

**UNIT OF STUDY 3**  
**GRADE 2**  
**Correlates to Unit 3 Journeys**

<b>Reading/Language Arts</b>	
<b>Grade</b>	2
<b>Unit of Study</b>	Reading Conversations
<b>Unit Number</b>	Unit of Study 3; Correlates with Journeys Unit 3
<b>Reading Level</b>	Expected Beginning of Unit Level:    Expected End of Unit Level:
<b>Description of the Unit</b>	<p>This unit focuses on learning from each other through preparing for discussion, participating in conversations and reflecting on the thoughts of others. Students will learn the processes for engaging in meaningful book-talks that strengthen comprehension and build reading and writing skills. These processes are utilized in Reading and Writing Workshops.</p> <p><u>Drawing Conclusions</u>  Drawing conclusions refers to information that is implied or inferred. This means that the information is never clearly stated.  Writers often tell you more than they say directly. They give you hints or clues that help you "read between the lines." Sometimes, authors build a case by sequencing arguments, but the reader needs to recognize the pattern and draw a conclusion.</p> <p><u>Author's Purpose</u>  An <i>author's purpose</i> is the reason an author decides to write about a specific topic. Then, once a topic is selected, the author must decide whether his purpose for writing is to inform, persuade, entertain, or explain his ideas to the reader.</p> <p><u>Story Structure</u>  At this stage, students will use story structure and sequence of events to summarize.</p>
<b>Suggested Unit Launch</b>	Provide a large collection of text for students to sort by: books that entertain, books that persuade and books that inform. Model and encourage extended conversation about why books are placed rather than quick decisions with no thought sharing. The focus here is getting students to talk about the categories and share their conclusions.
<b>Selecting Texts for this Unit of Study</b>	Since the goal is to get students talking, choose texts that will be controversial for 2 <sup>nd</sup> Graders. Some topics may include: Are video games good for you? Are school uniforms a good idea? Should you be able to choose your own rules at home?
<b>Pacing</b>	Second Half of Quarter 2/ First Weeks of Quarter 3
<b>Desired Results</b>	
<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. What helps you make a decision about a character?</li> <li>2. What might cause a story character to change?</li> <li>3. How do you find important story characters?</li> <li>4. Why do authors write different kinds of text?</li> <li>5. How do you know when story ideas are important?</li> </ol>	<ol style="list-style-type: none"> <li>1. Readers draw conclusions about characters based on their actions and thoughts?</li> <li>2. Authors write for a purpose.</li> <li>3. Readers use story structure clues to determine what is most important to the meaning of the story.</li> </ol>

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Assessment Evidence		
<p><b>Evidence of Proficiency</b> Questions for Teacher Team to Ask Prior to the Launch of the Unit What does it look like or sound like when 2<sup>nd</sup> Graders draw conclusions? What are the supporting skills for drawing conclusions? How will we know when these are mastered? How will students show knowledge of author’s purpose? At what level should 2<sup>nd</sup> Graders be able to identify author’s purpose? What will the 2<sup>nd</sup> Grade summarization rubric look like?</p>	<p><b>Formative</b> Observation Conferring with Students Running Records Writing Samples and Journal Entries Constructed Response with cited text evidence Anecdotal Records</p>	<p><b>Summative</b> Fountas and Pinnell Benchmark Assessment System Writing Sample with teacher-team developed rubric Performance on Oral Summary Rubric Prompted Conversation with Explicit and Implicit Information</p>
Academic Vocabulary		
main idea	purpose	conclusion
summarize	passage	evidence
argument		
Common Core Standards and Learning Targets		
Priority Standards	Learning Targets	
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	I can retell a story and include important details. I can tell the central message (lesson) or moral of a story.	
RL.2.3. Describe how characters in a story respond to major events and challenges.	I can describe how characters respond to events in a story.	
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	I can describe how an author’s words supply rhythm and meaning in a text.	
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can read and comprehend second grade stories and poems.	
RI.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	I can ask questions (5Ws and How) about important details in a text. I can answer questions (5Ws and How) to show I understand important details in a text.	
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	I can identify the main topic of a text and 2 or paragraphs within a text.	
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	I can determine the meaning of words or phrases I don’t know.	
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I can use various text features to locate information.	
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	I can identify the purpose of a text and tell what the author is trying to explain or answer.	
RI.2.8. Describe how reasons support specific points the author makes in a text.	I can explain how an author’s reasons support his points.	

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RI.2.10. By the end of the year, read and comprehend informational texts, including history, social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can read and comprehend informational text appropriate for second grade.
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , and <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	I can write an opinion piece where I: a. introduce a topic or name of a book. b. provide an opinion on the topic. c. use linking words to give a reason to support my opinion, and d. provide a concluding section or statement.
W.2.2. Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	I can write an informative piece where I: a. introduce a topic, b. use facts and definitions to develop a point, and c. provide a concluding statement or section.
W.2.5. With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing.	I can use guidance from my peers to strengthen my writing.
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	I can participate in research projects with my classmates. I can participate in writing projects with my classmates.
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	I can follow class rules for discussions. I can participate in a conversation by responding to things others say. I can ask questions to clear up my confusion about a text.
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I can show I understand what I read, hear, and/or see by retelling and describing key details.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	I can use complete sentences when appropriate.
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i> ).	I can use collective nouns.
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use an apostrophe to form contractions and frequently occurring possessives. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I can capitalize product names. I can capitalize geographic names. I can use commas in greetings and closings of letters. I can use a dictionary to find the correct spelling of a word.

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L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	I can compare formal and informal uses of English.
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use knowledge of the meaning of individual words to predict the meaning of compound word (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	I can determine the meaning of a word by using its root word. I can use glossaries and dictionaries to determine the meanings of words.
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).	I can identify a real-life application of a word.
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	I can use words and phrases that I learn through listening and reading.
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams. d. Decode words with common prefixes and suffixes. f. Recognize and read grade-appropriate irregularly spelled words.	I can identify spelling patterns for common long vowels (ai, ae, ei, etc.) I can decode words with common prefixes. I can decode words with common suffixes. I can read second grade sight words.
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	I can read second grade text aloud with accuracy, expression, and appropriate rate.

**Cognitive Considerations**

<b>“Unwrapped” Concepts</b> <i>Students Need to Know</i>	<b>“Unwrapped Skills”</b> <i>Students Need to Be Able to Do</i>
Second Graders need to know the conventions of having a conversation in which each participant expresses an opinion, supports it with evidence from text and reflects on the opinions and comments of others. Students should have an understanding of the key elements of fiction and informational texts.	Second Graders will need to be able to synthesize thoughts to build new understandings. Students should have strong ability to identify and remember information to retell stories prior to the unit. Students will need to be able to use text evidence to draw conclusions.

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CONTENT			
Reading Workshop		Writing Workshop	
Reading Skill	Word Study	Genre Structure	Grammar
HMH Lesson 11 Conclusions Infer/Predict Onomatopoeia Expression  <i>Humorous Fiction</i> <i>Informational Text</i>	<b>Phonemic Awareness:</b> Syllables in Spoken Words <b>Phonics/Spelling:</b> Base Words and Endings – s, -es <b>Vocabulary:</b> Prefixes pre- and mis-	Write to Persuade  Persuasive Letter  Ideas	Kinds of Sentences
HMH Lesson 12 Story Structure Question Alliteration Interview Intonation  <i>Realistic Fiction</i> <i>Biography</i>	<b>Phonemic Awareness:</b> Substitute Phonemes <b>Phonics/Spelling:</b> Vowel Digraphs ai, ay <b>Vocabulary:</b> idioms	Write to Persuade  Opinion Paragraph  Voice	Kinds of Sentences
HMH Lesson 13 Author’s Purpose Analyze/Evaluate Word Choice: Descriptive Details Listen for and Retell Main Ideas Stress  <i>Informational Text</i> <i>Poetry</i>	<b>Phonemic Awareness:</b> Match Phonemes <b>Phonics/Spelling:</b> Vowel Digraphs ee, ea <b>Vocabulary:</b> Using a Dictionary	Write to Persuade  Persuasive Paragraph  Word Choice	Quotation Marks
HMH Lesson 14 Main Ideas and Details Summarize Figurative Language Natural Pauses  <i>Biography</i> <i>Informational Text</i>	<b>Phonemic Awareness:</b> Segment Phonemes <b>Phonics/Spelling:</b> Long o (o, oa, ow) <b>Vocabulary:</b> Suffix -ly	Write to Persuade  Persuasive Essay  Ideas	Using Proper Nouns
HMH Lesson 15 Cause and Effect Monitor/Clarify Word Choice: Emphasis Accuracy: Connected Text  <i>Humorous Fiction</i> <i>Play</i>	<b>Phonemic Awareness:</b> Syllables in Spoken Words <b>Phonics/Spelling:</b> Compound Words Schwa Vowel Sound <b>Vocabulary:</b> Dictionary Entry	Write to Persuade  Persuasive Essay  Organization	Abbreviations

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**Resources for Planning Instruction**

**Text Suggestions**

Hey, Little Ant by Phillip M. Hoose  
Don't Let the Pigeon Drive the Bus by Mo Willems  
Click, Clack, Moo Cows that Type by Doreen Cronin  
Hello Ocean by Pam Munoz Ryan  
The Secret Knowledge of Grown-Ups by David Wisniewski  
What will the Weather Be? by Lynda DeWitt  
There Was An Old Woman Who Swallowed a Bell by Lucille Colandro  
Arthur's Underwear by Marc Brown

**Anchor Chart Suggestions**

<http://www.pinterest.com/pin/63754150946259678/>  
<http://www.pinterest.com/pin/117304765265821448/>  
<http://www.pinterest.com/pin/117304765265369737/>  
<http://www.pinterest.com/pin/117304765264918938/>  
<http://thelemonadestandteachers.blogspot.com/2012/10/drawing-conclusions.html>

**Websites**

Author's Purpose: [http://www.gourmetlearning.com/Site/Media%20Presentation\\_files/Appetizers.pdf](http://www.gourmetlearning.com/Site/Media%20Presentation_files/Appetizers.pdf)  
<http://thepicturebookteachersedition.blogspot.com/2012/03/importance-of-authors-purpose.html>  
<http://www.literacyleader.com/?q=node/460>  
<http://page.reallygoodstuff.com/pdfs/154906.pdf>  
<http://thekennedykorralblog.blogspot.com/2011/10/authors-purpose.html>

**UNIT OF STUDY 4**  
**GRADE 2**

<b>Reading/Language Arts</b>	
<b>Grade</b>	2
<b>Unit of Study</b>	Exploring New Ideas
<b>Unit Number</b>	Unit of Study 4; Correlates with HMH Journeys Unit 4
<b>Reading Level</b>	Expected Beginning of Unit Level:    Expected End of Unit Level:
<b>Description of the Unit</b>	<p>The Journeys theme centers around making a difference in society. Students are asked to think critically about what they read and hear. Students will use high-level thinking skills to arrive at conclusions and understand the motivations of characters. Through this higher-level understanding, students will be making connection between what they read and the world around them. The unit is beginning the shift from learning to read to reading to learn.</p> <p><u>Drawing Conclusions</u> Drawing conclusions refers to information that is implied or inferred. This means that the information is never clearly stated. Writers often tell you more than they say directly. They give you hints or clues that help you "read between the lines." Sometimes, authors build a case by sequencing arguments, but the reader needs to recognize the pattern and draw a conclusion.</p> <p><u>Understanding Characters</u> A character is anyone in a story, and the main character is the most important character. You can explore different characters and their traits, which describe what someone or something is like and how they look or act. You'll learn how a character might grow and change in a story. You can use a chart or other graphic organizer to help you gather and organize ideas to help you understand characters. Writers attempt to make their characters seem real through the characters' appearance, action, speech, and thoughts, as well as the thoughts and comments of other characters. As an author reveals characters, the reader becomes familiar with them. When we get to know characters, we get more enjoyment from the story as well as have a better understanding of it.</p> <p><u>Using Text Features</u> Text features include: guide words, title page, table of contents, index, glossary, heading, subheading, keywords, illustrations, photographs, captions, diagrams, labels, text box, maps, charts: schedules, tables, etc., bold text. These features and others guide readers to notice important information.</p>
<b>Suggested Unit Launch</b>	Provide photos with short passages about people who have made a difference (be sure to include kids). Working in small groups, students will read about 2 people and discuss their motivations (were they solving a problem, reacting to a personal experience, helping others). Small groups will share their findings with the whole groups and participate in creating a common threads chart.
<b>Selecting Texts for this Unit of Study</b>	Select texts that will give students opportunities to read about real people and fictional characters that make an impact on their world. This type of reading allows students opportunities to draw conclusions about the actions of others and make generalizations to their own lives.
<b>Pacing</b>	Mid-Quarter 3
<b>Desired Results</b>	
<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. How can you discover similarities and difference between texts?</li> <li>2. When might a character need help solving a problem?</li> <li>3. What makes a character interesting?</li> <li>4. What words show the order of events in a story?</li> </ol>	<ol style="list-style-type: none"> <li>1. Readers use evidence from text to form conclusions.</li> <li>2. Readers use clues to understand characters.</li> <li>3. Readers use text features to know where to focus attention.</li> </ol>

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Assessment Evidence		
<p><b>Evidence of Proficiency</b></p> <p>Questions for Teacher Team to Ask Prior to the Launch of the Unit</p> <p>How will we know when students are thinking about characters motivation?</p> <p>How will we insure that students are understanding fiction and information text?</p> <p>How will we get students to show textual evidence in their oral and written responses?</p>	<p><b>Formative</b></p> <p>Observation</p> <p>Conferring with Students</p> <p>Running Records</p> <p>Writing Samples and Journal Entries</p> <p>Constructed Response with cited text evidence</p> <p>Anecdotal Records</p>	<p><b>Summative</b></p> <p>Fountas and Pinnell Benchmark Assessment System</p> <p>Writing Sample with teacher-team developed rubric</p> <p>Performance on Oral Summary Rubric</p> <p>Prompted Conversation with Explicit and Implicit Information</p>
Academic Vocabulary		
Discussion	character	trait
bold	text	conclusion
event	challenge	connection
homographs	antonyms	suffix
synonyms	prefix	
Common Core Standards and Learning Targets		
Priority Standards	Learning Targets	
RL.2.1. Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	I can ask questions (5Ws and How) about important details in a text. I can answer questions (5Ws and How) to show I understand important details in a text.	
RL.2.3. Describe how characters in a story respond to major events and challenges.	I can describe how characters respond to events in a story.	
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	I can use illustrations to describe a story’s characters. I can use illustrations to describe a story’s setting. I can use illustrations to describe a story’s plot.	
RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can read and comprehend second grade stories and poems.	
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	I can describe the connection between historical events, scientific ideas, or steps in a procedure.	
RI.2.10. By the end of the year, read and comprehend informational texts, including history, social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can read and comprehend informational text appropriate for second grade.	

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W.2.2. Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	I can write an informative piece where I: a. introduce a topic, b. use facts and definitions to develop a point, and c. provide a concluding statement or section.
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	I can write a narrative piece where I: a. retell an event or sequence of events b. give some details about the actions and/or characters in order, and c. provide some sense of closure.
W.2.5. With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing.	I can use guidance from my peers to strengthen my writing.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	I can use locate sources that gather information. I can use the sources to answer my questions.
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	I can follow class rules for discussions. I can ask questions to clear up my confusion about a text.
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	I can ask and/or answer questions of a speaker to clarify/deepen my understanding.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I can tell a story or about an experience with appropriate facts and details.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	I can use complete sentences when appropriate.
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i> ). e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	I can use reflexive pronouns. I can use the past tense of common verbs. I can decide when to use an adverb or an adjective.
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	I can capitalize holidays. I can capitalize product names. I can capitalize geographic names.
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word	I can use context clues to figure out word meanings. I can use prefixes to figure out word meanings.

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<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among related verbs (e.g., <i>toss, throw, hurl</i>) and closely</p>	<p>I can identify a real-life application of a word.</p> <p>I can determine differences in meaning of similar verbs and adjectives.</p>
<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>I can use words and phrases that I learn through listening and reading.</p>
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Decode words with common prefixes and suffixes.</p> <p>b. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>I can tell the difference between long and short vowels.</p> <p>I can identify spelling patterns for common long vowels (ai, ae, ei, etc.)</p> <p>I can read second grade sight words.</p>
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>I can read second grade text with purpose and understanding.</p> <p>I can read second grade text aloud with accuracy, expression, and appropriate rate.</p>
<b>Cognitive Considerations</b>	
<b>“Unwrapped” Concepts</b> <i>Students Need to Know</i>	<b>“Unwrapped Skills”</b> <i>Students Need to Be Able to Do</i>
<p>Students are required to use information from pictures, print, or digital text to show they understand characters, setting and plot. They read versions of the same story and find similarities and differences.</p> <p>Use thinking prompts such as:</p> <p>What do the illustrations tell you about the setting?</p> <p>Can you find an illustration that tells you how a character is feeling?</p> <p>What is the same about the characters in the two stories?</p> <p>What is different?</p> <p>What happened to the characters that is the same? What happened that is different?</p> <p>Look at these two stories. How did the authors solve the same problem in different ways?</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>	<p>Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details.</p> <p>Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. Students begin to understand that characters are people who are involved in a story. Character development is discussed in terms of the characters’ reaction to what is taking place in the story.</p> <p>Use questions and prompts such as:</p> <p>Who are the characters in the story? What are the most important events that happened in the story? How do you know?</p> <p>What lesson is this story teaching you?</p> <p>How did the characters solve the problem in this story?</p> <p>Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development.</p>

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**CONTENT**

Reading Workshop		Writing Workshop	
Reading Skill	Word Study	Genre Structure	Grammar
HMH Lesson 16 Story Structure Infer/Predict Figurative Language Listen Critically Rate  <i>Realistic Fiction</i> <i>Informational Text</i>	<b>Phonemic Awareness:</b> Syllables in Spoken Words <b>Phonics/Spelling:</b> Base Words and Endings - ed, -ing <b>Vocabulary:</b> Homographs	Write to Express  Fictional Narrative Paragraph  Ideas	Pronouns
HMH Lesson 17 Sequence of Events Visualize Word Choice: Specialized Language Stress  <i>Realistic Fiction</i> <i>Informational Text</i>	<b>Phonemic Awareness:</b> Segment Phonemes <b>Phonics/Spelling:</b> Long I (i, igh, ie, y) <b>Vocabulary:</b> Antonyms	Write to Express  Fictional Narrative Paragraph  Voice	Subject-Verb Agreement
HMH Lesson 18 Understanding Characters Analyze/Evaluate Word Choice: Sensory Words Listen to Make Connections Expression  <i>Biography</i> <i>Poetry</i>	<b>Phonemic Awareness:</b> Blending Phonemes Identify Sound Placement <b>Phonics/Spelling:</b> Long e Sound for y Changing y to i <b>Vocabulary:</b> Suffixes -y and -ful	Write to Express  Descriptive Paragraph  Word Choice	The Verb: be
HMH Lesson 19 Text and Graphic Features Question Ideas in Symbols Respond to Questions Phrasing: Punctuation  <i>Humorous Fiction</i> <i>Play</i>	<b>Phonemic Awareness:</b> Substitute Phonemes <b>Phonics/Spelling:</b> Words with ar <b>Vocabulary:</b> Synonyms	Write to Express  Fictional Story  Organization	Commas in Dates and Places
HMH Lesson 20 Compare and Contrast Monitor/Clarify Compare and Contrast Media Messages Intonation  <i>Fantasy</i> <i>Informational Text</i>	<b>Phonemic Awareness:</b> Substitute Phonemes <b>Phonics/Spelling:</b> R-Controlled Vowels or, ore <b>Vocabulary:</b> Prefix over-	Write to Express  Fictional Story  Organization  Word Choice: Figurative Language	Commas in Series

**UNIT OF STUDY 4**  
**GRADE 2**

**Resources for Planning Instruction**

**Text Suggestions**

The Boston Tea Party. By Russell Freedman.  
It Jes' Happened: When Bill Traylor Started to Draw. By Don Tate.  
Brothers at Bat. By Audrey Vernick.  
Jackie Robinson, He Was the First by David A. Adler  
Amazing Grace by Hoffman, Mary  
A River Ran Wild by Cherry, Lynne  
I Can Make a Difference by Edelman, Marian Wright  
A Treasury to Inspire Our Children  
Picture Book of Martin Luther King, Jr. by Adler, David  
Harriet and the Promised Land by Jacob Lawrence  
Happy Birthday, Martin Luther King by Marzollo, Jean  
The Babe and I by David Adler  
Cool Women; the Thinking Girl's Guide to the Hippest Women In History by Nelson, Pam (Ed.)  
The Trouble with Henry by O'Neal, Deborah  
A Tale of Walden Pond  
Johnny Appleseed by Kellogg, Steven  
Odd Boy Out: Young Albert Einstein by Brown, Don  
Go Fly a Kite, Ben Franklin! by Roop, Peter and Connie  
Let's Fly, Wilbur and Orville! by Roop, Peter and Connie  
Young Thomas Edison by Nemes, Claire

**Anchor Chart Suggestions**

<http://www.pinterest.com/teacherchels44/amazing-anchor-charts/>  
<http://www.pinterest.com/pin/286471226270252088/>  
<http://www.pinterest.com/pin/286471226270243186/>  
<http://www.pinterest.com/pin/286471226270125828/>

**Websites**

<http://mrsrojasteaches.blogspot.com/2012/06/back-2-blogging-show-me-evidence.html>  
<http://blog.leeandlow.com/2012/11/12/what-does-close-reading-look-like-in-second-grade/>  
<http://www.tcrecord.org/content.asp?contentid=16099>

**EVIDENCE OF LEARNING—QUARTER 2  
GRADE 2**

READING-Literature				
<b>Key Ideas and Details</b>	<b>RL.2.1.</b> Ask and answer questions	I can ask questions (5Ws and How) about important details in a text. I can answer questions (5Ws and How) to show I understand important details in a text.	<b>Suggestions for Assessment (Determined by PLC)</b>	<b>Date/Task</b>
	<b>RL.2.2.</b> Recount stories, and determine their central message	I can retell a story and include important details. I can tell the central message) lesson) or moral of a story.		
	<b>RL.2.3.</b> Describe how characters respond to challenges.	I can describe how characters respond to events in a story.		
<b>Craft &amp; Structure</b>	<b>RL.2.4.</b> Describe how words supply meaning in a story, poem, or song	I can describe how an author’s words supply rhythm and meaning in a text.		
	<b>Extend Knowledge</b>	<b>RL.2.7.</b> Use information show understanding	I can use illustrations to describe a story’s characters. I can use illustrations to describe a story’s setting. I can use illustrations to describe a story’s plot.	
<b>RL.2.10.</b> Read texts in the 2-3 text complexity band proficiently		I can read and comprehend second grade stories and poems.		

**EVIDENCE OF LEARNING—QUARTER 2  
GRADE 2**

READING-Informational Text				
<b>Key Ideas and Details</b>	<b>RI.2.1.</b> Ask and answer questions to demonstrate understanding	I can ask questions (5Ws and How) about important details in a text. I can answer questions (5Ws and How) to show I understand important details in a text.	<b>Suggestions for Assessment</b> <i>(Determined by PLC)</i>	<b>Date/Task</b>
	<b>RI.2.2.</b> Identify the main topic of a multiparagraph text	I can identify the main topic of a text and 2 or paragraphs within a text.		
	<b>RI.2.3.</b> Describe the connections between texts	I can describe the connection between historical events, scientific ideas, or steps in a procedure.		
<b>Craft and Structure</b>	<b>RI.2.4.</b> Determine the meaning of words in grade 2 topics	I can determine the meaning of words or phrases I don't know.		
	<b>RI.2.5.</b> Know and use various text features	I can use various text features to locate information.		
	<b>RI.2.6.</b> Identify the main purpose of a text	I can identify the purpose of a text and tell what the author is trying to explain or answer.		
<b>Extend Knowledge</b>	<b>RI.2.8.</b> Describe how reasons support points in a text	I can explain how an author's reasons support his points.		
	<b>RI.2.10.</b> By the end of the year, read informational texts in the grades 2-3 text complexity band	I can read and comprehend informational text appropriate for second grade.		

**EVIDENCE OF LEARNING—QUARTER 2  
GRADE 2**

EVIDENCE OF LEARNING—QUARTER 2 GRADE 2				
<b>Phonics &amp; Word Recognition</b>	<b>RF.2.3.</b>	I can identify spelling patterns for common long vowels (ai, ae, ei, etc.) I can decode words with common prefixes. I can decode words with common suffixes. I can read second grade sight words. I use sound-spelling correspondences for common vowel teams. I can decode words using common prefixes and suffixes. I can read grade level words.	<b>Suggestions for Assessment (Determined by PLC)</b>	<b>Date/Task</b>
<b>Fluency</b>	<b>RF.2.4.</b> Read with sufficient accuracy and fluency	I can read second grade text aloud with accuracy, expression, and appropriate rate.		
LANGUAGE ARTS-Writing				
<b>Produce Multiple Types of Writing</b>	<b>W.2.1</b>	I can write an opinion piece where I: <ul style="list-style-type: none"> <li>c. introduce a topic or name of a book.</li> <li>d. provide an opinion on the topic.</li> <li>c. use linking words to give a reason to support my opinion, and</li> <li>d. provide a concluding section or statement.</li> </ul>		
	<b>W.2.2.</b> Write informative/explanatory texts	I can write an informative piece where I: <ul style="list-style-type: none"> <li>c. introduce a topic,</li> <li>d. use facts and definitions to develop a point, and</li> <li>c. provide a concluding statement or section.</li> </ul>		
	<b>W.2.3.</b> Write narratives	I can write a narrative piece where I: <ul style="list-style-type: none"> <li>c. Retell an event or sequence of events</li> <li>d. Give some details about the actions and/or characters in order, and</li> <li>c. Provide some sense of closure.</li> <li>d. Elaborate</li> <li>e. Use signal words</li> <li>f. Describe my thoughts and feelings</li> </ul>		
<b>Publish</b>	<b>W.2.5.</b> With guidance, strengthen writing	I can use guidance from my peers to strengthen my writing.		
<b>Research Skills</b>	<b>W.2.7.</b> Participate in shared	I can participate in research projects with my classmates. I can participate in writing projects with my classmates.		
	<b>W.2.8.</b> Recall information to answer a question	I can use locate sources that gather information. I can use the sources to answer my questions.		

**EVIDENCE OF LEARNING—QUARTER 2  
GRADE 2**

LANGUAGE ARTS				
<b>Conventions</b>	<b>L.2.1.</b> Command of conventions	I can use collective nouns. I correctly use frequently occurring irregular plural nouns ( <i>feet, children, teeth, mice, fish</i> ). I can capitalize product names. I can capitalize geographic names. I can use commas in greetings and closings of letters. I capitalize the days of the week, months of the year and holiday names.	<b>Suggestions for Assessment</b> <i>(Determined by PLC)</i>	<b>Date/Task</b>
<b>Spelling</b>	<b>L.2.2.</b> Spelling	I spell word list words with high accuracy. I spell most grade-level words correctly in my writing. I recognize when a word is misspelled.		
<b>Acquires New Vocabulary</b>	<b>L.2.3.</b> Use knowledge of language and its conventions	I can compare formal and informal uses of English. I know when to use formal and informal English.		
	<b>L.2.4.</b> Clarify the meaning of unknown and multiple-meaning words	I can determine the meaning of a word by using its root word. I can use glossaries and dictionaries to determine the meanings of words. I use the meaning of a story/informational text to predict the meaning of unknown words. I recognize compound words and use the meaning of each word part to construct the meaning of the word.		
	<b>L.2.5.</b> Demonstrate understanding of word relationships and nuances in word meanings.	I can identify a real-life application of a word. I use unique descriptors in my writing and speech (e.g. cozy)		
	<b>L.2.6.</b> Use words and phrases acquired through conversation	I can use words and phrases that I learn through listening and reading.		
<b>Present Knowledge</b>	<b>SL.2.1.</b> <b>SL.2.2.</b> <b>SL.2.6.</b> Participate in collaborative conversations	I can follow class rules for discussions. I can participate in a conversation by responding to things others say. I can ask questions to clear up my confusion about a text. I can use complete sentences when appropriate. I can show I understand what I read, hear, and/or see by retelling and describing key details.		