trimester. Benchmark focus: Info/Explanatory Writing Task, Info/Explanatory text		
March	Unit 5 <u>Opinion/Argument</u> - Reading Literature and Writing Book Reviews <u>Reading and Language, Writing and Language, Language</u> (approx. 4 weeks)	RI.1,2,4,6,7,8,10 W.1,4,5,6,8,10; SL.1,2,4,5,6 L.1e,f,2,4,6 ELD.PI.1,2,3,5,6,7,9,10,11,12b; ELD.PII.1,2,3b,4
April	Unit 6 <u>Poetry</u> - Reading and Writing Poetry <u>Reading and Language, Writing and Language, Language</u> (approx. 3 weeks)	RL.1,4,5,10 W.4,5,6,10 SL.1,6; L.4,5 ELD.PI.1,5,6,7,8,9,12b ELD.PII.1
May	Unit 7 <u>Opinion/Argument</u> – Opinion Texts and Commercial Scripts <u>Reading and Language, Writing and Language, Language</u> (approx. 4 weeks)	RI.1,2,4,6,7,8,10;W.1,4,5,6,8,10 SL.1,2,4,5,6; L.1e,f,2,4,6; ELD.PI.1,2,3,5,6,7,9,10,11,12b; ELD.PII.1, 2, 3b,4
3 <sup>rd</sup> Benchmark focus: Opinion/Argument Writing Task, Reading Literature Opinion and Poetry		
June	Unit 8 <u>Reflecting on Growth and Setting Goals</u> as Readers and Writers and Collaborative Learners <u>Reading and Language, Writing and Language, Language</u> (approx. 2 weeks)	W.5,6,7,8 SL.1a-c,2,3,4,5,6 L.6 ELD.PI 1, 5, 7, 9, 10, 11

**Unit 1**  
**Launching the Year – Open Genre**  
**(Approx. 6 weeks)**

**Overview:**

*In this unit, students will build their capacities as independent learners and collaborative group members. Students will establish, learn, and internalize routines to create a safe and productive learning community. This unit will allow students to further explore their identity as a learner in both reading and writing by reflecting on their growth as an independent and collaborative learner.*

Over-Arching Essential Question for Unit 1: How do we create a motivating, engaging, and respectful environment that fosters the delight and empowerment that accompanies literacy development?

In this unit students will:

- Establish, learn, and internalize classroom routines and procedures
- Explore their identities as a reader, writer, and collaborative group member
- Establish the use of a writer’s notebook and reading response journal
- Learn strategies to establish, internalize, and strengthen good habits as a reader, writer, and group member
- Practice Social Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making

Culminating Task: A genre of student choice writing piece that has gone through the writing process over the course of the launch.

**Standards**

**ELA Common Core State Standards**

**Reading Standards for Literature:**

Key Ideas and Details

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

Range of Reading and Level of Text Complexity

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.

**Reading Standards for Informational Text:**

Key Ideas and Details

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

Craft and Structure

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

## Range of Reading and Level of Text Complexity

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 & Additional Language Standards:** *This document does not address systematic instruction of foundational skills.*

## Writing Standards:

### Production and Distribution of Writing

**2.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA**

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

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

### Range of Writing

**2.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA**

## Speaking and Listening:

### Comprehension and Collaboration

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.

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.

### Presentation of Knowledge and Ideas

2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

## Language:

### Vocabulary Acquisition and Use

- 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.
- 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 a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
  - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
  - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas. CA**

## ELD Standards:

### Part 1: Interacting in Meaningful Ways

#### A. Collaborative

**1. Exchanging information and ideas** - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.

**3. Offering opinions** - Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but* ,) as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, and the like.

**4. Adapting language choices** - Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.

#### B. Interpretive

**5. Listening actively** - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

#### C. Collaborative

**10. Writing** - Write longer literary texts (e.g. a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.

**12. Selecting language resources** -

- Retell texts and recount experiences using increasingly detailed complete sentences and key words.
- Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as *quick* as a *cricket*) to create an effect, precision, and shades of meaning while speaking and writing.

### Part 2: Learning About How English Works

#### B. Expanding and Enriching Ideas

**5. Modifying to add details** - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.

<p><b>College and Career Ready Descriptors</b></p> <ul style="list-style-type: none"><li>• Demonstrate independence</li><li>• Build strong content knowledge</li><li>• Respond to the varying demands of audience, task, purpose, and discipline</li><li>• Comprehend as well as critique</li><li>• Value evidence</li><li>• Use technology and digital media strategically and capably</li><li>• Come to understand other perspectives and cultures</li></ul>	<p><b>Social-Emotional Learning</b></p> <p><u><b>SEL Competencies:</b></u></p> <ul style="list-style-type: none"><li>• Self-Management</li><li>• Self-Awareness</li><li>• Responsible Decision Making</li><li>• Relationship Skills</li><li>• Social Awareness</li></ul>
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## Unit 1: Launching the Year – Open Genre

### Rituals and Routines

SL.1, 2a, 3, 6; ELD.PI 1, 3; SEL Competencies

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• How do we develop and strengthen our self-awareness?</li> <li>• How do we develop and strengthen our self-management?</li> <li>• How can we develop and strengthen our social-awareness?</li> <li>• How can we build relationships?</li> <li>• How can we become responsible decision-makers?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussion, written work, etc.</p> <p><b>Daily Lesson:</b> observation, questions – teachers and students, instructional tasks, student discussion, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. SEL Journals), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifact, e.g. portfolio, writing project, oral presentation, use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Learn and internalize routines to create a safe a productive learning community.	1. Co-create chart of classroom routines and practice daily to internalize effective behaviors (e.g., entering and exiting the learning area, accessing supplies, working independently, asking for help during independent work-blocks).
<i>Resources:</i> " <a href="http://www.scusd.edu/ela">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a> , " <a href="#">Class Norms Agreement</a> " Chart	
2. Develop and <a href="#">follow agreed-upon rules</a> for discussion to make collaboration productive and effective.	2. Introduce and practice protocols for partners, small group, and whole class discussions (e.g., turning and talking to learning partner, huddling as a group, passing the mic whole class).
<i>Resources:</i> " <a href="http://www.scusd.edu/ela">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a> ,	
3. Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback.	3. Introduce, practice, and co-create chart of academic language stems categorized by purpose using student friendly topics (e.g., taking turns, listening vs. speaking, asking for clarification, agreeing/ disagreeing respectfully).
<i>Resources:</i> " <a href="http://www.scusd.edu/ela">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a> ,	

4. Come to discussions prepared to make collaboration productive.	4. Set and define clear expectations for “being prepared” and provide opportunities for practice (e.g., coming to work area with supplies, establishing systems for absent partnerships).
<i>Resources:</i> <a href="#">"Launching the Year"</a> at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
<b>Additional Resources for Teaching and Learning, Reading and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
<p>CA ELA/ELD Framework</p> <p><a href="#">Example classroom library</a></p>	<p><a href="#">UDL Differentiation Strategies and Resources</a></p> <p><a href="#">GATE Differentiation Strategies and Resources</a></p>



<b>Unit 1: Launching the Year – Open Genre</b>	
<b>Reading and Language</b> RL.1, 10; RI.1, 4, 10; W.10; SL.1, 6; L.3a, 4, 6; ELD.PI 1, 5, 6	
<b>Essential Questions</b>	<b>Suggested Assessments</b>
<ul style="list-style-type: none"> <li>• How do we develop and strengthen our reading skills and reading lives?</li> <li>• How do we help each other develop and strengthen our reading skills?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussion, written work, etc.</p> <p><b>Daily Lesson:</b> observation, questions – teachers and students, instructional tasks, student discussion, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifact, e.g. portfolio, writing project, oral presentation, use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers</p>
<b>Sequence of Learning Outcomes</b> Students will be able to...in order to... <b>(What...why...)</b>	<b>Strategies for Teaching and Learning</b> One way to do this work is to... <b>(How...)</b>
<p>Note- Reading time will increase over time. Use extra time for teacher read alouds where students can practice discussion protocols introduced during rituals and routines, etc.</p>	<p>Note- Build reading stamina daily with co-created bar graphs, a timer, and a time for reflection daily on what works and doesn't to build stamina.</p>
<b>On-going use of Six Basic Reading Comprehension Strategies:</b>	<b>On-going use of Six Basic Reading Comprehension Strategies:</b>
<p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>• Activating prior knowledge or predicting</li> <li>• Questioning</li> <li>• Visualizing</li> <li>• Monitoring, clarifying, or fix-up strategies</li> <li>• Drawing inferences</li> <li>• Retelling</li> </ul>	<p>Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p>

<p><b>On-going vocabulary instruction:</b> Use a growing number of words and phrases and flexibly choose from strategies: sentence-level context clues, prefixes and known root words as a clues, individual words in compound words, and printed/digital resources in order to grow vocabulary use and knowledge.</p>	<p>Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>
<p>1. Self-reflect to establish their reading identity and set goals.</p>	<p>1. Give a <a href="#">reading interest survey</a> that allows student reflection and results in written reading goals. Revisit and update goals periodically.</p>
<p><i>Resources:</i> "<a href="#">Launching the Year</a>" at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>, <a href="#">Reading Interest Survey Sample #1</a>, <a href="#">Reading Interest Survey Sample #2</a>, : <a href="http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity">http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity</a></p>	
<p>2. Develop the habit of mind of reading daily to become life-long readers.</p>	<p>2. Watch video or observe other classes maintaining reading stamina to gather strategy ideas. Co-create a class chart of strategies they want to try during daily reads.</p>
<p><i>Resources:</i> "<a href="#">Launching the Year</a>" at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a></p>	
<p>3. Build <a href="#">stamina</a> to sustain independent reading.</p>	<p>3. Track progress of stamina on a class bar graph and/or personal line graph during independent reading time and reflect on why class/students made gains or losses.</p>
<p><i>Resources:</i> "<a href="#">Launching the Year</a>" at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a></p>	
<p>4. Read daily with purpose and understanding to build strong reading habits.</p>	<p>4. Model, fish-bowl, “catching” students engaging in active listening (e.g., <i>I can tell you are actively listening because you used details from the story in your questions and retelling.</i>)</p>
<p><i>Resources:</i> "<a href="#">Launching the Year</a>" at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>,</p>	
<p>5. Read daily with purpose and understanding to build strong reading habits and maintain stamina.</p>	<p>5. Establish, chart, and review daily “Reading with Stamina Strategies” (e.g., select books of personal interest, reread to extend independent reading time, read “<a href="#">just right</a>” books, purposefully abandon books).</p>
<p><i>Resources:</i> "<a href="#">Launching the Year</a>" at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a></p>	
<p>6. Use self-assessment and self-management toward managing their independent reading time.</p>	<p>6. Co- create a “Looks Like/Sounds Like/Feels Like” chart of reading workshop behaviors and revisit the chart daily to add/modify behaviors noted during daily personal reflection (e.g., sounds like a soft voice, pages turning, looks like my finger tracking print, mouth ready).</p>
<p><i>Resources:</i> "<a href="#">Launching the Year</a>" at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a></p>	

7. Learn and internalize reading habits to manage independent reading time.	7. Co-create a chart of “Strategies for Decoding Words” (e.g., use pictures to make meaning, vowel switch, word parts/chunks and a chart “Strategies to Figure out the Meaning of Unfamiliar Words” [e.g., context clues, root word/ prefix/ suffix, apposition, using opposites]).
<i>Resources:</i> <a href="#">"Launching the Year"</a> at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a> , <a href="#">"Strategies Good Readers Use" Chart</a>	
8. Understand that readers read for different purposes under a variety of conditions and circumstances to build good reading habits	8. Co-create a chart of “What We Read & Why?” (e.g., road signs for directions, bulletin boards for advertisements).
<i>Resources:</i> <a href="#">"Launching the Year"</a> at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
9. Read, listen, and talk with peers/ partners about their text to build comprehension and learn from others.	9. Co-create a chart of ways to read, listen, and talk with their peers about books (e.g., private reading a chapter before coming to discuss with partner, creating questions together to answer, and collaboratively reading to answer questions).
<i>Resources:</i> <a href="#">"Launching the Year"</a> at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
10. Write in a Reading Response Journal to record responses to text.	10. Model and share creative ways to record thinking about reading in a Reading Response Journal (e.g. comparing/contrasting characters using icons/ drawings) including specific words and phrases for responding to text.
<i>Resources:</i> <a href="#">"Launching the Year"</a> at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
11. Make language choices that are appropriate to academic setting when expressing ideas and requesting information or clarification.	11. Chart sentence stems (formal English) by purpose and model how to share written or drawn responses from journals with partner or small group.
<i>Resources:</i> <a href="#">"Launching the Year"</a> at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
<b>Additional Resources for Teaching and Learning, Reading and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
	<p data-bbox="824 1423 1490 1465"><a href="#">UDL Differentiation Strategies and Resources</a></p> <p data-bbox="824 1539 1507 1581"><a href="#">GATE Differentiation Strategies and Resources</a></p>

## Unit 1: Launching the Year – Open Genre

### Writing and Language

W.4, 5, 10; SL.1, 6; ELD.PI 1, 3, 5, 10, 12; ELD.PII 5

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>How do we develop and strengthen our writing skills and writing lives?</li> <li>How do we help each other develop and strengthen our writing skills and writing lives?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Self-reflect to establish their writing identity.	1. Give a writing interest survey that allows student reflection.
<i>Resources:</i> <a href="http://www.scusd.edu/ela">"Launching the Year"</a> at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
2. Establish the use of a writer’s notebook to organize writing ideas/strategies	2. Establish, model, and chart proper way to use a writer’s notebook (e.g., write only on one side, date and title each piece).
<i>Resources:</i> <a href="http://www.scusd.edu/ela">"Launching the Year"</a> at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
3. Record a variety of meaningful entrees in a Writer’s Notebook to capture writing ideas.	3. Introduce, teach, and model a new idea/strategy for writing entries in your Writer’s Notebook (e.g., first time list, I wonder, free-write, emotions chart, memories, me too stories, descriptions, sensory descriptions, ideas from books , observations).
<i>Resources:</i> <a href="http://www.scusd.edu/ela">"Launching the Year"</a> at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a> , <a href="#">Sample "Heart Map" Chart</a> .	
4. Write daily with purpose and understanding to build strong writing habits.	4. Watch video or observe other classes maintaining writing stamina to gather strategy ideas of good writing habits. Co-create a chart of strategies your class wants to use to establish good writing habits.
<i>Resources:</i> <a href="http://www.scusd.edu/ela">"Launching the Year"</a> at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	

5. Use self-assessment and self-management toward managing their independent writing time.	5. Co-create a “Looks Like-Sounds Like-Feels Like” chart of strategies to maintain writing stamina (e.g., choose a topic you know a lot about, tell your story before you write it).
<i>Resources:</i> " <a href="http://www.scusd.edu/ela">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
6. Learn and internalize strategies to manage independent writing time.	6. Start a “Writing Habit” T-Chart and record behaviors of students who demonstrate what good writers do & why good writers do that.
<i>Resources:</i> " <a href="http://www.scusd.edu/ela">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
7. Understand the value of rereading for many reasons, including checking to see if their writing makes sense and to add details to entries.	7. Model rereading a piece of writing to add details.
<i>Resources:</i> " <a href="http://www.scusd.edu/ela">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
8. Use spelling strategies to move through hard parts of writing independently without getting stuck.	8. Co-create a chart of " <a href="#">What to Do When You Don't Know How to Spell a Word?</a> " so writing can continue (e.g., fearless spellers, first sound/last sound, circle and go).
<i>Resources:</i> " <a href="http://www.scusd.edu/ela">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
9. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits.	9. Co-create a chart of how and why “Writer’s Confer with the Teacher” while others keep writing.
<i>Resources:</i> " <a href="http://www.scusd.edu/ela">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
10. Understand a writer’s work is never done to maintain <a href="#">stamina</a> .	10. Co-create a chart of " <a href="#">What to Do When You Think You Are Done Writing:</a> " (e.g., start a new story from writing ideas chart, reread an old piece of writing and add to it).
<i>Resources:</i> " <a href="http://www.scusd.edu/ela">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
11. Select, plan a structure for writing that suites the audience, task, and purpose, and draft a piece of writing to take through the writing process to learn the procedures of each step .	11. Introduce, model and chart procedures to be used in future units (e.g., how to select a piece from your writer’s notebook, plan, draft).
<i>Resources:</i> " <a href="http://www.scusd.edu/ela">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
12. Read, listen, and talk with peers/partners about their writing to strengthen writing ideas and learn from others.	12. Introduce, chart, and model procedure for peer responding by reading your story aloud and giving students something to listen for (e.g., a part of the story where they want you, the writer, to add more details).
<i>Resources:</i> " <a href="http://www.scusd.edu/ela">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
13. Revise a piece of writing to learn the procedure of how to revise.	13. Introduce, chart, and model procedure for revising by adding sensory details to your written piece.
<i>Resources:</i> " <a href="http://www.scusd.edu/ela">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
14. Edit their writing so it is ready to publish.	14. Introduce editing checklist chart and model procedure, editing one thing at a time (e.g., read the entire piece checking for only punctuation, reread it again checking for capitalization, reread again for conventions).
<i>Resources:</i> " <a href="http://www.scusd.edu/ela">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	

15. Publish their piece to share with a bigger audience.	15. Introduce, chart, and model the procedure of how to publish.
<i>Resources:</i> " <a href="#">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
16. Reflect orally and in writing to articulate their learning and develop their identities as writers.	16. Write a "Dear Reader" letter that includes reflection and goal-setting.
<i>Resources:</i> " <a href="#">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
17. Celebrate and share finished pieces so others can enjoy/connect with their writing.	17. Allow time for students to share their finished pieces (e.g., gallery walk, author's chair, group share).
<i>Resources:</i> " <a href="#">Launching the Year</a> " at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>	
<b>Additional Resources for Teaching and Learning, Writing and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
	<p><a href="#">UDL Differentiation Strategies and Resources</a></p> <p><a href="#">GATE Differentiation Strategies and Resources</a></p>



**Unit 2**  
**Narrative - Focus on Point of View**  
**(Approx. 6 weeks)**

**Overview:**

*In this unit, student will deepen their understanding of a text by focusing on who is telling the story and thinking about multiple points of view within a story. Students will base their analysis and inferences on evidence from the text as they learn about point of view and expand their understanding of the characters.*

Over-Arching Essential Question for Unit 2:

- *How does point of view convey meaning in narratives?*

In this unit students will:

- Use text evidence to determine the point of view of characters
- Compare and contrast the points of view of characters within a story
- Compare and contrast their own point of view with that of a character
- Identify who is telling a story
- Consider a character's point of view when reading aloud
- Write to explore a variety of ways to convey point of view
- Present their "point of view" work to an authentic audience

Describe Culminating Task: Students will write a personal narrative.

**Standards**

**ELA Common Core State Standards**

**Reading Literature**

Key Ideas and Details

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

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

Craft and Structure

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.

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.

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

2.10 – By the end of the year, read and 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.

**Reading Standards: Foundational Skills (K-5):** *This document does not address systematic instruction of foundational skills.*



## Writing

### Text Types and Purposes

2.3 – Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### Production and Distribution of Writing

2.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

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

### Research to Build Knowledge

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

### Range of Writing

2.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking & Listening

### Comprehension and Collaboration

2.1 – Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and large 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.

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

- a. **Give and follow three- and four-step oral directions.**

### Presentation of Knowledge and Ideas

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

- a. **Plan and deliver a narrative presentation that: recounts a well-elaborated event, including details, reflects a logical sequence, and provides a conclusion.**

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.

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

## Language

### Conventions of Standard English

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

e. Form and use the past-tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

g. 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*).

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*).

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas. CA**

### Vocabulary Acquisition and Use

2.6 – Use words or phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

## ELD Standards

### Part 1: Interacting in Meaningful Ways

#### A. Collaborative

**1. Exchanging information and ideas** - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.

**2. Interacting via written English** – Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

**3. Offering opinions** - Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but,*) as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, and the like.

**4. Adapting language choices** – Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.

B. Interpretive

**5. Listening actively** - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

**6. Reading/Viewing closely** - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

C. Collaborative

**9. Presenting** – Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).

**10. Writing** – Write longer literary texts (e.g. a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.

**11. Supporting opinions** – Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from the text) or relevant background knowledge about the content.

**Part 2: Learning About How English Works**

B. Expanding and Enriching Ideas

**3. Using verbs and verb phrases-**

b. Use a wide variety of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present tense for a science description, simple future to predict) independently.

**5. Modifying to add details** - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.

C. Connecting and Condensing Ideas

**6. Connecting ideas** - Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich*) independently.

**College and Career Descriptors**

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

**Social-Emotional Learning**

**SEL Competencies:**

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

**Unit 2: Narrative - Focus on Point of View**

**Reading and Language**

RL.1, 3, 4, 6, 7, 10; W. 8, 10; SL.1, 2, 5, 6; L.4, 6; ELD.PI.1, 2, 3, 5, 6, 9, 11

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• How do readers determine a character’s point of view in narratives?</li> <li>• How do readers use a character’s point of view to better understand narratives?</li> <li>• How do changes in a character’s point of view help the reader understand the character and author’s purpose in narratives?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of <a href="#">rubrics</a>, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p><b>Continued and on-going use of Six Basic Reading Comprehension Strategies (see launch unit):</b></p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>• Activating prior knowledge or predicting</li> <li>• Questioning</li> <li>• Visualizing</li> <li>• Monitoring, clarifying, or fix-up strategies</li> <li>• Drawing inferences</li> <li>• Retelling</li> </ul>	<p><b>On-going use of Six Basic Reading Comprehension Strategies:</b></p> <p>Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p>
<p><b>On-going vocabulary instruction:</b></p> <p>Use a growing number of words and phrases and flexibly choose from strategies: sentence-level context clues, prefixes and known root words as a clues, individual words in compound words, and printed/digital resources in order to grow vocabulary use and knowledge.</p>	<p>Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>
<p><i>Resources:</i> Core Words list in <i>Core Ready</i> Point of View unit of study, binder page 28</p>	

<p><b>Start the work with pre-unit Immersion –</b> reading for enjoyment, to build content knowledge, and exposure to genre features.</p>	<p>Teacher read-alouds, and student independent reading of multiple examples of the genre</p>
<p><i>Resources:</i> Teacher chosen narratives for read aloud/shared read</p>	
<p>1. Understand that everyone experiences life in different ways, as an introduction to point of view.</p>	<p>1. Use "Two Points of View" Graphic Organizer. Provide opportunities for students to work in partners or groups as needed for additional support.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 1, <a href="#">JTM Appendix 1: "Core Message to Students"</a>, any book with point of view e.g. <i>Hey, Little Ant</i>. <a href="#">JTM Appendix 2: "Two Points of View" graphic organizer</a>, <a href="#">JTM Appendix 3: "How My Character Views the World" graphic organizer</a>, <a href="#">"How My Character Views the World Graphic Organizer"</a></p>	
<p>2. Use clues from text to determine a character's point of view.</p>	<p>2. Use "Clues We Use to Determine Point of View Graphic Organizer".</p>
<p><i>Resources:</i> Core Ready Reading Lesson 2, any books that emphasize character's point of view e.g. <i>My Rotten Redheaded Older Brother</i>, <a href="#">JTM Appendix 4: "Clues We Use to Determine Point of View" graphic organizer</a>, <a href="#">JTM Homework: Reading Lesson 2 "Identifying Point of View"</a>, <a href="#">JTM Appendix 19: Milestone Performance Formative Assessment Checklist "Identifying the Clues We Use to Determine Point of View"</a></p>	
<p>3. Notice when a character's point of view changes and why it changes to deepen comprehension.</p>	<p>3. Revisit "Clues We Use to Determine Point of View Graphic Organizer" chart. Have students work in groups to notice when point of view changes in teacher selected text.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 3, any books that emphasize character's point of view (e.g. <i>My Rotten Redheaded Older Brother</i>), <a href="#">JTM Appendix 4: "Clues We Use to Determine Point of View" graphic organizer</a></p>	
<p>4. Distinguish their own point of view from that of a character to consider new perspectives and ideas.</p>	<p>4. In small groups, have students use "Clues We Use to Determine Point of View Graphic Organizer" to determine the character's point of view. Then ask students to compare the character's point of view to their own.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 4, e.g. <i>Horrible Harry in Room 2B</i> by Suzy Kline, <a href="#">JTM Appendix 4: "Clues We Use to Determine Point of View" graphic organizer</a> , <a href="#">JTM Appendix 6: "Character Conflict and Point of View" graphic organizer</a></p>	
<p>5. Notice when two characters have differing points of view on the same situation to deepen understanding of multiple perspectives.</p>	<p>5. Use "Clues We Use to Determine Point of View Graphic Organizer". Model using "Character Conflict and Point of View Graphic Organizer" before student practice.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 5, any books that demonstrate two characters having different points of view on the same situation e.g. <a href="#">JTM Appendix 5: "Frog and Rabbit's Sleepover"</a>, <a href="#">JTM Appendix 4: "Clues We Use to Determine Point of View" graphic organizer</a> , <a href="#">JTM Appendix 6: "Character Conflict and Point of View" graphic organizer</a> , <a href="#">JTM Homework: Reading Lesson 5 "Differing Views"</a></p>	
<p>6. Notice and describe how words and phrases supply rhythm and meaning to the story.</p>	<p>6. Choral read, accentuating rhythm and discussing resulting meaning making and author's purpose.</p>
<p><i>Resources:</i></p>	

7. Speak in different voices for each character when reading dialogue aloud to acknowledge differences in the point of view of characters.	7. Display a “Point-of-View Acting Tips” chart prepared in advance and refer to it throughout the lesson. Put students in partnerships to practice reading in the voice of a character.
<i>Resources:</i> Core Ready Reading Lesson 6, any books that allow the reader to speak in different voices for each character e.g. <i>Hey, Little Ant</i> , <a href="#">JTM Appendix 19: Milestone Performance Formative Assessment Checklist "Reading with Expression"</a>	
8. Notice when the main character is telling a story from his or her point of view to understand how it affects the way the story is told.	8. Have students jointly construct sentences writing in first person describing what a character thinks and feels.
<i>Resources:</i> Core Ready Reading Lesson 7, any book that demonstrates the main character telling the story from his or her point of view e.g. <i>A Chair for My Mother</i>	
9. Consider how a story would be different if told by a different character to understand how stories can be influenced by characters’ perspectives.	9. Use “Same Story/Two Points of View Graphic Organizer.”
<i>Resources:</i> Core Ready Reading Lesson 8, any books that have multiple main characters e.g. <i>A Chair for My Mother</i> , <a href="#">JTM Appendix 7: "Same Story/Two Points of View" graphic organizer</a> , <a href="#">JTM Homework: Reading Lesson 8 "Flipped Perspectives"</a>	
10. Use text evidence to determine multiple points of view in a text.	10. Have students work in partners to complete the “Welcome to My Class Today’ Poem With Many Points of View Graphic Organizer.”
<i>Resources:</i> Core Ready Reading Lesson 9, <a href="#">JTM Appendix 8: "Welcome to My Class Today"</a> , <a href="#">JTM Appendix 9: "Welcome to My Class Today" poem graphic organizer</a>	
11. Perform a choral reading to express many points of view.	11. Revisit “Point of View Acting Tips” chart. Have students work in groups to perform a choral reading of <i>Welcome To My Class Today</i> . Make audio or video recordings of student performances.
<i>Resources:</i> Core Ready Reading Lesson 10, <a href="#">JTM Appendix 8: "Welcome to My Class Today"</a> , <a href="#">JTM Appendix 9: "Welcome to My Class Today" poem graphic organizer</a>	
<b>Additional Resources for Teaching and Learning, Reading and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
<a href="#">Speaking &amp; Listening Performance Checklist</a>	<a href="#">UDL Differentiation Strategies and Resources</a>
<a href="#">Close Reading "Fox and Rabbit Sleep Over"</a>	<a href="#">GATE Differentiation Strategies and Resources</a>



## Unit 2: Narrative – Focus on Point of View

### Writing and Language

RL.10; W.3, 4, 5, 6, 8, 10; SL.1, 4, 5, 6; L.1 e.g, 6; ELD.PI.1, 2, 4, 9, 10; ELD.PII.3, 5, 6

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>How do writers convey a character’s point of view in literature?</li> <li>How do writers use changes in a character’s point of view to help the reader understand the character?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of <a href="#">rubrics</a>, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... <b>(What...why...)</b>	Strategies for Teaching and Learning One way to do this work is to... <b>(How...)</b>
1. Notice the features of a personal narrative (e.g., story elements, dialogue, first-person point of view).	1. Create an Always/Sometimes chart based on personal narratives read during immersion stage of reading instruction.
<i>Resources:</i>	
2. Use irregular past-tense verbs to recount a story (e.g., saw, ate, ran). (Integrated ELD)	2. Notice irregular past-tense verbs while reading and co-create a list of these verbs. Then quick write using irregular past-tense verbs (add verbs to chart based on assessment of class needs).
<i>Resources:</i> ELD.PII.3	
3. Write short texts that center characters in a particular situation or event to show that characters have a point of view.	3. In pairs and individually, have students choose “Character Cards” and “Situation Cards” in order to practice coming up with a story, paying particular attention to the character’s point of view.
<i>Resources:</i> Core Ready Writing Lesson 1, <a href="#">JTM Appendix: "Character Cards"</a> , <a href="#">JTM Appendix11: "Situation Cards"</a> , <a href="#">JTM Homework: Writing Lesson 1 "Quick Write"</a>	
4. Describe characters’ actions to express point of view.	4. Have students use “Feelings Charades Cards” in pairs to act out feelings and then quick write.
<i>Resources:</i> Core Ready Writing Lesson 2, any story in which the characters display various emotions in the text and illustrations e.g. <i>Today I Feel Silly &amp; Other Moods That Make My Day</i> , “ <a href="#">JTM Appendix12: "Charade Cards"</a> , <a href="#">JTM Appendix 19: Milestone Performance Formative Assessment Checklist "Conveying Point of View Through Actions and Words"</a>	

5. Expand sentences with adverbs to enrich descriptions of actions. (Integrated ELD)	5. Notice in reading, co-create a list of adverbs, and revise sentences to include adverbs where appropriate.
<i>Resources:</i> ELD.PII.5	
6. Reveal what characters think to express point of view.	6. Working in pairs, have students use sample “Point of View Photos” 1-6 to determine inner thoughts of people shown in photos and quick write.
<i>Resources:</i> Core Ready Writing Lesson 3, photos that demonstrate point of view, <a href="#">JTM Appendix 13: "Sample Point of View Photos"</a>	
7. Tell stories from their lives to express point of view.	7. Use sample story “Playground Picnic” as a mentor text. Have students choose an idea from their own life (writer’s notebook) to do a short-write where their point of view is evident.
<i>Resources:</i> Core Ready Writing Lesson 4, sample stories that demonstrate writers expressing their own point of view when telling stories from their lives (e.g., “Playground Picnic”) <a href="#">JTM Appendix 14: Our sample story "Playground Picnic"</a> , <a href="#">JTM Homework: Writing Lesson 4 "Sketch to Stretch"</a>	
8. Show more than one character’s point of view in a story to develop a more interesting plot.	8. Practice writing short stories with two opposite characters using “Two Sides of a Story Cards.”
<i>Resources:</i> Core Ready Writing Lesson 5, <a href="#">JTM Appendix 15: "Two Sides of a Story" cards</a>	
9. Create exchanges of dialogue between characters to express point of view.	9. In pairs, have students write lines of dialogue using sample “Point of View Photos” 7, 8, and 9 with a focus on point of view.
<i>Resources:</i> Core Ready Writing Lesson 6, <a href="#">JTM Appendix 13: "Sample Point of View Photos"</a>	
10. Show the main character’s point of view to better understand the character.	10. Have students write as if they were an object using the first person. Use “Who am I? Cards.” Have students present their writing so class can guess the object.
<i>Resources:</i> Core Ready Writing Lesson 7, <a href="#">JTM Appendix 16: "Who Am I?" cards</a>	
11. Revise a story to improve writing.	11. Have students choose a quick-write to take to publishing. Use revising portion of “Point-of-View Checklist.”
<i>Resources:</i> Core Ready Writing Lesson 8, “Point-of-View Checklist” <a href="#">JTM Appendix: "Point-of-View" Checklist</a> , <a href="#">JTM Homework: Writing Lesson 8 "Sharing Our Writing"</a>	
12. Revise a story to include words such as <i>and</i> , <i>but</i> , <i>so</i> , and <i>because</i> to combine clauses in order to connect and join ideas. (Integrated ELD)	12. Analyze sentences from mentor text to find connection between ideas. Students try connecting ideas in their own writing.
<i>Resources:</i> ELD.PII.6	
13. Edit a story toward making final preparations to share the piece publicly.	13. Use editing portion of “Point-of-View Checklist.”
<i>Resources:</i> Core Ready Writing Lesson 8, <a href="#">JTM Appendix 19: Milestone Performance Formative Assessment Checklist "Revising Writing"</a>	



14. Share their point of view story with an audience to celebrate their learning.	14. Use collection of student point-of-view stories and audio and/or video recording device.
<i>Resources:</i> Core Ready Writing Lesson 9, a collection of student point-of-view pieces, <a href="#">JTM Appendix 19: Milestone Performance Formative Assessment Checklist "Story Performances"</a>	
15. Respond to Core questions to reflect on what they learned about point of view.	15. Use "Core Thinking Sheet" to reflect on learning.
<i>Resources:</i> Core Ready Writing Lesson 10, <a href="#">JTM Appendix 18: "Core Thinking-Sheet"</a> , <a href="#">JTM Appendix 19: Milestone Performance Formative Assessment Checklist "Expressing Yourself Clearly"</a>	
<b>Additional Resources for Teaching and Learning, Writing and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
<a href="#">Speaking &amp; Listening Performance Checklist</a>	<a href="#">UDL Differentiation Strategies and Resources</a>  <a href="#">GATE Differentiation Strategies and Resources</a>

Unit 2: Narrative – Focus on Point of View	
Language L.1, 2, 3, 4, 6	
Essential Questions	Suggested Assessments
tbd	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work</p> <p><b>Daily Lesson:</b> observation, questions – teachers and students, student discussions, peer feedback, student self-reflection</p> <p><b>Weekly:</b> student discussions, peer feedback, student self-reflection</p> <p><b>End-of-Unit:</b> oral presentation, peer feedback, use of rubric, student self-reflection (e.g. short survey) other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What...why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
tbd	
Additional Resources for Teaching and Learning, Language	Differentiation (e.g. Special Education, EL, GATE)
	<p><a href="#"><u>UDL Differentiation Strategies and Resources</u></a></p> <p><a href="#"><u>GATE Differentiation Strategies and Resources</u></a></p>

**Unit 3**  
**Narrative - Reading and Writing Fairy Tales or Folktales**  
**(Approximately 5 weeks)**

**Overview:**

*In this unit, students learn classic versions of a variety of fairy tales while working toward greater proficiency in fluent reading and comprehension. Students learn the elements of story in order to determine the central theme or lesson. Students also compare and contrast different versions of the same tale. This unit provides students the opportunity to compose original fairy tales, as well as, perform familiar tales for an authentic audience to honor the oral tradition of fairy tales.*

Over-Arching Essential Question for Unit 2: What lessons do we learn from reading fairy tales?

In this unit students will:

- Identify key story elements and compare and contrast different versions of the same tale
- Closely read illustrations to support comprehension
- Determine the central theme by tracking character change throughout a tale
- Write an adaptation of a classic fairy tale including details such as character dialogue and descriptive character action

Culminating Task:

- Students will create an adaptation of a classic fairy tale.

**Standards**

**ELA Common Core State Standards**

**Reading Standards for Literature:**

Key Ideas and Details

- 2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

- 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.

**Foundational Skills & Additional Language Standards:** *This document does not address systematic instruction of foundational skills.*

## **Writing Standards:**

### Text Types and Purposes

2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### Production and Distribution of Writing

**2.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. CA**

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

### Research to Build and Present Knowledge

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

### Range of Writing

**2.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA**

## **Speaking and Listening:**

### Comprehension and Collaboration

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.

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

**a. Give and follow three- and four-step oral directions. CA**

### Presentation of Knowledge and Ideas

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

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.

2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

## Language:

### Knowledge of Language

- 2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare formal and informal uses of English.

### Vocabulary Acquisition and Use

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.

- 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 a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas. CA**

2.5. Demonstrate understanding of word relationships and nuances in word meanings.

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

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 (e.g., *When other kids are happy that makes me happy*).

## ELD Standards

### Part 1: Interacting in Meaningful Ways

#### A. Collaborative

- 1. Exchanging information and ideas** - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.
- 2. Interacting via written English** - Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.
- 3. Offering opinions** - Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but,*) as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, and the like.
- 4. Adapting language choices** - Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.

B. Interpretive

**5. Listening actively** - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

**6. Reading/Viewing closely** - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

C. Collaborative

**9. Presenting** – Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).

**10. Writing** – Write longer literary texts (e.g. a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.

**12. Selecting language resources** –

b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as *quick* as a *cricket*) to create an effect, precision, and shades of meaning while speaking and writing.

**Part 2: Learning About How English Works**

A. Structuring Cohesive Texts

**1. Understanding text structure** – Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/ explanatory text versus an opinion text) to comprehending and writing texts independently.

B. Expanding and Enriching Ideas

**3. Using verbs and verb phrases-**

a. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.

**5. Modifying to add details** - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.

C. Connecting and Condensing Ideas

**6. Connecting ideas** - Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich.* → *The boy was hungry so he ate a sandwich*) independently.

**Common and Career Ready Descriptors**

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

**Social-Emotional Learning**

**SEL Competencies:**

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

**Unit 3: Narrative - Reading and Writing Fairy Tales or Folktales**

**Reading and Language**

RL.1, 2, 3, 5, 7, 9, 10; W. 8; SL. 1a, b, c, 2, 4, 6; L. 3, 4, 6; ELD.PI. 1, 2, 3, 4, 5, 6, 12b; ELD.PII. 1, 6

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• What do readers gain from reading fairy tales?</li> <li>• What are the characteristics of a fairy tale?</li> <li>• How are fairy tales structured and crafted? Why?</li> <li>• How should we read them as a result?</li> <li>• What language features are used in fairy tales? Why?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of <a href="#">rubrics</a>, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.</p>	<p>Teacher read-aloud, and student independent reading of multiple examples of the genre.</p>
<p><b>On-going vocabulary instruction:</b> Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>
<p>1. Explore fairy tales to build familiarity with various versions of fairy tales.</p>	<p>1. Co-create a chart of titles, “Fairy Tales We Know...For Now”. Explore collections of related fairy tales from various cultures (e.g., Cinderella), and hold a collaborative conversation around whether each is a classic or reimagined version.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 1, a collection of related fairy tales (<i>Cinderella, The Egyptian Cinderella, The Korean Cinderella, Prince Cinders, Yeh Shen, Cinderella, or The Little Glass Slipper</i>), <a href="#">SOS Appendix 1: "Core Message to Students"</a>, <a href="#">SOS Homework: Reading Lesson 1 "Identifying Fairy Tales"</a></p>	

2. Notice specific common features of fairy tales to build understanding of the genre.	2. Define the features of a fairy tale (e.g., presence of magic, happy endings), and co-create a “Features of Fairy Tales” chart. Guide students to search for and discuss examples of each feature found in various texts.
<i>Resources:</i> Core Ready Reading Lesson 2, a collection of various fairy tales	
3. Identify key story elements in fairy tales to deepen understanding of the genre.	3. Discuss and define the story elements found in fairy tales, using an “Elements of Fairy Tales” Graphic Organizer. Students work in partnerships to identify key events from one fairy tale using the graphic organizer.
<i>Resources:</i> Core Ready Reading Lesson 3, “Features of Fairy Tales Chart” (created in Core Ready Reading Lesson 2), <a href="#">SOS Appendix 2: “Elements of Fairy Tales” Graphic Organizer</a> , <i>Good Little Wolf</i> , <a href="#">SOS Appendix 10: Milestone Performance Formative Assessment - “Identifying the Key Elements of a Fairy Tale”</a>	
4. Develop a repertoire of vocabulary strategies to find the meaning of unfamiliar words and phrases.	4. Read aloud a fairy tale, identifying unfamiliar words and modeling the use of vocabulary strategies listed on a “Figuring Out Unfamiliar Words” chart. Add new words and phrases to a “Word Collection Wall”. Have students work independently or with a partner to practice using these strategies in their own reading.
<i>Resources:</i> Core Ready Reading Lesson 4, “Features of Fairy Tales Chart” (created in Core Ready Reading Lesson 2), <i>Cinderella</i>	
5. Study illustrations closely to support comprehension of the reading	5. Co-create a “Why Are Illustrations Important?” chart outlining ways in which illustrations help tell a story and aid in comprehension. Students independently read a fairy tale and discuss with a partner the ways in which the illustrations supported their reading comprehension.
<i>Resources:</i> Core Ready Reading Lesson 5, <i>Good Little Wolf</i> , <i>The Paper Bag Princess</i> , <i>Prince Cinders</i> <a href="#">SOS Homework: Reading Lesson 5 “Learning from Illustrations”</a>	
6. Track how a character changes across a story to begin to determine the lesson of the story.	6. Model tracing character change using a read aloud. Use “Tracing Character Change” graphic organizer to record events that motivate how and why a character changes. Students collaborate in small groups to practice with a fairy tale of their choice.
<i>Resources:</i> Core Ready Reading Lesson 6, <a href="#">SOS Appendix 3: “Tracing Character Change” Graphic Organizer</a> , <i>Good Little Wolf</i> , <a href="#">SOS Appendix 10: Milestone Performance Formative Assessment - “Identifying Change in Character”</a>	
7. Determine the lesson of a fairy tale to connect with and learn from characters.	7. Introduce a “How to Find a Hidden Lesson” chart. Discuss how and why the main character changes across the story, to determine the lesson the character learns and how it might relate to readers today.
<i>Resources:</i> Core Ready Reading Lesson 7, “Features of Fairy Tales” Chart (created in Core Ready Reading Lesson 2), <i>Paper Bag Princess</i>	



8. Students will be able to combine clauses to compare and contrast elements of fairy tales. (Integrated ELD)	8. Introduce language specific to comparing and contrasting (e.g., <i>both</i> , <i>and</i> , <i>but</i> , <i>however</i> ), and use sentence frames to model connecting ideas (e.g., Snow White is awakened by a kiss. Sleeping Beauty is awakened by a kiss. → <i>Both</i> Sleeping Beauty <i>and</i> Snow White are awakened by a kiss.)
<i>Resources:</i> ELD.PI.4, ELD.PII.6	
8. Compare and contrast different versions of the same tale to notice an author’s use of craft and structure.	8. Use “Comparing and Contrasting Fairy Tales” graphic organizer to identify similarities and differences between two different versions of one familiar fairytale (e.g., <i>Cinderella and Prince Cinders</i> ).
<i>Resources:</i> Core Ready Reading Lesson 8, <i>Cinderella, Prince Cinders</i> , various other versions of the same fairy tale, <a href="#">SOS Appendix 4: "Comparing and Contrasting Fairy Tales" Graphic Organizer</a> , <a href="#">SOS Appendix 10: Milestone Performance Formative Assessment - "Comparing and Contrasting Fairy Tales"</a>	
9. Engage in the oral tradition of fairy tales to share various cultural lessons and values through expression.	9. Model using voice and facial expression to clearly convey the emotions, lessons, and values contained in a scene. Guide students to work in collaborative small groups to analyze and perform a scene from a variety of fairy tale scripts.
<i>Resources:</i> Core Ready Reading Lesson 9, <a href="#">SOS Appendix 5: "Reader’s Theater Fairy Tale Scripts"</a> , <a href="#">SOS Homework: Reading Lesson 9 "Sharing Fairy Tales"</a>	
10. Respond to core questions to reflect on all the new knowledge they’ve gained about fairy tales.	10. Use Core Questions to focus student reflection. Discuss and co-construct a response to one question, then have students discuss another question with a partner before writing independently.
<i>Resources:</i> Core Ready Reading Lesson 10, <a href="#">SOS Appendix 10: Milestone Performance Formative Assessment - "Expressing Yourself Clearly"</a>	
<b>Additional Resources for Teaching and Learning, Reading and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
<a href="#">Speaking and Listening Checklist</a>	<a href="#">UDL Differentiation Strategies and Resources</a>  <a href="#">GATE Differentiation Strategies and Resources</a>

**Unit 3: Narrative - Reading and Writing Fairy Tales or Folktales**

**Writing and Language**

RL.1, 2, 10, W.3, 4, 5, 10, SL.1, 2, 4, 5, 6, L.5a, 6, ELD.PI.1, 4, 5, 6, 9, 10, ELD.PII.1, 3a, 5

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• How do writers of fairy tales structure and craft their pieces? Why?</li> <li>• How do writers of fairy tales apply language features? Why?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of <a href="#">rubrics</a>, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>1. Imagine magical characters and settings to prepare to craft an original adaption of a classic fairy tale.</p>	<p>1. Look at illustrations of characters from mentor texts and guide students to discuss their own ideas for a magical character and setting. Have students draw magical characters with a detailed setting in their Writer’s Notebook.</p>
<p><i>Resources: Core Ready Writing Lesson 1, Cinderella, Good Little Wolf, The Paper Bag Princess</i></p>	
<p>2. Consider alternative endings to classic tales to prepare to craft an original adaption of a classic fairy tale.</p>	<p>2. Review the “Fairy Tales We Know...For Now” chart and have students choose one story to summarize with a partner. Discuss alternative endings to familiar fairy tales using the “Happily Ever After Graphic Organizer”. Have students work independently to create three possible endings of their own.</p>
<p><i>Resources: Core Ready Writing Lesson 2, “Fairy Tales We Know...For Now” (from Core Ready Reading Lesson 1), <a href="#">SOS Appendix 6: “Happily Ever After” Graphic Organizer</a></i></p>	

3. Imagine how alternative story elements change familiar tales to prepare to craft an original adaption of a classic fairy tale.	3. Use “Fairy Tales We Know...For Now” and “Elements of Fairy Tales Graphic Organizer” to collaboratively discuss the elements of a familiar fairy tale. Discuss how changing one key element would significantly alter the story’s ending.
<i>Resources:</i> Core Ready Writing Lesson 3, “Fairy Tales We Know...For Now” (from Core Ready Reading Lesson 1), <a href="#">SOS Appendix 2: “Elements of Fairy Tales” Graphic Organizer</a> , <i>Cinderella</i> , <i>Prince Cinders</i> , <a href="#">SOS Homework: Writing Lesson 3 “Rethinking Endings”</a>	
4. Plan an organized sequence of events to begin crafting an original adaption of a classic fairy tale.	4. Use the “Planning a Fairy Tale Graphic Organizer” to plan an original adaptation of a familiar fairy tale. Allow ample time for students to draft.
<i>Resources:</i> Core Ready Writing Lesson 4, <a href="#">SOS Appendix 7: “Planning a Fairy Tale” Graphic Organizer</a> , <a href="#">SOS Appendix 8: Adaptation of “The Princess and the Pea”</a> , <a href="#">SOS Appendix 10: Milestone Performance Formative Assessment - “Sequence and Key Elements”</a>	
5. Revise their writing to include character thoughts and dialogue to create a dynamic story.	5. Define for students the terms <i>dialogue</i> and <i>internal thinking</i> before guiding students to find examples of each in mentor texts. Have students revise their writing to include internal thinking or dialogue.
<i>Resources:</i> Core Ready Writing Lesson 5, <a href="#">SOS Appendix 8: Adaptation of “The Princess and the Pea”</a> , <i>Good Little Wolf</i> , <a href="#">SOS Homework: Writing Lesson 5 “Adding Character Dialogue and Thought”</a>	
6. Recognize the different types of verbs to help them make more purposeful language choices in their fairy tales. (Integrated ELD)	6. Introduce various types of verbs (e.g., doing, saying, being/having, thinking/feeling). Use a mentor fairy tale to find and classify verbs. Discuss how each type contributes to the meaning of the fairy tale. Begin a chart called “Verbs that Pack a Punch.”
<i>Resources:</i> ELD.PII.3a, <a href="#">“Verb Types Graphic Organizer”</a> , mentor fairy tales	
7. Revise writing to include powerful action (doing) verbs to more precisely describe characters actions.	7. Focus mentor text verb study to doing verbs emphasizing how they are used to precisely describe characters’ actions. Have students revise their writing to include more descriptive character action using powerful doing verbs.
<i>Resources:</i> Core Ready Writing Lesson 6, <a href="#">SOS Appendix 8: Adaptation of “The Princess and the Pea”</a> , mentor fairy tales	
8. Revise writing to include verb phrases that help the reader understand what the character is feeling.	8. Use a “How Do We Show Our Feelings” chart to make connections between feelings and actions. Have students revise their writing with a focus on verb phrases that show what the character is feeling.
<i>Resources:</i> Core Ready Writing Lesson 7, <a href="#">SOS Appendix 8: Adaptation of “The Princess and the Pea”</a> , mentor fairy tales, <a href="#">SOS Appendix 10: Milestone Performance Formative Assessment - “Additional Character Information”</a>	

8. Craft a strong ending to make sure the problem is resolved while providing a sense of closure.	8. Co-create a class chart of ways to end your fairy tales based on mentor texts. Have students try on different types of endings (e.g., traditional ending, alternative endings).
<i>Resources:</i> Core Ready Writing Lesson 8, <i>The Paper Bag Princess</i> , <a href="#">SOS Appendix 8: Adaptation of “The Princess and the Pea”</a> , mentor fairy tales	
9. Revise piece collaboratively to meet the readers expectations.	9. Use revising portion of “Fairy Tale Checklist” to ensure all the elements of a fairy tale are included.
<i>Resources:</i> Core Ready Writing Lesson 9, <a href="#">SOS Appendix 9: “Fairy Tale” Checklist</a> , <a href="#">SOS Homework: Writing Lesson 9 “Illustrating Fairy Tales”</a>	
10. Edit piece collaboratively to strengthen and improve their writing.	10. Use editing portion of “Fairy Tale Checklist.” Provide time for publishing. See “Publishing Ideas.”
<i>Resources:</i> Core Ready Writing Lesson 9, <a href="#">SOS Appendix 9: “Fairy Tale” Checklist</a> , <a href="#">SOS Appendix 10: Milestone Performance Formative Assessment - “Revising Stories”</a>	
11. Include visual features in their published fairy tale to support the readers’ understanding.	11. Model publishing method of your choice (e.g., picture book, iBook, audio book) including the use of visual features (e.g., illustrations, cover/title, digital images).
<i>Resources:</i> Core Ready Writing Lesson 9, <a href="#">SOS Appendix 9: “Fairy Tale” Checklist</a> , <a href="#">SOS Appendix 10: Milestone Performance Formative Assessment - “Revising Stories”</a>	
12. Share and discuss their writing with an authentic audience to celebrate their hard work.	12. Invite others to a class celebration where work is shared. Have writers reflect on sharing process.
<i>Resources:</i> Core Ready Writing Lesson 10	
<b>Additional Resources for Teaching and Learning, Writing and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
<a href="#">Speaking and Listening Performance Checklist</a>	<a href="#">UDL Differentiation Strategies and Resources</a>  <a href="#">GATE Differentiation Strategies and Resources</a>

**Unit 3: Narrative - Reading and Writing Fairytales or Folktales**

**Language**

<b>Essential Questions</b>	<b>Suggested Assessments</b>
tbd	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
<b>Sequence of Learning Outcomes</b> Students will be able to...in order to... <b>(What... why...)</b>	<b>Strategies for Teaching and Learning</b> One way to do this work is to... <b>(How...)</b>
tbd	
<b>Additional Resources for Teaching and Learning, and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
	<p><a href="#"><u>UDL Differentiation Strategies and Resources</u></a></p> <p><a href="#"><u>GATE Differentiation Strategies and Resources</u></a></p>

**Unit 4:**  
**Informative/Explanatory - Reading and Writing Informational Books & Biography**  
**(Approximately 6 weeks)**

**Overview:**

*In this unit, students have the opportunity to dive into more sophisticated research using a variety of rich texts. Students will work collaboratively engaging in a biographical study in which they will craft questions to guide research, record organized notes, and develop a written report using key structures common to informational text.*

Over-Arching Essential Question for Unit 4: How can we best present the information we want to share with others?

In this unit students will:

- Choose a topic for further investigation
- Determine the big ideas in informational text by reading closely
- Use text features to navigate informational text
- Utilize note-taking and research skills to gather information from multiple sources
- Use research to create and present information to an audience

Culminating Task: Students will work in collaborative groups to draft informational text based on a person of interest.

**Standards**

**ELA Common Core State Standards:**

**Reading Standards for Informational Text:**

Key Ideas and Details

- 2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- 2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Craft and Structure

- 2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 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.
- 2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

## Integration of Knowledge and Ideas

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

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

## Range of Reading and Level of Text Complexity

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 & Additional Language Standards:** *This document does not address systematic instruction of foundational skills.*

## Writing Standards:

### Text Types and Purposes

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.

### Production and Distribution of Writing

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

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

### Research to Build and Present Knowledge

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).

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

### Range of Writing

**2.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA**

## Speaking and Listening:

### Comprehension and Collaboration

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

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

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.

### Presentation of Knowledge and Ideas

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

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.

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

## Language:

### Conventions of Standard English

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*).

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

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

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

### Knowledge of Language

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

a. Compare formal and informal uses of English.

### Vocabulary Acquisition and Use

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*).

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas. CA**

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 (e.g., *When other kids are happy that makes me happy*).

## ELD Standards

### Part 1: Interacting in Meaningful Ways

#### A. Collaborative

**1. Exchanging information and ideas** - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.



**2. Interacting via written English** – Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

**3. Offering opinions** - Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but,*) as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, and the like.

**4. Adapting language choices** – Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.

B. Interpretive

**6. Reading/Viewing closely** - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

C. Collaborative

**10. Writing** – Write longer literary texts (e.g. a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.

**12. Selecting language resources** –

- a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.
- b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as *quick* as a *cricket*) to create an effect, precision, and shades of meaning while speaking and writing.

## Part 2: Learning About How English Works

A. Structuring Cohesive Texts

**1. Understanding text structure** – Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/ explanatory text versus an opinion text) to comprehending and writing texts independently.

**2. Understanding cohesion** - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, after that, suddenly*) to comprehending or writing texts independently.

B. Expanding and Enriching Ideas

**5. Modifying to add details** - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.

<p><b>Common and Career Ready Descriptors</b></p> <ul style="list-style-type: none"><li>• Demonstrate independence</li><li>• Build strong content knowledge</li><li>• Respond to the varying demands of audience, task, purpose, and discipline</li><li>• Comprehend as well as critique</li><li>• Value evidence</li><li>• Use technology and digital media strategically and capably</li><li>• Come to understand other perspectives and cultures</li></ul>	<p><b>Social-Emotional Learning</b></p> <p><u><b>SEL Competencies:</b></u></p> <ul style="list-style-type: none"><li>• Self-Management</li><li>• Self-Awareness</li><li>• Responsible Decision Making</li><li>• Relationship Skills</li><li>• Social Awareness</li></ul>
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## Unit 4: Informative/Explanatory - Reading and Writing Informational Books & Biography

### Reading and Language

RI.1, 2, 4, 5, 6, 7, 9, 10; W.8; SL.1, 2, 3, 4, 6; L. 4, 6; ELD.PI.1, 2, 6, 10, 12a, b; ELD.PII.1, 2

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• What do readers gain from reading informational text?</li> <li>• What are the characteristics of informational text?</li> <li>• How are informational text structured and crafted? Why? How should we read them as a result?</li> <li>• What language features are used in informational text? Why?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of <a href="#">rubrics</a>, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.	Teacher read-alouds, and student independent reading of multiple examples of the genre.
<b>On-going vocabulary instruction:</b> Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use.	Readers collect favorite new words and definitions in their writer's notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.
1. Identify the author's purpose when reading informational texts to deepen comprehension.	1. Co-create a "Texts that Persuade/Texts that Inform/Texts that Entertain" chart. Have students collaboratively sort texts into the three categories, citing textual evidence to support their opinion. Narrow focus to biographies.
<i>Resources:</i> Core Ready Reading Lesson 2, <i>Abraham Lincoln</i> , a variety of texts from each text type	
2. Use informational texts to generate questions to possibly research further.	2. Co-create a "Wonder Wall" of "I wonder..." statements generated while reading informational text that might support biographical research. Put students into "Biography Bunches" based on common interests.
<i>Resources:</i> Core Ready Reading Lesson 1 and 2, <i>The Wonder Book</i> , <i>Tomie dePaola</i> , texts from Social Studies curriculum, <a href="#">RTK Appendix 1: "Core Message to Students"</a>	

<p>3. Determine and clarify the meaning of unknown words to deepen comprehension.</p>	<p>3. Introduce “Biography Bunches” and discuss speaking and listening protocols. Co-create a “To figure out what a new word means, I can...” chart of various vocabulary strategies including using a glossary. Have students locate and define unfamiliar words and phrases from their informational books.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 3, <a href="#">RTK Appendix 2: “Check Out These New Words” Graphic Organizer</a>, <i>Tomie dePaola, Abraham Lincoln</i>, <a href="#">RTK Appendix 14: Milestone Performance Formative Assessment - “Word Discoveries”</a>, <a href="#">RTK Homework: Reading Lesson 3 “Defining Words”</a></p>	
<p>4. Understand how pronouns and synonyms are used in informational text to reference a person, place, or thing from earlier in the text so the reader can track who and what the sentences are about. (<i>Blacks</i> had to find new ways to get to work. <i>Few people</i> had cars. <i>Many</i> walked, rode with others, or took taxis.) (Integrated ELD)</p>	<p>4. Model and practice tracking a chain of reference that uses pronouns and synonyms in informational text (e.g., <i>Blacks, Few people, Many</i>).</p>
<p><i>Resources:</i> ELD.PI.6; ELD.PII.2</p>	
<p>5. Identify, name, and use text features to effectively navigate informational text.</p>	<p>5. Lead students through the inquiry process to create an “Informational Text Features Chart” that names, defines, and provides examples of features found in both print and on-line text.</p>
<p><i>Resources:</i> Core Ready Reading Lesson 4, <a href="#">RTK Appendix 3: “Rosa Parks: Civil Rights Heroine”</a>, <i>Rosa Parks, Rosa Parks: A Life of Courage</i>,</p>	
<p>6. Use informational text features to help them locate information related to their questions.</p>	<p>6. Use text features to determine which sections of the text will be most helpful in answering “Biography Bunch” questions (created during Core Ready Writing Lesson 3).</p>
<p><i>Resources:</i> Core Ready Reading Lesson 5, <i>Rosa Parks</i>, <a href="#">RTK Appendix 3: “Rosa Parks: Civil Rights Heroine”</a>, <a href="#">RTK Appendix 4: “Question Quest” Organizer</a>, “Biography Bunch” questions (created during Core Ready Writing Lesson 3)</p>	
<p>7. Identify the main topic of a multi-paragraph text to deepen comprehension.</p>	<p>7. Have students read the entire section, list all the things learned, and answer the question, “What is this section mostly about?”</p>
<p><i>Resources:</i> Core Ready Reading Lesson 6, <a href="#">RTK Appendix 5: “What’s It All About?” exit slip</a>, <a href="#">RTK Appendix 3: “Rosa Parks: Civil Rights Heroine”</a>, <a href="#">RTK Appendix 14: Milestone Performance Formative Assessment - “What’s It All About? Exit Slip”</a></p>	
<p>8. Identify where an author has combined clauses to show a relationship between two ideas (e.g., causality, comparison, concession) to deepen comprehension. (Integrated ELD)</p>	<p>8. Co-create a chart of ways authors combine clauses (e.g., <i>Because her hometown hospital was segregated, Wilma traveled to Memphis. Even though she had walked for only two years, she helped her high school basketball team go to the state championship</i>).</p>
<p><i>Resources:</i> ELD.PI.1, 6; ELD.PII.2, 6</p>	

9. Compare and contrast the main points of two sources on the same topic to deepen their understanding about a subject.	9. Use a Venn Diagram to record information from two different texts on the same topic.
<i>Resources:</i> Core Ready Reading Lesson 7, <i>Rosa Parks</i> , <a href="#">RTK Appendix 3: “Rosa Parks: Civil Rights Heroine”</a> , <a href="#">RTK Appendix 6: “Venn Diagram”</a>	
10. Use visual support to gather information and understand the relationship between images and written text.	10. Co-create a chart titled “How Do the Images Help Us Learn More?” to list various types of images (e.g., illustrations, photographs, timelines, maps) and explain how each supports the written text.
<i>Resources:</i> Core Ready Reading Lesson 8, <i>Rosa Parks</i> , <i>Rosa Parks: A Life of Courage</i> , <a href="#">RTK Homework: Reading Lesson 8 “Learning From Pictures”</a>	
11. Connect people, events, and facts within a text to deepen comprehension.	11. “Biography Bunches” use “Making Connections Graphic Organizer” to list two pieces of information from a single source and identify how they connect.
<i>Resources:</i> Core Ready Reading Lesson 9, <a href="#">RTK Appendix 3: “Rosa Parks: Civil Rights Heroine”</a> , <a href="#">RTK Appendix 7: “Making Connections” Graphic Organizer</a>	
12. Discuss “Core Questions” to reflect on their learning about informational text.	12. In partners, ask students and jointly construct responses to the “Core Questions” using the Informational Text Features chart.
<i>Resources:</i> Core Ready Reading Lesson 10, <a href="#">RTK Appendix 14: Milestone Performance Formative Assessment - “Core Question Reflections”</a>	
<b>Additional Resources for Teaching and Learning, Reading and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
<a href="#">Speaking and Listening Checklist</a> <a href="#">RTK Close Reading, “Letter to Rosa Parks”</a>	<a href="#">UDL Differentiation Strategies and Resources</a>  <a href="#">GATE Differentiation Strategies and Resources</a>

**Unit 4: Informative/Explanatory - Reading and Writing Informational Books & Biography**

**Writing and Language:**

RI.1, 2, 5, 10; W.2, 5, 6, 7, 8, 10; SL.1, 2, 4, 5, 6; L.1f, 2, 3, 6; ELD.PI.1, 2, 3, 4, 10; ELD.PII.1, 2, 5

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• How do writers of biographies gather information/research?</li> <li>• How do writers of biographies structure and craft their information within their text? Why?</li> <li>• How do writers of biographies use language features? Why?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of <a href="#">rubrics</a>, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>1. Record what they wonder about to spark imagination and capacity for questioning.</p>	<p>1. Co-create a chart titled “Wondering Long and Strong” with guiding questions to encourage students to write long and strong about a single topic.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 1, <a href="#">RTK Homework: Writing Lesson 1 "I Like to Wonder"</a>, <a href="#">RTK Appendix 8: "I Wonder" Paper</a></p>	
<p>2. Provide details to inform the reader.</p>	<p>2. Have students answer, explain, and describe a response to an “Answering Questions” writing prompt.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 2, <a href="#">RTK Appendix 9: “Answering Questions Writing Prompts”</a></p>	
<p>3. Craft questions to focus further research.</p>	<p>3. Have “Biography Bunches” use the 6 Question Words (i.e., <i>who, what, where, when, why, and how</i>) to craft questions about the person they are researching.</p>
<p><i>Resources:</i> Core Ready Writing Lesson 3, <a href="#">RTK Homework: Writing Lesson 3 "The Ws"</a></p>	

4. Take notes to record new information using an organized system.	4. Use “Biography Bunch” questions as headings to organize notes while reading and gathering information about the person they are researching.
<i>Resources:</i> Core Ready Writing Lesson 4, “Biography Bunch” questions (created during Core Ready Writing Lesson 3), <a href="#">RTK Appendix 3: "Rosa Parks: Civil Rights Heroine"</a>	
5. Draft answers to their research questions to prepare to share the information they have learned with others.	5. Create an “Answering a Question Completely” chart to teach students to construct responses that include an introduction, facts and definitions, and a concluding statement.
<i>Resources:</i> Core Ready Writing Lesson 5, <a href="#">RTK Appendix 10: Model "Rosa Parks" Response</a> , “Biography Bunch” questions (created during Core Ready Writing Lesson 3), “Biography Bunch” notes (started during Core Ready Writing Lesson 4), <a href="#">RTK Appendix 14: Milestone Performance Formative Assessment - "Complete Answers to Questions"</a>	
6. Use prepositional phrases to denote time and sequence (e.g., <i>On December 1, 1955, Rosa Parks... After Rosa was arrested, African Americans all over Montgomery...</i> ). (Integrated ELD)	6. Notice use of prepositional phrases that denote time and sequence in mentor text. Co-create chart of language frames to support revision of student writing.
<i>Resources:</i> ELD.PII.2, 5	
7. Add headings to clarify their work.	7. Help students organize the information in their writing in a logical sequence, and create effective headings.
<i>Resources:</i> Core Ready Writing Lesson 6, “Biography Bunch” drafted responses to questions (started during Core Ready Writing Lesson 5), <a href="#">RTK Appendix 3: "Rosa Parks: Civil Rights Heroine"</a> , <a href="#">RTK Appendix 11: "Tomie dePaola: Author and Illustrator"</a> , <a href="#">RTK Homework: Writing Lesson 6 "The Power of Headings"</a>	
8. Add images to strengthen their work.	8. In their “Biography Bunches”, have students divide up sections of their writing, discuss where images would be most effective, and create or select images, including a caption, to support the written text. Allow ample time for students to complete their drafts.
<i>Resources:</i> Core Ready Writing Lesson 7, “Informational Text Features Chart” (created during Reading Lesson 4), <a href="#">RTK Appendix 10: Model "Rosa Parks" Response</a>	
9. Reread their writing for final revisions to ensure it has all the elements of a biography.	9. Have students collaborate with peers using the Revising portion of the “My Research Project” checklist.
<i>Resources:</i> Core Ready Writing Lesson 8, <a href="#">RTK Appendix 12: "My Research Project" Checklist</a>	
10. Reread their writing for final edits to be sure the reader is not distracted by errors.	10. Have students collaborate with peers using the Editing portion of the “My Research Project” checklist.
<i>Resources:</i> Core Ready Writing Lesson 8, <a href="#">RTK Appendix 12: "My Research Project" Checklist</a> , <a href="#">RTK Appendix 14: Milestone Performance Formative Assessment - "Revising and Editing Writing"</a>	

11. Share their work with an authentic audience to view their work as purposeful.	11. Have “Biography Bunches” contribute their work using a variety of digital tools, have students answer key questions to prepare for their final presentation, and then have students present their work to a larger audience.
<i>Resources:</i> Core Ready Writing Lesson 9	
12. Reflect on their learning of biographies to identify the influential people they studied and apply important lessons learned from them to their own lives.	12. Using the “Sample Letter to Rosa Parks” as a guide, have students write a letter to the subject of their biographies to reflect on their learning and how they will apply the lessons they’ve learned to their own lives.
<i>Resources:</i> Core Ready Writing Lesson 10, <a href="#">RTK Appendix 13: “Sample Letter to Rosa Parks”</a>	
<b>Additional Resources for Teaching and Learning, Writing and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
<a href="#">Speaking and Listening Performance Checklist</a> <a href="#">RTK Close Reading, "Letter to Rosa Parks"</a>	<a href="#">UDL Differentiation Strategies and Resources</a>  <a href="#">GATE Differentiation Strategies and Resources</a>



Unit 4: Informative/Explanatory - Reading and Writing Informational Books & Biography	
Language	
Essential Questions	Suggested Assessments
tbd	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
tbd	
Additional Resources for Teaching and Learning, and Language	Differentiation (e.g. Special Education, EL, GATE)
tbd	<p><a href="#"><u>UDL Differentiation Strategies and Resources</u></a></p> <p><a href="#"><u>GATE Differentiation Strategies and Resources</u></a></p>

**Unit 5**  
**Opinion/Argument – Reading Literature and Writing Book Reviews**  
**(Approximately 4 weeks)**

**Overview:**

*In this unit, students will engage with both literature and opinion texts. Students will be critical readers of literature while focusing on the characters and how they respond to major events and challenges. Students will examine mentor book reviews to analyze structure and purpose. Students will build their understanding of how book reviews contribute to the reading community as a whole.*

Over-Arching Essential Question for Unit 5: How can we best present our opinions about books and share them with others?

In this unit students will:

- Express opinions about books using academic language
- Provide reasons to support their opinions
- Write brief summaries to introduce a book to a reader
- Study the craft and structures of mentor book reviews
- Write a book review to contribute to their reading community

Culminating Task: Students will compose and share a book review for an authentic audience.

**Standards**

**Common Core ELA Standards**

**Reading Standards for Literature:**

Key Ideas and Details

- 2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

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

Range of Reading and Level of Text Complexity

- 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.

**Reading Standards for Informational Text:**

Key Ideas and Details

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

## Craft and Structure

- 2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

## Integration of Knowledge and Ideas

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

**Foundational Skills & Additional Language Standards:** *This document does not address systematic instruction of foundational skills.*

## Writing Standards:

### Text Types and Purposes

- 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.

### Production and Distribution of Writing

**2.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA**

- 2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

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

### Range of Writing

**2.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA**

## Speaking and Listening:

### Comprehension and Collaboration

- 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.

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

**a. Give and follow three- and four-step oral directions. CA**

Presentation of Knowledge and Ideas

2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

**Language:**

Conventions of Standard English

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

a. Use collective nouns (e.g., *group*).

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*).

Knowledge of Language

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

a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

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*).

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas. CA**

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 (e.g., *When other kids are happy that makes me happy*).

**ELD Standards**

**Part 1: Interacting in Meaningful Ways**

A. Collaborative

**1. Exchanging information and ideas** - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.

**2. Interacting via written English** – Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

**3. Offering opinions** - Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but,*) as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, and the like.

**4. Adapting language choices** – Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.

B. Interpretive

**5. Listening actively** - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

**6. Reading/Viewing closely** - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

**7. Evaluating language choices** – Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence strong enough), with light support.

C. Collaborative

**9. Presenting** – Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).

**10. Writing** – Write longer literary texts (e.g. a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.

**11. Supporting opinions** – Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from the text) or relevant background knowledge about the content.

**12. Selecting language resources** –

b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as *quick* as a *cricket*) to create an effect, precision, and shades of meaning while speaking and writing.

## Part 2: Learning About How English Works

A. Structuring Cohesive Texts

**1. Understanding text structure** – Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/ explanatory text versus an opinion text) to comprehending and writing texts independently.

B. Expanding and Enriching Ideas

**4. Using nouns and noun phrases** – Expand noun phrase in a variety of ways (e.g., adding comparative/ superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, and the like, independently.

C. Connecting and Condensing Ideas

**6. Connecting ideas** - Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich*) independently.

<p><b>Common and Career Ready Descriptors</b></p> <ul style="list-style-type: none"><li>• Demonstrate independence</li><li>• Build strong content knowledge</li><li>• Respond to the varying demands of audience, task, purpose, and discipline</li><li>• Comprehend as well as critique</li><li>• Value evidence</li><li>• Use technology and digital media strategically and capably</li><li>• Come to understand other perspectives and cultures</li></ul>	<p><b>Social-Emotional Learning</b></p> <p><u><b>SEL Competencies:</b></u></p> <ul style="list-style-type: none"><li>• Self-Management</li><li>• Self-Awareness</li><li>• Responsible Decision Making</li><li>• Relationship Skills</li><li>• Social Awareness</li></ul>
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**Unit 5: Opinion/Argument - Reading Literature and Writing Book Reviews**

**Reading and Language**

RL.1, 2, 3, 5, 10; RI.2, 4, 6, 8; W.4, 6, 8, 10; SL.1, 2, 6; L. 3a, 4, 6; ELD.PI.1, 2, 3, 4, 5, 6, 7, 9, 11; ELD.PII.1, 6

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• How do people develop opinions about books?</li> <li>• Why do people share their opinions about books?</li> <li>• How do people share their opinions about books?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of <a href="#">rubrics</a>, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.</p>	<p>Teacher read-aloud, and student independent reading of multiple examples of the genre.</p>
<p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>• Activating prior knowledge or predicting</li> <li>• Questioning</li> <li>• Visualizing</li> <li>• Monitoring, clarifying, or fix-up strategies</li> <li>• Drawing inferences</li> <li>• Retelling</li> </ul>	<p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p>
<p><b>On-going vocabulary instruction:</b> Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>

1. Write summaries of books/stories to introduce the books stories to other readers.	1. Analyze the elements of a story summary (characters, setting, complication, and resolution) using a model/mentor text. Record summaries of favorite books in Reading Response Journal and share them with peers. Repeat over several days.
<i>Resources:</i>	
2. Think deeply about how characters respond to challenges to deepen understanding of the text and improve their summaries.	2. Use a “Before and After” t-chart to analyze how the character changes in response to the major event/challenge in a story. Revise or write a new summary including how the character changes.
<i>Resources:</i>	
3. Develop opinions about books to prepare to write a book review.	3. Review their summaries and other Reading Response Journal entries to identify favorite books/stories. Share their opinions with peers.
<i>Resources:</i> Core Ready Reading Lesson 3, class definition of fact and opinion created in writing lesson, “Sample Opinion Texts”, <a href="#">PTP Appendix 5: "Toyland" Sample Advertisement</a> , <a href="#">PTP Toolkit: "Opinion &amp; Reasons" Exit Slip</a> , <a href="#">PTP Appendix 12: Milestone Performance Formative Assessment- "What I Think and Why"</a>	
4. Use the third person to develop more sophisticated opinion statements. (Integrated ELD)	4. Model turning first person opinion statements into more sophisticated third person opinion statements that take the focus off the reviewer and onto the book itself (e.g., <i>I really liked this book because it has magic.</i> → <i>This book is magical. It is a great story because of all the magic and the fun that Harry has with his friends.</i> ) Students practice developing and sharing opinion statements with peers.
<i>Resources:</i> ELD.PI.3,4, <a href="http://www.spaghettbodyclub.org/review.php?review_id=404">www.spaghettbodyclub.org/review.php?review_id=404</a> , <a href="http://www.spaghettbodyclub.org/review.php?review_id=1759">www.spaghettbodyclub.org/review.php?review_id=1759</a>	
5. Find textual evidence to support their opinions about favorite books.	5. Revisit favorite books to identify specific details that support their opinions. Share their opinions and evidence with peers. Provide sentence frames to support students in connecting their evidence to their opinion (e.g., <i>This book is _____ because_____.</i> )
<i>Resources:</i>	
6. Read/view book reviews to inform their reading choices.	6. Provide time and access to a variety of book reviews. Students choose books to read based on reviews and reflect on how the review helped them make informed reading choices.
<i>Resources:</i> <a href="http://www.spaghettbodyclub.org">www.spaghettbodyclub.org</a> , MacBook Cart	



7. Explore ways of using digital tools to share opinions about books.	7. Show video book reviews and discuss the connections to the written book reviews students are familiar with. Practice using video feature on MacBook to record opinions about books.
<i>Resources:</i> <a href="http://www.spaghetlibookclub.org">www.spaghetlibookclub.org</a> , <a href="https://www.youtube.com/watch?v=oGECqYlq3BI&amp;index=3&amp;list=PLNQMc9Y3J7i7kbmhMSYFrO_RP7mhqynZ0">https://www.youtube.com/watch?v=oGECqYlq3BI&amp;index=3&amp;list=PLNQMc9Y3J7i7kbmhMSYFrO_RP7mhqynZ0</a> , MacBook Cart	
8. Create a video book review to be shared with an authentic audience.	8. Work in partnerships to create video book reviews using the written book reviews from writing work.
<i>Resources:</i> MacBook Cart	
9. Respond to essential questions to reflect on and celebrate their learning.	9. Jointly construct a response to an essential question. Students craft a response to another essential question with a partner.
<i>Resources:</i>	
<b>Additional Resources for Teaching and Learning, Reading and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
	<p data-bbox="824 867 1490 898"><a href="#"><u>UDL Differentiation Strategies and Resources</u></a></p> <p data-bbox="824 972 1507 1003"><a href="#"><u>GATE Differentiation Strategies and Resources</u></a></p>

## Unit 5: Opinion/Argument - Reading Literature and Writing Book Reviews

### Writing and Language

RI.2, 4, 6, 8; W.1, 4, 5, 10; SL.1; L.1b,g, 6; ELD.PI.1, 2, 6, 7, 9, 10, 11, 12b; ELD.PII.1, 4, 6

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• How do writers of book reviews structure and craft their writing? Why?</li> <li>• How do writers of book reviews use language features? Why?</li> <li>• What do we gain from sharing our book reviews with the world around us?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of <a href="#">rubrics</a>, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p><b><i>To be taught after Reading Outcome Two</i></b></p> <p>1. Analyze mentor book reviews to understand the structure and craft of the genre.</p>	<p>1. Co-create a Noticing Chart. Analyze the purpose of each stage of a book review (introductory paragraph, opinion with reasons, conclusion).</p>
<i>Resources:</i>	
<p>2. Write partial summaries to introduce the reader to the book without giving away the end.</p>	<p>2. Revisit mentor texts with a focus on the purpose and craft of partial summaries. Students write their own about a favorite book.</p>
<i>Resources:</i>	
<p>3. Craft a lead that engages the reader.</p>	<p>3. Use mentor texts to identify three ways to start a book review (question, quote, or starting with your summary). Jointly construct introductory paragraph for book review. Student craft each type of lead and then choose which one they want to use for their introductory paragraph. Begin drafting.</p>
<p><i>Resources:</i> <a href="http://www.spaghetitbookclub.org/review.php?review_id=6259">http://www.spaghetitbookclub.org/review.php?review_id=6259</a>,  <a href="http://www.spaghetitbookclub.org/review.php?review_id=13352">http://www.spaghetitbookclub.org/review.php?review_id=13352</a>,  <a href="http://www.spaghetitbookclub.org/review.php?review_id=7000">http://www.spaghetitbookclub.org/review.php?review_id=7000</a></p>	
<p>4. Craft a paragraph that states their opinion about a text and provides evidence/reasons that support that opinion.</p>	<p>4. Jointly construct a paragraph that supports an opinion using details from the text as evidence. Students draft their own.</p>
<p><i>Resources:</i> ELD.PI.10, 11, ELD.PII.2</p>	

5. Use conditional clauses (e.g., This book would be entertaining <i>if you enjoyed baseball.</i> ) and relative clauses (I recommend this book to readers <i>who like baseball.</i> ) to recommend a book to a particular audience.	5. Jointly construct conclusion paragraph. Students draft multiple recommendation sentences and choose one to include in their conclusion paragraphs. Finish drafting book reviews.
<i>Resources:</i> ELD.PII.6	
6. Revise their writing to meet the expectations of the genre.	6. Co-create a checklist based on the noticing chart from previous work. Students use the checklist in partners to revise their writing.
<i>Resources:</i>	
7. Edit collaboratively to make sure the piece is easy to read.	7. Use personal editing checklists to edit writing collaboratively.
<i>Resources:</i>	
8. Publish their book review to share with an authentic audience.	8. Type book reviews.
<i>Resources:</i> MacBooks	
9. Share their video and written book reviews to further build their reading community.	9. Submit book reviews to <a href="http://www.spaghettibookclub.org">www.spaghettibookclub.org</a> . Create a class collection of book reviews kept in classroom library to inform future reading choices.
<i>Resources:</i> MacBooks	
<b>Additional Resources for Teaching and Learning, Writing and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
<a href="#">Speaking and Listening Performance Checklist</a>	<a href="#">UDL Differentiation Strategies and Resources</a>  <a href="#">GATE Differentiation Strategies and Resources</a>

**Unit 5: Opinion/Argument – Reading Literature and Writing Book Reviews**

**Language**

<b>Essential Questions</b>	<b>Suggested Assessments</b>
<p>tbd</p>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
<b>Sequence of Learning Outcomes</b> Students will be able to...in order to... <b>(What... why...)</b>	<b>Strategies for Teaching and Learning</b> One way to do this work is to... <b>(How...)</b>
<p>tbd</p>	
<b>Additional Resources for Teaching and Learning, and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
	<p><a href="#"><u>UDL Differentiation Strategies and Resources</u></a></p> <p><a href="#"><u>GATE Differentiation Strategies and Resources</u></a></p>

**Unit 6**  
**Poetry – Reading and Writing Poetry**  
**(Approximately 3 weeks)**

**Overview:**

*In this unit, students will engage with a variety of poems as they cultivate and expand their understanding and appreciation of poetry. They will read poetry for the sheer joy of it, to learn the language of heart and soul. They will write poems, learning to find inspiration sparked by nature, memories from their personal lives, and from what is happening in the world around us. They will study and explore ways to use word choice, craft, and structure. Poetry will teach them about the power of language to transform our experiences.*

*I learned whatever I know about language and craft from writing poems. – Grace Paley*

Over-Arching Essential Question for Unit 6: What can we learn from poetry?

In this unit students will:

- Develop and grow an understanding and appreciation for poetry
- Read closely and think deeply to consider how a poet uses craft and structure techniques to convey meaning in a poem
- Use the world and life experience to influence poetry ideas
- Purposefully craft and structure their own poems
- Recite others' and their own poems

Optional:

- Illustrate their poem(s) to add visual support

Culminating Task: Students will compose at least one poem to share.

**Standards**

**ELA Common Core State Standards:**

**Reading Standards for Literature:**

Key Ideas and Details

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

Craft and Structure

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.

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

Range of Reading and Level of Text Complexity

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.

**Foundational Skills & Additional Language Standards:** *This document does not address systematic instruction of foundational skills.*

## **Writing Standards:**

### Production and Distribution of Writing

**2.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA**

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

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

### Range of Writing

**2.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA**

## **Speaking and Listening:**

### Comprehension and Collaboration

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.

### Presentation of Knowledge and Ideas

2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

## **Language:**

### Vocabulary Acquisition and Use

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.

2.5. Demonstrate understanding of 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*).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

## ELD Standards:

### Part 1: Interacting in Meaningful Ways

#### A. Collaborative

**1. Exchanging information and ideas** - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.

#### B. Interpretive

**5. Listening actively** - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

**6. Reading/Viewing closely** - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

**7. Evaluating language choices** - Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence strong enough), with light support.

**8. Analyzing language choices** - Distinguish how multiple different words with similar meaning (e.g., *pleased* versus *happy* versus *ecstatic*, *heard* versus *knew* versus *believed*) produce shades of meaning and different effects on the audience.

#### C. Collaborative

**9. Presenting** - Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).

**12. Selecting language resources** -

- b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as *quick* as a *cricket*) to create an effect, precision, and shades of meaning while speaking and writing.

### Part 2: Learning About How English Works

#### A. Structuring Cohesive Texts

**1. Understanding text structure** - Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/ explanatory text versus an opinion text) to comprehending and writing texts independently.

#### College and Career Ready Descriptors

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

#### Social-Emotional Learning

##### SEL Competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

## Unit 6: Poetry – Reading and Writing Poetry

### Reading and Language

RL.1,4,5,10; SL.1,6; L.4,5; ELD.PI.1, 5, 6, 7, 8, 9; ELD.PII.1

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• What do readers gain from reading poetry?</li> <li>• What are the characteristics of poetry?</li> <li>• How do poets use language features in their poems? Why?</li> <li>• How are poems structured and crafted? Why? How should we read them as a result?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.	Read aloud multiple examples of the genre. Students independently read multiple examples of the genre.
<p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>• Activating prior knowledge or predicting</li> <li>• Questioning</li> <li>• Visualizing</li> <li>• Monitoring, clarifying, or fix-up strategies</li> <li>• Drawing inferences</li> <li>• Retelling</li> </ul>	<p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p>
<p><b>On-going vocabulary instruction:</b> Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use.</p>	Readers/poets collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.



<p>1. Live in the world of reading and rereading poetry in order to enjoy and connect to many, many poems before they try to write their own.</p>	<p>1. Read and reread selected poems out loud:</p> <ul style="list-style-type: none"> <li>• Noticing connections and elicited feelings</li> <li>• Admiring word choice</li> <li>• Noticing different ways poems are written (create a noticing chart)</li> <li>• Begin to collect favorite poems for the classroom poetry wall and in student folders to be used as mentor texts</li> <li>• Encourage students to find, bring, and share poems</li> </ul>
<p><i>Resources: "What I'd like to stress above everything else is the joy of the sounds of language. I have only one rule for reading it: please read a poem out loud." – Eve Merriam</i></p>	
<p>2. Consider how poems invite the reader to see the world in a different way in order to begin to consider a poet's intentions.</p>	<p>2. Work with a partner to notice how poets use language choices to invite the reader to see the world through the poet's eyes, heart, and mind.</p>
<p><i>Resources: <a href="#">Billy Collins' Introduction to Poetry</a></i></p>	
<p>3. Understand that poems have powerful language to convey emotions. (Integrated ELD)</p>	<p>3. Students read and reread mentor poems, annotating the powerful language, reflecting, and responding in their reading response journal.</p>
<p><i>Resources: ELD.PI.7</i></p>	
<p>4. Notice nuances in word meanings to appreciate poets' word choices and to identify shades of meaning. (Integrated ELD)</p>	<p>4. Students work in pairs to select precise words in a poem, and substitute the precise word with a different but similar word and then discuss the altered meaning/shades of certainty (e.g. <i>knew, believed, suspected, heard, wondered</i>).</p>
<p><i>Resources: ELD.PI.8</i></p>	
<p>5. Understand that poets use specific craft for effect. (e.g., repeating words or lines to create a rhythmic piece, onomatopoeia to create an image and sound, alliteration for rhythm.)</p>	<p>5. Co-create a 3 column chart to anchor learning listing: 1) various types of poetry writer's craft 2) the purpose of the craft 3) examples of the craft</p>
<p><i>Resources:</i></p>	
<p>6. Notice poems' various structures (stanzas, line breaks, white space, and punctuation) to read it more fluently.</p>	<p>6. Read and reread poems out loud focusing on stanzas, line breaks and white space to guide phrasing, cadence, and prosody.</p>
<p><i>Resources:</i></p>	
<p>7. Students will be able to recite a favorite poem to share their enjoyment with others.</p>	<p>7. Students select a personally meaningful poem to recite, practice fluent reading (phrasing, cadence, prosody), then recite for an audience.</p>
<p><i>Resources:</i></p>	

8. Students will be able to recite a favorite poem to share their enjoyment with others.	8. Students select a personally meaningful poem to recite, practice fluent reading (phrasing , cadence, prosody), then recite for an audience.
<i>Resources:</i>	
9. Reflect on their learning to see how they have grown in their understanding and appreciation of poetry.	9. Answer the essential questions in their reading response journals.
<b>Additional Resources for Teaching and Learning, Reading and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
<p><i>Poetry Lessons to Meet the CCSS</i> by Georgia Heard (2013)</p> <p><i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i> by Georgia Heard (1999)</p> <p><i>Kid's Poems: Teaching Second Graders to Love Writing Poetry</i> by Regie Routman (2000)</p>	<p><a href="#"><u>UDL Differentiation Strategies and Resources</u></a></p> <p><a href="#"><u>GATE Differentiation Strategies and Resources</u></a></p>

## Unit 6: Poetry – Reading and Writing Poetry

### Writing and Language

RL.4; W4,5,6,10; SL.1; L.5; ELD.PI.5, 6, 9, 12b; ELD.PII.1

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• Why do we write poetry?</li> <li>• How do poets use language features in their poems? Why?</li> <li>• How do poets structure and craft their poems? Why?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>1. Explore poems to understand where poets get their inspiration.</p>	<p>1. Browse through poetry, familiar or new, jotting down where the authors might have gotten their ideas:</p> <ul style="list-style-type: none"> <li>• Observing nature, objects, the world around us</li> <li>• Special people</li> <li>• Important moments</li> <li>• Wonderings, worries, hopes and dreams</li> </ul>
<p><i>Resources:</i></p> <p>2. Choose meaningful topics in order to write with intent, purpose, and focus.</p>	<p>2. Use the (infinite) “doors of poetry” metaphor for choosing a topic for example:</p> <ul style="list-style-type: none"> <li>• The Heart Door</li> <li>• The Observation Door</li> <li>• The Concerns About the World Door</li> <li>• The Wonder Door</li> <li>• The Memory Door</li> </ul>
<p><i>Resources:</i> Georgia Heard’s <i>Awakening the Heart</i>, chapter 3, Doors of Poetry charts at <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a> <a href="#">Doors of Poetry explained with sample poems</a></p>	

3. Poets write a first draft(s) because a first draft gives the poet something to work with/revise.	3. Reach for poetic language and form, but know revision will follow.
<i>Resources:</i>	
4. Revise for precision in word choice (i.e., powerful language, nuances in word choices) for effect and meaning. (Integrated ELD)	4. Work with partners or individually to refer to word banks and the Noticing Charts from reading outcomes.
<i>Resources:</i> ELD.PI.12b <i>"Sometimes I've spent weeks looking for precisely the right word" – Eve Merriam</i>	
5. Revise for specific craft for effect and meaning	5. Work with partners or individually to read and reread poem(s) under revision, checking for sound, imagery, and rhythm. Refer to chart from reading outcome 6 and revise for: <ul style="list-style-type: none"> <li>• Regular beats and repeating words/lines for rhythm</li> <li>• Onomatopoeia for sound and image</li> <li>• Alliteration and rhymes for rhythm</li> </ul>
<i>Resources:</i>	
6. Revise their poems using various structure techniques such as stanzas, white space, line breaks, and punctuation in their poetry to convey meaning.	6. Work with partners or individually to study mentor poems for ideas to apply to their own poems. Read and reread the poem under revision out loud to identify needed and possible structural elements.
<i>Resources:</i>	
7. Make final edits to prepare for publishing.	7. Work with partners or individually to check spelling and readability.
<i>Resources:</i>	
8. Publish their poems to create a clean, finished piece to keep for themselves and/or share with others	8. Type or hand print, with or without an illustration, post individual poems, and/or make a student and/or class anthology.
<i>Resources:</i> <u><a href="#">places to submit/publish: Scholastic Stone Soup</a></u> <u><a href="#">A list of more places to be published</a></u>	
9. Present poems by reading out loud to celebrate and share their work	9. Choose their favorite poem or two to read out loud to a group.
<i>Resources:</i> <i>"What I'd like to stress above everything else is the joy of the sounds of language. I have only one rule for reading it: please read a poem out loud."</i> – Eve Merriam	
10. Reflect on their poetry journey to evaluate and extend their learning.	10. Compose a Dear Reader letter to reflect on what was learned about poetry, referring back to essential questions.
<i>Resources:</i>	

Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
<p><i>Poetry Lessons to Meet the CCSS</i> by Georgia Heard (2013)</p> <p><i>Awakening the Heart: Exploring Poetry in Elementary and Middle School</i> by Georgia Heard (1999)</p> <p><i>Kid's Poems: Teaching Second Graders to Love Writing Poetry</i> by Regie Routman (2000)</p>	<p><a href="#"><u>UDL Differentiation Strategies and Resources</u></a></p> <p><a href="#"><u>GATE Differentiation Strategies and Resources</u></a></p>

**Unit 6: Poetry – Reading and Writing Poetry**

**Language**

<b>Essential Questions</b>	<b>Suggested Assessments</b>
<p>tbd</p>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of rubrics, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
<b>Sequence of Learning Outcomes</b> Students will be able to...in order to... <b>(What... why...)</b>	<b>Strategies for Teaching and Learning</b> One way to do this work is to... <b>(How...)</b>
tbd	
<b>Additional Resources for Teaching and Learning, and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
	<p><a href="#"><u>UDL Differentiation Strategies and Resources</u></a></p> <p><a href="#"><u>GATE Differentiation Strategies and Resources</u></a></p>

**Unit 7**  
**Opinion/Argument – Reading Opinion Text and Writing Commercial Scripts**  
**(Approximately 4 weeks)**

*In this unit, students will engage with both visual and written opinion texts. Students will examine these texts to analyze purpose and audience and how an author supports an opinion with evidence. Students will consider structure and multiple perspectives while composing a commercial script to influence the thinking of others.*

Over-Arching Essential Question for Unit 7: How can we best present our opinions and share them with others?

In this unit students will:

- Express opinions using academic language
- Provide reasons to support their opinions
- Determine the author’s opinion and supporting reasons by reading closely and critically
- Study the craft and structures of mentor opinion texts
- Write an opinion piece to persuade others

Culminating Task: Students will compose and present a commercial script that advertises a favorite object.

**Standards**

**ELA Common Core State Standards:**

**Reading Standards for Informational Text:**

Key Ideas and Details

- 2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- 2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Craft and Structure

- 2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- 2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 2.8. Describe how reasons support specific points the author makes in a text.

Range of Reading and Level of Text Complexity

- 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 & Additional Language Standards:** *This document does not address systematic instruction of foundational skills.*

## **Writing Standards:**

### Text Types and Purposes

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.

### Production and Distribution of Writing

**2.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA**

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

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

### Research to Build and Present Knowledge

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

### Range of Writing

**2.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA**

## **Speaking and Listening:**

### Comprehension and Collaboration

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.

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

**a. Give and follow three- and four-step oral directions. CA**

### Presentation of Knowledge and Ideas

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

**a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA**

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.



2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

### Language:

#### Conventions of Standard English

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.
- 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*).

#### Vocabulary Acquisition and Use

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*).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas. CA**

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 (e.g., *When other kids are happy that makes me happy*).

### ELD Standards:

#### Part 1: Interacting in Meaningful Ways

##### A. Collaborative

**1. Exchanging information and ideas** - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.

**2. Interacting via written English** - Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

**3. Offering opinions** - Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but,*) as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, and the like.

##### B. Interpretive

**5. Listening actively** - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

**6. Reading/Viewing closely** - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

**7. Evaluating language choices** – Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence strong enough), with light support.

C. Collaborative

**9. Presenting** – Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).

**10. Writing** – Write longer literary texts (e.g. a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.

**11. Supporting opinions** – Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from the text) or relevant background knowledge about the content.

**12. Selecting language resources** –

b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as *quick* as a *cricket*) to create an effect, precision, and shades of meaning while speaking and writing.

**Part 2: Learning About How English Works**

A. Structuring Cohesive Texts

**1. Understanding text structure** – Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/ explanatory text versus an opinion text) to comprehending and writing texts independently.

**2. Understanding cohesion** - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, after that, suddenly*) to comprehending or writing texts independently.

B. Expanding and Enriching Ideas

**3. Using verbs and verb phrases-**

b. Use a wide variety of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present tense for a science description, simple future to predict) independently.

**4. Using nouns and noun phrases** – Expand noun phrase in a variety of ways (e.g., adding comparative/ superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, and the like, independently.

**College and Career Ready Descriptors**

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

**Social-Emotional Learning**

**SEL Competencies:**

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

**Unit 7: Opinion/Argument – Reading Opinion Text and Writing Commercial Scripts**

**Reading and Language**

RI.1, 2, 4, 6, 7, 8, 10; W.8, 10; SL.1; L.1e, 4, 6; ELD.PI.1, 2, 5, 6; ELD.PII.1, 3b, 4

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• What is an opinion?</li> <li>• Why do people share their opinions?</li> <li>• How do people share their opinions?</li> <li>• How are opinion pieces structured and crafted? Why? How should we read them as a result?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Reading Response Journals), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of <a href="#">rubrics</a>, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to genre features.</p>	<p>Teacher read-aloud, and student independent reading of multiple examples of the genre.</p>
<p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>• Activating prior knowledge or predicting</li> <li>• Questioning</li> <li>• Visualizing</li> <li>• Monitoring, clarifying, or fix-up strategies</li> <li>• Drawing inferences</li> <li>• Retelling</li> </ul>	<p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p>
<p><b>On-going vocabulary instruction:</b> Use a growing number of words and phrases and flexibly choose from: using context clues, using common Greek and Latin affixes and roots as clues, consulting printed/digital resources in order to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions in their writer’s notebook to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>

1. Explore a variety of opinion texts to understand the many sub-genres of opinion text.	1. Create opinion text centers with examples of each sub-genre. Have students explore each sub-genre (one center per day) and fill out a “What I Found Interesting Today Exit Slip” for each center.
<i>Resources:</i> Core Ready Reading Lesson 1, <a href="#">PTP Appendix 2: "Sample Opinion Texts"</a> , <a href="#">PTP Toolkit: "What I Found Interesting Today" Exit Slip</a> , <a href="#">Table of Types of Opinion Texts</a> (pg. 151 in Core Ready)	
2. Consider purpose and audience when reading opinion text to enhance comprehension.	2. Reinforce the concepts of <i>author’s purpose</i> (i.e., persuade, inform, entertain) and <i>audience</i> . Use guiding questions to support partnerships in determining the author’s purpose (the <b>why</b> ) and the audience (the <b>who</b> ) for sample texts.
<i>Resources:</i> Core Ready Reading Lesson 2, sample greeting cards, <a href="#">PTP Appendix 3: "Book Review of Blink &amp; Goldie"</a> , <a href="#">PTP Appendix 4: Author's Purpose Sample Texts</a>	
3. Identify the opinion and reasons an author gives to support his/her opinion so they can understand what all strong opinion texts have in common.	3. As a class identify the opinion and reasons in an advertisement. Analyze the structure of an opinion article. Have students work in partnerships to identify the opinion and reasons in text using the “Finding Opinions and Reasons Exit Slip.”
<i>Resources:</i> Core Ready Reading Lesson 3, class definition of fact and opinion created in writing lesson, <a href="#">PTP Appendix 2: Sample Opinion Texts</a> , <a href="#">PTP Appendix 5: "Toyland" Sample Advertisement</a> , <a href="#">PTP Toolkit: "Opinion &amp; Reasons" Exit Slip</a> , <a href="#">PTP Appendix 12: Milestone Performance Formative Assessment- "What I Think and Why"</a>	
4. Analyze how the words <i>should</i> , <i>could</i> , and <i>would</i> help an author to express their opinion ( <i>should</i> ) and support their opinion ( <i>could</i> and <i>would</i> ). (Integrated ELD)	4. Notice the use of <i>should</i> , <i>could</i> , and <i>would</i> in a mentor text. Have students work in partners to analyze a familiar opinion piece for the use of should, could, and would. Discuss other common verbs authors used to state their opinion or support their opinion.
<i>Resources:</i> ELD.PI.6, ELD.PII.3, <a href="#">PTP Appendix 2: "Sample Opinion Texts"</a> (e.g., “Letter for a Family Pet”),	
5. Find textual evidence to support their thinking about opinion pieces.	5. In partnerships, have students color-code the textual evidence in the opinion pieces they analyzed in the previous lesson. Use one color for the opinion and another color for the reasons.
<i>Resources:</i> Core Ready Reading Lesson 4, <a href="#">PTP Appendix 2: "Sample Opinion Texts"</a> , <a href="#">PTP Toolkit: "Opinion &amp; Reasons" Exit Slip</a>	
6. Notice the structure of opinion texts to support comprehension.	6. Introduce and chart the stages of a typical opinion piece (i.e., introduction, opinion statement, reasons, conclusion) before having students color code the stages in familiar opinion pieces.

<i>Resources:</i> Core Ready Reading Lesson 5, <a href="#">PTP Appendix 3: Book Review of "Blink &amp; Goldie"</a> , <a href="#">PTP Appendix 2: Sample "Opinion Texts"</a> , <a href="#">PTP Appendix 12: Milestone Performance Formative Assessment- "Analysis of Opinion Piece"</a>	
7. Analyze how writers of opinion pieces use adjectives to paint a clear picture in the mind of the reader.	7. Use a mentor text to discuss how adjectives help engage the reader by painting a clear picture. Have students identify "amazing adjectives" in familiar opinion pieces and discuss how the adjectives affected them as the reader. Co-create and "Amazing Adjectives List."
<i>Resources:</i> Core Ready Reading Lesson 6, <a href="#">PTP Appendix 2: Sample "Opinion Texts"</a> , <a href="#">PTP Appendix 6: "Amazing Adjectives" List</a>	
8. Analyze opinion pieces collaboratively to understand how an author uses details to further explain their reasons.	8. Use the "Picking Apart the Argument Graphic Organizer" to deconstruct a mentor opinion piece. Use guiding questions to help students understand what types of details best explain reasons (e.g., examples, stories, facts).
<i>Resources:</i> Core Ready Reading Lesson 7, <a href="#">PTP Appendix 2: Sample "Opinion Texts"</a> , <a href="#">PTP Appendix 7: "Plea for a Bicycle"</a> , <a href="#">PTP Appendix 8: "Picking Apart the Argument" Graphic Organizer</a> , <a href="#">PTP Appendix 12: Milestone Performance Formative Assessment- "Picking Apart the Argument"</a>	
9. Answer who, what, where, when, why, and how questions to demonstrate understanding of opinion texts.	9. Use the "5Ws and 1H Question Sheet" to guide students in close reading of an opinion text.
<i>Resources:</i> Core Ready Reading Lesson 8, <a href="#">PTP Appendix 9: "5Ws and 1H" Question Sheet</a> , <a href="#">PTP Appendix 2: Sample "Opinion Texts"</a> , <a href="#">PTP Appendix 12: Milestone Performance Formative Assessment- "5Ws and 1H Question Sheet"</a>	
10. Closely read visual texts to determine the opinion and supporting reasons.	10. As a class, closely read a variety of visual text by determining the opinion and supporting reasons. Have students use the "Advertisement Response Sheet" to closely read additional visual texts.
<i>Resources:</i> Core Ready Reading Lesson 9, <a href="#">PTP Appendix 10: "Tablet Sample Advertisement"</a> , <a href="#">PTP Toolkit: "Advertisement" Response Sheet</a>	
11. Respond to essential questions to reflect on and celebrate their learning.	11. Jointly construct a response to an essential question. Have students use the "Core Thinking Sheet" to craft a response to another essential question with a partner.
<i>Resources:</i> Core Ready Reading Lesson 10, <a href="#">PTP Toolkit: "Core Thinking" Sheet</a>	
<b>Additional Resources for Teaching and Learning, Reading and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
<a href="#">PTP Close Reading: "Family Pet"</a> <a href="#">PTP Close Reading: "Plea for a Bicycle"</a> <a href="#">PTP Close Reading: "Toyland"</a>	<a href="#">UDL Differentiation Strategies and Resources</a> <a href="#">GATE Differentiation Strategies and Resources</a>

**Unit 7: Opinion/Argument – Reading Opinion Text and Writing Commercial Scripts**

**Writing and Language**

RI.1, 10; W.1, 4, 5, 6, 10; SL.1, 2, 4, 5, 6; L.1f, 2, 6; ELD.PI.1, 2, 3, 5, 6, 7, 9, 10, 11, 12b; ELD.PII.1, 2, 3b

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• How do writers of opinion texts structure and craft their writing? Why?</li> <li>• How do writers of opinion texts use language features? Why?</li> <li>• What do we gain from sharing our opinions with the world around us?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (e.g. Writer’s Notebooks), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (e.g. portfolio, writing project, oral presentation), use of <a href="#">rubrics</a>, student self-reflection (e.g. short survey), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
1. Craft an opinion statement to make their opinion clear to a reader.	1. Co-construct definitions of <i>fact</i> and <i>opinion</i> . Discuss the difference between a personal preference and an opinion for a broader audience (e.g., <i>I like bananas.</i> → <i>I think students should eat bananas regularly.</i> ).
<i>Resources:</i> Core Ready Writing Lesson 1	
2. Use modal expressions (should, must, have to) to express a clear opinion for a broader audience. (Integrated ELD)	2. Analyze several mentor opinion statements to uncover a common structure (e.g., <u>target audience should/must/have to act or think differently is this way.</u> ). Co-create sentence frame to support students in crafting their own clear opinion statements. Have students express an opinion about a book read aloud.
<i>Resources:</i> ELD.PI.7, 12b, ELD.PII.3b, Core Ready Writing Lesson 1, <a href="#">PTP Appendix 12: Milestone Performance Formative Assessment- “Statement of Opinion Writing”</a>	
3. Include reasons to strengthen their opinion writing.	3. Use a model opinion text to highlight how reasons support the opinion. Have students add reasons to their opinion statements from previous lesson.
<i>Resources:</i> Core Ready Writing Lesson 2	



4. Use linking words to provide cohesion to their opinion writing. (Integrated ELD)	4. Analyze a variety of mentor texts for linking words/phrases that introduce reasons that support the opinion (e.g., <i>also, another, and, because, first of all, in addition, next</i> ). Discuss when each of the words/phrases is most effective (e.g., <i>first of all</i> introduces the first reason). Have students draft an opinion piece for a new book using all they've learned about opinion writing.
<i>Resources:</i> ELD.PI.10, 11, ELD.PII.2, Core Ready Writing Lesson 2	
5. Use what they've learned about opinion writing to construct a persuasive opinion piece.	5. Have students draft a persuasive opinion piece about a particular place or experience using all they've learned about opinion writing (i.e., opinion statement, two reasons, linking words/phrases).
<i>Resources:</i> Core Ready Writing Lesson 3, <a href="#">PTP Appendix 12: Milestone Performance Formative Assessment- "Persuasive Opinion Piece"</a>	
6. Consider purpose and audience when creating an advertisement to convince the reader to think or act in a certain way.	6. Have student use the "Adventures in Advertising Graphic Organizer" to plan a written opinion piece about a favorite object from home (e.g., All children should have a favorite stuffed animal to practice reading aloud to.). Have students share their opinions and reasons orally with a partner before working independently.
<i>Resources:</i> Core Ready Writing Lesson 4, <a href="#">PTP Toolkit, "Adventures in Advertising" Graphic Organizer</a>	
7. Draft introductions to engage your reader and state your opinion.	7. Create an "Interesting Introductions" chart (e.g. T-chart with <i>introduction type</i> and <i>what it sounds like</i> ) with types of introductions appropriate to opinion texts (e.g., a story, a description, a question). Have students try on multiple introduction types in their writer's notebook before choosing one to begin their draft.
<i>Resources:</i> Core Ready Writing Lesson 5	
8. Revise their writing by adding detail to their reasons to strengthen their opinions.	8. Create a chart to introduce three ways to elaborate on their reasons (e.g., give an example, tell a story, share a fact). Have students revise their opinion pieces and share them with a partner. Have partners evaluate how well the revisions supported the opinion statement and reasons.
<i>Resources:</i> Core Ready Writing Lesson 6	
9. Draft a conclusion to make a clear recommendation to the reader.	9. Use the guiding question <i>What is it you want your readers to do or think after reading your writing?</i> to support students in drafting their conclusion.
<i>Resources:</i> Core Ready Writing Lesson 7, <a href="#">PTP Appendix 12: Milestone Formative Performance Assessment - "Written Advertisement"</a>	

10. Create visual texts to express their opinions.	10. Provide guiding questions to support students in finding digital images to create a visual advertisement for their favorite object. Highlight the limited use of text in visual advertisements.
<i>Resources:</i> Core Ready Writing Lesson 8, <a href="#">PTP Appendix 5: "Toyland" Sample Advertisement</a> , MacBook cart	
11. Revise opinion pieces to ensure they've met the expectation of the genre.	11. Use the <b>Written Ad</b> and <b>Picture Ad</b> portions of the "Opinion Writing Checklist."
<i>Resources:</i> Core Ready Writing Lesson 9, <a href="#">PTP Appendix 11: "Opinion Writing" Checklist</a> , <a href="#">PTP Appendix 12: Milestone Performance Formative Assessment- "Opinion Writing Checklist"</a>	
12. Edit collaboratively to make sure the piece is easy to read.	12. Use the <b>Editing Checklist</b> portion of the "Opinion Writing Checklist" to support students in a collaborative editing.
<i>Resources:</i> Core Ready Writing Lesson 9, <a href="#">PTP Toolkit: "Opinion Writing Checklist"</a> , <a href="#">PTP Appendix 12: Milestone Performance Formative Assessment- "Opinion Writing Checklist"</a>	
13. Share their opinion pieces to engage in academic conversations.	13. Have students share published opinion pieces in small groups. Use <i>Put Your Two Cents In</i> discussion protocol and "What I Think About That Response Sheet" to support students in academic conversations about their opinions.
<i>Resources:</i> Core Ready Writing Lesson 10, <a href="#">PTP Appendix 2: Sample Opinion Text, "Field Trips Help Learning"</a> , <a href="#">PTP Toolkit: "What I Think About That" Response Sheet</a>	
<b>Additional Resources for Teaching and Learning, Writing and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
<a href="#">Speaking and Listening Performance Checklist</a>	<a href="#">UDL Differentiation Strategies and Resources</a> <a href="#">GATE Differentiation Strategies and Resources</a>





**Unit 8**  
**Reflecting on our Growth as Readers and Writers**  
**(Approximately 2 weeks)**

**Overview:**

*In this unit, students will explore their growth as readers, writers, and collaborative learners. This unit provides students the opportunity to continue to strengthen a growth mindset including the habits of mind that foster continuous growth based on reflective practice, self-assessment, and goal-setting. Students are empowered to gather information and come to their own conclusions about their growth. By reflecting on their progress, students will develop goals that are specific to their identified next steps and celebrate the growth they have made.*

Over-Arching Essential Question for Unit 7: What does it look like/feel like to reflect on a year of learning and set goals?

In this unit students will:

- Reflect on what they have learned this year and how they have grown as a reader, writer, and collaborative group member.
- Reflect on their identities as a reader, writer, and a collaborative group member.
- Reflect on skills and strategies used to internalize and strengthen good habits as a reader, writer, and collaborative group member.
- Reflect on the use of Social-Emotional Learning (SEL) competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Culminating Task: Students will write a personal reflective piece. Students will present their journey of learning.

**Standards**

**Foundational Skills & Additional Language Standards:** *This document does not address systematic instruction of foundational skills.*

**Writing Standards**

Production and Distribution of Writing

**2.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA**

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

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

Research to Build and Present Knowledge

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).

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

## Range of Writing

**2.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA**

## Speaking and Listening:

### Comprehension and Collaboration

- 2.1. Participate in collaborative conversations with diverse partners *about grade 2 topics and texts* with peers and adults in small and larger groups.
- 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).
  - Build on others' talk in conversations by linking their comments to the remarks of others.
  - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 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.

### Presentation of Knowledge and Ideas

- 2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA**
- 2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

## Language:

### Vocabulary Acquisition and Use

- 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 (e.g., *When other kids are happy that makes me happy*).

## ELD Standards:

### Part 1: Interacting in Meaningful Ways

#### A. Collaborative

**1. Exchanging information and ideas** - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.

#### B. Interpretive

**5. Listening actively** - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

**7. Evaluating language choices** – Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence strong enough), with light support.

C. Collaborative

**9. Presenting** – Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).

**10. Writing** – Write longer literary texts (e.g. a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.

**11. Supporting opinions** – Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from the text) or relevant background knowledge about the content.

**College and Career Descriptors:**

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

**Social-Emotional Learning**

**SEL Competencies:**

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Relationship Skills
- Social Awareness

## Unit 8: Reflecting on our Growth as Readers and Writers

### Reading and Language

SL.1a-c, 3, 4, 6; L.6; ELD.PI 1, 5, 7, 9, 10, 11

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• How have we grown as readers?</li> <li>• How have we developed and strengthened our skills in order to work independently and collaboratively?</li> <li>• How do we use reflective practices to set goals for future learning?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... <b>(What... why...)</b>	Strategies for Teaching and Learning One way to do this work is to... <b>(How...)</b>
Start the work with pre-unit immersion for enjoyment, to build content knowledge, and exposure to the genre’s language features.	Teacher read aloud, and student independent reading of multiple examples of the genre.
<p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>• Activating prior knowledge or predicting</li> <li>• Questioning</li> <li>• Visualizing</li> <li>• Monitoring, clarifying, or fix-up strategies</li> <li>• Drawing inferences</li> <li>• Retelling</li> </ul>	<p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students’ independent use.</p>

<p><b>On-going vocabulary instruction:</b> Use a growing number of words and phrases and identify new meanings for familiar words and use the most frequently occurring inflections and affixes for clues in order to grow vocabulary knowledge and use.</p>	<p>Readers collect favorite new words and definitions on a co-created word bank chart to later use in their own writing. Readers grow a personal thesaurus. Teachers provide specific vocabulary instruction.</p>
<p>1. Collaboratively reflect on class reading activities and genres studied to remember their reading journey to begin to understand how they have grown and changed as a reader.</p>	<p>1. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> <li>• Referring back to Noticing Charts and Dear Reader Letters from each genre study.</li> <li>• Referring back to Essential Questions responses in their reflection pieces from the end of each prior unit.</li> <li>• Reviewing Reading Response Journal entries with a focus on skills used to understand a text and make meaning.</li> </ul>
<p><i>Resources:</i> Noticing Charts for all genres studied, Dear Reader Letters for all genres studied, and student Reading Response Journals.</p>	
<p>2. Reflect on personal successes and struggles to begin to prepare to establish personal reading goals.</p>	<p>2. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> <li>• Identifying a time during the year when they felt strong as a readers and when they struggled as a reader.</li> <li>• Reviewing teacher-student conferring notes that outline skills and strategies practiced and skills and strategies mastered.</li> <li>• Co-creating a class list of skills and strategies used through the year and discuss which were the most effective and why.</li> <li>• Identifying successes and struggles while working collaboratively with a partner or partners.</li> </ul>
<p><i>Resources:</i></p>	
<p>3. Understand that readers think about their reading identity in order to make reading plans for the future (e.g., summer, into next year).</p>	<p>3. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> <li>• Retaking the reading interest survey from the launch and comparing to the responses to the beginning of the year.</li> <li>• Asking and answering reflective questions with a partner recording answers for use as evidence for written reflection.</li> <li>• Identifying favorite reading experiences with specific details to support their thinking.</li> <li>• Looking over reading logs to identify the types of books they chose to read with details to support their thinking.</li> <li>•</li> </ul>
<p><i>Resources:</i> <a href="http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity">http://www.scholastic.com/teachers/top-teaching/2012/09/three-easy-ways-help-students-build-reading-identity</a></p>	

4. Identify skills they now have for independent and collaborative learning as readers compared to the start of the school year in order to reflect on growth.	4. Co-create a “We used to, now we...” chart referring back to the bar graph for independent reading time and reflect on the growth over time that happened in collaborative book discussions, whole class and small group.
<i>Resources:</i> Reading stamina bar graphs/charts from earlier in the year.	
5. Understand that readers commit to realistic reading goals to continue their reading life.	5. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on. Create a goal that includes a timeframe of completion and steps to meet goal.
<i>Resources:</i>	
6. Understand that readers use information gathered about their reading identity to create a presentation to celebrate their learning.	6. Create a visual representation (video, collage, etc.) of what they have learned and how they have grown as a reader.
<i>Resources:</i>	
<b>Additional Resources for Teaching and Learning, Reading and Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
CA ELA/ELD Framework	<a href="#">UDL Differentiation Strategies and Resources</a>  <a href="#">GATE Differentiation Strategies and Resources</a>

## Unit 8: Reflecting on our Growth as Readers and Writers

### Writing and Language

W.4, 5, 6, 7, 8, 10; SL.1a-c, 3, 4, 6; L.6; ELD.PI 1, 5, 7, 9, 10, 11

Essential Questions	Suggested Assessments
<ul style="list-style-type: none"> <li>• How have we grown as writers?</li> <li>• How have we developed and strengthened our skills in order to work independently and collaboratively?</li> <li>• How do we use reflective practices to set goals for future learning?</li> </ul>	<p><b>Minute by Minute:</b> observation, questions – teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions – teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (<i>e.g. Writer’s Notebooks</i>), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
Sequence of Learning Outcomes Students will be able to...in order to... (What... why...)	Strategies for Teaching and Learning One way to do this work is to... (How...)
<p>1. Collaboratively reflect on class writing activities and genres studied to remember their writing journey to begin to understand how they have grown and changed as a writer.</p>	<p>1. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> <li>• Referring back to Noticing Charts and Dear Reader Letters from each genre studied.</li> <li>• Rereading old pieces and focusing on what they can do now do as writers compared to the beginning of the year.</li> <li>• Reviewing teacher-conferring notes and examining how language choices and organization impact meaning for the reader.</li> </ul>
<i>Resources:</i>	
<p>2. Reflect on personal successes and struggles to begin to prepare to establish personal writing goals.</p>	<p>2. Share evidence of growth and change by:</p> <ul style="list-style-type: none"> <li>• Identifying a time during the year when they felt strong as a writer and when they struggled as a writer.</li> <li>• Reviewing teacher-conferring notes that outline skills and strategies practiced and skills and strategies mastered.</li> </ul>



	<ul style="list-style-type: none"> <li>• Co-creating a class list of skills and strategies learned through the writing process and discuss which were the most effective and why.</li> <li>• Identifying successes and struggles while working collaboratively with a partner or partners.</li> </ul>
<i>Resources:</i>	
3. Understand that writers think about their writing in order to make writing plans for the future (e.g., summer, into next year).	3. Share evidence of growth and change by: <ul style="list-style-type: none"> <li>• Retaking the writing interest survey from the launch and comparing the responses to the beginning of the year.</li> <li>• Asking and answering reflective questions with a partner recording answers for use as evidence for written reflection.</li> <li>• Identifying favorite reading experience with specific details to support their thinking.</li> <li>• Looking over Writing Portfolios and/or Writer’s Notebooks to identify the types of writing written well with details to support their thinking.</li> <li>• Discussing their favorite published piece with details to support their thinking.</li> </ul>
<i>Resources:</i> writing interest survey giving at the start of the year	
4. Identify skills they now have for independent and collaborative learning as writers compared to the start of the school year in order to reflect on growth.	4. Co-create a “We used to, now we...” chart reflecting on growth during independent writing time and during collaborative writing time.
<i>Resources:</i> Classroom charts and students’ writing from the course of the year showing expectations/goals for independent and collaborative learning.	
5. Understand that writers commit to realistic writing goals to continue their writing lives.	5. Discuss with a partner what they feel the most proud of in writing this year and what they will continue to work on. Create a goal that includes a timeframe for completion and steps to meet goal.
<i>Resources:</i>	
6. Understand that writers use information gathered about their writing identity to create a reflective piece to celebrate their learning.	6. Create a reflective piece that incorporates what they have learned and how they have grown as a writer. Share the reflective piece with an audience.
<i>Resources:</i>	

Additional Resources for Teaching and Learning, Writing and Language	Differentiation (e.g. Special Education, EL, GATE)
CA ELA/ELD Framework	<p data-bbox="824 212 1487 247"><a href="#"><u>UDL Differentiation Strategies and Resources</u></a></p> <p data-bbox="824 323 1507 359"><a href="#"><u>GATE Differentiation Strategies and Resources</u></a></p>

**Unit 8: Reflecting on our Growth as Readers and Writers**

**Language**

<b>Essential Questions</b>	<b>Suggested Assessments</b>
tbd	<p><b>Minute by Minute:</b> observation, questions - teachers and students, student discussions, written work/representations</p> <p><b>Daily Lesson:</b> observation, questions - teachers and students, instructional tasks, student discussions, written work/representations, student self-reflection</p> <p><b>Weekly:</b> student discussions and work products (<i>e.g. Reading Response Journals</i>), student self-reflection</p> <p><b>End-of-Unit:</b> student work artifacts (<i>e.g. portfolio, writing project, oral presentation</i>), use of rubrics, student self-reflection (<i>e.g. short survey</i>), other classroom summative assessments designed by teachers</p>
<b>Sequence of Learning Outcomes</b> Students will be able to...in order to...	<b>Strategies for Teaching and Learning</b> One way to do this work is to...
tbd	
<b>Additional Resources for Teaching and Learning, Language</b>	<b>Differentiation (e.g. Special Education, EL, GATE)</b>
CA ELA/ELD Framework	<p><a href="#"><u>UDL Differentiation Strategies and Resources</u></a></p> <p><a href="#"><u>GATE Differentiation Strategies and Resources</u></a></p>



**Universal Design for Learning - UDL**

#### Resources:

- *The Differentiated Classroom: Responding to the Needs of All Learners* by Tomlinson, Carol Ann
- *Teaching Kids with Learning Difficulties in Today's Classroom* by Winebrenner, Susan
- [www.cast.org](http://www.cast.org) (Universal Design for Learning, video links and articles)
- [www.udlcenter.org](http://www.udlcenter.org) (Universal Design for Learning, video links and articles)
- <http://erniemendes.com/> (Dr. Ernie Mendes author of *Engage 4 Learning* and *Empty the Cup* -Engagement enhancements for the classroom)
- [www.pbisworld.com](http://www.pbisworld.com) (Tier 1-3 behavior interventions, with links to more behavior resources)
- [www.ADDitudemag.com](http://www.ADDitudemag.com) (tips and strategies for educators and parents of children with ADD/ADHD)
- [http://www.davidsongifted.org/db/Articles\\_id\\_10782.aspx](http://www.davidsongifted.org/db/Articles_id_10782.aspx) (article about **processing speed of learners**)
- <http://www.ricklavoie.com/gateindex.html> (Information and inspiration for parents and teachers of children with learning disabilities. See F.A.T. City video for eye opening perspective on learning disabilities.)
- <http://www.autism-society.org/> (Information and resources regarding autism)
- <http://ldaamerica.org/types-of-learning-disabilities/> (information and resources regarding learning disabilities)

#### Differentiation Strategies:

- Know and understand content of IEP or 504
- Pair verbal with visual with academic instruction and directions/expectations
- Provide independent reading material at their independent reading level
- Strategic heterogeneous and homogeneous groupings, flexible grouping by ability and/or interest
- Near point or individual copies of anchor charts and whole class visuals
- Visuals to support vocab comprehension
- Graphic organizers and story maps
- Sentence frames and templates for academic conversations/discourse
- Scaffold writing per student ability (eg: sentence frames, sentence starters, dictation)
- Examples of completed work
- Model and demonstrate expected skills
- Alternate output and input options (eg: audio or video of text, technology )
- Use "Grey Matter" (unit pages preceding the lessons) material suggestions in Pam Allyn
- Strategically introduce core words and phrases as they occur in the Pam Allyn materials, not all at once