

ELA Grade 2 Unit 1

Grade/Subject	Grade 2/ELA
Unit Title	Unit 1/ Good Reading Habits
Overview of Unit	In this unit, students will be exploring a variety of literature. In doing so, they will be learning to ask and answer questions, recount stories, central message, and understand overall story structure. Students will be working towards the goal of reading and comprehending grade 2-3 text, and know and apply phonics and word analysis skills.
Pacing	4-5 weeks

Essential Questions

- What reading habits make a good reader?
- What is the purpose of a recount?
- How can I identify the central message, lesson, or moral of the story?
- What is the story structure and how does it help me as a reader?
- How does asking and answering questions help readers understand key details in a story?
- Why is it important for us to self monitor our reading and thoughts?
- Why do readers read?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
2.3	2.1		2.3	2.1	2.2
2.4 a-c	2.2		2.5	2.2	
	2.5		2.6	2.3	
	2.9			2.4	
	2.10			2.6	

ISTE Standards

<http://www.iste.org/standards/nets-for-students.aspx>

After reading their descriptions, DELETE those that do not apply to this unit of study and indicate the substandard(s) that do apply to the unit.

1. Creativity
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

K-U-D

KNOW

Facts, formulas, information, vocabulary

- Key details
- Who
- What
- When
- Where
- Why
- How
- Recount
- Central message
- Fables
- Folktales
- Lesson
- Moral
- Story structure
- Beginning
- Ending/ conclusion
- Character
- Setting
- Problem
- Solution
- Events
- Self-monitor while reading

DO

Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases)

Hint: Use the standards!

Students will:

- Describe actions, thoughts, and feelings
- Use temporal words to signal order of events
- Use digital tools to produce and publish writing
- Participate in collaborative conversations
- Recount or describe key details
- Ask and answer questions from a text read aloud or information presented orally
- Tell a story or recount an experience
- Produce complete sentences
- Describe the overall structure of a story
- Know and apply grade level phonics and decoding
- Write a narrative
- Identify specific points the author makes
- understand how to effectively collaborate with a group
- create questions about important ideas from a text

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand **that.....**

- Retelling fable, folktales, and myths will help us to pass down stories from different cultures.
- We can connect as readers to the author's message, moral, or lesson.
- It is important to pay attention to key details of a story to comprehend the story.
- Stories have common elements such as characters, problem, solution, and sequence of events.
- Asking and answering questions helps me to better understand the information in the literature.
- Authors write with a main purpose
- Questioning is a way to keep you focused and monitor as you read the text

Unit Assessment/Performance Task

In this performance task, students will be reading a fable called, "The Boy Who Cried Wolf." After students read the fable, they are going to write a letter to the Shepherd Boy explaining the central message/ lesson learned and how this lesson is important for the boy to learn.

Vocabulary

Author
Beginning
Background knowledge
Middle
End
Character
Collaborate
Metacognition
Comprehension
Context
Context clue
Describe
Detail
Discussion
Elaborate
Event
Fable
Fairy tale
Fiction
Folktale
Genre
Idea
Key detail/ idea
Lesson
Moral
Message
Narrative
Narrator
Order of events
Passage
Predict
Recall
Recount
Retell
Text
Thoughts
Title
Questions
Questioning

Suggested Formative Assessment Practices/Processes

Exit slips

Short Stories/ Fables with corresponding questions

Observation of student Discourse

ELA Grade 2 Unit 2

Grade/Subject	Grade 2/ELA
Unit Title	Unit 2/ Introduction to Non Fiction
Overview of Unit	In this unit, students will learn to understand and use technical language found in non-fiction text, as well as use illustrations to gain meaning. They will use this technical language to describe the connection between a series of historical events ideas, concepts or steps. Students will explain how specific images contribute to and clarify nonfiction text. Students will begin to identify the various text features located in nonfiction text. They will be asked to use this language and text features to help the school principal write a brief informational paragraph about a school activity including text features.
Pacing	4-5 weeks

Essential Questions

- How do strategic readers/ writers create meaning from informational and literary text?
- How do nonfiction readers read to become smarter about our world?
- How do nonfiction readers/ writers accumulate information by seeing more than just the text on the page?
- How do nonfiction readers read more than one book about a topic to compare and contrast?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
	2.1	2.1	2.2	2.1	
		2.3		2.3	
		2.5			
		2.7			
		2.8			
		2.9			

ISTE Standards

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After reading their descriptions, DELETE those that do not apply to this unit of study and indicate the substandard(s) that do apply to the unit.

7. Creativity

- 8. Communication and Collaboration
- 9. Research and Information Fluency
- 10. Critical Thinking, Problem Solving, and Decision Making
- 11. Digital Citizenship
- 12. Technology Operations and Concepts

K-U-D

KNOW

Facts, formulas, information, vocabulary

- 5 W's and H questions
- The purpose of images
- Various text features (captions, bold, subheadings, glossaries, indexes, electronic menus)
- How to locate reasons to support specific points
- What are key details in a text
- The process for writing a how-to essay
- Compare and Contrast

DO

Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases)

Hint: Use the standards!

Students will:

- Ask and answer questions to demonstrate understanding of a text
- Refer to reasons in text when responding to a questions
- Describe the relationship between a series of events, ideas/concepts, steps
- Use information from images
- Know and Use various text features

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand **that**.....

- readers don't only gain information from text.
- there is a connection between the events, ideas, or concepts in technical procedures.

Unit Assessment/Performance Task

Dear Students,

The principal needs your help. He has been asked by the Community News to write an article that focuses on a special activity the school has done recently. The article will be published so it is important that it is written with great detail and includes a variety of text features. I hope you can help our school Principal.

Thanks so much!

Sincerely,

Your Grade 2 Teacher

Suggested Formative Assessment Practices/Processes

Exit slips

Observation of student Discourse

See Jefferson County Plans for each seed for assessment options.....

ELA Grade 2 Unit 3

Grade/Subject	Grade 2/ELA
Unit Title	Unit 3/ Challenges Characters Face
Overview of Unit	This unit teaches young readers to pay close attention to characters as they read. Students investigate challenges that characters face. Readers will analyze characters' feelings throughout the twists and turns of the story. Students will examine how the events and actions of a character influence their response to different situations. Reading increasingly longer and more complex texts will help students deepen their ability to predict, infer, and synthesize. The performance task asks students to design a presentation in which they become the main character, explaining how a major event or challenge in the story impacted their feelings and caused them to have a change of heart or a change of mind.
Pacing	3- 4 Weeks

Essential Questions

- What helps you to make decisions about a character?
- How do actions influence relationships?
- How do you find important story characters?
- What might cause a story character to change?
- What can you learn from a characters words and actions?
- How do the points of view of characters differ?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
2.3	2.1		2.5	2.1	2.1
2.4	2.3			2.3	2.2
	2.5			2.4	2.6
	2.6			2.5	
	2.7			2.6	
	2.9				

ISTE Standards

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After reading their descriptions, DELETE those that do not apply to this unit of study and indicate the substandard(s) that do apply to the unit.

13. Creativity

14. Communication and Collaboration

9 | E L A Grade 2 Units Combined

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- 15. Research and Information Fluency
- 16. Critical Thinking, Problem Solving, and Decision Making
- 17. Digital Citizenship
- 18. Technology Operations and Concepts

K-U-D

KNOW

Facts, formulas, information, vocabulary

- Character feelings
- Major event and challenges
- Comprehension strategies (predicting, making inferences, drawing conclusions)
- Supporting details from the text
- Dialogue
- Reader's theater
- point of view

DO

Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases)

Hint: Use the standards!

Students will:

- Analyze character feelings and provide evidence from the text
- Infer character feelings based on the character's actions and words
- Explain how and why a character's feelings changed throughout the story
- Identify and describe major events and challenges in a story
- Evaluate the importance of events in a story
- Acknowledge point of view and differences among characters
- Write journal responses in a character's point of view
- Create and design a presentation about a character that recounts a well-elaborated event or short sequence of events including details to describe actions, thoughts and feelings
- Participate in collaborative conversations with partners to analyze character traits and feelings
- Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot
- State opinions and support them with evidence
- Create and perform a Reader's Theater based on a text

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand **that**.....

- Characters' background and experiences influence their points of view, actions and feelings
- Characters' feelings drive how they respond to major events and challenges.
- Characters can teach us about our own feelings and world
- A character's feelings change throughout a story often as a result of a major event or challenge
- Characters respond to key events in a story

- Some events have more of a significance than others in a story
- A journal is used as a way to express feelings and recount events
- Creating a presentation is a process
- There are norms for collaborative conversations
- Through discussion and recounting the experiences of a character a greater understanding of the text can be achieved
- Comprehension strategies help the reader understand character, setting and plot
- Writers use details from the text to support an opinion
- The character feelings are portrayed in how a character speaks and acts
- A reader's expression and intonation can support comprehension of the text.

Unit Assessment/Performance Task

Students have been asked to write a narrative story that focuses on a main character that changes his/ her feelings throughout the story. The students will need to include details about the characters feelings in the beginning, middle, and end. Students will need to have a main event that explains the character's change in their feelings. Teachers will need to revisit anchor charts in which this skill was taught.

Suggested Texts

Title	Author	BRIEF Synopsis	Genre	Lexile/ F & P
See ABOVE!!!!				

Supplemental Materials and Resources

Websites:

www.kimskorner4teachertalk.com/readingliterature/literary_elements_devices/characterization.htm

Characterization Lesson and Activities: Literary Elements: Character

How and Why Characters Change

www.teachingheart.net/readerstheater.htm (Reader's Theater Scripts and Plays)

www.wordle.com (create a visual representation of character traits)

www.kidspirations.com (creating character maps)

<http://serc.carleton.edu/introgeo/gallerywalk/how.html> (Gallery walk)

www.blogger.com

<http://guest.portaportal.com/podcasting> (creating a podcast)

Resource Books:

Analyzing Character Traits by Laura Chandler

www.lauracandler.com/books/TPT/AnalyzingCharacterTraitsPreview.pdf

A Curricular Plan for the Reading Workshop, Grade 2 by Lucy Calkins

www.booksource.com (Lists of books about character)

Vocabulary

beginning
 character
 dialogue
 ending
 setting
 story
 major events and challenges
 dynamic character
 Static character
 reader's theater
 analyze

Vocabulary

infer
evaluate
attribute/ characteristic
compare
describe
difference
elaborate
evidence
feeling
major event
real life connection
reason
point of view

Suggested Formative Assessment Practices/Processes

Exit slips
Short Stories/ Fables with corresponding questions
Observation of student Discourse

ELA Grade 2 Unit 4

Grade/Subject	2/ ELA
Unit Title	Unit 4/ Zooming in on Information!
Overview of Unit	<p>The conceptual focus of this unit is to teach students to develop a deep understanding of informational texts. Students will learn how to gather and analyze information in order to ask and answer text dependent questions, identify main topic, determine author’s purpose, develop understanding of text structure, and compare and contrast points in multiple texts. Students will apply these skills in order to form and communicate their opinions using textual evidence to support their stance.</p> <p>At the end of the unit, students will write a letter stating an opinion and support their response using textual evidence from two texts.</p>
Pacing	4-5 Weeks

Essential Questions

- What do you do with information?
- Do opinions matter?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
RF2.3		RI2.1	W2.1	SL2.1	L2.1
RF2.4		RI2.2	W2.8	SL2.1a	L2.2
		RI2.4		SL2.1b	L2.3
		RI2.5		SL2.1c	L2.4a
		RI2.6		SL2.6	L2.4e
		RL2.7			
		RI2.8			
		RI2.9			

ISTE Standards

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19. Creativity
20. Communication and Collaboration
21. Research and Information Fluency
22. Critical Thinking, Problem Solving, and Decision Making
23. Digital Citizenship
24. Technology Operations and Concepts

*See note in “Teacher Misconceptions”

K-U-D	
KNOW <i>Facts, formulas, information, vocabulary</i>	DO <i>Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases) Hint: Use the standards!</i>
<ul style="list-style-type: none"> • Key details • Main topic • Text features (captions, bold, illustrations, glossary, subheadings, indexes, icons) • Author’s purpose – explain, describe, inform, persuade • Compare and contrast • Topic • Topic Sentence • Main purpose • Opinion • Facts • Reasons • Linking words • Rules of collaborative conversation • Conventions of standard English 	<ul style="list-style-type: none"> • Read closely by asking/answering text dependent questions • Locate information within the text structure/text features • Determine word meanings of content specific vocabulary • Determine author’s/main purpose • Identify and describe words and phrases that support author’s points • Explain how an image helps students understand a text • Identify main topic of a text • Identify specific focus of paragraphs • Compare and contrast what authors say to what students know/believe/think • Write opinion pieces that are organized and supported with reasons • Use information from provided to formulate and strengthen their reasoning • Participate in collaborative conversations with peers and adults • Write and speak using appropriate grammar, spelling, and mechanics • Identify the topic sentence • Determine authors message/purpose by naming important facts and evidence • Identify Textual Evidence (Illustrations, words, sentences) • Compare and contrast 2 texts on the same topic, focusing on most important points.
UNDERSTAND <i>Big ideas, generalizations, principles, concepts, ideas that transfer across situations</i>	
<p>Students will understand that...</p> <ul style="list-style-type: none"> • Reading is more than just words on a page • We interpret information and draw conclusions from what we read and what we experience • Expressing our opinion gives us a voice • Not all textual evidence is created equal (best examples of what they are saying) 	

Unit Assessment/Performance Task

Imagine your parents just said that you will be getting a new dog! They have asked for you to help them decide if the family should get a (*Labrador Retriever*) or a (*Yorkshire Terrier*). Your task is to gather information about these dogs and choose the best breed for your family. Write a letter to your parents stating your choice. Be sure to include facts from your research that will support your choice. Your parents will make the decision based on how well you support your choice with evidence from your research.

Vocabulary

Academic Vocabulary: opinion, key details, compare/contrast, topic, reasons, linking words

Domain-Specific Vocabulary: author's/main purpose, specific focus, main topic, text features, facts,

Unit-Specific Vocabulary:

Text-Specific Vocabulary:

This will depend on the texts and students ability. Less is more.

Interdisciplinary Connections

When possible, use the topics from your science and social studies curriculum to choose texts throughout the unit.

Suggested Formative Assessment Practices/Processes

- Graphic organizer to compare/contrast ideas in one
- Graphic organizer to compare/contrast ideas in two texts
- Exit slips with questions such as: What was the author's purpose? How do you know? Describe one point the author makes in the text?
- Collect students' W+H question cards
- Collect highlighted passages
- Collect labeled passages
- Give students two choices about a topic, student states opinion and provide reasons using facts from the informational text.
- Students are given a sample written response. They must highlight/color code the opinion statement, reasons, and facts.
- Given one fact, students must locate a related fact in another text.

ELA Grade 2 Unit 5

Grade/Subject	2/ ELA
Unit Title	Unit 5/Joys of Poetry
Overview of Unit	<p>In this unit, students will engage with the sights and sounds of poetry. Students will listen to poetry, read it to themselves and aloud, ponder what the poet is saying, notice literary techniques the poet uses (repetition, rhythms, rhyme, and alliteration), and interact with the message of the poem. In the performance task, students will each read a favorite poem that will be videotaped. After students read the poem, they will explain what it means to them and describe one or two features that add to the meaning or enjoyment of the poem.</p> <p>(Adapted from Massachusetts Department of Education Curriculum)</p> <p>(Use in conjunction with the Lucy Calkins Poetry Unit)</p>
Pacing	4-5 Weeks

Essential Questions

- What is poetry?
- How is poetry different from prose?
- How do images or sounds help us to understand the meaning of a poem?
- What is the purpose of poetry? How is it related to daily life?
- How should we read poetry?
- What is the purpose of figures of speech within poetry? How can we correctly use figurative language?

Core Standards

Foundational Reading (RF)	Reading Literature (RL)	Reading Informational Texts (RI)	Writing (W)	Speaking & Listening (SL)	Language (L)
2.3	2.2		2.3	2.1	2.1
2.4	2.4		2.5	2.2	
	2.6		2.6	2.3	
	2.10		2.8	2.4	
				2.5	

ISTE Standards

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After reading their descriptions, DELETE those that do not apply to this unit of study and indicate the substandard(s) that do apply to the unit.

25. Creativity

26. Communication and Collaboration

- 27. Research and Information Fluency
- 28. Critical Thinking, Problem Solving, and Decision Making
- 29. Digital Citizenship
- 30. Technology Operations and Concepts

K-U-D

KNOW

Facts, formulas, information, vocabulary

- Some of the differences between poetry and prose.
- The structure of poems (lines and stanzas).
- How the poetic techniques of rhythms, rhyme, alliteration, and repetition create sound imagery.
- The value of reading and rereading poems to understand and connect to the poet’s meaning and point of view.

DO

*Skills of the discipline, social skills, production skills, processes
(usually verbs/verb phrases)
Hint: Use the standards!*

- Discussing the differences between a poem and prose.
- Recognizing the structural elements of a poem (lines and stanzas).
- Recognizing some elements of poetry that contribute to the sound of poem (rhythm, rhyme, alliteration, repetition).
- Inferring a poem’s meaning through a close reading of words, lines, and stanzas.
- Discussing a poem in collaborative groups, citing evidence-supporting ideas.
- Reading poems accurately, fluently, and with expression that reflects an author’s point of view.

UNDERSTAND

Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand that...

- Understand the power of words and images to transform lives and provide insight into the experiences of other people, cultures, and historical periods.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes.
- Poetry is an expression of ideas and emotions written in a relatively short, concise format or structure.
- Poetry looks and sounds different from prose.
- We read poetry differently than prose to understand a poet’s meaning and point of view.
- Poets use different literary techniques to create meaning, imagery, and mood.

Unit Assessment/Performance Task

In this performance task, students will choose a favorite poem. Students will perform the poem and will be videotaped. After students read the poem, they will explain what it means to them and describe one or two features that add to the meaning or enjoyment of the poem.

- Choose a poem that reflects end-of-second-grade reading is suggested (modified as appropriate for individual children, and give options for the students to choose from).
- Read fluently with proper expression to demonstrate understanding of the poem.
- Explain what the poem means.
- Describe one or two features that add to the meaning or enjoyment of the poem.
- Speak audibly and clearly.

Make eye contact with the camera (and audience, if there is one).

Vocabulary

Haiku – A type of poem written in 3 short lines with five, seven, and five syllables.

Simile – When a writer compares two different things using the words like or as.

Metaphor – When a writer compares two different things without using the words like or as.

Imagery – Writers use words to help the reader see, hear, feel, and experience an idea.

Consonance – The repetition of consonant sounds anywhere in the words of a poem

Narrative poems – Poetry that tells a story and includes well chosen words and sensory language. Narrative poems may or may not use rhyming patterns.

Onomatopoeia – When writers use words that sound like the sound they name.

Rhyming Patterns – When writers use words whose endings sound alike.

characters

compare/contrast

figurative language

key details

prose/poetry

settings

Interdisciplinary Connections

When possible, use the topics from your science and social studies curriculum to choose texts throughout the unit.

Suggested Formative Assessment Practices/Processes

- Poetry Journal
- Contains at least 10 poems
- Responses are thoughtful and complete
- Reading conferences and anecdotal records
- Completion of Poetry Journal
- Students' answers to the Essential Questions (ongoing)
- Participation in whole-class discussions
- Interactions with partner while reading and responding to poetry
- Exit tickets