English/Language Arts Department

Grade 2

Developed By: Brooke Benavides, Flavia Groeling, Sabrina Rizzi

Effective Date: September 2024

Scope and Sequence

Month	Reading Workshop	Writing Workshop	Word Study/Phonics
Sept-Oct	**Unit 1a: Second Grade Reading Growth Spurt** (Book 1)	**Unit 1b: Lessons from the Masters: Improving Narrative Craft** (Book 1)	**Fundations Units:** Orientation Unit (2 days) Unit 1 (2 weeks) Unit 2 (2 weeks) Unit 3 (1 week) Unit 4 (2 weeks) Unit 5 (2 weeks) Unit 6 (2 weeks) Unit 7 (3 weeks) Unit 8 (1 week) Unit 9 (2 weeks) Unit 10 (2 weeks) Unit 11 (2 weeks) Unit 12 (1 week) Unit 13 (2 weeks) Unit 14 (2 weeks) Unit 15 (2 weeks) Unit 16 (1 week) Unit 17 (2 weeks)
Nov-Dec	**Unit 2a: Studying Characters and Their Stories** (If, Then)	**Unit 2b: Writing Gripping Fictional Stories with Meaning and Significance** (If, Then)	
Jan-Feb	**Unit 3a: Becoming Experts: Reading Nonfiction** (Book 2)	**Unit 3b: A How-To Guide to Nonfiction (New Book)**	
March-April	**Unit 4a: Series Book Clubs** (Book 4)	**Unit 4b: Writing About Reading: Opinion Writing** (Book 3)	
May-June	**Unit 5a: Bigger Books Mean Amping Up Reading Power** (Book 3)	**Unit 5b: Poetry: Big Thoughts in Small Packages** (Book 4)	
If Time Allows		**Unit 6b: Non Fiction "Expert Topic" Writing: Brochure/ Informational Poster**	

Unit 1a- Reading

Second Grade Reading Growth Spurt (Grade 2 - Unit 1)

Summary and Rationale

This unit progresses through three parts. The first bend launches the year and gets readers working toward the big work of reading with fluency, stamina, and comprehension. If you feel your students need a few additional launching lessons in this bend, you may want to select a few extra lessons from the launching reading workshop resources in the resource section below; however, you should not take longer than 5-10 school days for additional launching lessons, so only choose what you feel is the most important.

During the first bend, it is imperative to start assessing your readers right away. Ideally, by the time you start the second bend, you will want to have assessed all of your readers and have established meaningful partnerships for the rest of the work in this unit. The second bend recruits students to work on tackling hard words. Here, you will teach your readers new strategies for word solving quickly and independently. As part of this, readers will apply what they are learning in word study about prefixes, suffixes, vowel teams, and vocabulary to their independent reading work. The final bend invites readers to use what they are learning in writing to help them think more deeply in reading. The goal in this bend is to support readers with reading like writers. The unit should end with a celebration to highlight their learning and reflect on the ways they have grown in the time since school began.

Recommended Pacing

September to October (6-8 weeks)

Standards

Reading Domain	
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.

RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Writing Domain	
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements. A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experience and events. E. Provide a conclusion or sense of closure related to the narrated experiences or events.
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
Speaking and Listening Domain	

SL.PE.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 norms 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 explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
Fluency	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding.

	B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Sound-Letter Basics	
L.WF.2.1	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: ● Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ● Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
Spelling	
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: ● Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ● Complex consonant blends (scr, str, squ). ● Less common vowel teams for long vowels (ow, oo, au, ou, ue). ● Vowel-r combinations (turn, star, third, four/for). ● Contractions (we'll; I'm; they've; don't). ● Homophones (bear, bare; past, passed). ● Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: ● Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ● Are compounds comprising familiar parts (houseboat; yellowtail). ● Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: ● consonant doubling (penning, slimmed). ● dropping silent-e (smiled, paving).

	D. Most often used words in English: ● Irregular words (against, many, enough, does). ● Pattern-based words (which, kind, have).
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.2.3	Demonstrate command of the conventions of writing, including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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 affix 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 or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Interdisciplinary Connections	
Visual and Performing Arts	
1.3.P.B.1	Sing a variety of songs with expression, independently and with others.
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
1.3.P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.
Social Justice Standards	
ID.K-2.3	I know that all my group identities are part of me - but that I am always ALL me.
Career Readiness, Life Literacies and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI..2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Readers take charge of their reading by reading a lot, scooping up snap words, and keeping tabs on their comprehension. ● Readers work hard to solve tricky words by learning and using varied strategies. ● Readers pay close attention to authors by noticing author's craft moves and reflecting on what the author is trying to teach.	● How do readers take charge of their reading? ● How do readers work hard to solve tricky words? ● How can readers pay close attention to authors?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Pre-Assessment:
  - TC Running Records
  - DIBELS Assessment
    - Section: Nonsense Words Fluency (NWF)
- During: TC Running Record Reading Assessments
- Post-Assessment: N/A

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
  - Grade 2
  - Grades 2-6
- Reading Learning Progression- Information Reading
  - Grade 2
  - Grades 2-6

Objectives (SLO)

<u>Launching Reading Workshop</u>

Prior to beginning this unit, you should spend a week launching reading workshop with your students. This is a great time to spend some time building excitement for reading and setting expectations, routines, and procedures. To support you with planning, you may want to generate ideas from the link below.

- Ideas for Launching Reading Workshop

Students will know:	Students will be able to:
BEND I: TAKING CHARGE OF READING GOAL: Readers will take charge of their reading. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Spend time valuing first day settling and connecting. (Session 1) ● Start running records while managing a classroom of readers. (Session 2) ● Conduct running records efficiently. (Session 3) ● Maximize opportunities to assess. (Session 4) ● Push all readers forward. (Session 5) ● Use post-its productively. (Session 6)	● Readers choose how to read. (Session 1: Mini-Lesson) ● Readers take a sneak peek to decide how a book wants to be read. (Session 2: Mini-Lesson) ● Readers get stronger by reading a lot. (Session 3: Mini-Lesson) ● Readers read in longer phrases, scooping up snap words. (Session 4: Mini-Lesson) ● Readers keep tabs on comprehension. (Session 5: Mini-Lesson) ● Readers can mark their thinking with a Post-it. (Session 6: Mini-Lesson)
BEND II: WORKING HARD TO SOLVE TRICKY WORDS GOAL: Readers will work hard to solve tricky words. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Launch guided reading. (Session 7) ● Build momentum in your small groups. (Session 8) ● Provide time to explore word work during reading workshop. (Session 10) ● Support vocabulary. (Session 11) ● Support students with self-monitoring while reading. (Session 12)	● Readers roll up their sleeves to figure out tricky words, drawing on everything they know. (Session 7: Mini-Lesson) ● Readers use more than one strategy at a time. Readers figure out what makes sense and check the first letters. (Session 8: Mini-Lesson) ● Readers notice some beginnings and endings can be read in a snap. (Session 9: Mini-Lesson) ● Readers don't forget the middle. Readers are flexible when they encounter vowel teams in tricky words. (Session 10: Mini-Lesson) ● Readers have strategies for figuring out brand-new words, too. (Session 11: Mini-Lesson) ● Readers check themselves and their reading. (Session 12: Mini-Lesson)

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<td>BEND III: PAYING CLOSE ATTENTION TO AUTHORS

GOAL: Readers pay close attention to authors.

Suggestions for Differentiation
Conferring/Small Group Instruction
(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)
● Support stamina for some and slow down speed-reading. (Session 13)
● Check-in on partnerships. (Session 14)
● Assess retells on-the-run and support small groups of readers who are ready to move up. (Session 16)</td>
<td>● Readers pay attention to author’s craft. (Session 13: Mini-Lesson)
● Reader’s don’t just notice craft moves-they try them. (Session 14: Mini-Lesson)
● Readers think about how the whole book clicks together, noticing masterful writing (Session 15: Mini-Lesson)
● Readers think, “What does the author want to teach me?” (Session 16: Mini-Lesson)
● Readers celebrate how much they have grown. (Session 17: Mini-Lesson)</td>
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<tr>
<td colspan="2">Interactive Read Aloud: Always Anjali - Read Aloud Plan

This read aloud connects to social justice standard ID.K-2.3</td>
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<td colspan="2">Interactive Read Aloud: Those Darn Squirrels</td>
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<td>Session 1</td>
<td>BEFORE YOU READ
● Model how you take a sneak peek to preview. Then, invite children to think and react as they listen.
● Give children a minute to discuss what is happening on the cover, and then draw them back together to think about how the title wants to be read. Rehearse reading the title a few ways.
● Continue your sneak peek as you turn to the back cover and read the blurb. Retell what you learned in the blurb about the book while inviting children to join you and check your work.
● Invite the children to retell what they just learned from the blurb and the front cover and then to predict what will happen in the rest of the story.
AS YOU READ
● Read aloud the text with expression, reacting to the text as you read. Encourage children to join you as you act out bits of the text to further engage students.
● Pages 4-6: Read the next few pages, emphasizing details that bring out the point that the character is old and grumpy. React as you read and invite children to react with you. Then guide children as they check their sneak peek.
● Pages 7-10: Invite children to listen for more information about the character and to look out for</td>
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	information about new characters, and then continue reading. Pause briefly to chart what students are learning about characters. ● Pages 11-12: Read to the end of the page and pause. Give children opportunities to act out this bit of text, elaborating on their ideas about the conflict. ● Pages 13-19: Read on, stopping periodically to give children opportunities to act out bits of text and retell. With each retell, coach students to help each other in making the retell accurate but concise. ● Pages 19-23: Stop reading to give children a chance to clarify meaning with a partner. Then prompt children to talk about how the story will be resolved ● Pages 24-27: Continue reading, and then invite children to have a brief conversation with their partners about characters. ● Read to the end of the book, and give the children one last opportunity to act out the text, taking on the character's thoughts. AFTER YOU READ ● Move the children into a circle to facilitate whole-class conversation. Invite students to collaboratively retell the book as you turn the pages. ● Discuss how parts of the book *want* to be read. ● Reread a suggested portion of the text, talk about how it wants to be read, and then read it together. Follow this work by having children act out the part.
Session 2	BEFORE YOU READ ● Before reading the book again, give children a chance to share all the reasons they like to reread books. ● Invite children to retell once more to offer additional support with retelling and to remind students of the overall story. ● Let children know that as you read today, they need to be thinking deeply about how the text fits together and what the lesson (or lessons) might be that the author is trying to teach. AS YOU READ ● Read the story with expression, incorporating any work you did last time on how the books want to be read. Emphasize parts of the book you initially read past. ● Page 12: Pause reading here to give children a chance to think about how the story fits together so far. ● Pages 16-17: Invite partnerships to consider the lesson (or lessons) that the author is teaching. ● Read to the end of the story, stopping a few more times for children to think about how the story fits together and what lessons they are finding in the text.

	AFTER YOU READ ● Invite the children to begin a whole-class conversation about the read-aloud book. ● Start a chart to list the lessons children are discussing. Coach in to lift the level of conversation and help students strengthen the lessons they suggest. ● Focus the conversation. Support children to stay with one idea and discuss its merit across the text. ● Support students in revising the lesson they are discussing so it fits better with the book.

Shared Reading: Throughout the unit, outside of reader's workshop, readers should have the opportunities to revisit texts as a class from different lenses. Teachers may want to choose texts just above the benchmark text level for this time of year.

In this unit, Mercy Watson to the Rescue and the song, "There Was an Old Lady Who Swallowed a Fly" are selected text. The same text will be shared across multiple days, each day with a different focus.

Below are suggested lenses, in this unit, for each day's shared reading time:
DAY ONE:
- Build a community of readers who work together to read and think about beloved texts.
- Engage students in word solving as they draw on strategies they used last year while orchestrating the use of meaning, syntax, and visual information.

DAY TWO:
- Reading for comprehension.
- Pausing at tricky words to ask, "Does it make sense, sound right, and look right?"
- Rereading to understand the larger story.

DAY THREE:
- Reading for comprehension.
- Using foundational strategies to study tricky words.

DAY FOUR:
- Reading with fluency using appropriate pacing, parsing, and prosody.
- Drawing attention to different types of punctuation, both mid- and end-of-sentence punctuation.
- Reading for meaning.

DAY FIVE:
- Reading for deeper comprehension-thinking about how the chapter fits with the whole book.

Suggested Resources/Technology Tools

School-to-Home Connection

Mentor Texts:
Demonstration Texts
There Was an Old Lady Who Swallowed a Fly by Lucille Colandro (Scholastic)
Katie Woo Has the Flu by Fran Manushkin (Capstone)*

Read-Aloud and Shared Reading Texts
*Those Darn Squirrel*s by Adam Rubin (Houghton Mifflin Harcourt)*
Always Anjali by Sheetal Sheth**

Suggested Texts and Resources
Cam Jansen series by David A. Adler (Puffin Books)
Fly Guy series by Tedd Arnold (Scholastic)
Mercy Watson series by Kate DiCamillo (Candlewick Press)
Mrs. Jafee is Daffy! by Dan Gutman (HarperCollins)
Captain Awesome to the Rescue by Stan Kirby (Simon & Schuster)
Frog and Toad series by Arnold Lobel (HarperCollins)
Katie Woo series by Fran Manushkin (Capstone)*
Fox on the Job by James Marshall (Penguin)
Stink, The Incredible Shrinking Kid by Megan McDonald (Candlewick Press)
Magic Tree House series by Mary Pope Osborne (Random House)

***These trade books are included in your reading unit of study.**
****This trade book is included in your diverse mentor texts.**

Possible Launching Lessons:
Launching Unit 0: https://drive.google.com/open?id=0B6Kdtgs377eXWFExTjZuZV9CY3c
Specific Grade 2 Launching Lessons:
https://docs.google.com/a/nutleyschools.org/document/d/1w7i0HpfRI5_8_R8CQmFhpMoGSVo55zb7LxQag5EOr2U/edit?usp=sharing

Additional Resources
Teachers College Reading and Writing Project Website
Correlations to the Common Core State Standards

Anchor Charts

Readers Grow Like Beanstalks!
Color / B&W
When Words are Tricky, Roll Up Your Sleeves!
Color / B&W
Authors Have Intentions-So Pay Attention!
Color / B&W

Session 1

"There Was An Old Lady Who Swallowed a Fly" song lyrics
"Readers Grow Like Beanstalks!" anchor chart
"Reading Partners Work Together" anchor chart from Grade 1

Session 2

Figure 2-1: "Bookmarks with students' names"
Figure 2-2: "Alice and Jackie use feeling Post-its"
"Readers Grow Like Beanstalks!" anchor chart

Session 3

Reading Log Template
"Readers Grow Like Beanstalks!" anchor chart

Session 4

"There Was An Old Lady Who Swallowed a Fly" song lyrics
"Readers Grow Like Beanstalks!" anchor chart

Session 5

Figure 5-2: "Jude jots his reading goal"
"Readers Grow Like Beanstalks!" anchor chart

Session 6

Figure 6-1: "Bob jots an idea"
"Readers Grow Like Beanstalks!" anchor chart

Session 7

Book Shopping List
"When Words Are Tricky" anchor chart

Session 8

Reading Goal Cards
"When Words Are Tricky" anchor chart
"Readers Grow Like Beanstalks!" anchor chart

Session 10

"When Words Are Tricky" anchor chart

Session 11

"When Words Are Tricky" anchor chart

Session 13

"Learning Moves" chart
"Authors Have Intentions" anchor chart

Session 14

"Authors Have Intentions" anchor chart

Session 15

Figure 15-1: "Mario notices what is happening"
Figure 15-2: "How the ending clicks"
"Authors Have Intentions" anchor chart

Session 16

Figure 16-2: "A sneak peek"
"Authors Have Intentions" anchor chart

Session 17

Figure 17-1: "Advice for the next reader"

Read Aloud

Figure 17-1: "Advice for the next reader"
Read Aloud Prompts for Those Darn Squirrels
Color / B&W

Shared Reading

"There Was An Old Lady Who Swallowed a Fly" song lyrics
"Readers Talk About Books" char

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See “Suggestions for Differentiation” listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.

Unit 1b- Writing
Lessons from the Masters: Improving Narrative Writing (Grade 2 - Unit 1)
Summary and Rationale
Over the course of Bend I, you will teach your students ways to stretch out and magnify their small moments, writing these with great attention to detail and to crafting powerful beginnings and endings. However, prior to teaching Bend I, you may want to establish some rules and routines for writer's workshop with some additional launching lessons of your choosing. These lessons are included below and can be added into this unit as you see fit. Please do not take longer than two school weeks for these additional launching lessons, as this unit should be in full swing by mid

September. In Bend II, you will spotlight writing with purpose and learning from author's craft. The final bend sets children up to make reading and writing connections, drawing on everything they have learned up until this point to discover craft moves in books they are reading on their own and to apply these to their own writing.

Recommended Pacing

September to October (6-8 weeks)

Standards

Reading Domain	
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
Speaking and Listening Domain	
SL.PE.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 norms 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 explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.II.2.2	Recount or describe key details from a text read aloud or information presented orally or through other media.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.

	A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
Fluency	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Sound-Letter Basics	
L.WF.2.1	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: ● Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ● Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
Spelling	
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: ● Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ● Complex consonant blends (scr, str, squ). ● Less common vowel teams for long vowels (ow, oo, au, ou, ue).

	● Vowel-r combinations (turn, star, third, four/for). ● Contractions (we'll; I'm; they've; don't). ● Homophones (bear, bare; past, passed). ● Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: ● Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ● Are compounds comprising familiar parts (houseboat; yellowtail). ● Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: ● consonant doubling (penning, slimmed). ● dropping silent-e (smiled, paving). D. Most often used words in English: ● Irregular words (against, many, enough, does). ● Pattern-based words (which, kind, have).
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.2.3	Demonstrate command of the conventions of writing, including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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 affix 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 or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Interdisciplinary Connections	
Standard: Visual and Performing Arts	
1.3.P.B.1	Sing a variety of songs with expression, independently and with others.
1.3.P.B.5	Clap or sing songs with repetitive phrases and rhythmic patterns.
Integration of Technology	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2	Create a document using a word processing application.
Social Justice Standards	
ID.K-2.1	I know and like who I am and can talk about my family and myself and name some of my group identities.
Career Readiness, Life Literacies and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI..2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Writers study the masters for inspiration and ideas by discovering small moments that matter and reading like detectives. ● Writers notice author's craft to study imagery, tension, and literary language by paying close attention to mentor author's word choice and language and then trying out new techniques in their writing. ● Writers learn writing moves from a mentor text by exploring mentor texts in the books they are reading and by supporting their peers using feedback learned from various mentor authors.	● How can writers learn from the masters for inspiration and ideas? ● How can writers use author's craft to study imagery, tension, and literary language? ● How can writers learn writing moves from a mentor text? ● How can writers study and apply grammar moves to use in their writing?

- Writers can use common, proper, singular, and collective nouns, as well as apostrophes to form contractions to help others understand your writing.

Evidence of Learning (Assessments)

Unit Common Assessment:

- Post: On-Demand (Elements: Lead, Transitions, Ending, Elaboration, Craft, Punctuation)
  - ***On-Demand Performance Assessment Prompt***
- Narrative Writing Rubric
  - Grade 2

Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

Objectives (SLO)

<u>Launching Writing Workshop</u>

Prior to beginning this unit, you should spend a week launching writing workshop with your students. This is a great time to spend some time building excitement for writing and setting expectations, routines, and procedures. To support you with planning, you may want to generate ideas from the link below.

- Ideas for Launching Writing Workshop

IMPORTANT TIPS FOR IMMERSION:

Before you begin the first bend, teachers should plan time for sharing mentor texts so that students can all explore common texts together. Interactive and shared writing are also important ways for students to see the process of writing small moment narratives.* The most challenging part of this unit is having second graders stretch out and magnify a small moment. Teach students ways to write small moment narratives paying great attention to detail and to crafting powerful beginnings and endings.

***Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

*Have students write in a way that allows students to show off all they know about narrative writing.

- Make a beginning for your story.
- Show what happened, in order.
- Use details to help readers picture your story.
- Make an ending for your story.

Students will know: (Goals)	Students will be able to: (Teaching Points)

BEND I: Studying the Masters for Inspiration and Ideas Goal: Writers study the masters for inspiration and ideas. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Cultivate independent writers. (Session 1) ● Support elaboration before and after children write. (Session 2) ● Scaffold students to rehearse their writing. (Session 3) ● Dramatize action to help students write with details. (Session 4) ● Build students' knowledge of conventions: punctuation and spelling. (Session 6) ● Provide students with feedback. (Session 7)	● Writers discover small moments that matter, generating ideas for writing. (Session 1: Mini-Lesson) ● Writers uncover small moment stories by thinking about who they are, where they come from, and stories from their families/cultures. ○ Read Aloud Suggestion: (*Always Anjali*) - it is suggested to utilize pages 17-20 to share a small moment when Anjali's mom is explaining the story behind her name. ○ Mini Lesson Suggestion: You may want your students to select a moment, sketch the moment, and then turn & talk to share the small moment story with a partner. ● Writers capture story ideas in tiny topics notepad. (Session 2: Mini-Lesson) ● Writers stretch out small moments. (Session 3: Mini-Lesson) ● Writers write with detail, magnifying a small moment. (Session 4: Mini-Lesson) ● Writers revise with the masters and craft powerful endings. (Session 5: Mini-Lesson) ● Writers reread like detectives, making sure writing makes sense and sounds right. (Session 6: Mini-Lesson) ● Writers work hard, setting goals and making plans for writing time. (Session 7: Mini-Lesson)
BEND II: Noticing Author's Craft: Studying Imagery, Tension, and Literary Language Goal: Writers notice the author's craft to study imagery, tension, and literary language. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Coach writers to walk the walk and not just talk the talk. (Session 8) ● Address common challenges students face when transferring new strategies to their writing. (Session 9)	● Writers revise with intent. (Session 8: Mini-Lesson) ● Writers use close reading to learn writing moves from a text. (Session 9: Mini-Lesson) ● Writers learn to write in powerful ways and try out craft moves learned from mentor authors. (Session 10: Mini-Lesson) ● Writers learn to write in powerful ways , trying out a second craft move. (Session 11: Mini-Lesson) ● Writers emulate authors in ways that matter, revising in meaningful ways. (Session 12: Mini-Lesson)

● Support writers of all abilities to use mentor texts. (Session 10) ● Help students increase the volume of their writing. (Session 12) ● Plan and reflect on your conferences and small-group teaching. (Session 13)	● Writers mine mentor texts for word choice, studying and revising for precise and specific language. (Session 13: Mini-Lesson) ● Writers reread and quick edit in preparation for a mini-celebration. (Session 14: Mini-Lesson)
BEND III: Study your Own Authors Goal: Writers will learn writing moves from a mentor text. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Go back to basics with your conferences and small groups. (Session 15) ● Focus on the most important strategies students should be taking away. (Session 16) ● Support students with language and conventions. (Session 18)	● Writers craft moves from any mentor texts. (Session 15: Mini-Lesson) ● Writers are bold and try new craft moves. (Session 16: Mini-Lesson) ● Writers can help each other and get feedback from partners. (Session 17: Mini-Lesson) ● Writers edit and prepare for publication. (Session 18: Mini-Lesson) ● Writers celebrate what they have accomplished. (Session 19: Mini-Lesson)
Grammar Focus Goal: Writers will identify and use nouns to show people, places, things, and groups of as well as combining two words to form a contraction. ---------- The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.	● Writers use common nouns to show people, places, and things. (Patterns of Power: Lesson 1) ● Writers use proper nouns to capitalize names. (Patterns of Power: Lesson 2) ● Writers use singular nouns to show one person, place, or thing. (Patterns of Power: Lesson 3) ● Writers use collective nouns.* ● Writers use contractions.* *Lesson not included in Patterns of Power Program.
Suggested Resources/Technology Tools	
School to Home Connection **Mentor Texts:** *The Leaving Morning,* by Angela Johnson (Houghton Mifflin Harcourt)*	

Own Moon, by Jane Yolen (Penguin)*
*Always Anjali, by Sheetal Sheth****

Grammar Mentor Texts:
A Weed is a Flower: The Life of George Washington Carver, by Aliki**
Captain Awesome to the Rescue! by Stan Kirby**
Polar Bear's Underwear, by Tupera**

Suggested Texts and Resources:
Kitten's First Full Moon, by Kevin Henkes (Simon & Schuster)
The Relatives Came, by Cynthia Rylant (Simon & Schuster)

Resources for Teachers:
Choice Words, by Peter H. Johnston (Stenhouse)
Opening Minds: Using Language to Change Lives, by Peter H. Johnston (Stenhouse)
Wondrous Words: Writers and Writing in the Elementary Classroom, by Katie Wood Ray (National Council of Teachers of English)

*These trade books are included in your writing unit of study.
** These books are included in the Patterns of Power program.
***This trade book is included in the diverse mentor texts.

Paper Choices
Paper Choice: Large Box with 8 Lines (Horizontal)
Paper Choice: Left Box - Narrow Lines
Paper Choice: Left Box - Wide Lines
Paper Choice: Narrow Lines Only

Correlations to the Common Core State Standards

Anchor Charts

Revising with Intent
Color / B&W
Crafting Powerful Small Moments
Color / B&W
Learning Writing Moves from Our Favorite Authors
Color / B&W

Session 1

Conference Notes Grid
Chart: How to Write a Story
Chart: Ways to Bring Stories to Life!
Anchor chart: Ways to Bring Stories to Life
FIG. 1-1 Fabiha's first page

Session 2

FIG. 2-1 Mallika's "small moment" story
FIG. 2-2 Elizabeth's "small moment" story

Session 3

FIG. 3-1 Student's story
FIG. 3-2 Rocio's "Come Out Snail!"

Session 4

Chart: Writers Use Descriptive Details
FIG. 4-1 Student's revisions of page 2
FIG. 4-2 Heather's writing
FIG. 4-3 Kenzy's draft with revisions

Session 5

Chart: Craft Powerful Endings

Session 6

FIG. 6-1 Pages 3 and 4 of a student's story
FIG. 6-2 Student's edits
FIG. 6-3 Isabelle's writing before and after edits
FIG. 6-4 Gresha's first page
FIG. 6-5 Tenzing's first page
FIG. 6-6 Student checks spelling
FIG. 6-7 Ingsel checks her spelling

Session 7

Narrative Writing Checklist, Grades 2 and 3
FIG. 7-1 Patrick's writing after support

FIG. 7-2 Gresha's revised Small Moment story
FIG. 7-3 Michael's piece
Chart: Things That Make Us Stronger Writers

Session 8

FIG. 8-1 Eric's writing
FIG. 8-2 Two writer's excerpts

Session 9

FIG. 9-1 Grace's first version of a small moment story
FIG. 9-2 Grace's second version of the small moment story
FIG. 9-3 Leslie's revision to her writing
FIG. 9-4 Mallika's first page

Session 10

FIG. 10-1 Goldie Died story
FIG. 10-2 Rocio's first page before and after revisions
FIG. 10-3 Isabelle's revised first page

Session 12

FIG. 12-1 Amara's first page
FIG. 12-2 Amara's revised writing
FIG. 12-3 Tenzing's small moment story
Chart: Language Choices Jane Yolen Made

Session 13

FIG. 13-1 Mohammed's revisions

Session 14

"How Did I Make My Writing Easy to Read?" Editing Checklist

Session 15

Chart: How to Learn Writing Moves from a Mentor Text
FIG. 15-1 Stephen's writing

FIG. 15-2 Three student's pieces

Session 16

FIG. 16-1 Brandon's writing

Session 17

Narrative Writing Checklist, Grades 2 and 3

FIG. 17-1 Patrick's writing

Session 18

"How Did I Make My Writing Easy to Read?" Editing Checklist

Session 19

FIG. 19-1 Justin's writing

FIG. 19-2 Lindsay's writing

FIG. 19-3 Rehman's celebration piece

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See “Suggestions for Differentiation” listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2a - Reading
Studying Characters and Their Stories (If, Then)
Summary and Rationale
This unit, your main role will be to support children as they work hard to infer about characters and dig deep into their stories. Essential to this unit is explicit instruction in skills and strategies for "reading" characters, to grow ideas about them. As students work inside early chapter books, you will also support them in accumulating the story, linking chapters, and dealing with any difficulty they encounter. This unit will be important to support the work in Unit 4a: Series Book Clubs. Together these units not only will help build stronger analytical skills, but will also help students stick to their books longer, eventually over a couple of sittings.
Recommended Pacing
November to December (6-8 weeks)

Standards	
Reading Domain	
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Writing Domain	
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements. A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experience and events. E. Provide a conclusion or sense of closure related to the narrated experiences or events.
Speaking and Listening Domain	

SL.PE.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 norms 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 explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

Fluency	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Sound-Letter Basics	
L.WF.2.1	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: ● Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ● Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
Spelling	
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: ● Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ● Complex consonant blends (scr, str, squ). ● Less common vowel teams for long vowels (ow, oo, au, ou, ue). ● Vowel-r combinations (turn, star, third, four/for). ● Contractions (we'll; I'm; they've; don't). ● Homophones (bear, bare; past, passed). ● Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: ● Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ● Are compounds comprising familiar parts (houseboat; yellowtail).

	● Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: ● consonant doubling (penning, slimmed). ● dropping silent-e (smiled, paving). D. Most often used words in English: ● Irregular words (against, many, enough, does). ● Pattern-based words (which, kind, have).
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.2.3	Demonstrate command of the conventions of writing, including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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 affix 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 or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Interdisciplinary Connections	
Visual and Performing Arts	
1.3.P.B.1	Sing a variety of songs with expression, independently and with others.
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
1.3.P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.
Social Justice Standards	
DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.
Career Readiness, Life Literacies and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.

9.4.2.CI..2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Readers will preview the text before reading it making predictions of what may happen, during reading they will ask and answer questions. Once they complete reading the book they will think about whether the character/s changed or not and why/why not. ● Readers will focus on using strategies such as unfamiliar vocabulary, surprising or confusing behavior, or conflicting points of view about the character to get to know the character. ● Readers study how characters change and grow by studying and investigating the ways the character's changed from the beginning to the end of the book.	● What are the things I can do before, during, and after reading a book to be a thoughtful reader of characters and stories? ● How can I draw on strategies I know and am learning, to continue getting to know characters even when it's hard to do so? ● How can I study how the characters change and grow?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Pre-Assessment: N/A
- Post-Assessment: High Frequency Words - List D
    - TCRWP High Frequency Word Assessments:
    - High Frequency Words Directions.pdf
    - High Frequency Words List D.pdf

Reading:

- TC Running Record Reading Assessments

- Reading Learning Progression- Narrative Reading
    - Grade 2
    - Grades 2-6
- Reading Learning Progression- Information Reading
    - Grade 2
    - Grades 2-6

Objectives (SLO)

GETTING READY:
To get ready for this unit, you will want to be sure that you have plenty of fun and interesting books with engaging central characters for the various levels of readers in your classroom. Certainly, around levels H–L there are many well-known character series books, including Henry and Mudge by Cynthia Rylant, Pinky and Rex by James Howe, Elephant and Piggie by Mo Willems, and many, many others. You may decide to create a separate section in your classroom library containing characters grouped in baskets so that students will be able to select and choose books easily. While series books will be highly supportive for kids, you need not have an extensive collection for this unit. You can group books by broader character categories as well: friendships, families, characters who travel, sports, and characters at school are just a few examples. If you have multiple copies of any titles, certainly put them together in these baskets so that partners and groups of children can read the same books together, making it much easier to talk about and dramatize parts of the text. You will want your readers, when possible, to be able to choose books with their partners so that they can be reading similar character books. If you have multiple copies of some titles, this will be helpful, but kids need not read the same titles at the same time. Kids can swap books, make recommendations, and take turns retelling or reading to each other so that they can get to know each other's books, even if you do not have multiple copies available.

You will also want to select read-alouds and shared-reading texts that have clear problem-solution structures and whose characters change. You may decide to put together a little text set for read-aloud, such as Peter's Chair by Ezra Jack Keats, Julius, the Baby of the World by Kevin Henkes, and Noisy Nora by Rosemary Wells. These are perfect texts to explore character changes and lessons, and also have the added support of similar themes: siblings, growing older, being responsible.

Over time, you may find it helpful to create vocabulary charts as you read aloud. Listing character feelings that change across the book (upset, frustrated, lonely, relieved) is especially helpful. So is tracking character traits that are more constant across the book (smart, possessive, immature, sassy). As you create these charts, you might start with words that are more or less familiar, and then add on one or two unfamiliar words at a time, expanding the words your children have available for discussing characters. These charts can then be added onto across read-alouds, and used as a resource across the day for talking about feelings and character traits.

Students will know:	Students will be able to:
BEND I: STUDYING CHARACTERS, BEFORE, DURING, AND AFTER READING Goal: Readers study characters before, during, and after reading.	● Readers use everything they already know to study the characters in their books, all the time . (IF...THEN...pages 7-8) **(Activating schema)** ● Readers have so many habits and strategies that will support them in doing strong reading work as they turn to fiction. (IF...THEN...page 8) **(Activating schema)** ● Readers start getting to know the characters before they even read the first page! (IF...THEN...pages 8-9) **(Inferring)**

- Readers not only think about what's going to happen in the book (like they used to do in little short books)—but they also are already thinking about how the characters probably feel about what's happening, based on the pictures. (IF...THEN...pages 8-9) **(Predicting and Inferring)**
    - Readers determine character feelings based on pictures.
        - Read Aloud Suggestion: (*Benji, the Bad Day, and Me*) - it is suggested to utilize pages 1-10 to use picture clues to determine the main character's feelings.
        - Mini Lesson Suggestion: Have students model how people's facial expressions may look while feeling different emotions.
        - This lesson helps to build empathy as - students consider that not everyone feels the same way; sometimes different situations can lead people to feel and/or react differently even when in the same situation. The teacher could extend this work to consider moments where a similar situation may have happened, but a person may have felt a different way.
        - Accountable Talk & Discussion Prompts:
            - Have you ever been in a situation where you felt different than your friend?
    - Readers recognize that secondary characters can help a main character to solve a problem or overcome an emotion/feeling.
        - Prompts:
            - What are some ways that characters in the text (Benji and mom) helped the main character (Sammy)?
            - What are some ways that we can help someone feel better when they are upset?

	● Readers don't just make ***predictions***—they read with their **prediction** in mind. (IF...THEN...pages 8-9) **(Predicting)** ● Readers can hold onto information from series books as they read the next book. (IF...THEN...page 10) ● Readers pay extra-special close attention to the first chapter of a new book. (IF...THEN...page 10) ● Readers reread the first chapter: for **fluency**! (IF...THEN...page 10) ● Readers work hard to hold onto what's happening in the story. (IF...THEN...page 10) ● Readers need to notice not just what that character says, but how the characters says it, and how they react to what's happening in the story. (IF...THEN...pages 10-11) ● Readers get to know the personality of a character, just like they get to know the personalities of people in life. (IF...THEN...pages 11-12) ● Readers that think about the story and the character often form questions. (IF...THEN...page 12) ● Readers think deeply about the end of the book. (IF...THEN...page 12) ● Readers usually plan what want they want to say to their reading partners about the book. (IF...THEN...page 12) **(Retelling)** ● Readers don't just think about each chapter in the book separately— instead, readers work hard to put the whole book together. (IF...THEN...pages 12-13)
BEND II: GETTING TO KNOW CHARACTERS - EVEN WHEN IT'S HARD Goal: Readers get to know characters—even when it's hard!	● Readers pay extra-special attention to any pictures in the book, and reread often to help make a picture in their mind **(Envisioning).** (IF...THEN...pages 13-14) ● Readers notice when a character does something that seems out of character because a careful reader will stop to figure out what's going on. (IF...THEN...page 14) ● Readers will notice that there is more than one way of thinking about a character. (IF...THEN...page 14) ● Readers use everything they know to solve for new words when they run into tricky parts in the book. (IF...THEN...page 15) ● Readers repeat a brand-new vocabulary word, so that if they come across it again, they might recognize it. (IF...THEN...page 15)

	● Readers look for blends and digraphs at the beginning of a word and say the sounds. (IF...THEN...page 15) ● Readers break off familiar endings (for example -ing, -ly, -ed, -er) and deal with what's left over. (IF...THEN...page 15) ● Readers reread a few sentences (not just the sentence containing the tricky word) to get a running start for context and sentence structure can be helpful as well. (IF...THEN...page 15) ● Readers read with expression. (IF...THEN...page 15) **(Fluency)**
BEND III: STUDYING HOW CHARACTERS CHANGE AND GROW Goal: Readers study how characters change and grow.	● Readers can make bigger meaning out of the stories they are reading by thinking about what caused characters to change, and what they might have learned. (IF...THEN...page 16) **(Cause and Effect)** ● Readers notice that sometimes it's not the main character who changes and grows and learns—sometimes it's the people around the character who change. (IF...THEN...page 16-17) ● Readers ask questions to figure out the meaning of the story. (IF...THEN...page 17) ● Readers can make a pretty good **prediction** about the lesson in the story, right from the very beginning! (IF...THEN...page 17) **(Predicting)** ● Readers often think across books with similar messages or themes. (IF...THEN...page 17) **(Text to text connection)** ● Readers find more than one book with similar lessons, and compare and contrast those books, noticing commonalities that might be meaningful. (IF...THEN...page 17) **(Text to text connection)** ● Readers often think about times in their own lives when they have faced similar problems or troubles as the characters in their books (or times when people that they care about may have faced similar troubles). (IF...THEN...page 17) **(Text to self connection)**
Mentor Text: *Benji, The Bad Day, and Me*, by Sally J. Pla* **Interactive Read Aloud:** Fairy tales, folktales, fables *Peter's Chair* by Ezra Jack Keats	

Henry and Mudge by Cynthia Rylant
Pinky and Rex by James Howe
Elephant and Piggie by Mo Willems
Julius, the Baby of the World by Kevin Henkes
Noisy Nora by Rosemary Wells
Pinky and Rex by James Howe
My Rotten Redheaded Older Brother by Patricia Polacco
Dancing in the Wings by Debbie Allen
Flora & Ulysses by Kate DiCamillo

*This book is included in the diverse mentor texts.

Shared Reading:
Throughout the unit, outside of reader's workshop, readers should have the opportunities to revisit texts as a class from different lenses. Teachers may want to choose texts just above the benchmark text level for this time of year.

For this unit, choose excerpts from your read-aloud and enlarge them and use those texts to work on fluency, word solving, and vocabulary.

Suggested Resources/Technology Tools

School to Home Connection

Studying Characters and Their Stories (Online Unit)

Studying Characters and Their Stories

Teachers College Reading and Writing Project Website

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different

places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural/global competence

Unit 2b- Writing

Writing Gripping Fictional Stories (Grade 2 - If...Then...Curriculum: Assessment-Based Instruction)

Summary and Rationale

After writing small moments, students will be able to easily transition into the work of this unit as they build to writing larger fictional stories. This unit prioritizes story structure, spotlighting the plotting work that a short story writer does, emphasizing especially that a good story contains a scene (a small moment) or two and is told to build gripping tension. In the first bend, “Think of a Character and of Small Moments Stories for That Character: Generating and Writing Several Short Fiction Books”, students will write several focused short stories, writing in booklets. Then, in the second bend. “Revise with Intention: Pull Readers to the Edges of Their Seats”, children will return to the stories they have written, revising these stories for greater meaning and tension. They may revise by writing whole new versions of their stories, reaching toward the goal of storytelling rather than summarizing. In Bend III, “Repeat the Process and Accumulate Lessons Along the Way”, children will repeat the process, this time focusing on doing all that they can do to make their stories even better. Children will self-assess at the start of, and throughout this bend, setting goals for themselves based on the narrative checklist, on charts they see around the room, and on what they see in their writing.

Recommended Pacing

November to December (6-8 weeks)

Standards

Reading Domain	
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.CT.2.8	Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Writing Domain	
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements. A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experience and events. E. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
Speaking and Listening Domain	
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
SL.II.2.2	Recount or describe key details from a text read aloud or information presented orally or through other media
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
SL.AS.2.6	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

Fluency	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Sound-Letter Basics	
L.WF.2.1	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: ● Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ● Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
Spelling	
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: ● Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ● Complex consonant blends (scr, str, squ). ● Less common vowel teams for long vowels (ow, oo, au, ou, ue). ● Vowel-r combinations (turn, star, third, four/for). ● Contractions (we'll; I'm; they've; don't). ● Homophones (bear, bare; past, passed). ● Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: ● Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ● Are compounds comprising familiar parts (houseboat; yellowtail).

	● Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: ● consonant doubling (penning, slimmed). ● dropping silent-e (smiled, paving). D. Most often used words in English: ● Irregular words (against, many, enough, does). ● Pattern-based words (which, kind, have).
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.2.3	Demonstrate command of the conventions of writing, including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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 affix 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 or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Interdisciplinary Connections	
Standard: Visual and Performing Arts	
1.3.P.B.1	Sing a variety of songs with expression, independently and with others.
1.3.P.B.5	Clap or sing songs with repetitive phrases and rhythmic patterns.
Career Readiness, Life Literacies and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI..2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.
Integration of Technology	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
• Writers will generate several short fictional stories by thinking of a character and focusing on storytelling by comprising two small moments for their character. • Writers will revise with intention by including details and the internal journey of their characters. • Writers will revise their work by elaborating with dialogue, details, character traits. • Writers will use plural nouns, irregular plural nouns, and verbs to write complete or basic sentences, as well as using an apostrophe to form possessives.	• How will I think of a character and small moments for my character? • How will I revise with intention and pull readers to the edges of their seats? • How can I elaborate my work? • How can writers study and apply grammar moves to use in their writing?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Post: Narrative On-Demand (Elements: Elaboration, Craft, Lead, Punctuation, Transitions, Ending)
- ***Narrative Writing***
- ***On-Demand Performance Assessment Prompt***
  - When administering this assessment, replace the words: “personal narrative, small moment story”, and use the phrase “gripping fictional story” instead
- Learning Progression, Pre-K-6
- Narrative Writing Rubrics
- Grade 2
- Narrative Writing Checklists
- Grade 1 and Grade 2
- Grade 2
- Grade 2 Illustrated

- Grade 2 and Grade 3

Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

Objectives (SLO)

IMPORTANT TIPS FOR IMMERSION:
During the first week, teachers should plan time for sharing mentor texts so that students can all explore common texts together. Interactive and shared writing are also important ways for students to see the process of writing realistic fiction stories* The goal of this unit is to teach students to focus on two or three realistic characters, generate small moment stories in which a character/s encounters trouble and somehow resolves it.

***Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND I: THINK OF A. CHARACTER AND OF SMALL MOMENTS STORIES FOR THAT CHARACTER: GENERATING AND WRITING SEVERAL SHORT FICTION BOOKS Goal: Writers think of a character and of small moment stories for that character by generating and writing several short fictional stories.	• Writers recall prior knowledge from Unit 1 regarding focusing and stretching out small moments. (IF...THEN… pages 41-42) • Writers brainstorm ideas regarding small moments for characters by thinking of characters and their problems and/or emotions that go along with these problems. (IF...THEN… pages 42-42) • Writers focus on choosing two small moments for their characters. (IF...THEN… pages 43-44) • Writers write several short fictional stories, by utilizing their list of ideas they generated. (IF...THEN page 44) • Writers use a writing partner to help elaborate with purpose. (IF...THEN… page 45)
BEND II: REVISE WITH INTENTION: PULL READERS TO THE EDGES OF THEIR SEATS Goal: Writers will revise their work by adding details.	• Writers make their stories come alive through storytelling with detail and thinking about how their characters think and feel. (IF...THEN… pages 46-47) • Writers act out their stories with a partner to help add detail. (IF...THEN… page 46) • Writers add dialogue to bring their characters to life. (IF...THEN… page 47) • Writers create tension in their short stories by including obstacles, complicating problems, adding challenging

	situations, and telling the parts bit by bit. (IF...THEN… pages 47-48) ● Writers think about what their character may want, and add details that make it challenging for their character to get what he/she wants. (IF...THEN… page 47) ● Writers add multiple problems or "hurdles" for their character to face. (IF...THEN… page 48)
BEND III: REPEAT THE PROCESS AND ACCUMULATE LESSONS ALONG THE WAY Goal: Writers will revise and edit to strengthen their writing.	● Writers use checklists to evaluate and revise their writing. (IF...THEN… page 48) ● Writers add details to their writing to allow the story to be told bit by bit. (IF...THEN… page 49) ● Writers focus on determining the type of dialogue specific characters may use. (IF...THEN… page 49) ● Writers focus on adding a lesson or moral for his/her character to learn. (IF...THEN… page 50) ● Writers write grabbers for their short stories. (IF...THEN… page 50) ● Writers write gripping endings for their short stories. (IF… THEN… page 50) ● Writers revise their writing to capitalize proper nouns in their short stories. (IF… THEN… page 50) ● Writers determine the point of view of their writing (1st or 3rd) and revise to ensure that the pronouns are written accordingly. (IF… THEN… page 50) ● Writers share their favorite short story with the class, and have a class discussion about its significance. (IF… THEN… page 51)
Grammar Focus Goal: Writers will include a subject and a verb in their sentences and form possessives. The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.	● Writers use plural nouns to show more than one person, place, or thing. (Patterns of Power: Lesson 4) ● Writers use verbs in sentences in the past, present, and future tense. (Patterns of Power: Lesson 5) ● Writers use complete or basic sentences that include a subject and a verb. (Patterns of Power: Lesson 6) ● Writers form and use frequently occurring irregular plural nouns.* ● Writers use apostrophes to form possessives.* *Lesson not included in Patterns of Power Program.

Suggested Resources/Technology Tools

School to Home Connection

Mentor Texts
The Leaving Morning, by Angela Johnson
Aunt Flossie's Hats (and Crab Cakes Later), by Elizabeth Fitzgerald Howard
How to Write a Fairy Tale, by Cecilia Minden and Kate Roth
Saturdays and Teacakes, by Lester L. Laminack
Illustrating the Point: Super Grammar, by Tony Preciado and Rhode Montijo
If You Were a Comma, by Molly Blaisdell
I and You and Don't Forget Who: What Is a Pronoun?, by Brian P. Cleary

Grammar Mentor Texts
Strictly No Elephants, by Lisa Mantchev***
The King of Too Many Things, by Laurel Snyder***
Forest Has a Song, by Amy Ludwig VanDerwater***

Suggested Texts
Fairy Tales, Fables, Folktales**
The Relatives Came, by Cynthia Rylant

**It is also suggested to use the mentor texts that correlate with character lessons in the writing unit as well.
*** These books are included in the Patterns of Power program.

Paper Choices
Paper Choice: Large Box with 8 Lines (Horizontal)
Paper Choice: Left Box - Narrow Lines
Paper Choice: Left Box - Wide Lines
Paper Choice: Narrow Lines Only

Charts
Conferring Scenarios Charts

Narrative Writing

Narrative Writing

Learning Progression, Pre-K-6

On-Demand Performance Assessment Prompt

Narrative Writing Rubrics

Grade 2

Narrative Writing Checklists

Grade 1 and Grade 2
Grade 2
Grade 2 Illustrated
Grade 2 and Grade 3

Student Writing Samples

Grade 2

Writing Developed Through the Progression

Grade 2

Anchor Charts

Revising with Intent
Color / B&W
Crafting Powerful Small Moments
Color / B&W
Learning Writing Moves from Our Favorite Authors
Color / B&W

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3a- Reading

Becoming Experts: Reading Nonfiction (Grade 2 - Unit 2)

Summary and Rationale

This unit progresses through three parts. The first bend sets the readers up for noticing, learning from, and questioning texts. To launch the unit, you'll gather items - whatever you can get your hands on - for students to study closely, notice details in, and learn from as they grow knowledge. Much of the work in this bend will teach students to read nonfiction texts intent on learning about a topic. The second bend focuses on the hard and flexible work readers need to do as they solve tricky words, concepts, and domain-specific vocabulary inside their nonfiction reading books. The final bend sets students up to topic shop-to think about a topic and to preview a topic by thinking how the books will teach what information is likely to be inside each text.

Recommended Pacing

January to February (6-8 weeks)

Standards

Reading Domain	
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.CT.2.8	Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
Writing Domain	
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
Speaking and Listening Domain	
SL.PE.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 norms 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 explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings..
Language Domain	

Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
Fluency	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Sound-Letter Basics	
L.WF.2.1	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: ● Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ● Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
Spelling	
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling.

	A. Regular, single-syllable words that include: ● Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ● Complex consonant blends (scr, str, squ). ● Less common vowel teams for long vowels (ow, oo, au, ou, ue). ● Vowel-r combinations (turn, star, third, four/for). ● Contractions (we'll; I'm; they've; don't). ● Homophones (bear, bare; past, passed). ● Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: ● Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ● Are compounds comprising familiar parts (houseboat; yellowtail). ● Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: ● consonant doubling (penning, slimmed). ● dropping silent-e (smiled, paving). D. Most often used words in English: ● Irregular words (against, many, enough, does). ● Pattern-based words (which, kind, have).
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.2.3	Demonstrate command of the conventions of writing, including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

	E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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 affix 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 or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Interdisciplinary Connections	
Visual and Performing Arts	
1.3.P.B.1	Sing a variety of songs with expression, independently and with others.

1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
1.3.P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.
Career Readiness, Life Literacies and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI..2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Readers think hard and grow knowledge by rereading, pausing to accumulate knowledge, and noticing where and when books change to teach something new about a topic. ● Readers learn the lingo of the topic by identifying keywords, understanding keywords, and learning about the text features. ● Readers read across topic by reading a set of books about the same topic. They will thinking and rethink about how information is connected across books.	● How can I grow knowledge of my topic? ● What is the lingo of my topic? ● How can readers read across a topic?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Post-Assessment:
  - High-Frequency Words - List E

TCRWP High Frequency Word Assessments:

- High Frequency Words Directions.pdf
- High Frequency Words List E.pdf
- TC Running Records (by Dec 1)

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
  - Grade 2
  - Grades 2-6
- Reading Learning Progression- Information Reading
  - Grade 2
  - Grades 2-6

Objectives (SLO)

IMMERSION

Prior to starting the unit, you should spend a few days allowing students some time for…

1. inquiry as they explore the features of nonfiction texts
2. shared reading and/or interactive read aloud to begin to explore these texts as a whole class with teacher prompting and modeling of the thinking work we do

Students will know:	Students will be able to:
BEND I: THINKING HARD AND GROWING KNOWLEDGE GOAL: Readers think hard and grow knowledge. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Channel readers to think deeply. (Session 1) ● Celebrate the nonfiction reading skills your children bring. (Session 2) ● Teach students that active readers are thoughtful readers. (Session 3) ● Step back to research and check-in. (Session 4)	● Readers will be able to notice and learn about nonfiction. (Session 1: Mini-Lesson) ● Readers will be able to notice, learn, and question about nonfiction. (Session 2: Mini-Lesson) ● Readers will be able to ask, "What is this book teaching me?" (Session 3: Mini-Lesson) ● Readers will be able to ask, "How does this book go?" (Session 4: Mini-Lesson) ● Readers will be able to celebrate the gift of learning something new. (Session 5: Mini-Lesson)
BEND II: LEARNING THE LINGO OF A TOPIC GOAL: Readers learn the lingo of a topic. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction*	● Readers will be able to anticipate using the lingo of a nonfiction topic. (Session 6: Mini-Lesson) ● Readers will be able to use text features to notice and understand keywords. (Session 7: Mini-Lesson)

(This list can be used to provide accommodations, modifications, and/or extensions for individual students.) ● Help students begin the work of the new bend. (Session 6) ● Build students' ability to work independently. (Session 7) ● Coach students to use meaning, structure (syntax), and visual cues. (Session 8) ● Coach students to think as they read. (Session 9) ● Support students in unlocking keywords and rereading like an expert. (Session 10)	● Readers will be able to use context to build knowledge of unknown words. (Session 8: Mini-Lesson) ● Readers will be able to solve words and take strategic and flexible thinking. (Session 9: Mini-Lesson) ● Readers will be able to reread like experts. (Session 10: Mini-Lesson) ● Readers will be able use lingo to teach other. (Session 11: Mini-Lesson)
BEND III: READING ACROSS A TOPIC (Grade 2 - Unit 2) Goals: Readers read across a topic. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Study reading logs and conferring notes to gain a wealth of information. (Session 12) ● Coach students to use replicable strategies to maintain meaning. (Session 13) ● Coach and scaffold students' comprehension. (Session 14) ● Lift the level of students' thinking. (Session 16) ● Support preparation for the celebration. (Session 17) ● Listen in and coach readers to be tour guides. (Session 18)	● Readers grow knowledge across books. (Session 12: Mini-Lesson) ● Nonfiction readers add information across books. (Session 13: Mini-Lesson) ● Readers think and rethink about how information is connected across books. (Session 14: Mini-Lesson) ● Readers find, think, and talk about what is the same and what is different. (Session 15: Mini-Lesson) ○ You may also want to use this lesson/teaching point: Readers consider what is missing from a book they have read and consider how it is different from other books on the same topic. (If/Then: Reading Nonfiction Cover To Cover, p. 110) ● Readers compare and contrast the styles of different books. (If/Then: Reading Nonfiction Cover To Cover, p. 112) ○ They ask: ■ How is the style of this book similar to the style of another book? ■ How is it different? ■ Why did the author write it this way? ● Readers retell topics, not just books. (Session 16: Mini-Lesson) ● Readers get ready for a celebration what they have learned. (Session 17: Mini-Lesson)

	● Readers initiate questions about their topics. (Session 18: Mini-Lesson)
Interactive Read Aloud: *Knights in Shining Armor*	
Session 1	BEFORE YOU READ ● Introduce the new read-aloud to students. Build excitement and activate prior knowledge. ● Take a sneak peek. Think aloud as you preview the front and back covers, using the details from the pictures to anticipate main topics the book might teach. ● Pages 1-3. Model how you preview a few pages in the text, lingering on illustrations to predict what the book will teach. ● Pages 6-7. Invite students to join you in previewing the text, studying illustrations closely in partnership. AS YOU READ ● Pages 1-3: Read aloud the text with expression. Invite students to think about the text to understand its meaning. ● Pages 6-7: Read the next few pages. Listen in to assess how well students are able to retell information they have just read. Then, model a proficient retell of the text. ● Channel readers to notice how pages go together,putting key details together to determine the main topic of a section. ● Read on to decide if the next pages go along with the main topic or if they teach about a different main topic. ● Pages 8-9: Pause to gauge students' understanding of the main topics.

	● Pages 10-13: Orchestrate the entire process of restating the key details to determine the main topic. AFTER YOU READ ● Review what students have learned so far and ask them to retell the text by naming the main topic and telling key details that go with each part. ● Listen to students' key details work, and coach to make sure they are filling the details under the right part and retelling the entire text. ● Coach students to act out a page, drawing on information in the illustrations and text to enhance their acting. ● Support students in growing ideas from the text. Channel students to predict what they expect upcoming parts of the book will teach.
Session 2	BEFORE YOU READ ● Set readers up to prepare for the second half of the book by recalling what they have learned so far and previewing upcoming sections. AS YOU READ ● Prompt students to listen actively, urging them to signal when new main topics are uncovered. ● Pages 14-17: read aloud a few pages. Set students up to listen and decide how information is changing across the text. ● Pages 18-21. Ask students to raise questions about what they are learning. ● Pages 22-25: Pause to figure out unfamiliar vocabulary as you read aloud, and channel students to construct definitions using a repertoire of strategies. ● Page 28. Pause before reading the page to notice changes in text features and set children up to shift their thinking. Support students in checking their prediction as they read on.

	● Pages 29-30. Coach students to think of a heading for the final section of the book. ● Guide students to check their prediction against the actual heading and consider why the author chose a particular heading for that section. AFTER YOU READ ● Set students up for a whole-class conversation. Give partnerships a few minutes to talk together to prepare before discussing with the class. ● Remind students of expectations for growing ideas during whole-class conversations. Draw their attention to charts and earlier experiences. ● Engage the class in conversation, recalling and thinking about parts of and responses to the text. Coach students to grow text-based ideas and ensure that all students participate. ● Assess students' abilities to determine author's purpose through an individual stop-and-jot. ● Set a purpose for reading the text, and ask students to consider parts that helped them understand the author's purpose.
Session 3	BEFORE YOU READ ● Review students' ideas about the author's purpose. AS YOU READ ● Recruit students to think more deeply about the text as you reread sections of it. Alternate between reading, partner talk, and sharing students' ideas with the class. AFTER YOU READ ● Invite students to engage in conversations centered around the author's purpose.
Shared Reading: Throughout the unit, outside of reader's workshop, readers should have the opportunities to revisit texts as a class from different lenses. Teachers may want to choose texts just above the benchmark text level for this time of year.	

In this unit, Tigers and the song, "I Just Can't Wait to Be King" are selected text. The same text will be shared across multiple days, each day with a different focus.

Below are suggested lenses, in this unit, for each day's shared reading time:
DAY ONE:

- Getting to know the shared reading book.
- Taking a sneak peek to anticipate information.
- Applying word-solving skills.

DAY TWO:

- Orchestrating information by asking, "Does it make sense, sound right, and look right?" to check words (cross-checking)
- Rereading for comprehension.
- Developing more fluency.

DAY THREE:

- Exploring word study patterns and concepts.
- Studying vocabulary and word choice to deepen comprehension.

DAY FOUR:

- Reading with fluency (appropriate pacing, parsing, and prosody).
- Reading for meaning.

DAY FIVE:

- Reading to orchestrate and use everything students have learned this week.

Suggested Resources/Technology Tools

School to Home Connection

Mentor Texts:
Demonstration Texts

Tigers, by Laura Marsh (National Geographic)*
Amazing Animals: Tigers, by Valerie Bodden

Read Aloud and Shared Reading Texts

Knights in Shining Armor, by Gail Gibbons*
Tigers, by Laura Marsh (National Geographic)*
"I Just Can't Wait to be King," song from *The Lion King*

Suggested Resource

"A Day in the Life, Museum Curator", video on Youtube

***These texts were included with your reading unit.**

Additional Resources:

Teachers College Reading and Writing Project Website
Correlations to the Common Core State Standards

Anchor Charts

Nonfiction Readers Grow Knowledge
Color / B&W
Talk the Talk! Read to Learn the Lingo!
Color / B&W
Experts Grow Knowledge across Books!
Color / B&W

Session 1

"Nonfiction Readers Grow Knowledge" anchor chart

Session 2

Reading Log Template
"Nonfiction Readers Grow Knowledge" anchor chart

Session 3

"Nonfiction Readers Grow Knowledge" anchor chart

Session 5

Figure 5-1: "A reader names his reaction"

Session 6

"Nonfiction Readers Grow Knowledge" anchor chart
"Talk the Talk" anchor chart

Session 7

"Talk the Talk" anchor chart

Session 8

"Talk the Talk" anchor chart

Session 9

"Talk the Talk" anchor chart

Session 10

"Talk the Talk" anchor chart

Session 12

Figure 12-5: "Quickly capturing a student's retell"
Figure 12-7: "Readers can jot ideas"
"Experts Grow Knowledge Across Books" anchor chart

Session 13

"Experts Grow Knowledge Across Books" anchor chart

Session 14

"Experts Grow Knowledge Across Books" anchor chart
"Ways to Say More" chart

Session 16

"Experts Grow Knowledge Across Books" anchor chart

Session 17

"Be a Tour Guide" chart

Session 18

"A Day in the Life-Museum Curator" YouTube link

Read Aloud

Read Aloud Prompts for Knights in Shining Armor
Color / B&W

Shared Reading

"Nonfiction Readers Grow Knowledge" anchor chart
"When Words Are Tricky" anchor chart
"Talk the Talk" anchor chart

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See “suggestions for differentiation” listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural/global competence

Unit 3b - Writing	
The How-To Guide for Nonfiction Writing (additional spiral book)	
Summary and Rationale	
This unit progresses into 3 Bends. In Bend I, "Writing Lots of Nonfiction Books Quickly", students will begin to write nonfiction books with vigor right out of the gate by learning from the experts, writing a lot of information, setting goals, and making plans. Bend II, "Writing for an Audience", allows writers to consider what information their audience wants to know, writers to hook an audience's interest, answering readers' questions, setting goals, editing, and writing their final drafts. In Bend III, "Writing Nonfiction Books of All Kinds", students will learn with authors as mentors, use reminders to craft new books, offer feedback from one writer to another, and plan for the final celebration.	
Recommended Pacing	
January to February (6-8 weeks)	
Standards	
Reading Domain	
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Writing Domain	
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic clearly. B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
Speaking and Listening Domain	
SL.PE.2.1	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.AS.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 here for specific expectations.)
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.2.3	A. Know and apply grade-level phonics and word analysis skills in decoding words. B. A. Know spelling-sound correspondences for common vowel teams. C. B. Decode regularly spelled two-syllable words with long vowels. D. C. Decode words with common prefixes and suffixes. E. D. Identify words with inconsistent but common spelling-sound correspondences. F. E. Recognize and read grade-appropriate irregularly spelled words. G. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). H. G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
Fluency	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	

Sound-Letter Basics	
L.WF.2.1	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: ● Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ● Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
Spelling	
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: ● Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ● Complex consonant blends (scr, str, squ). ● Less common vowel teams for long vowels (ow, oo, au, ou, ue). ● Vowel-r combinations (turn, star, third, four/for). ● Contractions (we'll; I'm; they've; don't). ● Homophones (bear, bare; past, passed). ● Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: ● Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ● Are compounds comprising familiar parts (houseboat; yellowtail). ● Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: ● consonant doubling (penning, slimmed). ● dropping silent-e (smiled, paving). D. Most often used words in English: ● Irregular words (against, many, enough, does). ● Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.2.3	Demonstrate command of the conventions of writing, including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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 affix 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 or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Standard: Visual and Performing Arts	
1.3.P.B.1	Sing a variety of songs with expression, independently and with others.
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
L.3.P.C.2	Use memory, imagination, creativity, and language to make up new roles and act them out.
Career Readiness, Life Literacies and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI..2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.
Integration of Technology	
8.1.2.A.1	Use an input device to select an item and navigate the screen
8.1.2.A.2	Create a document using a word processing application.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Writers write lots of nonfiction books quickly by launching, learning from experts, writing to teach readers information, setting goals, and making plans. ● Writers write for an audience by considering the information their audience wants to know, helping readers picture information, aiming to hook an audience's interest, answering readers' questions, setting goals, and editing. ● Writers write nonfiction books of all kinds by leaning on authors as mentors, using reminders to craft new books, offering feedback from one writing to another, and planning for the final celebration. ● Writers will use adjectives, including articles, to modify nouns and adverbs that convey time.	● How do I write lots of nonfiction books quickly? ● How do I write for an audience? ● How do I write nonfiction books of all kinds? ● How can writers study and apply grammar moves to use in their writing?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Post: On-demand (Elements: Organization, Elaboration, Craft, Transitions, Ending, Punctuation)
  - Information Writing On-Demand Performance Assessment Prompt
  - Information Writing Learning Progression, Pre-K-6
  - Information Writing Rubric, Grade 2

Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

Objectives (SLO)

IMPORTANT TIPS FOR IMMERSION:

During the first week, teachers should plan time for sharing mentor texts so that students can all explore common texts together. Interactive and shared writing are also important ways for students to see the process of writing nonfiction texts.* The most challenging part of this unit will be teaching students how to write for an audience. Emphasize demonstrating how to angle their writing toward a person or persons which will ultimately read their book.

***Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

During your interactive and shared writing make sure to model the following steps:

1. How to introduce the topic you will teach about.
2. How to include lots of information.
3. How to organize your writing.
4. How to use transition words.
5. How to write an ending.

Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND I: Writing lots of nonfiction books quickly. Goal: Writers write lots of nonfiction books quickly. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Rally independence and excitement/ (Session 1) ● Translate "author moves" into more writing. (Session 2) ● Support students to move forward as nonfiction writers. (Session 3) ● Work towards goals requires revision. (Session 4)	● Writers launch the big work of nonfiction writing in accessible ways. (Session 1: Mini-Lesson) ● Writers learn from the experts by noticing, naming, and trying out craft moves in nonfiction books. (Session 2: Mini-Lesson) ● Writers write long to teach readers a lot of information. (Session 3: Mini-Lesson) ● Writers set goals and make plans. (Session 4: Mini-Lesson) ● Writers celebrate their writing. (Session 5: Mini-lesson)
BEND II: Writing for an Audience Goal: Writers write for an audience. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Keep writers writing. (Session 6) ● Vary small-group methods and structures. (Session 7) ● Write to capture the interest of your audience. (Session 8) ● Make sure writers are on track. (Session 9)	● Writers consider what information their audience wants to know. (Session 6: Mini-Lesson) ● Writers help readers picture information. (Session 7: Mini-Lesson) ● Writers aim to hook an audience's interest right from the start. (Session 8: Mini-Lesson) ● Writers multi-task by writing in interesting ways and keeping the audience in mind. (Session 9: Mini-Lesson) ● Writers clear up confusion by answering readers' questions. (Session 10: Mini-Lesson) ● Writers will set goals to make nonfiction books better. (Session 11: Mini-Lesson)

● Support writers as they move through the writing process. (Session 10) ● Foster self-assessment, goal setting, and revision. (Session 11) ● Transfer word study work and spelling strategies into writing. (Session 12)	● Writers edit nonfiction writing by fixing up spelling mistakes for readers. (Session 12: Mini-Lesson) ● Writers add final touches to their writing by editing. (Session 13: Mini-Lesson)
BEND III: Writing Nonfiction Books of All Kinds Goal: Writers write nonfiction books of all kinds. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Help students get off to a strong start. (Session 14) ● Have students focus on the work at hand. (Session 15) ● Use resources to spark new teaching. (Session 16) ● Utilize partners to support revision and editing. (Session 17).	● Writers will write nonfiction books of all kinds. (Session 14: Mini-Lesson) ● Writers will use authors as mentors. (Session 15: Mini-Lesson) ● Writers will use all they know about nonfiction to write stories. (Session 16: Mini-Lesson) ● Writers will work with writing partners to help improve each other's writing. (Session 17: Mini-Lesson) ● Writers will make final revisions and edits to prepare their writing for their audience. (Session 18: Mini-Lesson) ● Writers will prepare for the celebration and hold a learning expo. (Session 19: Mini-Lesson)
Grammar Focus Goal: Writers will use adjectives or adverbs to tell what kind, how many, or when something happens. The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.	○ Writers use adjectives to modify nouns to tell what kind and how many. (Patterns of Power: Lesson 7) ○ Writers use articles to modify nouns. (Patterns of Power: Lesson 7) ○ Writers use adverbs that convey time. (Patterns of Power: Lesson 8)
Suggested Resources/Technology Tools	

School to Home Connection

Mentor Texts:

Extreme Sports, by Sean Finnegan

Grammar Mentor Texts:
*We Don't Eat Our Classmate*s, by Ryan T. Higgins**
Shark Lady, by Jess Keating**

Suggested Texts:

Growing Frogs, by Vivian French
Why Do Dogs Bark?, by Joan Holub
How to Be a Baby...by Me, the Big Sister, by Sally Lloyd Jones
Any text by Jean Craighead George
Any text by Gail Gibbons
Any text by Seymour Simon
Any text by Melissa Stewart

**These books are included in the Patterns of Power program.

Anchor Charts ▸

Nonfiction Writers
Color / B&W
To Teach an Audience
Color / B&W

Paper Choices ▸

Table of Contents paper
Large illustration box paper with write-on lines
Medium illustration box paper with write-on lines
Small illustration box paper with write-on lines

Session 1 ▸

Links to photos of Seymour Simon and Gail Gibbons
FIG. 1-1: An empty book basket with a class number attached. . .
FIG. 1-2: Lily uses sketches to help her plan her book about dogs
FIG. 1-3: Andrew first sketched pictures to plan his book . . .

Session 2 ▸

"Nonfiction Writers" anchor chart
FIG. 2-1: A writer brings her book baggie filled with nonfiction books . . .
FIG. 2-2: Emilia uses a diagram as well as a key-word box in her piece about . . .
FIG. 2-3: A writer uses Post-its to mark moves in a fellow writer's piece . . .
FIG. 2-4: Writers record their ideas for future nonfiction books in their Tiny Topics notepads

Session 3 ▸

"Nonfiction Writers" anchor chart
FIG. 3-1: Lily used flaps to revise the pages of her book to teach more

Session 4 ▸

Photo of professional writing space #1
Photo of professional writing space #2
Information Writing checklist, grades 1 and 2
”Nonfiction Writers“ anchor chart
FIG. 4-1: A student uses fireworks to mark goals on the Information Writing Checklist
FIG. 4-2: Matthew's first draft of his chapter about driving a boat . . .
FIG. 4-3: Nadya's "About the Author" page . . .
FIG. 4-4: Lily's "About the Author" page . . .

Session 5 ▸

Chart: "Writers Can Edit For . . ."
FIG. 5-1: Aila's published book about Legos
FIG. 5-2: Emilia's published book about dogs
FIG. 5-3: Henry's published book about NFL football

Session 6 ▸

"To Teach an Audience" anchor chart
Information Writing checklist for grades 1 and 2
FIG. 6-1: Lily uses sketches to plan her table of contents for her book about dogs. . .
FIG. 6-2: Hampton began writing without a table of contents . . .
FIG. 6-3: Maxwell revised his table of contents after meeting with his partner

Session 7 ▸

"To Teach an Audience" anchor chart
Chart: "How to Play: Can You Picture It?"

FIG. 7-1: Ebby took a cue from the minilesson . . .
FIG. 7-2: Marc uses comparisons to help his reader. . .

Session 8 ▸

Link to Pioneer Valley Books website for purchasing information on *Extreme Sports*
"To Teach an Audience" anchor chart
FIG. 8-1: Maxwell adds in his thinking amongst facts
FIG. 8-2: Ryan revises his lead to hook the reader into his chapter. . .
FIG. 8-3: Ebby keeps her readers interested at the end of her chapter . . .
FIG. 8-4: A taped-off "stage" on the floor. . .

Session 9 ▸

"To Teach an Audience" anchor chart
FIG. 9-1: Zoe places a Post-it with her audience written on it on the cover of her book . . .
FIG. 9-2: The first two pages of a chapter from one of Henry's books . . .
FIG. 9-3: Laying a chapter from one of Andrew's first books . . .
FIG. 9-4: Class-made chart of possible feedback phrases
FIG. 9-5: Michaela's partner gives her feedback. . .

Session 10 ▸

"To Teach an Audience" anchor chart
Chart: "How Can I Teach My Readers"

Session 11 ▸

Information Writing checklist, grades 1 and 2
"To Teach an Audience" anchor chart
FIG. 11-1: A "bulletin board" checklist made by cutting each goal into tearable flaps
FIG. 11-2: Emilia chose the goal flap for leads . . .
FIG. 11-3: Lily reviews Emilia's book on gymnastics. . .

Session 12 ▸

"Language Conventions" strand of the Information Writing Checklist, Grades 1 and 2
Chart: "Use the Words You Know to Help You Spell Hard Words"
FIG.12-1: A page from Gracie's chapter about red-eyed tree frogs
FIG.12-2: Lucas edits his chapter for spelling using a strategy chart

Session 13 ▸

Chart: "Books Get Fancy! Preparing for Publication"
FIG. 13-1: Zoe wrote her book about snakes for her brother Max . . .
FIG. 13-2: Ebby interests her kindergarten audience . . .

Session 14

Recommended Nonfiction Books List
Chart: "Nonfiction Writers Can Make. . ."

Session 15

FIG. 15-1: Chart of strategies learned from a mentor text for stories that teach
FIG. 15-2: Michaela uses a strategy she learned from her mentor text . . .

Session 16

"To Teach an Audience" anchor chart
Chart: "Partner Work"
FIG. 16-1: Easton uses examples and embeds definitions. . .

Session 17

Chart: "Partners Give Useful Feedback"
Information Writing Checklist, Grades 1 and 2
FIG. 17-1: Taytum chose the goal of elaboration . . .

Session 18

Chart: "Books Get Fancy! Preparing for Publication"

Session 19

Chart: "How to Celebrate Different Kinds of Writing"
FIG. 19-1: Emilia's stories-that-teach book about dolphins. . .
FIG. 19-2: Zoe's how-to book teaches how to take care of bunnies. . .
FIG. 19-3: Allison's final piece . . .

Assessment

Information Writing On-Demand Performance Assessment Prompt
Information Writing Learning Progression, Pre-K-6
Information Writing Rubric, Grade 2

Information Writing Student Samples, Grade 2
Information Writing Checklist, Grades 1 and 2

Spanish Language Resources for Students

Classroom Materials/Charts

Nonfiction Writers
Color / B&W
To Teach an Audience
Color / B&W

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See “suggestions for differentiation” listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4a - Reading

Series Book Clubs (Grade 2 - Unit 4)

Summary and Rationale

In this unit, your second graders will welcome the opportunity to read a lot about a favorite character in series books clubs. To begin, you will form partnerships where a pair of students have the same title to read and discuss. There should be at least two pairs of students reading books in the same series so that these four learners can form a book club later on in the unit where they will read and discuss books in the same series. In bend one, these two pairs will each read a different book in a series and then partners will swap books. Then after partners have read some parts aloud and discussed understandings, they will come together in a book club to talk across the series, comparing similarities and differences. Using a familiar series throughout this unit, provides a safe, supportive context for not only daring thinking, but also for breakthrough work with skills. As a series becomes more familiar to your children, their thinking will become bolder and more insightful. Further, across this unit, your students will become far more adept at the foundational skills upon which all fiction readers rely: previewing, envisionment, prediction, monitoring for sense, inferring, and understanding characters and other story elements.

Recommended Pacing

March to April (6-8 weeks)

Standards	
Reading Domain	
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Writing Domain	
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements. A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experience and events.

	E. Provide a conclusion or sense of closure related to the narrated experiences or events.
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
Speaking and Listening Domain	
SL.PE.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 norms 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 explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes.

	D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
Fluency	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Sound-Letter Basics	
L.WF.2.1	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: ● Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ● Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
Spelling	
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: ● Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ● Complex consonant blends (scr, str, squ). ● Less common vowel teams for long vowels (ow, oo, au, ou, ue). ● Vowel-r combinations (turn, star, third, four/for). ● Contractions (we'll; I'm; they've; don't). ● Homophones (bear, bare; past, passed).

	● Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: ● Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ● Are compounds comprising familiar parts (houseboat; yellowtail). ● Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: ● consonant doubling (penning, slimmed). ● dropping silent-e (smiled, paving). D. Most often used words in English: ● Irregular words (against, many, enough, does). ● Pattern-based words (which, kind, have).
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.2.3	Demonstrate command of the conventions of writing, including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.

L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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 affix 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 or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Interdisciplinary Connections	
Visual and Performing Arts	
1.3.P.B.1	Sing a variety of songs with expression, independently and with others.
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
1.3.P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.
Social Justice Standards	
ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

Career Readiness, Life Literacies and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI..2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Readers become experts on characters by paying attention to how characters solve a problem and noticing patterns about a character across a series. ● Readers become experts on author's craft by paying attention to the words an author uses, literary language, and how the story fits together. . ● Readers share opinions with the world by analysing books and sharing their thoughts with partners or small groups.	● How do readers become experts on characters? ● How do readers become experts on author's craft? ● How can readers share opinions with the world?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Pre-Assessment: N/A
- Post-Assessment
    - DIBELS (Nonsense Words only)
        - DIBELS
        - Administer assessment to only the students who did not yet meet benchmark levels on given sections)
        - Arkansas Rapid Automatized Naming Screener (RAN)
    - TC Running Records

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
  - Grade 2
  - Grades 2-6
- Reading Learning Progression- Information Reading
  - Grade 2
  - Grades 2-6

Objectives (SLO)

IMPORTANT TIPS FOR IMMERSION:

During the first week, teachers should plan time for sharing mentor texts so that students can understand how series books tend to go. You may want to plan opportunities for students to:

1. Understand characteristics that are typical of series books
   a. Stories
      i. Characters, setting, problem/solution, etc.
   b. Characters have predictable behaviors
   c. Characters can learn and grow
   d. There is usually a message
2. Experiment as a whole class with follow a character across a short series
   a. Focus on skills such as predicting, inferring, envisioning, etc.

Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND I: BECOMING EXPERTS ON CHARACTERS GOAL: Readers become experts on characters. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Establish the work in the new bend. (Session 1) ● Think about mood and tone to sound like the character. (Session 2) ● Support below-benchmark readers through guided reading. (Session 3) ● Maintain students' previous work while nudging them to do new work. (Session 4) ● Lift the level of your students' predictions. (Session 5) ● Build students' skills in reading chapter books. (Session 6)	● Series book readers collect information about the main characters. (Session 1: Mini-Lesson) ○ As readers learn about the characters, they think about who the character is and where the character comes from to help us understand a character: who they are, what they do, and how they behave. ● Series book readers pay attention to how characters respond to problems. (Session 2: Mini-Lesson) ○ Read Aloud Suggestion: (Any Yasmin series books) - It is suggested to focus on how Yasmin approaches a problem

	and then how she responds to a problem. ○ Mini Lesson Suggestion: Make a T-chart to collect information on Yasmin's actions in two series books. Use the chart to predict possible behaviors in a third series book. ● Series book readers notice similarities in their characters across a series. (Session 3: Mini-Lesson) ● Series book readers grow to understand the characters. (Session 4: Mini-Lesson) ● Series book readers use what they know about the characters to predict. (Session 5: Mini-Lesson) ○ Suggestion: Readers consider character actions collected from a previously read book (suggestion: Yasmin series) to make predictions on possible actions in another book in a series. ● Series book readers learn about characters from their relationships with other characters. (Session 6: Mini-Lesson) ○ Suggestion: Series book readers study how characters interact with members of their family and recognize that characters may behave in similar ways and/or different ways from the readers' families, depending on their culture and/or traditions.

<table>
<tr>
<td>BEND II: BECOMING EXPERTS ON AUTHOR'S CRAFT

GOAL: Readers become experts on author's craft.

Suggestions for Differentiation
Conferring/Small Group Instruction
(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)
● Support attentiveness to craft. (Session 7)
● Move students into books with greater text complexity. (Session 8)
● Conduct coaching conferences around literary language. (Session 9)
● Support students in the work they need to progress. (Session 11)</td>
<td>● Readers determine what authors do to paint a vivid picture with words. (Session 7: Mini-Lesson)
● Readers pay close attention to the words that authors choose. (Session 8: Mini-Lesson)
● Readers notice an author's literary language. (Session 9: Mini-Lesson)
● Readers think about how the whole story fits together. (Session 10: Mini-Lesson)
● Readers listen for author's craft to read like a storyteller. (Session 11: Mini-Lesson)
● Readers plan their story endings. (Session 12: Mini-Lesson)</td>
</tr>
<tr>
<td>BEND III: SHARING OPINIONS WITH THE WORLD

GOAL: Readers share opinions with the world.

Suggestions for Differentiation
Conferring/Small Group Instruction
(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)
● Foster the work of the new bend. (Session 13)
● Keep the work of the bend going. (Session 14)
● Set students up to work independently. (Session 16)</td>
<td>● Readers share what they read with other people. (Session 13: Mini-Lesson)
● Readers plan the very best way to share a book. (Session 14: Mini-Lesson)
● Readers share books they love with friends with a book swap. (Session 15: Mini-Lesson)
● Readers share opinions by debating. (Session 16: Mini-Lesson)
● Readers support their reasons with examples from the book. (Session 17: Mini-Lesson)</td>
</tr>
<tr>
<td colspan="2">Interactive Read Aloud: The Stories Julian Tells</td>
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<tr>
<td>Sessions 1 and 2</td>
<td>BEFORE YOU READ
● Model how you take a sneak peek-previewing a text by reading the title, studying the cover, and reading the back blurb.
● Unpack figurative language from the title of the first chapter to predict what it could be about.
● Prepare readers to collect as much information as possible about the characters in the story.
AS YOU READ</td>
</tr>
</table>

	● Page 2: Pause and prompt students to use details from the text to describe Julian's father. Then, model creating a mentor Post-it about Julian's father. ● Page 5: Pause and prompt students to continue gathering information about the characters in the text. ● Page 6: Pause and prompt students to predict what will happen next. ● Page 6: Pause and prompt students to confirm and/or revise their predictions. Then, ask students to add more to their jots about the characters. ● Page 12: Pause and prompt students to describe the characters' feelings, citing examples from the text. Then, ask the students to predict how the story will end. ● Page 16: Stop at the end of the chapter for students to confirm and revise their predictions and to discuss how the problem was solved. AFTER YOU READ ● Review whole-class discussion routines and prompt children to make their book talk stronger.
Sessions 3 and 4	BEFORE YOU READ ● Prompt students to review their notes about characters and discuss what they have learned so far. ● Coach students to use the chapter title and study the illustrations to predict what the chapter will be about. AS YOU READ ● Page 19: Coach and prompt students to revise and/or confirm predictions. Then, coach students to connect information about characters across chapters. ● Page 23: After reading the first sentence, prompt and coach students to think inferentially about the characters' actions. ● Page 24: Coach and prompt students to use prior knowledge about the characters to predict how they might handle the problem. ● Page 28: Prompt students to revise and/or confirm predictions. Then, ask

	the students to infer why they think the characters acted in a certain way. ● Page 30: Ask students to summarize the key events of the story to partners. AFTER YOU READ ● Encourage students to compare and contrast the characters' actions and behaviors across both chapters.
Session 5	BEFORE YOU READ ● Prompt students to recap what they learned about the characters in the first two chapters. Then, show students how to use the chapter title to predict what the next chapter will be about. AS YOU READ ● Page 34: Pause and prompt students to continue to examine characters to infer and grow a deeper understanding about them. ● Page 36: Reread and examine parts of the text to examine how the character has changed. AFTER YOU READ ● Encourage students to generate topics for the whole-class conversation.

Shared Reading: Throughout the unit, outside of reader's workshop, readers should have the opportunities to revisit texts as a class from different lenses. Teachers may want to choose texts just above the benchmark text level for this time of year.

In this unit, *The Stories Julian Tells* and the song, "Magic Penny" are selected text. The same text will be shared across multiple days, each day with a different focus.

Below are suggested lenses, in this unit, for each day's shared reading time:
DAY ONE:
- Reading for comprehension-clarifying unknown vocabulary and phrases.
- Using sources of information (MSV) to figure out tricky words.

DAY TWO:
- Cross-checking sources of information (MSV).
- Reading for comprehension.
- Rereading to better understand characters.

DAY THREE:
- Reading for comprehension.
- Studying vocabulary and words with multiple meanings.

DAY FOUR:

- Reading with fluency (appropriate pacing, parsing, and prosody).

DAY FIVE:

- Reading for deeper comprehension.
- Studying craft.

Suggested Resources/Technology Tools

School to Home Connection

Mentor Texts:

Demonstration Texts
Days with Frog and Toad by Arnold Lobel (HarperCollins)
Pinky and Rex and the Bully by James Howe (Simon & Schuster)
Polar Bears Past Bedtime (Magic Tree House #12) by Mary Pope Osborne (Random House)
The Stories Julian Tells "The Pudding Like a Night on the Sea" by Ann Cameron (Random House)*
Yasmin Series by Saadia Faruqi

Read-Aloud and Shared Reading Texts
"The Magic Penny" (song) by Malvina Reynolds
"My Very Strange Teeth" story from *The Stories Julian Tells* by Ann Cameron (Random House)*

Suggested Texts for Book Clubs Levels L/M (readers at benchmark)
The Magic Tree House series by Mary Pope Osborne (Random House)
Cam Jansen series by David A. Adler (Puffin Books)
Junie B. Jones series by Barbara Park (Random House)
Horrible Harry series by Suzy Kline (Puffin Books)
Pinky and Rex series by James Howe (Simon & Schuster)
Ready Freddy series by Abby Klein (Scholastic)
The Kids of the Polk Street School series by Blanche Sims (Random House)
Miami Jackson series by Patricia McKissack and Frederick McKissack (Random House)
Poppleton series by Cynthia Rylant (Scholastic)
Jamaica series by Juanita Havill (Houghton Mifflin Harcourt)

Levels D-K (readers below benchmark)
Frog and Toad series by Arnold Lobel (HarperCollins)
Iris and Walter series by Elissa Haden Guest (Houghton Mifflin Harcourt)
Fluffy series by Kate McMullan (Scholastic)
Little Bear series by Elisa Holmelund Minarik (HarperCollins)
Danny and the Dinosaur series by Syd Hoff (HarperCollins)
Mr. Putter and Tabby series by Cynthia Rylant (Houghton Mifflin Harcourt)
Biscuit series by Alyssa Satin Capucilli (HarperCollins)
Little Critter series by Mercer Mayer (Thomas Nelson)
Fly Guy series by Tedd Arnold (Scholastic)

Brand New Reader series by various authors

Levels N-P (readers above benchmark)
The Stories Julian Tells series by Ann Cameron (Random House)
The Secrets of Droon series by Tony Abbott (Scholastic)
A–Z Mysteries series by Ron Roy (Random House)
Jigsaw Jones Mystery series by James Preller (Scholastic)
Zack Files series by Dan Greenburg (Grosset & Dunlap)
Amber Brown series by Paula Danziger (Puffin Books)
Amazing Monty series by Johanna Hurwitz (Candlewick Press)
Ivy and Bean series by Annie Barrows (Chronicle Books)
Ramona series by Beverly Cleary (HarperCollins)
Encyclopedia Brown series by Donald J. Sobol (Puffin Books)

Other Resources
A Sunday Afternoon on the Island of La Grande Jatte, 1884 by George Seurat

*This trade book is part of the reading units of study.

Additional Resources:
Teachers College Reading and Writing Project Website
Correlations to the Common Core State Standards

Anchor Charts

Series Readers Become Experts on Characters
Color / B&W
Series Readers Become Experts on Author's Craft
Color / B&W

Session 1

Figure 1-1: "Jottings from book club members reading Frankly Frannie"
"Series Readers Become Experts on Characters" anchor chart

Session 2

Figure 2-1: "Ideas about the problem in the book"
Figure 2-2: "Moving from a vague idea to concrete"
"Series Readers Become Experts on Characters" anchor chart

Session 3

"Series Readers Become Experts on Characters" anchor chart
"Book Clubs Talk Together" chart
"Series Book Club Readers Share Discoveries" chart

Session 4

Figure 4-1: "Asking students to ask questions about characters"
Figure 4-2: "Four Post-its, most important to talk about"
"Series Readers Become Experts on Characters" anchor chart

Session 5

"Series Readers Become Experts on Characters" anchor chart

Session 6

"Series Readers Become Experts on Characters" anchor chart
"Keep the Character Conversations Going" chart
"Keeping Track of Longer Books" anchor chart

Session 7

Link to A Sunday Afternoon on the Island of La Grande Jatte painting
"How Do Authors Paint Pictures with Words?" chart

Session 8

"Series Readers Become Experts on Author's Craft" anchor chart

Session 9

"Understanding Literary Language" anchor chart
"Series Readers Become Experts on Author's Craft" anchor chart

Session 11

"Series Readers Become Experts on Author's Craft" anchor chart
"How Authors Bring a Story to Life" chart

Session 13

"How We Can Share and Give Away Books that We Love" chart

Session 16

"Make Your Arguments Even Stronger" chart

Read Aloud

"Readers Talk about Books" chart
Read Aloud Prompts for The Stories Julian Tells
Color / B&W

Shared Reading

"Magic Penny" song
"Series Readers Become Experts on Authors" anchor chart

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See "suggestions for differentiation" listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural/global competence

Unit 4b - Writing

Writing About Reading: Opinion Writing (Grade 2 - Book 3)

Summary and Rationale

This unit contains 3 bends and serves as the Opinion Writing unit for 2nd grade. In Bend I, a "Letter Writing: A Glorious Tradition", students will learn how to write letters to share ideas about characters, generate more letters by developing new opinions, keeping their audience in mind, and using a checklist to set goals. In Bend II, "Raising the Level of Our Level Writing", students will begin to write about more than one part of a book, read closely to generate more writing, gathering evidence to support each of our opinions, using capitals, and publishing our opinions for all to read. Bend III, " Writing Nominations and Awarding Favorite Books", allows students to select nominees, support their opinions with quotes, write introductions and conclusions that captivate, use a checklist to set goals, and keep elaboration going

Recommended Pacing

March to April (8 weeks)

Standards

Reading Domain	
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Writing Domain	
W.AW.2.1	With prompts and support, write opinion pieces to present an idea with reasons or information. A. Introduce an opinion. B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion.
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
Speaking and Listening Domain	
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings..
SL.AS.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 here for specific expectations.)
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	

L.RF.2.3	A. Know and apply grade-level phonics and word analysis skills in decoding words. B. A. Know spelling-sound correspondences for common vowel teams. C. B. Decode regularly spelled two-syllable words with long vowels. D. C. Decode words with common prefixes and suffixes. E. D. Identify words with inconsistent but common spelling-sound correspondences. F. E. Recognize and read grade-appropriate irregularly spelled words. G. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). H. G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
Fluency	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Sound-Letter Basics	
L.WF.2.1	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: ● Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ● Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
Spelling	
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: ● Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

	● Complex consonant blends (scr, str, squ). ● Less common vowel teams for long vowels (ow, oo, au, ou, ue). ● Vowel-r combinations (turn, star, third, four/for). ● Contractions (we'll; I'm; they've; don't). ● Homophones (bear, bare; past, passed). ● Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: ● Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ● Are compounds comprising familiar parts (houseboat; yellowtail). ● Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: ● consonant doubling (penning, slimmed). ● dropping silent-e (smiled, paving). D. Most often used words in English: ● Irregular words (against, many, enough, does). ● Pattern-based words (which, kind, have).
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.2.3	Demonstrate command of the conventions of writing, including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives.

	G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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 affix 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 or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Interdisciplinary Connections	
Standard: Visual and Performing Arts	
L.3.P.C.2	Use memory, imagination, creativity, and language to make up new roles and act them out.
Career Readiness, Life Literacies and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI..2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.
Integration of Technology	
8.1.2.A.1	Use an input device to select an item and navigate the screen
8.1.2.A.2	Create a document using a word processing application.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Writers write letters to share ideas about characters by talking, developing new opinions, retelling important parts, keeping their audience in mind, and using a checklist to set goals. ● Writers raise the level of their letter writing by writing about more than one part of a book, reading closely, gathering evidence to support each of our opinions, using capital letters, and publishing. ● Writers nominate and award their favorite books by supporting their opinions, writing introductions and conclusions, using a checklist to set goals, and elaborating. ● Writers will use pronouns, including subjective and objective cases, possessive pronouns, and will ensure pronoun-antecedent agreement, as well as use commas in greetings and closings of letters.	● How do I write a letter to share ideas about characters? ● How do I raise the level of writing in my letters? ● How do I nominate and award my favorite books? ● How can writers study and apply grammar moves to use in their writing?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Post: On-demand (Elements: Overall, Organization, Spelling, Transitions, Elaboration, Craft, Lead, Punctuation)
  - ***On-Demand Performance Assessment Prompt***
- Opinion Writing Rubrics
- Grade 2
- Opinion Writing Checklist
- Grade 1 and Grade 2
- Grade 2
- Grade 2 Illustrated
- Grade 2 and Grade 3

Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

Objectives (SLO)

IMPORTANT TIPS FOR IMMERSION:

During the first week, teachers should plan time for sharing mentor texts so that students can all explore common texts together. Interactive and shared writing are also important ways for students to see the process of writing opinion texts.* During immersion week, it is important to model how to formulate opinions about a character in the form of a letter. Focus on demonstrating how to structure the letter, how to formulate an opinion, and how to support an opinion with reasons and details from a text.

In your writing be sure to model how to:

1. Set up your letter
2. Name your opinion about a common character
3. Give reasons and evidence to explain why you have that opinion.
4. Conclude your letter

***Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

Students will know: (Goals)	Students will be able to:(Teaching Points)

BEND I: Letter Writing - A Glorious Tradition Goals: Writers learn how to write letters to share their ideas about characters. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Spread writing energy. (Session 1) ● Turn to familiar strategies when writing in a new genre. (Session 2) ● Assess and teach your writers using the opinion writing checklist. (Session 3) ● Continue to teach from information gathered and further help writers with retelling. (Session 4) ● Draw on three teaching resources for strong writers. (Session 5)	● Writers write letters to share ideas about characters. (Session 1: Mini-Lesson) ● Writers get ideas for writing by talking. (Session 2: Mini-Lesson) ● Writers generate more letters by developing new opinions and looking at pictures. (Session 3: Mini-Lesson) ● Writers make their letters about books even better by retelling important parts. (Session 4: Mini-Lesson) ● Writers keep their audience in mind by drawing on resources to strengthen their writing. (Session 5: Mini-Lesson) ● Writers use a checklist to set goals. (Session 6: Mini-Lesson)
BEND II: Raising the Level of Our Letter Writing Goals: Writers raise the level of their letter writing. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Support writers in paragraphing. (Session 7) ● Link details and ideas. (Session 8) ● Use the classroom environment to teach. (Session 9) ● Comb our books for more fun conventions. (Session 10) ● Have students consider when handwriting is a priority. (Session 11)	● Writers write about more than one part of a book. (Session 7: Mini-Lesson) ● Writers read closely to generate more writing. (Session 8: Mini-Lesson) ● Writers gather more evidence to support each of our opinions. (Session 9: Mini-Lesson) ● Writers use capital letters properly in a letter. (Session 10: Mini-Lesson) ● Writers publish their opinion writing for all to read. (Session 11: Mini-Lesson)
BEND III: Writing Nominations and Awarding Favorite Books Goals: Writers nominate and award their favorite books. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Get mileage out of any learning tools you have at hand. (Session 12)	● The writers select their favorite books to nominate for an award. (Session 12: Mini-Lesson) ● The writers add quotes to support their opinions. (Session 13: Mini-Lesson) ● The writers think deeply about the books they are reading to form ideas for their opinion writing. (Session 14: Mini-Lesson)

• Have students consider how much is too much when quoting. (Session 13) • Push children to think deeply about books. (Session 14) • Teach past the "using but confusing" stage. (Session 15) • Motivate students to make revision when they think they are all done. (Session 16) • Support students with building independence. (Session 17)	• The writers use mid-sentence punctuation to highlight ideas for their readers. (Session 15: Mini-Lesson) • The writers write introductions and conclusions to captivate their readers. (Session 16: Mini-Lesson) • The writers use a checklist to set writing goals. (Session 17: Mini-Lesson) • The writers will be able to keep using their goals to improve their writing. (Session 18: Mini-Lesson) • The writers share their opinions about their favorite books to convince each other. (Session 19: Mini-Lesson)
Grammar Focus Goal: Writers will use pronouns, including subjective and objective cases, possessive pronouns, and will ensure pronoun-antecedent agreement, as well as use commas in greetings and closings of letters. The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.	• Writers use pronouns, including subjective and objective cases. (Patterns of Power: Lesson 9) • Writers use possessive pronouns to show ownership. (Patterns of Power: Lesson 10) • Writers ensure pronouns-antecedent agreement. (Patterns of Power: Lesson 10) • Writers use commas in greetings and closings of letters.* *Lesson not included in Patterns of Power Program.

Suggested Resources/Technology Tools

School to Home Connection

Mentor Texts
Mercy Watson to the Rescue, by Kate DiCamillo
Pinky and Rex and the Bully, by James Howe

Grammar Mentor Texts
The Good Egg, by Jory John**
How Do You Say I Love You, Dewey Doo?, by Leslie Staub**

Suggested Texts
Ivie and Bean series, by Annie Barrows
Horrible Harry series, by Suzy Kline
Frog and Toad series, by Arnold Lobel
Judy Moody series, by Megan McDonald
The Magic Tree House series, by Mary Pope Osborne
Henry and Mudge series, by Cynthia Rylant
Knuffle Bunny, by Mo Willems
Owl Moon, by Jane Yolen

**These books are included in the Patterns of Power program.

Paper Choices:
Paper Choice: Letter-Writing Page (No Date Line)
Paper Choice: Letter-Writing Page with Date Line
Paper Choice: Nomination Page - Wide Lines
Paper Choice: Nomination Page - Narrow Lines

Correlations to the Common Core State Standards

Anchor Charts

Uncovering Our Opinions About Books Writers Can Study. . .
Color / B&W
Make it Stronger, Longer and More Convincing!
Color / B&W

Session 2

FIG. 2-1 Zac's quick sketch
FIG. 2-2 Zac's letter

Session 3

Opinion Writing Checklist, Grades 2 and 3
Chart: Uncovering Our Opinions About Books
Anchor chart: Uncovering Our Opinions About Books Writers Can Study. . .
FIG. 3-2 Elias's letter
FIG. 3-3 Levi's letter

Session 4

FIG. 4-1 Eldin's letter before revision
FIG. 4-2 Eldin's revisions

Session 5

Chart: Think About Your Reader
Opinion Writing Checklist, Grades 2 and 3
FIG. 5-1 Jude's letter

Session 6

FIG. 6-1 Rimari's published letter
FIG. 6-2 Audrey's finished piece

Session 7

Paper Choice: Letter-Writing Page (No Date Line)
Paper Choice: Letter-Writing Page with Date Line
Chart: Juicy Story Words
Chart: Uncovering Our Opinions About Books
Anchor chart: Uncovering Our Opinions About Books Writers Can Study. . .
Chart: Make it Stronger, Longer, and More Convincing
Anchor chart: Make it Stronger, Longer and More Convincing!
FIG. 7-3 Eli's planning
FIG. 7-4 Noah's letter excerpt

Session 8

Chart: Writers Refer to Their Books to...
FIG. 8-1 Sarah adds to her letter
FIG. 8-2 Grace identifies a theme

Session 9

Chart: Uncovering Our Opinions About Books
Anchor chart: Uncovering Our Opinions About Books Writers Can Study. . .
Chart: Make it Stronger, Longer, and More Convincing
Anchor chart: Make it Stronger, Longer and More Convincing!
Chart: Helpful Linking Words
FIG. 9-2 Eliza's letter
FIG. 9-3 Calder's letter

Session 10

Chart: We Use Capitals in Our Writing for...
FIG. 10-2 Levi's letter excerpt
FIG. 10-3 Levi's revised letter
FIG. 10-4 Zac's writing

Session 11

Chart: Extra! Extra!
FIG. 11-2 Bea's published piece
FIG. 11-3 Yael's published letter

FIG. 11-4 Levi's published piece

Session 12

Paper Choice: Nomination Page - Wide Lines
Paper Choice: Nomination Page - Narrow Lines
FIG. 12-1 Morgan's nomination before conference
FIG. 12-2 Morgan's nomination after conference

Session 13

Paper Choice: Nomination Page - Wide Lines
Paper Choice: Nomination Page - Narrow Lines
Chart: Make it Stronger, Longer, and More Convincing
Anchor chart: Make it Stronger, Longer and More Convincing!
FIG. 13-2 Tate's nomination
FIG. 13-3 Dante's new piece

Session 14

Chart: Exploring the Lay of the Land
FIG. 14-1 Sarah's writing
FIG. 14-2 Petra's nomination excerpt

Session 15

Opinion Writing Checklist, Grade 2
FIG. 15-1 Soobin's revised piece
FIG. 15-2 Kate's piece
FIG. 15-3 Student's award stickers

Session 16

FIG. 16-1 Lexie's nomination before conference
FIG. 16-2 Lexie's revised introduction
FIG. 16-3 Lexie's added conclusion

Session 17

Opinion Writing Checklist, Grades 2 and 3
Student made charts
FIG. 17-1 Petra's

Opinion Writing

Learning Progression, Pre-K-6

On-Demand Performance Assessment Prompt
Opinion Writing Rubrics

Grade K
Grade 1

Grade 2
Grade 3
Grade 4
Grade 5
Grade 6

Opinion Writing Checklists

Grade K
Grade K Illustrated
Grade K and Grade 1
Grade 1
Grade 1 Illustrated
Grade 1 and Grade 2
Grade 2
Grade 2 Illustrated
Grade 2 and Grade 3
Grade 3
Grade 3 Illustrated
Grade 3 and Grade 4
Grade 4
Grade 4 Illustrated
Grade 4 and Grade 5
Grade 5
Grade 5 Illustrated
Grade 5 and Grade 6
Grade 6
Grade 6 Illustrated

Student Writing Samples

Early Grade K
Grade K
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6

Writing Developed Through the Progression

Grade K
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6

omination excerpt

Session 19

FIG. 19-1 Stella's published piece
FIG. 19-2 Petra's published piece

FIG. 19-3 Zac's published piece

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See “suggestions for differentiation” listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5a - Reading

Bigger Books Mean Amping Up Reading Power (Grade 2 - Unit 3)

Summary and Rationale

Launching into a new unit often begins with new resolve and reflection. Since the beginning of second grade, you have watched your readers grow bigger and stronger. Now, they are ready to be challenged in new ways, tackling longer and harder books. Above all, at the start of this unit you will convey that your students are ready for new challenges, and that each child is responsible for deciding what specifically he or she needs to work on to grow as a reader. This unit focuses on these aspects of reading: fluency, literary language, and tracking longer stories. You are encouraged to bring your own energy and resolve to this unit on building foundational skills so that the work feels interesting, fresh, and challenging-yet within your readers’ grasp.

Recommended Pacing

May to June (6-8 weeks)

Standards	
Reading Domain	
RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.MF.2.6	With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Writing Domain	
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements. A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experience and events.

	E. Provide a conclusion or sense of closure related to the narrated experiences or events.
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
Speaking and Listening Domain	
SL.PE.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 norms 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 explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams.

	B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
Fluency	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Sound-Letter Basics	
L.WF.2.1	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: ● Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ● Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
Spelling	
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: ● Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ● Complex consonant blends (scr, str, squ). ● Less common vowel teams for long vowels (ow, oo, au, ou, ue). ● Vowel-r combinations (turn, star, third, four/for).

	● Contractions (we'll; I'm; they've; don't). ● Homophones (bear, bare; past, passed). ● Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: ● Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ● Are compounds comprising familiar parts (houseboat; yellowtail). ● Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: ● consonant doubling (penning, slimmed). ● dropping silent-e (smiled, paving). D. Most often used words in English: ● Irregular words (against, many, enough, does). ● Pattern-based words (which, kind, have).
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.2.3	Demonstrate command of the conventions of writing, including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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 affix 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 or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Interdisciplinary Connections	
Visual and Performing Arts	
1.3.P.B.1	Sing a variety of songs with expression, independently and with others.
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
1.3.P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.
Career Readiness, Life Literacies and Key Skills	

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI..2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Readers read with fluency scooping up words into phrases and using dialogue tags. ● Readers understand literary language by making comparisons and noticing when author's play with words.. ● Readers meet the challenges of longer books by staying on track and reading get tricky and using writing to support reading. ● Readers tackle goals in the company of others by giving and receiving feedback and celebrating all they have learned.	● How can readers learn to read with fluency? ● How can readers understand literary language? ● How can readers meet the challenges of longer books? ● How can readers self-assess and set goals for their reading work?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Pre-Assessment: NA
- Post-Assessment:
  - High Frequency Words (F)
    - Directions
    - List of Words
  - TC Running Records

Reading:

- TC Running Record Reading Assessments
- Reading Learning Progression- Narrative Reading
  - Grade 2
  - Grades 2-6
- Reading Learning Progression- Information Reading
  - Grade 2
  - Grades 2-6

Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND I: READING WITH FLUENCY Goal: Readers read with fluency. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Move quickly from reader to reader. (Session 1) ● Identify and help readers who struggle with fluency. (Session 2) ● Engage in quick conferences to reinforce prior learning. (Session 3) ● Approach reading workshop with students' data in mind. (Session 4) ● Check in on pace and comprehension. (Session 5)	● Readers rehearse their reading voices. (Session 1: Mini-Lesson) ● Readers scoop up words into phrases. (Session 2: Mini-Lesson) ● Readers notice dialogue tags. (Session 3: Mini-Lesson) ● Readers use meaning to read fluency. (Session 4: Mini-Lesson) ● Readers read at a just-right pace. (Session 5: Mini-Lesson)
BEND II: UNDERSTANDING LITERARY LANGUAGE Goal: Readers understand literary language. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Notice figurative language in other books. (Session 6) ● Scaffold appropriately. (Session 7) ● Support students through shared reading, guided reading, and partnerships. (Session 8) ● Collect data to assess quickly. (Session 9)	● Readers recognize literary language. (Session 6: Mini-Lesson) ● Readers understand comparisons. (Session 7: Mini-Lesson) ● Readers notice when authors play with words. (Session 8: Mini-Lesson) ● Readers read as writers and focus on special language. (Session 9: Mini-Lesson)

BEND III: MEETING THE CHALLENGES OF LONGER BOOKS Goal: Readers meet the challenges of longer books. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Support strong partnership work for all readers. (Session 10) ● Support students at all levels of text complexity. (Session 11) ● Prime the pump for the final bend. (Session 13)	● Readers set up routines for same-book partners. (Session 10: Mini-Lesson) ● Readers hold on to stories even when books are long. (Session 11: Mini-Lesson) ● Readers stay on track when books get tricky. (Session 12: Mini-Lesson) ● Readers use writing to solve reading problems. (Session 13: Mini-Lesson)
BEND IV: TACKLING GOALS IN THE COMPANY OF OTHERS Goal: Readers tackle goals in the company of others. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Help students self-assess to launch clubs smoothly. (Session 14) ● Use shared reading to help clubs meet their goals. (Session 15) ● Lead goal-oriented strategy groups. (Session 16)	● Readers self-assess and set goals. (Session 14: Mini-Lesson) ● Readers organize goal clubs. (Session 15: Mini-Lesson) ● Readers give feedback to group members. (Session 16: Mini-Lesson) ● Readers celebrate all they have learned. (Session 17: Mini-Lesson)
Interactive Read Aloud: *Minnie and Moo Go Dancing*	
Session 1	BEFORE YOU READ ● Model how to preview a text, reading the title, studying the cover, and reading the back blurb. AS YOU READ ● Page 6: Pause and prompt students to use details from the text to figure out what's happening in the story. ● Page 8: Pause and think aloud about which character is which, trying to keep the characters straight. Begin jotting down notes to model this strategy.

	● Pages 9-10: Guide students to use what they know about the characters and the book to predict what the character is thinking. ● Page 11: Stop to help students notice the type of relationship the characters have. ● Page 13: Prompt students to jot down notes about characters. ● Page 15: Teach students to stop and think about a piece of text and what it could mean. ● Page 18: Pause at the end of the chapter and think about the most important things that have happened in the story so far. AFTER YOU READ ● Review whole-class discussion routines and prompt children to make book talk stronger.
Sessions 2 and 3	BEFORE YOU READ ● Prompt students to list details they learned about the characters from the first three chapters. ● Flip through the pages to help students remember the story and the events that have happened so far. ● Read the upcoming chapter titles to think about how the next part of the book might go. AS YOU READ ● Page 21: Pause and think through the events together. ● Page 24: Ask students to stop and retell the important events of the chapter, trying to keep all the new characters straight. ● Page 32: Provide students with some background knowledge and guide them in monitoring for meaning. ● Page 36: Encourage inferential thinking about events when a lot happens at once. AFTER YOU READ ● Ask students to sit in a circle. Guide them in doing a braided retelling of chapters 1 through 6.
Session 4 (and Session 5, if necessary)	BEFORE YOU READ ● Flip through the pages to help students remember the story and the events that have happened so far. ● Read the upcoming chapter titles and think about how the next part of the book might go. ● Set students up to listen to the final chapter with a specific focus. AS YOU READ

	● Page 38: Think aloud to model monitoring for meaning. ● Page 42: Invite students up to the front meeting area to act out a tricky part to foster comprehension of the text. ● Page 48: Use the whole text to think about character traits. AFTER YOU READ ● Initiate a whole-class discussion about the message of the story. ● Ask students to first turn and talk to their partners to discuss their ideas. ● Initiate a whole-class conversation, reminding students of the rules and routines of accountable talk. ● Summarize, provide closure to the conversation, and offer feedback.

Shared Reading: Throughout the unit, outside of reader's workshop, readers should have the opportunities to revisit texts as a class from different lenses. Teachers may want to choose texts just above the benchmark text level for this time of year.

In this unit, Happy Like Soccer and the song, "You Are My Sunshine" are selected texts. The same text will be shared across multiple days, each day with a different focus.

Below are suggested lenses, in this unit, for each day's shared reading time:
DAY ONE:
- Warm up
- Book introduction
- Word solving

DAY TWO:
- Practice trying the long and then the short sound to solve a word.
- Use syllables to solve words.
- Use prefixes and suffixes to solve words.

DAY THREE:
- Use strategies to solve vocabulary words.
- Notice and solve similes.
- Notice and solve imagery.
- Notice and solve metaphors.

DAY FOUR:
- Practice scooping up words into phrases.
- Practice reading at a just-right pace.
- Practice noticing mood to read with expression.

DAY FIVE:
- Put all the skills of the week together.
- Retell the book and all the events in it.

Suggested Resources/Technology Tools

School-to-Home Connection

Mentor Texts:
Demonstration Texts
Owl Moon by Jane Yolen (Philomel Books)*
Houndsley and Katina by James Howe (Candlewick Press)
Come On, Rain! by Karin Hesse (Scholastic)
When Sophie Gets Angry—Really, Really Angry . . . by Molly Bang (Scholastic)
Amelia Bedelia Goes Camping by Peggy Parish (HarperCollins)
The King Who Rained by Fred Gwynne (Simon & Schuster)
Katie Woo Has the Flu by Fran Manushkin (Capstone)*
Beezus and Ramona by Beverly Cleary (HarperCollins)

Read-Aloud and Shared Reading Texts
Minnie and Moo Go Dancing by Denys Cazet (Scholastic)*
Happy Like Soccer by Maribeth Boelts (Candlewick Press)*
"You Are My Sunshine" by Jimmie Davis and Charles Mitchell
"Chicken Soup with Rice" from Chicken Soup with Rice by Maurice Sendak (HarperCollins)

Suggested Texts and Resources
Mercy Watson by Kate DiCamillo (Candlewick Press)*
"Way Down in the Music" from Honey, I Love and Other Love Poems by Eloise Greenfield (HarperCollins)
Pinky and Rex by James Howe (Simon & Schuster)
"Lullaby" from Old Elm Speaks: Tree Poems by Kristine O'Connell George (Houghton Mifflin Harcourt)
Climb Inside a Poem by Georgia Heard and Lester Laminack (Heinemann)
Iris and Walter by Elissa Haden Guest (Houghton Mifflin Harcourt)
Lilly's Purple Plastic Purse by Kevin Henkes (Greenwillow Books)
It's Raining Pigs and Noodles by Jack Prelutsky (Greenwillow Books)
Ruthie and the (Not So) Teeny Tiny Lie by Laura Rankin (Bloomsbury)
"Aquarium" by Valerie Worth

*This trade book is included in your reading units of study.

Additional Resources:
Teachers College Reading and Writing Project Website
Correlations to the Common Core State Standards

Anchor Charts

Making Your Reading More Fluent
Color / B&W

Partners Reread Together to...
Color / B&W
Understanding Literary Language
Color / B&W
Keeping Track of Longer Books
Color / B&W
Working Together in Goal Clubs
Color / B&W

Session 1

Reading Log Template #1
Reading Log Template #2
"Read parts of our books" song lyrics
"Making Your Reading More Fluent" anchor chart

Session 2

"The Rereading Song" Lyrics
"Making Your Reading More Fluent" anchor chart
"Partners Reread Together to... " anchor chart

Session 3

"Making Your Reading More Fluent" anchor chart
"Partners Reread Together to... " anchor chart

Session 4

"Making Your Reading More Fluent" anchor chart

Session 5

"Making Your Reading More Fluent" anchor chart

Session 6

Second-Grade Research Bulletin
"Understanding Literary Language" anchor chart
"Partners Reread Together to... " anchor chart

Session 7

"Understanding Literary Language" anchor chart

Session 8

Reading Log Template #1
Reading Log Template #2
Second-Grade Research Bulletin
"Understanding Literary Language" anchor chart

Session 10

Second-Grade News Bulletin
"Questions Partners Can Ask Each Other" bookmark template
"Same-Book Partners..." chart
"Keeping Track of Longer Books" anchor chart

Session 12

Second-Grade News Bulletin
"Keeping Track of Longer Books" anchor chart

Session 13

Figure 13-1: "Maddie's Post-it"
Figure 13-2: "Carla's Post-it"
"Keeping Track of Longer Books" anchor chart

Session 14

Club Tip Sheets
"Making Your Reading More Fluent" anchor chart
"Understanding Literary Language" anchor chart
"Keeping Track of Longer Books" anchor chart

Session 15

Figure 15-2: "Student sample club plan"
Club Plan template
"Working Together in Goal Clubs" anchor chart

Session 16

"Making Your Reading More Fluent" anchor chart
"Working Together in Goal Clubs" anchor chart

Session 17

Figure 17-1: "Students release their own news bulletins"
"Making Your Reading More Fluent" anchor chart
"Understanding Literary Language" anchor chart
"Keeping Track of Longer Books" anchor chart
"Working Together in Goal Clubs" anchor chart

Read Aloud

"Readers Talk about Books" chart
Read Aloud Prompts for Minnie and Moo Go Dancing
Color / B&W

Shared Reading

"When Words Are Tricky" anchor chart

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See “suggestions for differentiation” listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural/global competence

Unit 5b- Writing

Poetry: Big Thoughts in Small Packages (Grade 2 - Unit 4)

Summary and Rationale

This unit is broken into 3 bends. Bend I, "Seeing with Poets' Eyes", will invite the students to see from the author's perspective, listen for line breaks, read poems aloud, find strong feelings and concrete details of life, and edit poetry. Bend II, "Delving Deeper: Experimenting with Language and Sound to Create Meaning", will allow students to search for precise language, pattern with repetition, capture moods, use comparisons to clarify feelings, and stretch out a comparison. Bend III, "Trying Structures on for Size", will invite students to study the structure of the poem, read a mentor text closely, match structures to feelings, look at point of view, use feeling words, and edit poems.

Recommended Pacing

May to June (6-8 weeks)

Standards

Reading Domain	
RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
Writing Domain	
W.NW.2.3	Write narratives based on real or imagined experiences or events with basic story elements. A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experience and events.

	E. Provide a conclusion or sense of closure related to the narrated experiences or events.
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
Speaking and Listening Domain	
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups A. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) B. Build on others' talk in conversations by linking their comments to the remarks of others C. Ask for clarification and further explanation as needed about the topics and texts under discussion
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.2.3	A. Know and apply grade-level phonics and word analysis skills in decoding words. B. A. Know spelling-sound correspondences for common vowel teams. C. B. Decode regularly spelled two-syllable words with long vowels. D. C. Decode words with common prefixes and suffixes. E. D. Identify words with inconsistent but common spelling-sound correspondences. F. E. Recognize and read grade-appropriate irregularly spelled words.

	G. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). H. G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
Fluency	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension. A.Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	
Sound-Letter Basics	
L.WF.2.1	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: ● Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ● Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
Spelling	
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: ● Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ● Complex consonant blends (scr, str, squ). ● Less common vowel teams for long vowels (ow, oo, au, ou, ue). ● Vowel-r combinations (turn, star, third, four/for). ● Contractions (we'll; I'm; they've; don't). ● Homophones (bear, bare; past, passed). ● Plurals and possessives (its, it's). B. Regular two- and three-syllable words that:

	● Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ● Are compounds comprising familiar parts (houseboat; yellowtail). ● Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: ● consonant doubling (penning, slimmed). ● dropping silent-e (smiled, paving). D. Most often used words in English: ● Irregular words (against, many, enough, does). ● Pattern-based words (which, kind, have).
Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.2.3	Demonstrate command of the conventions of writing, including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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 affix 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 or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Interdisciplinary Connections	
Standard: Visual and Performing Arts	
1.3.P.B.1	Sing a variety of songs with expression, independently and with others.
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
Career Readiness, Life Literacies and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI..2	Demonstrate originality and inventiveness in work.

9.4.2.CT.1	Gather information about an issue and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.
Integration of Technology	
8.1.2.A.1	Use an input device to select an item and navigate the screen
8.1.2.A.2	Create a document using a word processing application.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Writers see with poets' eyes by seeing with poets' eyes, listening for line breaks, putting powerful thoughts in tiny packages, finding poems in the strong feelings, and editing poetry. ● Writers delve deeper by experimenting with language and sound to create meaning by using precise language, patterns, mood, feeling words, and comparisons. ● Writers try on structure for size by studying structure, close reading of a mentor text, playing with point of view, and revising/editing poems.	● How can I see with the poets' eyes? ● How can I delve deeper by experimenting with language? ● How can I try on structure for size?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Post: ON-DEMAND - Poetry
    - Please administer this assessment to all students at the end of the unit.

Writing:

- Rubric - Poetry
    - Use this rubric to score the on-demand assessments.

Objectives (SLO)

IMPORTANT TIPS FOR IMMERSION:

During the first week, teachers should plan time for sharing mentor texts of poems so that students can all explore common texts together. Interactive and shared writing are also important ways for students to see the process of writing poetry.* During immersion week, it is important to model how to generate ideas of writing poems and writes some class poems together.Build excitement around poetry and use this week to live in the world of poetry so that students can see what they are working towards.

***Note:** In shared writing, the teacher acts as a scribe with student participation and collaboration. In interactive writing, the teacher and student share the pen and write the parts of the text together.

Students will know: (Goals)	Students will be able to: (Teaching Points)
BEND I: Seeing with Poet's Eyes GOAL: Writers see with poets' eyes. ----------***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● See through your own unique poet's eyes. (Session 1) ● Hear more in the music of poetry: a strategy lesson with advanced students. (Session 2) ● Balance responsive teaching with things you know you want to teach. (Session 3) ● Find and revise treasures in discarded drafts. (Session 4) ● Differentiate your editing support through small-group work. (Session 5)	● Writers see with poets' eyes by slowing down and lingering with an object to see and write. (Session 1: Mini-Lesson) ● Writers listen for line breaks in poetry. (Session 2: Mini-Lesson) ● Writers put powerful thoughts into their writing. (Session 3: Mini-Lesson) ● Writers find strong feelings and details in poetry. (Session 4: Mini-Lesson) ● Writers edit their poetry through small-group work. (Session 5: Mini-Lesson)
BEND II: Delving Deeper: Experimenting with Language and Sound to Create Meaning GOAL: Writers delve deeper by experimenting with language and sound to create meaning. ---------- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* ● Show not tell (Session 6)	● Writers search for honest and precise language. (Session 6: Mini-Lesson) ● Writers find and create patterns through repetition. (Session 7: Mini-Lesson) ● Writers capture mood in their writing. (Session 8: Mini-Lesson) ● Writers use comparisons to clarify feelings and ideas. (Session 9: Mini-Lesson)

• Support students' as they experiment with repetition. (Session 7) • Capture mood in a poem (Session 8) • Use small groups to support students with comparative language and spelling. (Session 9) • Sustain an idea, a mood, or an image across a whole poem (Session 10)	• Writers stretch out their comparisons to sustain an idea, mood, or an image. (Session 10: Mini-Lesson)
BEND III: Trying Structures on for Size GOAL: Writers try on structure for size. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* • Help students read poems attentively (Session 11) • Use small groups to teach a variety of structures. (Session 12) • Provide responsive conferring. (Session 13) • Help students with stanzas, hybrid structures, and other new frontiers. (Session 14) • Support end of the unit revision. (Session 15) • Support students' editing work. (Session 16)	• Writers study the structure of poetry. (Session 11: Mini-Lesson) • Writers engage in close reading of a mentor text. (Session 12: Mini-Lesson) • Writers match structures to feelings. (Session 13: Mini-Lesson) • Writers demonstrate understanding of point of view within poetry. (Session 14: Mini-Lesson) • Writers revise poems by replacing feeling words with word pictures. (Session 15: Mini-Lesson) • Writers edit poems by reading aloud to find trouble spots. (Session 16: Mini-Lesson)
Grammar Focus Goal: Teachers can use this unit to review or reinforce previously taught grammar content. The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student might need next.	• Refer back to previously taught teaching points to review or reinforce grammar content.
Suggested Resources/Technology Tools	
School-to-Home Connection	

Mentor Texts
Owl Moon, Jane Yolen
Old Elm Speaks, Kristine George

Suggested Online Tools
Poetry for Children
http://poetryforchildren.blogspot.com/

Kriste O'Connell George's Web Site
http://Kristinegeorge.com

The Poem Farm
www.poemfarm.amylv.com/

Paper Choices

Paper Choice: Poem Page

Correlations to the Common Core State Standards

Anchor Charts

Reading Poetry Like a Poet
Color / B&W
Strategies Poets Use to Write Poems
Color / B&W
Poetry Decisions that Strengthen Meaning
Color / B&W
Poems Have Structures
Color / B&W
Reading a Poem with Poets' Eyes
Color / B&W

Session 1

Poetry: Recommended Resources
Paper Choice: Poem Page
Poems by Zoë Ryder White and Amy Ludwig VanDerwater
Student Poems
FIG. 1-1 Rob's memory strategy

Session 4

FIG. 4-1 Sarah's poem
FIG. 4-2 Sarah's revised poem

Session 5

Opinion Writing Checklist, Grade 2
FIG. 5-1 Evette
FIG. 5-2 Josie
FIG. 5-3 Sophia
FIG. 5-4 Bergin
FIG. 5-5 Maanav

Session 6

FIG. 6-1 Ramon revists his subject

Session 7

FIG. 7-1 Tess's poem
FIG. 7-2 Ainsley's poem

Session 8

FIG. 8-1 Rowan's poem
FIG. 8-2 Jasper's poem
FIG. 8-3 Nathan's poem

Session 9

FIG. 9-1 Ban's poem
FIG. 9-3 Silas's poem

Session 10

FIG. 10-1 Klara begins to explore an image
FIG. 10-2 Klara threads an image across her poem
FIG. 10-3 Elizabeth focuses on the lion comparison

Session 11

Poems by Zoë Ryder White and Amy Ludwig VanDerwater
FIG. 11-1 West's poem

Session 13

FIG. 13-1 Katharine's poem

Session 14

FIG. 14-1 Nina's poem
FIG. 14-2 Reed's poem
FIG. 14-3 Kara's poem

Session 15

FIG. 15-1 Mason's poem

Session 16

Opinion Writing Checklist, Grade 2

Session 17

FIG. 17-1 Klara's "Moon" poem word cloud
FIG. 17-2 Nina's "Tree" poem word cloud
FIG. 17-3 Francesca's poem
FIG. 17-4 Daniel's poem
FIG. 17-5 Reed's poem

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

See “suggestions for differentiation” listed under each goal.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while using cultural/global competence

Unit 6b (Optional)

Non Fiction “Expert Topic” Writing: Brochure/ Informational Poster

Summary and Rationale

This unit can be used with some elements from *Lab Reports and Science Books*. At the beginning, students will share information about a topic they know a lot about. In the middle of the unit, writers will use the features found in non-fiction books in their own writing to teach others about a topic. At the end of the unit, writers will work in partnerships to revise and improve their writing.

Recommended Pacing

At the end of the year, if time allows.

Standards

Reading Domain	
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RI.PP.2.5	Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Writing Domain	
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic clearly. B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion
W.WP.2.4	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.
W.WR.2.5	Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.
W.SE.2.6	Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.
Speaking and Listening Domain	
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
SL.II.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
SL.PI.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
Language Domain	
Foundational Skills: Reading Language	
Phonics and Word Recognition	
L.RF.2.3	A. Know and apply grade-level phonics and word analysis skills in decoding words. B. A. Know spelling-sound correspondences for common vowel teams. C. B. Decode regularly spelled two-syllable words with long vowels. D. C. Decode words with common prefixes and suffixes. E. D. Identify words with inconsistent but common spelling-sound correspondences. F. E. Recognize and read grade-appropriate irregularly spelled words. G. F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would). H. G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
Fluency	
L.RF.2.4	A. Read with sufficient accuracy and fluency to support comprehension. B. A.Read grade-level text with purpose and understanding. C. B. Read grade-level text orally with accuracy, appropriate rate, and expression. D. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Foundational Skills: Writing Language	

Sound-Letter Basics	
L.WF.2.1	Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: ● Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck ● Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
Spelling	
L.WF.2.2	Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words that include: ● Position-based patterns (ch, -tch; k, -ck; -ge, -dge). ● Complex consonant blends (scr, str, squ). ● Less common vowel teams for long vowels (ow, oo, au, ou, ue). ● Vowel-r combinations (turn, star, third, four/for). ● Contractions (we'll; I'm; they've; don't). ● Homophones (bear, bare; past, passed). ● Plurals and possessives (its, it's). B. Regular two- and three-syllable words that: ● Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand). ● Are compounds comprising familiar parts (houseboat; yellowtail). ● Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). C. Words with suffixes that require: ● consonant doubling (penning, slimmed). ● dropping silent-e (smiled, paving). D. Most often used words in English: ● Irregular words (against, many, enough, does). ● Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)	
L.WF.2.3	Demonstrate command of the conventions of writing, including those listed under grade one foundational skills. A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary. B. Capitalize holidays, product names and geographic names. C. Supply adjectives in noun phrases to make them more precise or engaging. D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses. E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list. F. Use an apostrophe to form contractions and frequently occurring possessives. G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. B. Compare formal and informal uses of English.
L.VL.2.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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 affix 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 or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases.
L.VI.2.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Interdisciplinary Connections	
Career Readiness, Life Literacies and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI..2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool.
Integration of Technology	
8.1.2.A.1	Use an input device to select an item and navigate the screen
8.1.2.A.2	Create a document using a word processing application.

Instructional Focus

Enduring Understandings:	**Essential Questions:**

• Writers often write to share information about a topic they know a lot about. • Writers use the features found in non-fiction books in their own writing to teach others about a topic. • Writers work in partnerships to revise and improve their writing.	• How can writers organize their writing to teach others about something they know a lot about? • What features found in non-fiction can be reproduced for a second grade audience? • How can working in partnerships enhance writing?

Evidence of Learning (Assessments)

Unit Common Assessment:

- Post: Use rubric to assess the final draft of the brochure (Elements: Organization, Elaboration, Craft, Transitions, Ending, Punctuation)
  - ***On-Demand Performance Assessment Prompt***
    - Rubric:
      - Grade 2

Information Writing

- Learning Progression, Pre-K-6
- Grade 1 and Grade 2
- Grade 2
- Grade 2 Illustrated
- Grade 2 and Grade 3

Writing:

- TCRWP Writing Rubrics and Student Editing Samples
- TCRWP Editing Checklists

Objectives (SLO)

Students will know: (Goals)	Students will be able to: (Teaching Points)
Goal: Writers use the features found in non-fiction books in their own writing to teach others about a topic. --- ***Suggestions for Differentiation*** *Conferring/Small Group Instruction* *(This list can be used to provide accommodations, modifications, and/or extensions for individual students.)* • Support engagement. (Session 1)	• Writers glimpse the overall structure of informational (or "all about") writing. • Writers learn lessons for their writing by studying a variety of texts. • Writers understand the various features found in a non-fiction text and can use them to teach others about a topic.

- Channel students to use mentor from start to finish. (Session 2)
- Coach partners to help each other. (Session 3)
- Use revision to help each other. (Session 4)
- Support writers' learning trajectories. (Session 5)
- Support writers to turn plans into realities. (Session 6)
- Steer students' attention to data to think and write more in conclusions. (Session 7)
- Help children use information from sources to strengthen conclusions. (Session 9)
- Remind writers to plan. (Session 10)
- Support writers as they revise in a variety of ways. (Session 11)
- Coach writers to choose content-based topics. (Session 12)
- Ask questions to support writing more. (Session 13)
- Coach writers to discover connections to science content. (Session 14)
- Confer to ensure students have grasped the essentials of the unit. (Session 15)
- Work with a partner to envision and act out parts to imagine smaller steps. (Session 16)
- Support writers' usage of apostrophes. (Session 18)

- Writers use simple paragraphs to teach about a topic.
- Writers support their main idea with details.
- Writers do research and include facts that teach in their writing.
- Writers choose chapter papers to match their purpose: teaching readers how to do something or that there are different kinds of something.
- Writers teach readers about the different parts of a thing using diagrams.
- Writers create a table of contents that guides their reader.
- Writers teach by comparing and contrasting two sources on the topic.
- Writers work with partners and small groups to better their writing.
- Writers create a glossary using topic specific vocabulary.
- Writers create an index.
- Writers ask and answer questions about their topic.
- Writers discern important (main idea) bits of information from random "fun facts."
- Writers edit with a partner and independently.
- Writers create a book, poster, or brochure to teach about their topic.

Suggested Resources/ Technology Tools

School to Home Connection

Mentor Texts
Forces and Motion, by John Graham
National Geographic books
Gail Gibbons books

Suggested Texts
Incredible Cross-Sections, by Stephen Biesty (DK Publishing)
Simple Machines: Inclined Planes, by Valerie Bodden (Creative Paperbacks)
Forces Make Things Move, by Kimberly Brubaker Bradley (HarperCollins)
Roll, Slope and Slide: A Book About Ramps, by Michael Dahl (Capstone)

Move It! Motion, Forces and You, by Adrienne Mason (Kids Can Press)
Motion: Push and Pull, Fast and Slow, by Darlene R. Stille (Capstone)
Do-4U, the Robot Experiences Forces and Motion, by Mark Weakland (Capstone)

Tier 1 Modifications and Accommodations

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See "suggestions for differentiation" listed under each goal.

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- Act as a responsible and contributing community members and employee.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence