



# Curriculum Map

# ELA Grade 2

Sacramento City Unified  
School District

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2 <sup>nd</sup> Grade Year-at-a-Glance				
	Month/# of weeks	Unit	Supplemental Materials	ELA Standards
Approx. District Benchmark 1	Sept/Oct: 6 weeks	<b>Unit # 1</b> Launching <b>the Year</b> - Reading and Writing		RL, RI, W.1, W.2, W.3, SL, L
	Oct/Nov: 4 weeks	<b>Unit # 2</b> Narrative - Reading Narrative and Writing Character Study	Core Ready: The Journey to Meaning; Exploring Point of View	RL, W.3, SL, L
Approx. District Benchmark 2	Nov/Dec: 5 of 7 weeks	<b>Unit # 3</b> Informative/Explanatory - Reading and Writing Biographies	Core Ready: The Road to Knowledge; What's the Big Idea?	RI, W.2, SL, L
	Holiday Break			
	Jan: 2 of 7 weeks	<b>Unit # 3, continued</b> Informative/Explanatory - Reading and Writing Biographies	continue Core Ready: The Road to Knowledge; What's the Big Idea	RI, W.2, SL, L
	Jan/Feb: 3 weeks	<b>Unit # 4</b> Author's Craft Study – Close Study of a Mentor Author and Writing a Close Imitation Piece		RL, RI, W.1, SL, L
Approx. District Benchmark 3	Feb: 3 weeks	<b>Unit # 5</b> Opinion/Argument – Reading Opinion Text and Writing Commercial Scripts	Core Ready: The Power to Persuade; 5Ws and 1H	RI, W.1, SL, L
	March: 4 weeks	<b>Unit # 6</b> Opinion/Argument- Reading Literature and Writing Book Review		RL, W.1, W.9, SL, L
CAASPP (Smarter Balanced Summative Test)	April: 3 weeks	<b>Unit # 7</b> Poetry – Reading and Writing Poetry		RL, RI, W1, W2, W3, SL, L
	May: 4 weeks	<b>Unit # 8</b> Narrative – Reading and Writing Fairytales	Core Ready: The Shape of Story; Once Upon a Time	RL, W.3, SL, L
	June: 2 weeks	<b>Unit # 9</b> Reflecting on Growth as Readers and Writers & Setting Goals		W.10, SL, L

**Unit #1: Launching the Year – Reading and Writing**  
**(Approximately 6 weeks)**

**ELA Common Core State Standards:**

**Reading Standards for Literature:**

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

**Reading Standards for Informational Text:**

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

**Writing Standards:**

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

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

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

**Speaking and Listening:**

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

- a. Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, and 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 need about the topic and texts under discussion.

2.3 – Ask and answer questions about key details in a text or read-aloud or information presented orally or through other media.

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

**Language Standards:**

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

2.2 – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

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

**Foundational Skills & Additional Language Standards:** See separate document.

**College and Career Descriptors:**

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

**SEL Competencies:**

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

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counter arguments, elaborate on an idea, etc.
- Adjust language choices according to purpose, task, and audience with light support from peers or adults.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Support opinions or persuade others by providing good reasons and detailed textual evidence or relevant background knowledge about the content.

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

- Apply understanding of how different text types are organized to express ideas, to comprehending texts and writing cohesive texts.

Unit #1: Launch – see charts, etc. @ <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<ul style="list-style-type: none"> <li>How do we create a motivating, engaging, and respectful environment that fosters the delight and empowerment that accompanies literacy development?</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>How do we become strong readers?</li> <li>How do we help each other become strong readers?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>How do we become strong writers?</li> <li>How do we help each other become strong</li> </ul>	<p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b> – (minute-by-minute, daily, weekly)</p> <p><b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li><b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li><b>Inventories</b>, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</li> <li><b>Checklists</b>, completed by the teacher or the</li> </ul>	<p><b>Rituals and Routines</b></p> <ol style="list-style-type: none"> <li>Learn and internalize routines to create a safe and productive learning community.</li> <li>Develop and follow agreed-upon rules for discussion to make collaboration productive and effective.</li> <li>Use a variety of words/phrases to ask relevant questions, affirm others, add pertinent information, build on responses, and provide useful feedback.</li> </ol> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>Self-reflect to establish their reading identity.</li> <li>Develop the habit of reading daily to become life-long readers.</li> </ol>	<p><b>Rituals and Routines</b></p> <ol style="list-style-type: none"> <li>Introduce and practice protocols daily to internalize effective use of: <ul style="list-style-type: none"> <li>Time &amp; place for gathering (how to enter/exit).</li> <li>Student access to supplies (e.g., classroom library books, paper, pencils, writing folders, etc.)</li> <li>Student independent work time (location, transition to location, time frame, working with peers, and respectful use of learning supplies).</li> </ul> </li> <li>Introduce discussion protocols for partner, small group, and whole class discussions using a looks like/sounds like/feels like chart. <ul style="list-style-type: none"> <li>Reading &amp; writing partners at gathering place (how to physically turn and talk).</li> <li>Conversation expectations (e.g., eye contact, body language, volume/tone of voice).</li> </ul> </li> <li>Introduce and practice academic language stems categorized by purpose using student friendly topics (e.g., taking turns, listening vs. speaking, repeating for clarification, ways to agree/disagree, building on responses, etc.)</li> </ol> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>Give a reading interest survey that allows student reflection.</li> <li>Watch video or observe other classes maintaining reading stamina to gather strategy ideas.</li> </ol>	<ul style="list-style-type: none"> <li>Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>Student choice</li> <li>Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>Frequent monitoring of progress and checking of understanding</li> <li>Compacting, e.g., accelerating students past known proficiencies</li> <li>Independent learning contracts</li> <li>Prompts for depth and complexity</li> <li>Tiered assignments</li> <li>Visuals, e.g., graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g.,</li> </ul>	<p><b>OCR Selections:</b></p> <p><i>Amber on the Mountain</i></p> <p><i>Story Hour Starring Megan!</i></p> <p><i>Thomas and the Library Lady</i></p> <p><i>The Butterfly House</i></p> <p><i>A Very Important Day</i></p> <p><b>Suggested Trade Books:</b></p> <p><i>Rollercoaster</i> by Marla Frazee</p> <p><i>Thundercake</i> by Patricia Polacco</p> <p><i>Knufflebunny</i> by Mo Willems</p> <p><i>Ish</i> by Peter Reynolds</p> <p><i>Short Cut</i> by Donald Crews</p>

Unit #1: Launch – see charts, etc. @ <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>writers?</p> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others?</li> </ul>	<p>writer, in which targeted objectives are highlighted ( “I included a conclusion” or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul> <p><b>Medium Cycle Assessments –</b></p>	<p>3. Build stamina to sustain independent reading.</p> <p>4. Ask and answer detailed questions to demonstrate active listening of read alouds.</p> <p>5. Read daily with purpose and understanding to build strong reading habits.</p> <p>6. Use self-assessment and self-management toward managing their independent reading time.</p> <p>7. Learn and internalize reading habits to manage independent reading time.</p>	<p>3. Track progress of stamina on a bar graph during independent reading time (reflect on why class made gains or losses).</p> <p>4. Model, fish bowl, “catching” students engaging in active listening (e.g., “I can tell you’re actively listening because you used details from the story in your questions and retelling.”)</p> <p>5. Co-create a “Looks Like/Sounds Like/Feels Like” chart of strategies to read daily with stamina. Revisit chart adding and modifying strategies as noted during daily reflection</p> <p>6. Introduce Reading with Stamina Strategies daily:</p> <ul style="list-style-type: none"> <li>Select books of personal interest. (Co-create a chart of how to select a book)</li> <li>Reread to extend independent reading time.</li> <li>Identify and read just right books. (Co-create a chart of How to Select a Just Right book)</li> <li>Practice with partners choosing “Just Right Books”</li> <li>Etc.</li> </ul> <p>7a. Co-create a chart and teach daily “Strategies for Decoding Words:”</p> <ul style="list-style-type: none"> <li>Use picture clues</li> <li>Vowel switch</li> <li>Word chunks</li> <li>Etc.</li> </ul> <p>7b. Co-create a chart of “Strategies to Figure out the Meaning of Unfamiliar Words:”</p> <ul style="list-style-type: none"> <li>Context Clues</li> <li>Picture Clues</li> </ul>	<p>audio and/or video text, technology</p> <ul style="list-style-type: none"> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g., organization of work materials and time management, etc.</li> </ul>	<p><i>Fireflies</i> by Julie Brinkloe</p> <p><i>Those Shoes</i> by Maribeth Boelts</p> <p><i>Tell Me a Story</i> by Jonathon London</p> <p>CA ELA Framework</p> <p><b>Suggested Professional Books/Links:</b></p> <p>Re: Differentiation: <a href="#">Universal Design for Learning</a></p> <p><i>Growing Readers</i> by Kathy Collins</p> <p><i>The Reading Zone</i> by Nancie Atwell</p> <p><i>The Book Whisperer</i> by Donalyn Miller</p> <p><i>Launching the Writing Workshop</i></p>

Unit #1: Launch – see charts, etc. @ <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> <li>Pre-unit, on-demand</li> <li>End-of-unit/project/ culminating task</li> <li>Interim</li> <li>Quarterly</li> <li>Portfolio</li> <li>Benchmarks</li> <li>Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b></p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> <li>CAASPP</li> <li>CELDT</li> <li>Portfolio</li> </ul>	<p>8. Understand that readers read for different purposes under a variety of conditions and circumstances to build good reading habits (e.g., for fun, with a partner, small group.</p> <p>9. Read, listen, and talk with peers/ partners about their text to build comprehension and learn from others.</p> <p>10. Write in a Reading Response Journal to record responses to the text.</p> <p>11. Make language choices that are appropriate to academic setting when expressing ideas and requesting information or clarification.</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Self-reflect to establish their writing identity.</li> <li>Establish the use of a writing pocket folder to hold and organize writing and reflect on work in progress.</li> </ol> <p><i>OR use a writer's notebook instead of a folder:</i></p> <ol style="list-style-type: none"> <li>Record a variety of meaningful entries in a Writer's Notebook to capture writing ideas.</li> </ol>	<ul style="list-style-type: none"> <li>Apposition</li> <li>Using opposites</li> <li>Etc.</li> </ul> <p>8. Co-create a chart of "What We Read &amp; Why?" (e.g., road signs for directions, bulletin boards for advertisements)</p> <p>9. Co-create a chart of "Ways to Read &amp; Discuss Books with Our Partners" (e.g., How – Echo, Choral, Alternating Pages/ Ways to Discuss- Retell, Ask Questions, etc.)</p> <p>10. Model how and when to record thinking about reading in a Reading Response Journal.</p> <p>11. Model how to share written or drawn responses with partner or small group.</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Give a writing interest survey that allows student reflection.</li> <li>Model using a folder every day. Mark one side finished and one unfinished. Model how to put papers in and take papers out and revisit the same writing piece the next day. <i>OR, if using a writer's notebook:</i></li> <li>Reinforce procedures while teaching a new ideas for writing entries for your Writer's Notebook <ul style="list-style-type: none"> <li>First time list and story</li> <li>I wonder</li> </ul> </li> </ol>		<p>by Denise Leograndis</p> <p><i>Guiding Readers and Writers</i> by Fountas and Pinnell</p> <p><i>A Writer's Notebook: Unlocking the Writer Within You</i> by <a href="#">Ralph Fletcher</a></p>



Unit #1: Launch – see charts, etc. @ <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
		<p>4. Write Daily with purpose and understanding to build strong writing habits.</p> <p>5. Engage in writing for increasingly longer stretches of time to sustain their work and get a lot done.</p> <p>6. Use self-assessment and self-management toward managing their independent writing time.</p> <p>7. Learn and internalize strategies to manage independent writing time.</p> <p>8. Understand the value of rereading for many reasons including checking to see if their writing makes sense and to add details to entries.</p> <p>9. Use spelling strategies to move through hard parts of writing independently without getting stuck.</p>	<ul style="list-style-type: none"> <li>Letter to someone far away</li> <li>Free-write</li> <li>One day list</li> <li>Memory</li> <li>Me too stories</li> <li>Descriptions (Sensory)</li> <li>Ideas from books</li> </ul> <p>4. Watch video or observe other classes maintaining writing stamina to gather strategy ideas of good writing habits. Co-create a chart of strategies your class wants to use to establish good writing habits.</p> <p>5. Track progress of stamina on a bar graph during independent writing time.</p> <p>6. Co-create a “Looks Like-Sounds Like-Feels Like” chart of strategies to maintain stamina:</p> <ul style="list-style-type: none"> <li>Choose a topic you know a lot about</li> <li>Tell your story before you write it.</li> </ul> <p>7. Start a “Writing Habit” T-Chart: Record behaviors observing students who demonstrate What Good Writers Do &amp; Why Good Writers Do That.</p> <p>8. Model rereading writing of a new piece to add details.</p> <p>9. Co-create a chart of “What to Do When You Don’t Know How to Spell a Word?” so writing can continue</p> <ul style="list-style-type: none"> <li>Fearless Spellers</li> <li>First sound, last sound</li> <li>Circle and go</li> <li>Etc.</li> </ul>		

Unit #1: Launch – see charts, etc. @ <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
		<p>10. Understand that writing is possible under a variety of conditions and circumstances to build good writing habits.</p> <p>11. Understand a writer’s work is never done to maintain stamina.</p> <p>12. Select, plan a structure based on audience, task, and purpose, and draft a piece of writing to take through the writing process to learn the procedures of each step.</p> <p>13. Read, listen, and talk with peers/partners about their writing to strengthen writing ideas and learn from others.</p> <p>14. Revise a piece of writing to learn the procedure of how to revise.</p> <p>15. Edit their writing so it is ready to publish.</p> <p>16. Publish their piece to share with a bigger audience.</p>	<p>10. Co-create a chart of how and why “Writer’s Confer with the Teacher” while others keep writing.</p> <p>11. Co-create a chart of “What to Do When You Think You Are Done Writing:”</p> <ul style="list-style-type: none"> <li>• Start a new story from Writing Ideas Chart</li> <li>• Reread an old piece of writing and add to it</li> </ul> <p>12. Model and chart procedures for future units of how to:</p> <ul style="list-style-type: none"> <li>• Selecting a piece from your writer’s notebook</li> <li>• Plan</li> <li>• Draft</li> </ul> <p>13. Read your story aloud and model the procedure for peer responding. Give students something to listen for (e.g., a part of the story where they want the writer to add more details). Chart procedures to use for future units.</p> <p>14. Model how to revise your piece by adding details to it. Record procedure of how to revise on a chart for future units.</p> <p>15. Model procedure for editing one thing at a time by creating an “Editing Checklist” chart. (e.g., read the entire piece checking for only punctuation. Read it again checking for capitalization, etc. )</p> <p>16. Model the procedure of how to publish. Create a procedure chart for future units.</p>		

Unit #1: Launch – see charts, etc. @ <a href="http://www.scusd.edu/ela">www.scusd.edu/ela</a>					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>WHAT students will be able to do and WHY</i>	Strategies for Teaching and Learning <i>HOW to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
		<p>17. Reflect orally and in writing to articulate their learning and develop their identities as writers.</p> <p>18. Celebrate and share finished pieces so others can enjoy/connect with their writing.</p> <p><b>Speaking and Listening:</b> Embedded above.</p>	<p>17. Brainstorm a list of the students remembered learning during the launch. Teach reflection and goal setting procedures by writing a “Dear Reader” letter.</p> <p>18. Allow time for students to share their finished pieces (e.g., gallery walk, authors chair, group share, etc.)</p> <p><b>Speaking and Listening:</b> Embedded above.</p>		

Unit #2: Narrative – Reading Narratives and Writing Character Study (Approximately 4 weeks)	
ELA Common Core State Standards:	
Reading Standards for Literature:	
2.1 – Ask and answer questions such as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	
2.3 – Describe how characters in a story respond to major events and challenges.	
2.4 – Describe how words and phrases (e.g., regular beats alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
2.7- Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its character, setting, or plot.	
2.10 – By the end of the year, read and literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Writing Standards:	
2.3 – Write narratives in which they recount a well-elaborated events or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	
2.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	
2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising, and editing.	
2.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.	
2.8 – Recall information from experiences or gather information from provided sources to answer a question.	
2.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Speaking and Listening:	
2.1 – Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and</i> texts with peers and adults in small and large groups.	
2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
2.3 – Ask and answer questions about key details in a text or read aloud or information presented orally or through other media.	
2.4 – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
2.5 – Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate when appropriate to clarify ideas, thoughts, and feelings.	
2.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	

**Language Standards:**

- 2.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 2.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from a range of strategies.
- 2.6 – Use words or phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes em happy.)

**Foundational Skills & Additional Language Standards:** See separate document.

**College and Career Descriptors:**

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

**SEL Competencies:**

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

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning (e.g. *pleased* versus *happy* versus *ecstatic*) produce shades of meaning and different effects on the audience.

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

- Use a wide variety of verb tenses appropriate for the text type and discipline to convey time.
- Expand sentences with a variety of adverbials to provide details independently.
- Combine clauses in a wide variety of ways to make connections between and to join ideas independently.

Unit #2: Character Study					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<b>Reading:</b> <ul style="list-style-type: none"> <li>What do readers gain from reading personal narratives?</li> <li>What are the characteristics of personal narratives?</li> <li>How are personal narratives structured and crafted? Why? How should we read them as a result?</li> <li>What language features are used in personal narratives and why?</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>How do personal narrative writers structure and craft their personal</li> </ul>	<p>Refer to <b>CORE READY</b> by Pam Allyn Lesson Sets <b>Binder</b> for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the <a href="#">Core Ready PDtoolkit</a></p> <p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b>– (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li><b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping</li> </ul>	<p><b>Reading:</b></p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b></p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>Activating prior knowledge or predicting</li> <li>Questioning</li> <li>Visualizing</li> <li>Monitoring, clarifying, or fix-up strategies</li> <li>Drawing inferences</li> <li>Retelling</li> </ul> <ol style="list-style-type: none"> <li>Understand that everyone experiences life in different ways, as an introduction to point of view. (Core Ready Lesson 1)</li> <li>Use clues from text to determine a character's point of view. (Core Ready Lesson 2)</li> <li>Notice when a character's point of view changes and why it changes to deepen comprehension. (Core Ready Lesson 3)</li> <li>Distinguish their own point of view from that of a character to consider new perspectives and ideas. (Core Ready Lesson 4)</li> <li>Notice when two characters have differing points of view on the same situation to deepen</li> </ol>	<p><b>Reading:</b></p> <p>Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b></p> <p>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> <li>Use "Two Points of View Chart." (Core Ready Lesson 1)</li> <li>Use "Clues We Use to Determine Point of View" graphic organizer. (Core Ready Lesson 2)</li> <li>Revisit "Clues We Use to Determine Point of View" chart. (Core Ready Lesson 3)</li> <li>Use "Clues We Use to Determine Point of View" graphic organizer. (Core Ready Lesson 4)</li> <li>Use "Character Conflict and Point of View" graphic organizer. (Core Ready Lesson 5)</li> </ol>	<ul style="list-style-type: none"> <li>Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>Student choice</li> <li>Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>Frequent monitoring of progress and checking of understanding</li> <li>Compacting, e.g., accelerating students past known proficiencies</li> <li>Independent learning contracts</li> <li>Prompts for depth and complexity</li> <li>Tiered assignments</li> <li>Visuals, e.g., graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g. audio and/or video text,</li> </ul>	<p><b>OCR Selections:</b></p> <p><i>Molly the Brave and Me</i></p> <p><i>Jalapeno Bagels</i></p> <p><b>Core Ready : The Journey to Meaning: Grade 2 Seeing It My Way and You Way: Exploring Point of View</b></p> <p><b>CORE READY Provided Trade Books</b></p> <p><i>Suggested Trade Books:</i></p> <p><i>Hey Little Ant</i> by Philip and Hannah Hoose</p> <p><i>My Rotten Redheaded Old Brother</i> by Patricia Polocco</p>

Unit #2: Character Study					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>narrative? Why?</p> <ul style="list-style-type: none"> <li>How do personal narrative writers use language features? Why?</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others about personal narratives?</li> </ul>	<p>anecdotal records)</p> <ul style="list-style-type: none"> <li><b>Inventories</b> such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</li> <li><b>Checklists</b> completed by the teacher or the writer, in which targeted objectives are highlighted (“I included a conclusion,” or “I checked for capitalization at the beginning of sentences.”).</li> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which</li> </ul>	<p>understanding of multiple perspectives. (Core Ready Lesson 5)</p> <p>6. Speak in different voices for each character when reading dialogue aloud to acknowledge differences in the point of view of characters. (Core Ready Lesson 6)</p> <p>7. Notice when the main character is telling a story from his or her point of view to understand how it affects the way the story is told. (Core Ready Lesson 7)</p> <p>8. Consider how a story would be different if told by a different character to understand how stories can be influenced by characters’ perspectives. (Core Ready Lesson 8)</p> <p>9. Use text evidence to determine multiple points of view in a text. (Core Ready Lesson 9)</p> <p>10. Perform a choral reading to express many points of view. (Core Ready Lesson 10)</p> <p><b>Writing:</b></p> <p>1. Notice the features of a personal narrative (e.g., story elements, dialogue, first-person point of view).</p> <p>2. Use irregular past-tense verbs to recount a story (e.g., saw, ate, ran). (Language Feature 1)</p> <p>3. Write short texts that center characters in a particular situation or event to show that characters have a point of view. (Core Ready Lesson 1)</p>	<p>6. Create a Point-of-View Acting Tips chart prepared in advance. (Core Ready Lesson 6)</p> <p>7. Review the Point-of-View Acting Tips chart. (Core Ready Lesson 7)</p> <p>8. Use “Same Story/Two Points of View” graphic organizer. (Core Ready Lesson 8)</p> <p>9. Use poem graphic organizer. (Core Ready Lesson 9)</p> <p>10. Revisit “Point of View Acting Tips” chart. (Core Ready Lesson 10)</p> <p><b>Writing:</b></p> <p>1. Create an Always/Sometimes chart based on personal narratives read during immersion stage of reading instruction.</p> <p>2. Notice in/while reading, and co-create a list of irregular past tense verbs, then quick write using past-tense verbs (add verbs to chart based on assessment of class needs). (Language Feature 1)</p> <p>3. Use character cards/situation cards. (Core Ready Lesson 1)</p>	<p>technology</p> <ul style="list-style-type: none"> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g., organization of work materials and time management, etc.</li> </ul>	<p><i>Horrible Harry in Room 2B</i> by Suzy Kline</p> <p><i>A Chair for My Mother</i> by Vera B. Williams</p> <p><i>Today I Feel Silly and Other Moods That Make My Day</i> by Jamie Lee Curtis</p> <p><b>Suggested Professional Books for further study:</b></p>

Unit #2: Character Study					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>include a large collection of artifacts selected by the student in consultation with the teacher</p> <p><b>Medium Cycle Assessments -</b></p> <p><b>Formative assessment</b> when used to inform instruction; <b>Summative assessment</b> when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> <li>• Pre-unit, on-demand</li> <li>• End-of-unit/project/ culminating task</li> <li>• Interim</li> <li>• Quarterly</li> <li>• Portfolio</li> <li>• Benchmarks</li> <li>• Post-unit, on-demand</li> </ul>	<p>4. Describe characters' actions to express point of view. (Core Ready Lesson 2)</p> <p>5. Expand sentences with adverbs to enrich descriptions of actions. (Language Feature 2)</p> <p>6. Reveal what characters think to express point of view. (Core Ready Lesson 3)</p> <p>7. Tell stories from their lives to express point of view. (Core Ready Lesson 4)</p> <p>8. Experiment and think about the situation a pair of characters can get into to show more than one character's point of view in a story. (Core Ready Lesson 5)</p> <p>9. Create exchanges of dialogue between characters to express point of view. (Core Ready Lesson 6)</p> <p>10. Use "I" to show the main character's point of view. (Core Ready Lesson 7)</p> <p>11. Revise a story to include words such as <i>and</i>, <i>but</i>, <i>so</i>, and <i>because</i> to combine clauses in order to connect and join ideas. (Language Feature 3)</p> <p>12. Revise a story to improve writing. (Core Ready Lesson 8)</p> <p>13. Edit a story to improve writing. (Core Ready Lesson 8)</p> <p>14. Share their point of view piece with an audience to celebrate their learning. (Core Ready Lesson 9)</p> <p>15. Respond to Core questions to reflect on what they learned about point of view. (Core Ready Lesson 10)</p>	<p>4. Use feelings charade cards for quick writes. (Core Ready Lesson 2)</p> <p>5. Notice in reading, co-create a list of adverbs, revise sentences to include adverbs where appropriate. (Language Feature 2)</p> <p>6. Use sample "Point of View" photos 1-6. (Core Ready Lesson 3)</p> <p>7. Use sample story "Playground Picnic." (Core Ready Lesson 4)</p> <p>8. Use "Two Sides of a Story" cards. (Core Ready Lesson 5)</p> <p>9. Use sample "Point of View" photos 7, 8, and 9. (Core Ready Lesson 6)</p> <p>10. Use "Who am I?" cards. (Core Ready Lesson 7)</p> <p>11. Analyze sentences from mentor text to find connection between ideas. Students try connecting ideas in their own writing. (Language Feature 3)</p> <p>12. Use "Point-of-View" checklist. (Core Ready Lesson 8)</p> <p>13. Use "Point-of-View" checklist. (Core Ready Lesson 8)</p> <p>14. Use collection of student point-of-view pieces and audio and/or video recording device. (Core Ready Lesson 9)</p> <p>15. Use "Core Thinking" Sheet. (Core Ready Lesson 10)</p>		



Unit #2: Character Study					
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	<b>Long Cycle– Summative</b>  Annual, e.g., <ul style="list-style-type: none"><li>• CAASPP</li><li>• CELDT</li><li>• Portfolio</li></ul>	<b>Speaking and Listening:</b> Embedded above.	<b>Speaking and Listening:</b> Embedded above.		

**Unit #3: Informative/Explanatory - Reading and Writing Biographies**  
**(Approximately 7 weeks)**

**ELA Common Core State Standards:**

**Reading Standards for Informational Text:**

- 2.1 – Ask and answer questions such as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
- 2.2 – Identify the main topic of a multi-paragraph text, as well as the focus of specific ideas or concepts, or steps in technical procedures in a text.
- 2.3 – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 2.4 – Determine the meaning of words and phrases in text relevant to *a grade 2 topic or subject area*.
- 2.5 – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- 2.6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.7 – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
  
- 2.9 – Compare and contrast the most important points presented in two texts on the same topic.
- 2.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards:**

- 2.2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 2.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising, and editing.
- 2.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.
- 2.7 – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record scientific observations).
- 2.8 – Recall information from experiences or gather information from provided sources to answer a question.
- 2.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening:**

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

- a. Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others’ talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as need about the topic and texts under discussion.

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

2.3 – Ask and answer questions about key details in a text or read aloud or information presented orally or through other media.

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

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

**Language Standards:**

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

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

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

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

2.5 – Demonstrate understanding of word relationships and nuances in word meaning

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

**Foundational Skills & Additional Language Standards:** See separate document.

**College and Career Descriptors:**

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

**SEL Competencies:**

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

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on

<p>responses, and providing useful feedback.</p> <ul style="list-style-type: none"><li>• Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.</li><li>• Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.</li><li>• Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</li><li>• Distinguish how multiple different words with similar meaning (e.g. <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the audience.</li></ul> <p><b>Part 2: Learning About How English Works</b></p> <ul style="list-style-type: none"><li>• Apply understanding of how ideas, events or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending and writing texts independently.</li><li>• Combine clauses in a wide variety of ways to make connections between and to join ideas independently.</li><li>• Expand sentences with a variety of adverbials to provide details independently.</li></ul>	
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Unit #3: Biography					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<b>Reading:</b> <ul style="list-style-type: none"> <li>What do readers gain from reading informational text?</li> <li>What are the characteristics of informational text?</li> <li>How are informational text structured and crafted? Why? How should we read them as a result?</li> <li>What language features are used in informational text? Why?</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>How do writers of all about books gather information/research?</li> </ul>	<p>Refer to <b>CORE READY</b> by Pam Allyn Lesson Sets <b>Binder</b> for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the <a href="#">Core Ready PDtoolkit</a></p> <p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b>—(minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li><b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records).</li> </ul>	<p><b>Reading:</b></p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b></p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>Activating prior knowledge or predicting</li> <li>Questioning</li> <li>Visualizing</li> <li>Monitoring, clarifying, or fix-up strategies</li> <li>Drawing inferences</li> <li>Retelling</li> </ul> <ol style="list-style-type: none"> <li>Readers use informational texts to answer their questions and learn about the world. (Core Ready Lesson 1)</li> <li>Identify the author's purpose when reading informational texts to deepen comprehension. (Core Ready Lesson 2)</li> <li>Understand how pronouns and synonyms are used to reference a person, place, or thing from earlier in the text so the reader can track who and what the sentences are about. (<b>Wilma Rudolph</b> faced endless teasing over <b>her</b> leg brace, but <b>she</b> never gave up. <b>Her</b> siblings constantly encouraged their <b>sister</b>.) (Language Feature 1)</li> </ol>	<p><b>Reading:</b></p> <p>Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b></p> <p>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> <li>Co-create a Wonder Wall. (Core Ready Lesson 1)</li> <li>Co-create a "<b>PIE</b>" acronym chart with students or a three-column, "Texts that Persuade/Texts that Inform/Texts that Entertain" chart. (Core Ready Lesson 2)</li> <li>Model and practice tracking a chain of reference that uses pronouns and synonyms in informational text (e.g., <i>Rosa Parks: Civil Rights Heroine</i>). (Language Feature 1)</li> </ol>	<ul style="list-style-type: none"> <li>Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>Student choice</li> <li>Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>Frequent monitoring of progress and checking of understanding</li> <li>Compacting, e.g., accelerating students past known proficiencies</li> <li>Independent learning contracts</li> <li>Prompts for depth and complexity</li> <li>Tiered assignments</li> <li>Visuals, e.g., graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and</li> </ul>	<p><b>OCR Selections:</b></p> <p><i>A Picture Book of Martin Luther King, Jr.</i></p> <p><b>Core Ready: <i>The Road to Knowledge, Second Grade: What's the Big Idea? Using Text Features to Locate Key Information</i></b></p> <p><b>CORE READY Provided Trade Books</b></p> <p><i>Suggested Trade Books:</i></p> <p><i>Abraham Lincoln</i> by Lola M. Schaefer</p> <p><i>Rosa Parks</i> by Lola M. Schaefer</p> <p><i>Rosa Parks: A Life of Courage</i> by</p>

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<ul style="list-style-type: none"> <li>How do writers of all about books structure and craft their information within their text? Why?</li> <li>How do writers of all about books use language features? Why?</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others about informational text?</li> <li>What do we gain from collaborating with others about biographies?</li> </ul>	<ul style="list-style-type: none"> <li><b>Inventories</b> such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests.</li> <li><b>Checklists</b> completed by the teacher or the writer in which targeted objectives are highlighted (“I included a conclusion” or “I checked for capitalization at the beginning of sentences.”).</li> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals.</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both.</li> <li><b>Portfolios</b> that include a large collection of artifacts selected by</li> </ul>	<ol style="list-style-type: none"> <li>Determine and clarify the meaning of unknown words to deepen comprehension. (Core Ready Lesson 3)</li> <li>Use text features to effectively navigate informational text. (Core Ready Lesson 4)</li> <li>Use informational text features to help them find the answers to their questions. (Core Ready Lesson 5)</li> <li>Identify the main topic of a multi-paragraph text and the focus of paragraphs within the text to deepen comprehension. (Core Ready Lesson 6)</li> <li>Identify where an author has combined clauses to show a relationship between two ideas (e.g., causality, comparison, concession) to deepen comprehension. (e.g., <i>Because her hometown hospital was segregated, Wilma traveled to Memphis. Even though she had walked for only two years, she helped her high school basketball team go to the state championship</i>). (Language Feature 2)</li> <li>Compare and contrast the main points of two sources on the same topic to deepen their understanding about a subject they care about. (Core Ready Lesson 7)</li> <li>Use visual support to gather information. (Core Ready Lesson 8)</li> <li>Connect people, events, and facts within a text to deepen comprehension. (Core Ready Lesson 9)</li> </ol>	<ol style="list-style-type: none"> <li>Co-create a chart of “To figure out what a new word means, I can...” and use “Check Out These New Words” graphic organizer (Core Ready Lesson 3)</li> <li>Create a “Genre Features Noticing Chart” for informational text that includes a purpose for each feature and visual representation. (Core Ready Lesson 4)</li> <li>Use “Question Quest” organizer and “Biography Bunch” questions (created during Writing Lesson 3). (Core Ready Lesson 5)</li> <li>Use “What’s It All About?” exit slip. (Core Ready Lesson 6)</li> <li>Co-create a chart of ways authors combine clauses. (Language Feature 2)</li> <li>Use a Venn Diagram. (Core Ready Lesson 7)</li> <li>Co-create a chart titled “How Do the Images Help Us Learn More?” (Core Ready Lesson 8)</li> <li>Use “Making Connections” graphic organizer. (Core Ready Lesson 9)</li> </ol>	<p>expression</p> <ul style="list-style-type: none"> <li>Alternate output and input options, e.g., audio and/or video text, technology</li> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g., organization of work materials and time management, etc.</li> </ul>	<p>Ann-Marie Kishel</p> <p><i>Tomie de Paola</i> by Eric Braun</p> <p><i>The Wonder Book</i> by Amy Krouse Rosenthal</p> <p><b>Suggested Professional Books for further study:</b></p>

Unit #3: Biography					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>the student in consultation with the teacher.</p> <p><b>Medium Cycle Assessments –</b> Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> <li>• Pre-unit, on-demand</li> <li>• End-of-unit/project/culminating task</li> <li>• Interim</li> <li>• Quarterly</li> <li>• Portfolio</li> <li>• Benchmarks</li> <li>• Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b> Annual, e.g.,</p> <ul style="list-style-type: none"> <li>• CAASPP</li> <li>• CELDT</li> <li>• Portfolio</li> </ul>	<p>12. Use Core Questions to reflect on their learning about informational text. (Core Ready Lesson 10)</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. Record what they wonder about to spark imagination and capacity for questioning. (Core Ready Lesson 1)</li> <li>2. Provide details to inform the reader. (Core Ready Lesson 2)</li> <li>3. Craft questions for further research. (Core Ready Lesson 3)</li> <li>4. Take notes to record new learning. (Core Ready Lesson 4)</li> <li>5. Draft answers to their research questions to prepare to share the information they have learned with others. (Core Ready Lesson 5)</li> <li>6. Use prepositional phrases to denote time and sequence (e.g., <b><i>At the age of 20</i></b>, Wilma Rudolph won three Olympic gold medals. <b><i>After the Olympics</i></b>, she was welcomed home in a parade). (Language Feature 3)</li> <li>7. Add headings to clarify their work. (Core Ready Lesson 6)</li> </ol>	<p>12. Use copies or chart of “Core Questions” and Informational Text Features chart (Core Ready Lesson 10)</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. Co-create a chart titled “Wondering Long and Strong,” “Wonder Wall,” (created during Reading Lesson 1), and “I Wonder Paper.” (Core Ready Lesson 1)</li> <li>2. Use “Answering Questions” writing prompts and model writing a response to one of the prompts. (Core Ready Lesson 2)</li> <li>3. Co-create a chart titled “Questions About Rosa Parks.” (Core Ready Lesson 3)</li> <li>4. Use “Biography Bunch” questions and model taking notes while reading from the “Questions About Rosa Parks” chart. (Core Ready Lesson 4)</li> <li>5. Use “Biography Bunch” questions (created in Writing Lesson 3) and “Biography Bunch” notes (created in Writing Lesson 4) to create an “Answering a Question Completely” chart. (Core Ready Lesson 5)</li> <li>6. Notice use of prepositional phrases that denote time and sequence in mentor text. Co-create chart of language frames to support revision of student writing. (Language Feature 3)</li> <li>7. Analyze “Rosa Parks: Civil Rights Heroine” and “Tomie dePaola” author and illustrator biography exemplar to help students organize their writing. (Core Ready Lesson 6)</li> </ol>		

Unit #3: Biography					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
		8. Add images to strengthen their work. (Core Ready Lesson 7)  9. Collaborate with others to revise and edit their work. (Core Ready Lesson 8)  10. Share their work with an authentic audience to view their work as purposeful. (Core Ready Lesson 9) 11. Reflect on their learning of biographies to identify the influential people they studied and apply important lessons learned from them to their own lives. (Lesson 10)  <b>Speaking and Listening:</b> Embedded above.	8. Revisit chart “Informational Text Features” (created during Reading Lesson 4). (Core Ready Lesson 7)  9. Use “My Research Project” checklist. (Core Ready Lesson 8)  10. See options for sharing student work. (Core Ready Lesson 9)  11. Use letter exemplar to model writing a reflection letter to the person you wrote about. (Core Ready Lesson 10)  <b>Speaking and Listening:</b> Embedded above.		



Unit #4: Author’s Craft Study – Close Study of a Mentor Author and Writing a Close Imitation Piece (Approximately 3 weeks)	
<p><b>ELA Common Core Content Standards:</b></p> <p><b>Reading Standards for Literature:</b></p> <p>2.1 – Ask and answer questions such as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>2.2 – Recount stories, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral.</p> <p>2.3 – Describe how characters in a story respond to major events and challenges.</p> <p><b>Reading Standards for Informational Text:</b></p> <p>2.1 – Ask and answer questions such as <i>who, what where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>2.2 – Identify the main topic of a multi-paragraph text, as well as the focus of specific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>Writing Standards:</b></p> <p>2.1 – Write opinion piece in which they introduce the topic or book they are writing about, state an opinion, supply reasons, that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement.</p> <p>2.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising, and editing.</p> <p>2.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.</p> <p>2.8- Recall information from experiences or gather information from provided sources to answer a question.</p> <p>2.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Speaking and Listening:</b></p> <p>2.1 – Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and</i> texts with peers and adults in small and large groups.</p> <p>    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).</p> <p>    b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>    c. Ask for clarification and further explanation as need about the topic and texts under discussion.</p> <p>2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.3 – Ask and answer questions about key details in a text or read aloud or information presented orally or through other media.</p> <p>2.4 – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2.6 –Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	

**Language Standards:**

- 2.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 2.4 a–e – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.

**Foundational Skills & Additional Language Standards:**

See separate document (hyperlink).

**College and Career Descriptors:**

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

**SEL Competencies:**

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

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning (e.g. *pleased* versus *happy* versus *ecstatic*) produce shades of meaning and different effects on the audience.

Unit #4: Author's Craft Study					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<b>Reading:</b> <ul style="list-style-type: none"> <li>What do readers gain from reading multiple text by the same author?</li> <li>How are an author's text structured and crafted and how should I read them as a result? Why?</li> <li>What language features are used in the works of the same author?</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>How do writers structure and craft the piece to mimic their findings from</li> </ul>	Types of assessment practices:  <b>Short Cycle Assessments</b> —(minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning: <ul style="list-style-type: none"> <li><b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li><b>Inventories</b>, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</li> <li><b>Checklists</b> completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a</li> </ul>	<b>Reading:</b>  <b>On-going use of Six Basic Reading Comprehension Strategies:</b> Use these strategies for reading comprehension to gain meaning: <ul style="list-style-type: none"> <li>Activating prior knowledge or predicting</li> <li>Questioning</li> <li>Visualizing</li> <li>Monitoring, clarifying, or fix-up strategies</li> <li>Drawing inferences</li> <li>Retelling</li> </ul> <b>Reading and Writing:</b> <ol style="list-style-type: none"> <li>Research in many ways about the life of a favorite author to learn about the author's life.</li> <li>Identify the genres a favorite mentor author writes in to narrow to one genre choice.</li> <li>Identify what craft to study in an author's work to apply in our own writing.</li> <li>Closely study the identified craft to determine purpose.</li> <li>Practice the mentor author's craft techniques with purpose in their own writing to improve their writing.</li> </ol>	<b>Reading:</b> Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.  <b>On-going use of Six Basic Reading Comprehension Strategies:</b> Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan and others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.  <b>Reading and Writing:</b> <ol style="list-style-type: none"> <li>Class Author bio poster</li> <li>Author's work: Titles/Genre chart.</li> <li>Create a data wall to organize the identified writer's craft for the craft study – narrowly, e.g., Donald Crews' use of punctuation or broadly, e.g., alliteration, figurative language, repetition, etc. in Cynthia Rylant's writing.</li> <li>Add purpose to the data wall.</li> <li>Students work independently or in pairs to apply the writer's craft to their own writing</li> </ol>	<ul style="list-style-type: none"> <li>Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>Student choice</li> <li>Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>Frequent monitoring of progress and checking of understanding</li> <li>Compacting, e.g., accelerating students past known proficiencies</li> <li>Independent learning contracts</li> <li>Prompts for depth and complexity</li> <li>Tiered assignments</li> <li>Visuals, e.g., graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g., audio and/or video text,</li> </ul>	<b>OCR Selections:</b>  <i>Suggested:</i> <b>Trade Books:</b>  Authors to study/titles:  Tomie dePaola: descriptive language, dialogue, characters develop over time  Erza Jack Keats: use if dialogue, internal thinking, same characters used in multiple text  Donald Crews: print arrangements, detailed pictures, sound words, descriptive language  <i>Suggested:</i> <b>Professional Books</b>

Unit #4: Author’s Craft Study					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>an author’s craft study?</p> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"><li>What do we gain from collaborating with others about an author’s work?</li><li>What do we gain from collaborating with others about our writing pieces?</li></ul>	<p>conclusion,” or “I checked for capitalization at the beginning of sentences.”).</p> <ul style="list-style-type: none"><li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li><li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li><li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li></ul> <p><b>Medium Cycle Assessments–</b></p> <p>Formative assessment when used to inform instruction; Summative</p>	<p>6. Revise to strengthen their writing and craft choices.</p> <p>7. Edit for conventions to provide a smooth read for the reader.</p> <p>8. Reflect on the process of studying and applying author’s craft.</p> <p><b>Speaking and Listening:</b> Embedded above.</p>	<p>6. Reread their writing and revise.</p> <p>7. Work from a editing checklist to edit for one thing at a time.</p> <p>8. Write a Dear Reader reflection letter</p> <p><b>Speaking and Listening:</b> Embedded above.</p>	<p>technology</p> <ul style="list-style-type: none"><li>Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc.</li><li>Support for Executive Functioning, e.g., organization of work materials and time management, etc.</li></ul>	<p><b>for further study:</b></p>

Unit #4: Author’s Craft Study					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"><li>• Pre-unit, on-demand</li><li>• End-of-unit/project/ culminating task</li><li>• Interim</li><li>• Quarterly</li><li>• Portfolio</li><li>• Benchmarks</li><li>• Post-unit, on-demand</li></ul> <p><b>Long Cycle– Summative</b></p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"><li>• CAASPP</li><li>• CELDT</li><li>• Portfolio</li></ul>				

**Unit #5: Opinion/ Argument – Reading Opinion Text and Writing Commercial Scripts**  
**(Approximately 3 weeks)**

**ELA Common Core State Standards:**

**Reading Standards for Literature:**

- 2.1 – Ask and answer questions such as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
- 2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Standards for Informational Text:**

- 2.1 – Ask and answer questions such as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
- 2.2 – Identify the main topic of a multi-paragraph text, as well as the focus of specific ideas or concepts, or steps in technical procedures in a text.
- 2.4 – Determine the meaning of words and phrases in text relevant to *a grade 2 topic or subject area*.
- 2.6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.7 – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 2.8 – Describe how reasons support specific points the author makes in a text.
- 2.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards:**

- 2.1 – Write opinion piece in which they introduce the topic or book they are writing about, state an opinion, supply reasons, that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement.
- 2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising, and editing.
- 2.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.
- 2.8 – Recall information from experiences or gather information from provided sources to answer a question.
- 2.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening:**

- 2.1 – Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and large groups.
  - a. Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others’ talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as need about the topic and texts under discussion.

- 2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.3 – Ask and answer questions about key details in a text or read aloud or information presented orally or through other media.
- 2.4 – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.5 – Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- 2.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language Standards:**

- 2.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 2.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 2.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies
- 2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. When other kids are happy that makes me happy.)

**Foundational Skills & Additional Language Standards:** see separate document

**College and Career Descriptors:**

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

**SEL Competencies:**

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

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning (e.g. *pleased* versus *happy* versus *ecstatic*) produce shades of meaning and different effects on the audience.

Unit #5: Opinion Texts and Commercial Scripts					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<b>Reading:</b> <ul style="list-style-type: none"> <li>What do readers gain from reading commercial scripts?</li> <li>What are the characteristics of a commercial script?</li> <li>How are commercial scripts structured and crafted? Why? How should we read them as a result?</li> <li>What language features are used in commercial scripts and why?</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>How do writers of commercial</li> </ul>	Refer to <b>CORE READY</b> by Pam Allyn Lesson Sets <b>Binder</b> for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the <a href="#">Core Ready PDtoolkit</a> Types of assessment practices: <b>Short Cycle Assessments</b> – (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning: <ul style="list-style-type: none"> <li><b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li><b>Inventories</b> such as individual interviews</li> </ul>	<b>Reading:</b>  <b>On-going use of Six Basic Reading Comprehension Strategies:</b> Use these strategies for reading comprehension to gain meaning: <ul style="list-style-type: none"> <li>Activating prior knowledge or predicting</li> <li>Questioning</li> <li>Visualizing</li> <li>Monitoring, clarifying, or fix-up strategies</li> <li>Drawing inferences</li> <li>Retelling</li> </ul> <ol style="list-style-type: none"> <li>Explore a variety of opinion texts to become familiar with the wide variety of opinion texts (e.g., book reviews, book trailers, print ads, fictional picture books, and feature articles). (Core Ready Lesson 1)</li> <li>Consider purpose and audience when reading opinion text to enhance comprehension. (Core Ready Lesson 2)</li> <li>Identify the opinion and the reasons an author gives to support his or her opinion so you understand the genre. (Core Ready Lesson 3)</li> <li>Find textual evidence to support their thinking about opinion pieces. (Core Ready Lesson 4)</li> </ol>	<b>Reading:</b> Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.  <b>On-going use of Six Basic Reading Comprehension Strategies:</b> Note that the six strategies are “intentional mental actions” and “deliberate efforts” employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use. <ol style="list-style-type: none"> <li>Provide a variety of opinion texts for students to explore. (Core Ready Lesson 1)</li> <li>Use Authors Purpose sample texts, greeting cards, and book reviews. (Core Ready Lesson 2)</li> <li>Co-create a T-chart of opinions and facts. (Core Ready Lesson 3)</li> <li>Revisit “Finding Opinions and Reasons” exit slips (completed in Reading Lesson 3). (Core Ready Lesson 4)</li> </ol>	<ul style="list-style-type: none"> <li>Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>Student choice</li> <li>Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>Frequent monitoring of progress and checking of understanding</li> <li>Compacting, e.g., accelerating students past known proficiencies</li> <li>Independent learning contracts</li> <li>Prompts for depth and complexity</li> <li>Tiered assignments</li> <li>Visuals, e.g graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and</li> </ul>	<b>OCR Selections:</b>  <b>Core Ready :</b> <i>The Power to Persuade</i> , Grade 2.  <b>CORE READY Provided Trade Books</b>  <i>Suggested Book Trailers:</i> You Tube or Scholastic Websites <i>The Recess Queen</i> by Alexis O’Neil and Laura Huliska-Beth  Skippyjon Jones: <i>Cirque de Ole</i> by Judy Schachner  <i>Bailey</i> by Harry Bliss  <i>Suggested</i>



Unit #5: Opinion Texts and Commercial Scripts					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p>scripts structure and craft their scripts? Why?</p> <ul style="list-style-type: none"> <li>How do writers of commercial scripts use language features? Why?</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others about opinion pieces?</li> <li>What do we gain from collaborating with others about commercial scripts?</li> </ul>	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> <li><b>Checklists</b> completed by the teacher or the writer, in which targeted objectives are highlighted (“I included a conclusion,” or “I checked for capitalization at the beginning of sentences.”).</li> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the</li> </ul>	<ol style="list-style-type: none"> <li>Notice the structure of opinion texts to deepen understanding of the genre. (Core Ready Lesson 5)</li> <li>Study the language of opinion writing to identify which words persuade the reader to act or think in a certain way. (Core Ready Lesson 6)</li> <li>Analyze opinion pieces collaboratively to understand how reasons support a stated opinion. (Core Ready Lesson 7)</li> <li>Answer who, what, where, when, why, and how questions about opinion texts to demonstrate understanding of the key details in a text. (Core Ready Lesson 8)</li> <li>Determine the opinion and reasons supporting the opinion in a visual text so they can recognize messages being conveyed. (Core Ready Lesson 9)</li> <li>Reflect on Core Questions to further their learning. (Core Ready Lesson 10)</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>State their opinions so it is clear and understood. (Core Ready Lesson 1)</li> <li>Use reasons to back up an opinion to compose clear opinion pieces. (Core Ready Lesson 2)</li> <li>Share opinions about their experiences to persuade others. (Core Ready Lesson 3)</li> <li>Consider purpose, audience, and structure when creating an advertisement to convince the reader to do, think, or act in a certain way. (Core Ready Lesson 4)</li> </ol>	<ol style="list-style-type: none"> <li>Co-create a “Parts of Opinion Writing” chart. (Core Ready Lesson 5)</li> <li>Use List of “Amazing Adjectives.” (Core Ready Lesson 6)</li> <li>Use “Picking Apart Argument” graphic organizer. (Core Ready Lesson 7)</li> <li>Use “5Ws and 1H” question sheets. (Core Ready Lesson 8)</li> <li>Use “Advertisement Response Sheet.” (Core Ready Lesson 9)</li> <li>Use chart “Parts of Opinion Writing.” (created in Reading Lesson 5).</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Model writing an opinion piece about a book using “Core Phrases.” (Core Ready Lesson 1)</li> <li>Provide a list of common linking words to help connect reasons. (Core Ready Lesson 2)</li> <li>Co-create a chart listing experiences and places students may wish to write about persuasively. (Core Ready Lesson 3)</li> <li>Use “Adventures in Advertising” graphic organizer. (Core Ready Lesson 4)</li> </ol>	<p>input options, e.g., audio and/or video text, technology</p> <ul style="list-style-type: none"> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g., organization of work materials and time management, etc.</li> </ul>	<p><b>Trade Books:</b></p> <p><i>Click Clack Moo: Cows That Type</i> by Doreen Cronin</p> <p><i>Don’t Let the Pigeons Stay Up Late!</i> By Mo Willems</p> <p><i>I Wanna New Room</i> by Karen Kaufman Orloff and David Katrow</p> <p><i>Earrings!</i> By Judith Viorst</p> <p><i>The Recess Queen</i> by Alexis O’Neil and Laura Huliska-Beith</p> <p><b>Suggested Professional Books for further study:</b></p>

Unit #5: Opinion Texts and Commercial Scripts					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>student in consultation with the teacher</p> <p><b>Medium Cycle Assessments—</b> Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> <li>• Pre-unit, on-demand</li> <li>• End-of-unit/project/ culminating task</li> <li>• Interim</li> <li>• Quarterly</li> <li>• Portfolio</li> <li>• Benchmarks</li> <li>• Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b>  Annual, e.g.,</p> <ul style="list-style-type: none"> <li>• CAASPP</li> <li>• CELDT</li> <li>• Portfolio</li> </ul>	<p>5. Draft introductions so it includes a strong and clearly stated opinion. (Core Ready Lesson 5)</p> <p>6. Expand upon reasons to support their opinion. (Core Ready Lesson 6)</p> <p>7. Make strong recommendations to readers to craft a strong conclusion. (Core Ready Lesson 7)</p> <p>8. Create visual a text to express their opinions. (Core Ready Lesson 8)</p> <p>9. Revise and edit their writing to strengthen their writing. (Core Ready Lesson 9)</p> <p>10. Publish to share their opinion piece. (Core Ready Lesson 10)</p> <p><b>Speaking and Listening</b> Embedded above.</p>	<p>5. Co-create a chart of “Interesting Introductions.” (Core Ready Lesson 5)</p> <p>6. Co-create a chart of “Say More about That.” (Core Ready Lesson 6)</p> <p>7. Model adding a conclusion to your revised opinion piece in Writing Lesson 6 that makes a clear recommendation to the reader. (Core Ready Lesson 7)</p> <p>8. Use the low-tech/high-tech options to add visual text to opinion pieces. (Core Ready Lesson 8)</p> <p>9. Use “Opinion Writing” checklist. (Core Ready Lesson 9)</p> <p>10. Use high-tech/low-tech options to publish and share work. (Core Ready Lesson 10)</p> <p><b>Speaking and Listening</b> Embedded above.</p>		

**Unit #6: Opinion/Argument – Reading Literature and Writing Book Reviews**  
**(Approximately 4 weeks)**

**ELA Common Core State Standards:**

**Reading Standards for Literature:**

- 2.1 – Ask and answer questions such as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
- 2.2 – Recount stories, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral.
- 2.3 – Describe how characters in a story respond to major events and challenges.
- 2.4 – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 2.6 – Acknowledge differences in the points of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- 2.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2- 3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards:**

- 2.1 – Write opinion piece in which they introduce the topic or book they are writing about, state an opinion, supply reasons, that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement.
- 2.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising, and editing.
- 2.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.
- 2.8 – Recall information from experiences or gather information from provided sources to answer a question.
- 2.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening:**

- a. – Participate in collaborative conversations with diverse partners about *Grade 2 topics and* texts with peers and adults in small and large groups.
  - Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Build on others’ talk in conversations by linking their comments to the remarks of others.
  - Ask for clarification and further explanation as need about the topic and texts under discussion.
- 2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.3 – Ask and answer questions about key details in a text or read aloud or information presented orally or through other media.
- 2.4 – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.6 –Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language Standards:**

- 2.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 2.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 2.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.

**Foundational Skills & Additional Language Standards:**

See separate document (hyperlink).

**College and Career Descriptors:**

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

**SEL Competencies:**

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

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Distinguish how multiple different words with similar meaning (e.g. *pleased* versus *happy* versus *ecstatic*) produce shades of meaning and different effects on the audience.
- Write longer literary texts and informational texts collaboratively with an adult, with peers, and independently.
- Use a wide variety of academic and domain-specific words, synonyms, antonyms and non-literal language to create an effect, precision, and shades of meaning while reading and writing

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

- Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases to comprehending and writing texts independently.

Unit #6: Book Review					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>What do readers gain from reading literature closely?</li> <li>What language features are used in book reviews and why?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>What do readers gain from reading book reviews?</li> <li>What are the characteristics of a book review?</li> <li>How do writers of book reviews structure</li> </ul>	<p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b> - (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li><b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li><b>Inventories</b>, such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</li> <li><b>Checklists</b>, completed by the teacher or the writer, in which targeted objectives are highlighted ( "I included a</li> </ul>	<p><b>Reading:</b></p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b></p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>Activating prior knowledge or predicting</li> <li>Questioning</li> <li>Visualizing</li> <li>Monitoring, clarifying, or fix-up strategies</li> <li>Drawing inferences</li> <li>Retelling</li> </ul> <ol style="list-style-type: none"> <li>Read literary texts closely to better understand an author's work and to develop opinions of the author's central message/lesson.</li> <li>Read literary texts closely to better understand point of view.</li> <li>Read literary texts closely to better understand character development.</li> <li>Read literary texts closely to continue to grow your understanding of character development.</li> </ol>	<p><b>Reading:</b></p> <p>Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b></p> <p>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, and others 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> <li>Read text closely focusing on the story elements of the text and list on story elements graphic organizer.</li> <li>Read text closely focusing on author's description of characters to better understand them.</li> <li>Read text closely to identify character traits by focusing on a character's action throughout the story.</li> <li>Read text closely identifying character traits by focusing on what a character says within a story.</li> </ol>	<ul style="list-style-type: none"> <li>Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>Student choice</li> <li>Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>Frequent monitoring of progress and checking of understanding</li> <li>Compacting, e.g., accelerating students past known proficiencies</li> <li>Independent learning contracts</li> <li>Prompts for depth and complexity</li> <li>Tiered assignments</li> <li>Visuals, e.g., graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g.,</li> </ul>	<p><b>OCR Selections:</b></p> <p><i>The Empty Pot</i></p> <p><i>The Royal Bee</i></p> <p><i>Corduroy</i></p> <p><b>Suggested Book Trailers:</b></p> <p>You Tube <b>or</b> Scholastic Websites</p> <p><i>The Recess Queen</i> by Alexis O'Neil and Laura Huliska-Beth</p> <p><i>Skippyjon Jones: Cirque de Ole</i> by Judy Schachner</p> <p><i>Bailey</i> by Harry Bliss</p> <p><b>Trade Books:</b></p> <p>Stories –</p>

<p>and craft their reviews? Why?</p> <ul style="list-style-type: none"> <li>How do writers of book reviews use language features? Why?</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What so we gain from collaborating with others about books?</li> <li>What do we gain from collaborating with others about book reviews?</li> </ul>	<p>conclusion,” or “I checked for capitalization at the beginning of sentences)</p> <ul style="list-style-type: none"> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul> <p><b>Medium Cycle Assessments—</b></p> <p>Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p>	<ol style="list-style-type: none"> <li>Read literary texts closely to continue to grow your understanding of character development.</li> <li>Read literary texts closely to better understand to develop opinions of the author’s central message/lesson.</li> <li>Discuss texts to develop and sometimes revise ideas and opinions about an author’s work.</li> <li>Cite evidence from the text to support opinions making opinions stronger and more convincing.</li> <li>Write routinely in a reading response journal to develop, over time, understandings and opinions about author’s work or works.</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Notice and deconstruct how book review writers craft book reviews so they can write their own.</li> <li>Carefully choose a book to review because they have a strong opinion about the selection.</li> <li>Write an engaging introduction to their review to engage their reader.</li> <li>Summarize the book without giving the ending away to orient the reader to the literature being reviewed</li> </ol>	<ol style="list-style-type: none"> <li>Read text closely to understand how a character grows and changes throughout a text.</li> <li>Revisit their character analysis to determine central message, lesson, or moral.</li> <li>Read text to develop ideas about central message, lesson, or moral.</li> <li>Use explicit examples from a text to support their thinking about the central message, lesson, or morale of their books by drawing evidence from the text to support their analysis.</li> <li>Record information in a response journal</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Open and guided inquiry, “reading like a writer” of a few selected exemplars of book reviews. Record noticing on a chart “Features of a Book Review.” Revisit noticing chart and mark “AA” for almost always in a book review and “S” for sometimes in a book review to understand what must and can be in the reviews they will write.</li> <li>Revisit Response Journal to select a book to review.</li> <li>Select an introduction that engaged you from a mentor text, and model creating an introduction that imitates it.</li> <li>Draft introduction paragraph that gives a synopsis of the book without giving away the ending.</li> </ol>	<p>audio and/or video text, technology</p> <ul style="list-style-type: none"> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g., organization of work materials and time management, etc.</li> </ul>	
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	<ul style="list-style-type: none"><li>• Pre-unit, on-demand</li><li>• End-of-unit/project/ culminating task</li><li>• Interim</li><li>• Quarterly</li><li>• Portfolio</li><li>• Benchmarks</li><li>• Post-unit, on-demand</li></ul> <p><b>Long Cycle – Summative</b></p> <p>Annual, e.g., CAASP</p>	<p>5. Use second person to talk directly to their readers When stating their opinion.</p> <p>6. Use multiple sentences to express preference and reasons (e.g., Rainbow fish is my favorite book. It has a nice fish who shares his shiny scales with all his friends. This story...). (Language Feature 1)</p> <p>7. Support opinions with reasons and evidence from the book to strengthen their position.</p> <p>8. Use general academic words to create precision and shades of meaning (e.g., funny =&gt; hysterical, nice =&gt; generous). (Language Feature 2)</p> <p>9. Include what audience/who might like to read the book being reviewed.</p> <p>10. Use pronouns as references effectively to create cohesive text (e.g., <i>Rainbow Fish</i> is my favorite book. <i>It has....</i>). (Language Feature 3)</p> <p>11. Use language conventions to make meaning.</p> <p>12. Publish their piece because they are ready to share it with a larger audience.</p> <p>13. Reflect on their unit to recall all that they learned.</p> <p><b>Speaking and Listening</b> Embedded above.</p>	<p>5. Use character analysis from reading lesson to incorporate opinions in second paragraph.</p> <p>6. Teacher model, guided practice, independent practice. (Language Feature 1)</p> <p>7. Include more reasons for their review with evidence from the text to develop second paragraph.</p> <p>8. Co-create a chart of commonly used Tier 1 words and corresponding Tier 2 options. Work with partners to improve and revise their writing. (Language Feature 2)</p> <p>9. Discuss with a partner who you would recommend the book to and use “because” to explain their thinking.</p> <p>10. Notice use of pronouns in mentor texts by tracking the chain of reference. Teacher models revising for pronoun use. Students revise their own work. (Language Feature 3)</p> <p>11. Edit piece using a checklist.</p> <p>12. Publish piece on line for a wide audience.</p> <p>13. Reflect on piece by writing a “Dear Reader” letter.</p> <p><b>Speaking and Listening</b> Embedded above.</p>		
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**Unit #7: Poetry – Reading and Writing Poetry**  
**(Approximately 3 weeks)**

**ELA Common Core State Standards:**

**Reading Standards for Literature:**

- 2.1 – Ask and answer questions such as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
- 2.2 – Recount stories, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral.
- 2.3 – Describe how characters in a story respond to major events and challenges.
- 2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Standards for Information:**

- 2.1 – Ask and answer questions such as *who, what where, when, why*, and *how* to demonstrate understanding of key details in a text.
- 2.2 – Identify the main topic of a multi-paragraph text, as well as the focus of specific ideas or concepts, or steps in technical procedures in a text.
- 2.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards:**

- 2.1 – Write opinion piece in which they introduce the topic or book they are writing about, state an opinion, supply reasons, that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement
- 2.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising, and editing.
- 2.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.
- 2.8 – Recall information from experiences or gather information from provided sources to answer a question.
- 2.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening:**

- 2.1 – Participate in collaborative conversations with diverse partners about *Grade 2 topics and* texts with peers and adults in small and large groups.
  - a. Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others’ talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as need about the topic and texts under discussion.
- 2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.



- 2.3 – Ask and answer questions about key details in a text or read aloud or information presented orally or through other media.
- 2.4 – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language Standards:**

- 2.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 2.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.

**Foundational Skills & Additional Language Standards:** See separate document.

**College and Career Descriptors:**

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

**SEL Competencies:**

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

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counter arguments, elaborate on an idea, etc.
- Adjust language choices according to purpose, task, and audience with light support from peers or adults.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
- Support opinions or persuade others by providing good reasons and detailed textual evidence or relevant background knowledge about the content.

Unit #7: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>What do readers gain from reading poetry?</li> <li>What are the characteristics of poetry?</li> <li>How are poems structured and crafted? How should we read them as a result? Why?</li> <li>What language features are used in poems? Why?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>How do poets structure and craft their poems? Why?</li> <li>How do poets use language features in their poems? Why?</li> </ul>	<p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b> - (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li><b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li><b>Inventories</b> such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</li> <li><b>Checklists</b> completed by the teacher or the writer, in which targeted objectives are highlighted ("I included a</li> </ul>	<p><b>Reading:</b></p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>Activating prior knowledge or predicting</li> <li>Questioning</li> <li>Visualizing</li> <li>Monitoring, clarifying, or fix-up strategies</li> <li>Drawing inferences</li> <li>Retelling</li> </ul> <ol style="list-style-type: none"> <li>Explore a variety of poems to understand the many different types of poetry.</li> <li>Notice poems various structures (line breaks, white space, and punctuation) to read it more fluently.</li> <li>Understand that poems use repeating words or lines to create rhythmic piece.</li> <li>Understand that poems use onomatopoeia to create an image.</li> </ol>	<p><b>Reading:</b> Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b> Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> <li>Read aloud a variety of poems and begin collecting favorite poems in a poetry folder or poetry wall-notice elements of poetry on a noticing chart.</li> <li>Use poems from pre-unit immersion to read aloud focusing on line breaks and white space to emphasize phrasing and fluency.</li> <li>Co-create a 3-column chart listing various language features of the poetry, why we use these features, and examples of them to anchor learning of repeating lines, onomatopoeia, and alliteration.</li> <li>Read poems aloud which incorporate repeating lines and onomatopoeia, discuss and add to co-created chart.</li> </ol>	<ul style="list-style-type: none"> <li>Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>Student choice</li> <li>Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>Frequent monitoring of progress and checking of understanding</li> <li>Compacting, i.e., accelerating students past known proficiencies</li> <li>Independent learning contracts</li> <li>Prompts for depth and complexity</li> <li>Tiered assignments</li> <li>Visuals, e.g., graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and</li> </ul>	<p><b>OCR Selections:</b> "Courage" by Emily Hearn</p> <p><b>CORE READY Trade books provided</b></p> <p><i>Suggested Trade Books:</i></p> <p><i>Suggested Professional Books for further study:</i></p> <p><i>Awakening the Heart</i> by Georgia Heard</p>

Unit #7: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<b>Speaking and Listening:</b> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others about poetry?</li> </ul>	<p>conclusion,” or “I checked for capitalization at the beginning of sentences.”).</p> <ul style="list-style-type: none"> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul> <p><b>Medium Cycle Assessments–</b> Formative assessment when used to inform instruction; Summative</p>	<ol style="list-style-type: none"> <li>Understand that poems use alliteration to create a rhythm.</li> <li>Understand that poems have powerful language to convey certain emotions.</li> <li>Identify strong sensory images within in a poem to help understand the author’s message or purpose.</li> <li>Explain how a poem should be structured to support its meaning.</li> <li>Respond to a poem’s meaning in writing to understand central message.</li> <li>Recite a favorite poem to improve fluency in reading poetry (rate, volume, and expression).</li> <li>Reflect on their learning to see how they have grown in their understanding of poetry.</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Explore poems to understand where authors get their inspiration.</li> <li>Generate a meaningful list of topics to write poems about.</li> <li>Notice the world around them to generate ideas for their poems.</li> <li>Use various techniques like white space, line breaks, and punctuation in their poetry to convey meaning.</li> </ol>	<ol style="list-style-type: none"> <li>Read poems aloud with alliteration and discuss, then add to chart.</li> <li>Read poems with a partner, identifying poems which use strong language.</li> <li>Collaboratively highlight words or phrases within poems that gives strong sensory image and discuss what the words or phrases convey.</li> <li>Provide two examples of the same poem structured in two ways for students to decide and explain which is the way to structure the poem.</li> <li>Have students respond to a poem in their response journal.</li> <li>Allow students to revisit poetry folder or wall to select meaningful poem to recite.</li> <li>Answer the essential questions to reflect on learning.</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Browse through poetry, familiar or new, jotting down where the authors might have gotten their ideas.</li> <li>Create a list of topics that are important to them that might like to write about.</li> <li>Observe and write about nature.</li> <li>Read aloud a poem about someone special, write about any special people in their lives.</li> <li>Revisit 3-column chart from reading to create a poem from their Idea list using line breaks.</li> <li>Revisit 3-column chart from reading and create a poem with repeated lines or words.</li> </ol>	<p>input options, e.g., audio and/or video text, technology</p> <ul style="list-style-type: none"> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g., organization of work materials and time management, etc.</li> </ul>	

Unit #7: Poetry					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p>assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> <li>Pre-unit, on-demand</li> <li>End-of-unit/project/ culminating task</li> <li>Interim</li> <li>Quarterly</li> <li>Portfolio</li> <li>Benchmarks</li> <li>Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b></p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> <li>CAASPP</li> <li>CELDT</li> <li>Portfolio</li> </ul>	<p>5. Understand how to use onomatopoeia, repetition, and alliteration to emphasize meaning.</p> <p>6. Use precise language to create an image for the reader.</p> <p>7. Select a poem to take through the writing process with a focus on purpose and audience.</p> <p>8. Revise their work so that the poem reads in a poetic, musical, and logical way.</p> <p>9. Edit their poem so their audience can easily read it.</p> <p>10. Perform the poem they created to share their work.</p> <p>11. Reflect on their poetry journey to evaluate their learning.</p> <p><b>Speaking and Listening:</b> Embedded above.</p>	<p>5. Revisit 3-column chart from reading lesson and use onomatopoeia in a poem.</p> <p>5a. Revisit co-created alliteration chart and try writing a poem using alliteration.</p> <p>6. Co-create a list of imagery words for students to use in their poems.</p> <p>7. Revisit Writer's Notebook to select a poem.</p> <p>8. Use a revision checklist.</p> <p>9. Use an editing checklist.</p> <p>10. Celebrate by choosing their favorite poem or two to read aloud to a group and display.</p> <p>11. Reflect in a journal and share with a peer.</p> <p><b>Speaking and Listening:</b> Embedded above.</p>		

**Unit #8: Narrative – Reading and Writing Fairytales**  
**(Approximately 4 weeks)**

**ELA Common Core State Standards:**

**Reading Standards for Literature:**

- 2.1 – Ask and answer questions such as *who, what where, when, why,* and *how* to demonstrate understanding of key details in a text.
- 2.2 – Recount stories, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral.
- 2.3 – Describe how characters in a story respond to major events and challenges.
- 2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 2.7 – Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its character, setting. Or plot.
- 2.9 – Compare and contrast the most important points presented in two texts on the same topic.
- 2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards:**

- 2.3 – Write narratives in which they recount a well-elaborated events or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- 2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising, and editing.
- 2.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.
- 2.8- Recall information from experiences or gather information from provided sources to answer a question.
- 2.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening:**

- 2.1 – Participate in collaborative conversations with diverse partners about *Grade 2 topics and* texts with peers and adults in small and large groups.
  - a. Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others’ talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as need about the topic and texts under discussion.
- 2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.3 – Ask and answer questions about key details in a text or read aloud or information presented orally or through other media.
- 2.4 – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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

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

**Language Standards:**

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

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

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

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

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

**Foundational Skills & Additional Language Standards:** See separate document.

**College and Career Descriptors:**

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

**SEL Competencies:**

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

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
- Adjust language choices according to purpose, task, and audience with light support from peers or adults.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.



Unit #8: Fairytales					
Essential Questions	Assessments for Learning	Sequence of Learning Experiences <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>What do readers gain from reading fairy tale text?</li> <li>What are the characteristics of a fairy tale?</li> <li>How are fairy tales texts structured and crafted? Why? How should we read them as a result?</li> <li>What language features are used in fairy tales? Why?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>How do writers of fairy tales structure and craft their pieces? Why?</li> <li>How do writers of fairy tales structure and craft their text? Why?</li> </ul>	<p>Refer to <b>CORE READY</b> by Pam Allyn Lesson Sets <b>Binder</b> for Formative and Summative Assessments: Milestone Performance Assessments and Rubrics which are also in the <a href="#">Core Ready PDtoolkit</a></p> <p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b> - (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li><b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li><b>Inventories</b> such as individual interviews</li> </ul>	<p><b>Reading:</b></p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b></p> <p>Use these strategies for reading comprehension to gain meaning:</p> <ul style="list-style-type: none"> <li>Activating prior knowledge or predicting</li> <li>Questioning</li> <li>Visualizing</li> <li>Monitoring, clarifying, or fix-up strategies</li> <li>Drawing inferences</li> <li>Retelling</li> </ul> <ol style="list-style-type: none"> <li>Explore fairy tales to build and demonstrate understanding of traditional fairy tales. (Core Ready Lesson 1)</li> <li>Notice specific common features of fairy tales to build understanding of the genre. (Core Ready Lesson 2)</li> <li>Identify and define key story elements in fairy tales to deepen understanding of the genre. (Core Ready Lesson 3)</li> <li>Find and figure out unfamiliar language in fairy tales to aid in comprehension. (Core Ready Lesson 4)</li> </ol>	<p><b>Reading:</b></p> <p>Start the work with pre-unit Immersion, e.g. read multiple examples of the genre for enjoyment, building content knowledge, and exposure to the genre's language features.</p> <p><b>On-going use of Six Basic Reading Comprehension Strategies:</b></p> <p>Note that the six strategies are "intentional mental actions" and "deliberate efforts" employed before, during, or after reading to enhance understanding of text and overcome difficulties in comprehending (Shanahan, others, 2010, 11) and NOT strategies to be used with completion of worksheets. Explain each strategy (including its purpose and application), demonstrate its use with authentic text, and support students' independent use.</p> <ol style="list-style-type: none"> <li>Explore a collection of related fairy tales. (Core Ready Lesson 1)</li> <li>Co-create a Genre Features Noticing Chart for Fairy Tales. (Core Ready Lesson 2)</li> <li>Use an "Elements of Fairy Tales" Graphic Organizer. (Core Ready Lesson 3)</li> <li>Co-create a chart of strategies to use "When I Spot Fairy Tale Language, I Can...". (Core Ready Lesson 4)</li> </ol>	<ul style="list-style-type: none"> <li>Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>Student choice</li> <li>Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>Frequent monitoring of progress and checking of understanding</li> <li>Compacting, e.g., accelerating students past known proficiencies</li> <li>Independent learning contracts</li> <li>Prompts for depth and complexity</li> <li>Tiered assignments</li> <li>Visuals, e.g., graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g.,</li> </ul>	<p><b>OCR Selections:</b></p> <p><i>Mufarro's Beautiful Daughters</i></p> <p><i>Cinderella</i></p> <p><b>Core Ready :</b></p> <p><i>The Shape of Story, Grade 2. Once Upon a Time: A New Look at Fairy Tales</i></p> <p><b>CORE READY Provided Trade Books</b></p> <p><i>Suggested Trade Books:</i></p> <p><i>Cinderella</i> retold by Barbara Karlin</p> <p><i>Cinderella or The Little Glass Slipper</i> by Marcia Brown</p> <p><i>The Egyptian Cinderella</i> by Shirley Climo</p>

Unit #8: Fairytales					
Essential Questions	Assessments for Learning	Sequence of Learning Experiences <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<ul style="list-style-type: none"> <li>How do writers of fairytales apply language features? Why?</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others on fairy tales?</li> </ul>	<p>and written surveys, in which students identify their writing strengths, needs, and interests</p> <ul style="list-style-type: none"> <li><b>Checklists</b> completed by the teacher or the writer, in which targeted objectives are highlighted ( “I included a conclusion” or “I checked for capitalization at the beginning of sentences)</li> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> which include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul>	<ol style="list-style-type: none"> <li>Study illustrations closely to support comprehension. (Core Ready Lesson 5)</li> <li>Notice how characters change across a story to determine the central theme or lesson. (Core Ready Lesson 6)</li> <li>Determine the lesson of the fairy tale to deepen understanding. (Core Ready Lesson 7)</li> <li>Compare and contrast different versions of the same tale to recognize similarities and differences. (Core Ready Lesson 8)</li> <li>Engage in oral tradition of fairy tales to convey what cannot be interpreted in print. (Core Ready Lesson 9)</li> <li>Respond to core questions to reflect on all the new knowledge they’ve gained about fairy tales. (Core Ready Lesson 10)</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Imagine magical characters and settings to aid in the preparation of crafting an original adaption of a classic fairy tale. (Core Ready Lesson 1)</li> <li>Consider alternative endings to classic tales to aid in the preparation of crafting an original adaption of a classic fairy tale. (Core Ready Lesson 2)</li> <li>Imagine how alternative story elements change familiar tales to aid in the preparation of crafting an original adaption of a classic fairy tale. (Core Ready Lesson 3)</li> </ol>	<ol style="list-style-type: none"> <li>Co-create a chart listing reasons why illustrations are important with mentor text examples. (Core Ready Lesson 5)</li> <li>Use “Tracing Character Change” graphic organizer. (Core Ready Lesson 6)</li> <li>Co-create a “How to Find a Hidden Lesson” chart to notice how the main character changes across the story. (Core Ready Lesson 7)</li> <li>Use “Compare and Contrasting Fairy Tales” graphic organizer. (Core Ready Lesson 8)</li> <li>Incorporate “Reader’s Theater Fairy Tale” scripts. (Core Ready Lesson 9)</li> <li>Use Core Ready “questions to focus student reflection.” (Core Ready Lesson 10)</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Use Writer’s Notebook to draw magical characters. (Core Ready Lesson 1)</li> <li>Use “Happily Ever After” graphic organizer (Core Ready Lesson 2) and “Fairy Tales We Know...For Now.” (used in Reading Lesson 1)</li> <li>Use “Elements of Fairy Tales” graphic organizer (used in Reading Lesson 3) and “Fairy Tales We Know...For Now” (used in Reading Lesson 1). (Core Ready Lesson 3)</li> </ol>	<p>audio and/or video text, technology</p> <ul style="list-style-type: none"> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g. complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g., organization of work materials and time management, etc.</li> </ul>	<p><i>Good Little Wolf</i> by Nadia Shirleen</p> <p><i>The Korean Cinderella</i> by Shirley Climo</p> <p><i>The Paper Bag Princess</i> by Robert Munsch</p> <p><i>Prince Cinders</i> by Babette Cole</p> <p><i>The Princess and the Pea</i> By Rachel Isadora</p> <p><i>Red Riding Hood</i> retold by James Marshall</p> <p><i>Yen Shen: A Cinderella Story from China</i> by Ai-Ling Luoie</p>



Unit #8: Fairytales					
Essential Questions	Assessments for Learning	Sequence of Learning Experiences <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
	<p><b>Medium Cycle</b></p> <p><b>Assessments</b> – Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has been learned.</p> <ul style="list-style-type: none"> <li>• Pre-unit, on-demand</li> <li>• End-of-unit/project/ culminating task</li> <li>• Interim</li> <li>• Quarterly</li> <li>• Portfolio</li> <li>• Benchmarks</li> <li>• Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b></p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> <li>• CAASPP</li> <li>• CELDT</li> <li>• Portfolio</li> </ul>	<p>4. Plan an organized sequence of events to include in a tale aiding in the crafting an original adaption of a classic fairy tale. (Core Ready Lesson 4)</p> <p>5. Include character thoughts and dialogue to create a dynamic story. (Core Ready Lesson 5)</p> <p>6. Describe characters actions to elevate writing. (Core Ready Lesson 6)</p> <p>7. Describe characters feelings to create a dynamic story. (Core Ready Lesson 7)</p> <p>8. Craft a strong ending to make sure the problem is resolved while providing a sense of closure. (Core Ready Lesson 8)</p> <p>9. Revise piece collaboratively to strengthen and improve writing. (Core Ready Lesson 9)</p> <p>10. Edit piece collaboratively to strengthen and improve their writing. (Core Ready Lesson 10)</p> <p>11. Share their work with pride to recognize hard work. (Core Ready Lesson 11)</p> <p><b>Speaking and Listening:</b> Embedded above.</p>	<p>4. Use “Planning a Fairy Tale” graphic organizer. (Core Ready Lesson 4)</p> <p>5. Guide student exploration of dialogue and internal thinking of characters in mentor texts, model adding internal thinking or dialogue in your own writing. (Core Ready Lesson 5)</p> <p>6. Guide student exploration of descriptive character actions in mentor text, model adding descriptive character actions in own writing. (Core Ready Lesson 6)</p> <p>7. Co-create a class T-chart of Feelings and How We Show Our Feelings. (Core Ready Lesson 7)</p> <p>8. Co-create a class chart of ways to end your fairy tales. (Core Ready Lesson 8)</p> <p>9. Use “Fairy Tale” checklist for revising and editing. (Core Ready Lesson 9)</p> <p>10. See table for “Publishing Ideas.” (Core Ready Lesson 9)</p> <p>11. See low-tech/high-tech ideas for sharing student work. (Core Ready Lesson 10)</p> <p><b>Speaking and Listening:</b> Embedded above.</p>		<p><i>Suggested Professional books for further study:</i></p>

**Unit #9: Reflecting on our Growth as Readers and Writers**  
**(Approximately 2 weeks)**

**ELA Common Core State Standards:**

**Reading Standards for Literature:**

2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Standards for Informational Text:**

2.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range

**Writing Standards:**

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

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

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

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

**Speaking and Listening:**

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

- a. Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others’ talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as need about the topic and texts under discussion.

2.3 – Ask and answer questions about key details in a text or read aloud or information presented orally or through other media.

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

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

**Language Standards:**

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

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

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

**Foundational Skills & Additional Language Standards:** See separate document.

**College and Career Descriptors:**

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

**SEL Competencies:**

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

**ELD Standards:**

**Part 1: Interacting in Meaningful Ways**

- Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
- Offer opinions and negotiate with others in conversations using a variety of learned phrases, as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
- Adjust language choices according to purpose, task, and audience with light support from peers or adults.
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and support.
- Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

Unit #9: End-of-Year Reflection					
Essential Questions	Assessments for Learning	Sequence of Learning Outcomes <i>What Students will be able to do and why</i>	Strategies for Teaching and Learning <i>How to do this work, one possible way...</i>	Differentiation e.g., EL, SpEd, GATE	Resources
<b>Reading, Writing, Speaking &amp; Listening:</b> <ul style="list-style-type: none"> <li>How do we use reflection as a way to further our learning?</li> <li>How do we find evidence of our learning over time? Why do we find evidence of our learning over time?</li> <li>How do we find evidence of our work habits? Why do we find evidence of our work habits?</li> <li>Why do we reflect in a</li> </ul>	<p>Types of assessment practices:</p> <p><b>Short Cycle Assessments</b> - (minute-by-minute, daily, weekly) <b>Formative assessment</b> to inform <i>immediate</i> teaching and learning:</p> <ul style="list-style-type: none"> <li><b>Observations</b> of students' strategies, skills, behaviors, and apparent dispositions as they write and revise (keeping anecdotal records)</li> <li><b>Inventories</b> such as individual interviews and written surveys, in which students identify their writing strengths, needs, and interests</li> <li><b>Checklists</b> completed by the teacher or the writer in which targeted objectives are highlighted ("I included a conclusion" or "I checked for</li> </ul>	<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>Reflect on their year of reading to begin to understand how they have grown and changed as a reader.</li> <li>Reflect on their growth as readers to identify their personal successes and struggles.</li> <li>Reflect on book choices (e.g., number of books read, genre, author, series) to better understand their reading identity.</li> <li>Collaboratively reflect on class reading activities and genres studied to remember their reading journey.</li> <li>Understand how word attack skills and conventions helped work through challenging moments during reading.</li> <li>Understand how comprehension strategies worked in their reading this year.</li> <li>Revisit their reading identity to note changes.</li> <li>Understand how readers think about their reading lives in the future to make plans for future reading/learning (e.g., summer, into the following year).</li> </ol>	<p><b>Reading:</b></p> <p>Start the work with pre-unit immersion, e.g, read multiple examples of reflective and goal setting pieces to understand the purpose and for exposure to the genre's language features.</p> <ol style="list-style-type: none"> <li>Work with a partner and discuss their 3 favorite books read during the year; focusing on what they liked and did not like using "because" to support their thinking.</li> <li>Identify a time during the year when reading felt like a struggle and a time when they felt like strong readers; share reflections with a partner.</li> <li>Look over reading logs to identify the kinds of books they chose to read and discuss their findings with a partner.</li> <li>Share with a partner their favorite reading activity and genre using "because" to support their thinking.</li> <li>Co- create a class list of skills and conventions.</li> <li>Co-create a chart listing strategies that helped become better readers.</li> <li>Co-create a list of interview questions to ask a partner to help identify their reading identity.</li> <li>Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on.</li> </ol>	<ul style="list-style-type: none"> <li>Know IEPs, 504s, CELDT level and history, GATE identification, where applicable</li> <li>Student choice</li> <li>Purposeful heterogeneous and homogenous flexible grouping by ability and/or interest</li> <li>Frequent monitoring of progress and checking of understanding</li> <li>Compacting, e.g., accelerating students past known proficiencies</li> <li>Independent learning contracts</li> <li>Prompts for depth and complexity</li> <li>Tiered assignments</li> <li>Visuals, e.g., graphic organizers, written instructions, etc.</li> <li>Movement</li> <li>Multiple means of representation and expression</li> <li>Alternate output and input options, e.g.,</li> </ul>	<p><b>OCR Selections:</b></p> <p>TBD</p> <p><i>Suggested Trade Books:</i></p> <p><i>Tar Beach</i></p> <p><i>Suggested Professional Books for further study:</i></p>

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<p>community setting?</p> <ul style="list-style-type: none"> <li>What are the characteristics and language features of reflective pieces? What is the purpose of those characteristics and language features?</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>What do we gain from collaborating with others when reflecting on a learning journey?</li> </ul>	<p>capitalization at the beginning of sentences.”)</p> <ul style="list-style-type: none"> <li><b>Conferences</b> in which the student and the teacher discuss a single work, a collection of works, progress, and goals</li> <li><b>Rubrics</b> constructed by the teacher and/or the students and completed by either or both</li> <li><b>Portfolios</b> that include a large collection of artifacts selected by the student in consultation with the teacher</li> </ul> <p><b>Medium Cycle Assessments-</b></p> <p>Formative assessment when used to inform instruction; Summative assessment when used for evaluating what has</p>	<p>9. Commit to a realistic reading goal to continue their reading life.</p> <p>10. Use information gathered during reflection process to create a visual of their learning.</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Reflect on their year of writing to begin to understand how they have grown and changed as a writer this school year.</li> <li>Reflect on their growth as writers to identify their personal successes and struggles.</li> <li>Reflect on past writing to better understand the progress they have made in writing.</li> <li>Collaboratively reflect on class writing activities and units of study to remember their writing journey.</li> <li>Understand how word attack skills and conventions helped work through challenging moments while writing.</li> <li>Revisit their writing habits to note changes.</li> <li>Understand how writers think about their writing lives in the future to make writing plans for future (e.g., summer, into the following year).</li> </ol>	<p>9. Add above goal to interview sheet.</p> <p>10. Create a collage that incorporates a written reflection with future plans and present.</p> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>Work with a partner and discuss their favorite piece they published; focusing on why using “because” to support their thinking.</li> <li>Identify a time during the year when writing felt like a struggle and a time when they felt like strong writer; share reflections with a partner.</li> <li>Reread old pieces and think about what they can now do as writers as compared with the beginning of the year; discuss their findings with a partner.</li> <li>Share with a partner their favorite writing activity and unit of study and why it meant something to them.</li> <li>Co- create a class list of skills and conventions used to power through writing.</li> <li>Co-create a chart listing strategies that helped become better writers.</li> <li>Co-create a list of interview questions to ask a partner to help identify their writing.</li> </ol>	<p>audio and/or video text, technology</p> <ul style="list-style-type: none"> <li>Provide support for language features found in upcoming lessons, texts, etc., e.g., complicated sentence structures, passive voice, academic vocabulary, etc.</li> <li>Support for Executive Functioning, e.g., organization of work materials and time management, etc.</li> </ul>	

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	<p>been learned.</p> <ul style="list-style-type: none"> <li>Pre-unit, on-demand</li> <li>End-of-unit/project/ culminating task</li> <li>Interim</li> <li>Quarterly</li> <li>Portfolio</li> <li>Benchmarks</li> <li>Post-unit, on-demand</li> </ul> <p><b>Long Cycle – Summative</b></p> <p>Annual, e.g.,</p> <ul style="list-style-type: none"> <li>CAASPP</li> <li>CELDT</li> <li>Portfolio</li> </ul>	<p>8. Commit to a realistic writing goal to continue their writing life.</p> <p>9. Use information gathered during reflection process to create a reflective piece.</p> <p><b>Speaking and Listening:</b></p> <p>1. Reflect on their year of speaking and listening to begin to understand how they have grown and changed as a participant in academic discussion this school year.</p> <p>2. Reflect on their growth and ability to articulate ideas, beliefs and thoughts to measure growth over the year.</p> <p>3. Identify their personal successes and struggles within group work to reflect on their growth as a group member.</p> <p>4. Understand how thinking about struggles and success regarding collaborative protocols can help set future goals to better themselves (e.g., summer, into next year).</p> <p>5. Use information gathered during reflection process to create a reflection paragraph.</p>	<p>8. Discuss with a partner what they feel the most proud of in reading this year and what they will continue to work on.</p> <p>8a. Add above goal to interview sheet.</p> <p>9. Create a piece that incorporates a written reflection with future plans and present it.</p> <p><b>Speaking and Listening:</b></p> <p>1. Think about the different protocols that they have engaged in over the year. Discuss with a partner why.</p> <p>2. Have students revisit looks-like-sounds-like-feels-like chart to guide critical friends circle.</p> <p>3. Revisit looks-like-sounds-like-feels-like chart to guide critical friends circle.</p> <p>4. Remember a time when you felt success and a time when you felt struggle with in a group, and discuss both with a friend.</p> <p>5. Use reflection data gathered to write a reflection/goal paragraph.</p>		