

| Unit Title | | Estimated Time Frame |
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| Life Lessons | | 36 days |
| Big Idea | | |
| People and animals in stories can teach us important life lessons. | | |
| Essential Question(s) | Literacy Practices | |
| <p>What can animals in stories teach us? How can lessons or ideas from stories impact our lives? How can we identify important lessons and ideas from a text?</p> | <ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning. | |
| KAS Standards* | Prerequisite Skill/Considerations | Samples of Learning Intentions/Success Criteria |
| <p>If a standard has verbiage that is bold and underlined, that is the focus of the standard; otherwise, teach the standard in its entirety.</p> | | |
| <p><u>RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. | <p>Prerequisite Skill: RF.1.3</p> <p>Considerations:</p> <ul style="list-style-type: none"> • When using authentic texts to introduce a particular phonics element, teach from the whole to the parts. That is, begin a phonics lesson by appreciating the whole book and then move to the sentence, | <p>I am learning how words work when I read and write.</p> <ul style="list-style-type: none"> • I can tell the difference between long vowels and short vowels in one-syllable words. • I can identify the sounds of common vowel teams in words. • I can decode two-syllable words with long |

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| <p>d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> | <p>then from the sentence to the word, and then from the word to letter combinations and letters. Doing so is far more effective than introducing and practicing skills with workbooks or worksheets. Just as it's easier to fill in puzzle pieces after you've seen the entire picture on the cover of a box, it's easier for students to work with letters when they know their place in the meaningful whole. (from Taberski & Burke, 2014).</p> <ul style="list-style-type: none"> • Helping students become familiar with spelling patterns in words enables them to see chunks of words that will make decoding more efficient. Consider ensuring that students know the 37 Dependable Rimes to help them read more fluently and accurately. • Teach students to use phonics along with meaning and syntax (grammar) to figure out words they don't know. At difficulty, you might guide them with a series of prompts. | <p>vowels.</p> <ul style="list-style-type: none"> • I can use common prefixes and suffixes. • I can use the meaning of the prefix/suffix to define the new word. • I can identify words that do not follow common spelling patterns. • I can read words that do not follow common spelling patterns. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p> |
| <p>RL.2.1 Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.</p> | <p>Prerequisite Skill: RL.1.1</p> <p>Considerations:</p> <ul style="list-style-type: none"> • Consider Integrating from KAS for Social Studies with ELA standards in Unit 1: <ul style="list-style-type: none"> ○ 2.1.Q.1 <i>Ask compelling questions about their communities found in North America.</i> ○ 2.1.Q.2 <i>Identify supporting questions that help answer compelling questions about</i> | <p>I am learning how to ask and answer questions (5 W's and How) about a story so that I can make sense of what I read.</p> <p>I am learning how to make inferences when I read so that I can make sense of what I read.</p> <ul style="list-style-type: none"> • I can ask questions about what I read to help me understand the story. • I can answer questions about what I read to help me understand the story. • I can think about what I already know and |

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| | <i>communities found in North America.</i> | <p>about what I read to make inferences about the text.</p> <ul style="list-style-type: none"> • I can find evidence in the text to support my inferences. • I can make and support logical inferences to construct meaning from the text. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p> |
| <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.</p> | <p>Prerequisite Skill: RI.1.1</p> <p>Considerations:</p> <ul style="list-style-type: none"> • Consider Integrating from KAS for Social Studies with ELA standards in Unit 1: <ul style="list-style-type: none"> ○ 2.1.Q.1 <i>Ask compelling questions about their communities found in North America.</i> ○ 2.1.Q.2 <i>Identify supporting questions that help answer compelling questions about communities found in North America.</i> | <p>I am learning how to ask and answer questions (5 W's and How) about a story so that I can make sense of what I read.</p> <p>I am learning how to make inferences when I read so that I can understand what the author is teaching me.</p> <ul style="list-style-type: none"> • I can ask questions about what I read to help me understand the story. • I can answer questions about what I read to help me understand the story. • I can think about what I already know and about what I read to make inferences about the text. • I can find evidence in the text to support my inferences. • I can make and support logical inferences to construct meaning from the text. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p> |

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| <p><u>RL.2.2 Identify implicit and explicit information</u> from a summary <u>to determine the author's message, lesson learned and/or moral, including, but not limited to fables and folktales from diverse cultures.</u></p> | <p>Prerequisite Skill: RL.1.2</p> <p>Considerations: Since Unit 2 will be the first time students experience this standard, it may be helpful to focus on the entire text, versus a summary, when learning about explicit and implicit information. This standard will appear in all future frameworks as an essential standard for second grade.</p> | <p>I am learning to determine the author's message, lesson learned and/or moral by using implicit and explicit information.</p> <ul style="list-style-type: none"> • I can identify explicit information in a story. • I can identify implicit information in a story. • I can distinguish between implicit and explicit information. • I can determine the author's message, lesson learned, and/or moral. ***Note, you would not do all these at once, but could highlight your focus. • I can use explicit and implicit information to determine the author's message, lesson learned, and/or moral. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p> |
| <p><u>RI.2.2 Identify implicit and explicit information</u> from a summary <u>to determine the central idea of a text.</u></p> | <p>Prerequisite Skills: With prompting and support...</p> <ul style="list-style-type: none"> • understand text is written with a purpose (inform, persuade, entertain) • understand that a central idea can be inferred from the key details in a text (the point the author wants you to remember most) • understand that a summary is composed of the key details • recognize key details from a text or summary (distinguishing key details from extraneous details) | <p>I am learning to determine the central idea by using implicit and explicit information.</p> <ul style="list-style-type: none"> • I can identify explicit information in an informational text. • I can identify implicit information in an informational text. • I can distinguish between implicit and explicit information. I can determine the central idea. • I can use explicit and implicit information to support the central idea. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p> |

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| | <ul style="list-style-type: none"> from the key details, demonstrate understanding of the central idea in the text understand how key details in a text relate to the central idea <p>Considerations: Since Unit 2 will be the first time students experience this standard, it may be helpful to focus on the entire text, versus a summary, when learning about explicit and implicit information. This standard will appear in all future frameworks as an essential standard for second grade.</p> | |
| <p>RL.2.6 With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.</p> <ul style="list-style-type: none"> How do the characters' actions show what they are thinking or feeling inside? | <p>Prerequisite Skill: RL.1.6</p> <p>Considerations:</p> <ul style="list-style-type: none"> The sample learning intention only addresses part of the standard. Once students are able to acknowledge the different perspectives, i.e., the way characters think and act in a story, additional learning intentions will address how the differing perspectives shape the content of the text. To acknowledge differences in perspectives of characters, students may consider these questions: <ul style="list-style-type: none"> What are the characters thinking or feeling at different parts of the story? Do the characters show what they are feeling or do they hide it? | <p>I am learning about the way characters think and act in a story.</p> <ul style="list-style-type: none"> With some help, I can determine what the character is thinking/feeling in one part of the story. With some help, I can determine what the character is thinking/feeling in different parts of the story. With some help, I can talk/write about how the character's actions show what they are thinking/feeling. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p> |
| RI.2.6 Identify the main purpose of a text, | Prerequisite Skill: | I am learning about the author's purpose for |

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| including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text. | <p>RI.1.6</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Students may consider these questions: <ul style="list-style-type: none"> ○ Why did the author write the text? ○ Did the author want me to know everything about this topic? Or just some things? ○ Does this text teach me the steps of how to do something? ○ Does the author want to share information about a topic that matters to him or her? ● To help students identify the main purpose of an informational text: <ul style="list-style-type: none"> ○ Call students' attention to the title and subtitle, headings, and table to contents for an overview of how the text is organized and what the author wants the reader to know. ○ Have students read the "author notes" (if there are any) at the beginning and end of the book. Authors often directly share their purpose and point of view with readers. The author may want to share information and/or express information, but may also want the reader to take action. | <p>writing a text.</p> <ul style="list-style-type: none"> ● I can identify what the text is mostly about. ● I can determine <ul style="list-style-type: none"> ○ what this text teaches me <i>or...</i> ○ how this text makes me feel about a topic. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p> |
| RL/RI.2.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to | <p>Prerequisite Skill: RL/RI.1.10</p> <p>Considerations:</p> | <p>I am learning to comprehend grade-level (or above grade-level) literary/informational texts.</p> <ul style="list-style-type: none"> ● I can monitor my reading to know if it makes sense, sounds right and looks |

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| <p>read, comprehend and analyze grade-level appropriate, complex <u>literary and informational</u> texts independently and proficiently.</p> | <ul style="list-style-type: none"> In order for students to experience success with these standards, they will need many opportunities for massive practice of text reading. In addition to your whole group instruction, students will need teaching, scaffolding, and support in small groups at their instructional reading level. Students must have time for independent reading throughout the day in order to apply the strategies they've learned and to build reading vocabulary and stamina. Students need to learn to monitor their reading for <i>meaning</i>. Be sure to embed monitoring strategies throughout your teaching so that students understand that reading is all about making meaning, not just word calling. Choose a "strategy of the week/month" where you model the strategy. Then, have your students apply the strategy during independent reading and reflect on how that strategy helped them to comprehend their text. Each small-group (guided reading) lesson should focus on a specific comprehension strategy and a specific decoding strategy. Remember to prompt and teach for use of these focus strategies during small-group instruction. | <p>right.</p> <ul style="list-style-type: none"> I can re-read when my reading doesn't make sense, or if I have a question. I can ask questions about what I read to help me understand the text. I can visualize (make a picture in my mind) about what I'm reading to help me understand the text. I can use what I already know (prior knowledge) to help me understand what I read. I can flexibly use a variety of comprehension strategies to comprehend grade-level literary/informational texts. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p> |
| <p>C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize</p> | <p>Prerequisite Skill: C.1.2</p> <p>Considerations:</p> <ul style="list-style-type: none"> While we have identified C.2.2 as the essential composition standard for this | <p>I am learning how to write an informative/explanatory text.</p> <ul style="list-style-type: none"> I can choose a topic to write about. I can find information about my topic in books and/or online. |

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| <p>digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> | <p>unit, students will need many opportunities to write throughout the day, across content areas, and for multiple purposes and audiences.</p> <ul style="list-style-type: none"> • Students should also have many opportunities to participate in shared writing, interactive writing, guided writing, and independent writing. • This standard is very similar to the first-grade version of the standard. The phrase “using a combination of drawing, dictating...” is missing from the second-grade version. At the beginning of the year, some students may still need to use drawing and dictating as a scaffold. Support students as needed, but keep in mind the goal of independence <i>by the end of the year</i>. • Children will follow different paths when it comes to recording their stories and ideas. Stages of Emergent Writing Development may be helpful in identifying a particular student’s stage of writing development, and in deciding what to teach to gradually take the student to a higher level. | <ul style="list-style-type: none"> • I can write a beginning section to <ul style="list-style-type: none"> ○ introduce my topic. ○ make my readers interested in my topic. • I can write more about my topic using details from books/online: <ul style="list-style-type: none"> ○ facts ○ definitions ○ details • I can use transition words like <i>then</i> and <i>next</i> to show I have more to say. • I can write a concluding section to wrap up my piece. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p> |
| <p><u>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.</u></p> <p><u>a. Use sentence-level context as a clue to the meaning of a word or phrase.</u></p> <p><u>b. Determine the meaning of the new word formed when a known prefix is</u></p> | <p>Prerequisite Skill: L.1.4</p> <p>Considerations: Research shows that we learn words that matter to us...students are not likely to remember words unless we link word learning to meaningful, pleasurable, and personal experiences, such as</p> | <p>I am learning how to determine the meaning of words and phrases.</p> <ul style="list-style-type: none"> • I can identify context clues in a sentence and use them to determine the meaning of unknown words and phrases. • I can figure out the meaning of the new word by thinking about the root word and the prefix. |

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| <p><u>added to a known word.</u></p> <p><u>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</u></p> <p><u>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</u></p> <p>e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p> <p><u>f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</u></p> | <p>word games, writing, and of course, daily read-alouds. (Taberski & Burke, 2014).</p> <ul style="list-style-type: none"> I can identify the individual words/parts of the compound word and what the compound word might mean as a whole. I can use a glossary or dictionary to help me understand the meaning of new words. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p> | |
| Essential Vocabulary | | |
| <p>actions - movements or activities that someone has done or is doing</p> <p>adjective - a word used to modify or describe a noun</p> <p>adverb - describes how an action is carried out; is used to tell more about a verb</p> <p>author's message - the meaning or message about a story that the author wants you to know.</p> <p>central idea - the author's main message about a text; the author often states the central idea in the introduction and/or the conclusion of the text</p> <p>challenge- a difficult task or problem that a character faces</p> <p>characters - people, animals, or sometimes objects in a text</p> <p>compound word- two independent words put together to form a new word</p> <p>concluding section - at the end of my writing piece, the part where I write a couple of sentences to restate my topic and "wrap up" my piece</p> <p>dialogue - conversation or talking between two or more characters in a story</p> <p>dictionary - a book or online tool that lists words in alphabetical order and gives their meaning</p> <p>emotions - feelings that people or characters experience that may also be expressed in their behavior</p> <p>event- something that has happened; an incident, especially one that is particularly important, interesting, exciting, or unusual</p> <p>explanatory text - a text that explains how to do something</p> <p>explicit information - information that is clear and directly stated by the author; information that is "right there" in the text</p> <p>fable - a short tale or story that teaches a lesson; the characters in fables are often animals who speak and act like people</p> <p>folktale - a short story that has been told again and again for many years among a group of people</p> <p>glossary- a list that gives definitions of the hard or unusual words found in a book</p> | | |

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| <p>implicit information - information that is not directly stated by the author; readers must look for clues within the text, along with what they already know, to use implicit information within the text</p> <p>inference - use clues from the text, along with your own experiences, to draw a logical conclusion</p> <p>informative text - a text that provides information about a topic</p> <p>introduce - in writing, telling what I am writing about in a way that will make the reader interested</p> <p>key details - the important pieces of information in a text</p> <p>lesson learned - when a character gains new knowledge through experiences</p> <p>moral - the lesson the reader learns</p> <p>narrative- a story or account of real or imagined experiences or events</p> <p>perspectives - how the characters see, feel, and think about what is happening in the story</p> <p>prefix- a letter or group of letters that is added at the beginning of a word to change its meaning</p> <p>question(s) - when we ask with words like <i>who, what, when, where, why and how to find out more</i></p> <p>root word- a base word that does not contain a prefix at the beginning or a suffix at the end</p> <p>technical procedures - a series of actions related to a particular subject, art, or craft, or its techniques</p> <p>thoughts - ideas, plans of action, emotions, or opinions</p> | |
| Supporting Standards | |
| <p>RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Orally read grade-level text fluently on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (supports RL/RI 10).</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges in order to make meaning of the story development. (supports RL 2.1, RL 2.2, RL 2.10).</p> <p>RL.2.7 Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot. (Supports RL.2.1, RL.2.2, RL.2.6, RL.2.10).</p> <p>RI.2.4 Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text. (Supports RI.2.1, RI.2.2, RI.2.6, RI.2.10, C.2.2).</p> <p>RI.2.5 Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. (Supports RI.2.1, RI.2.2, RI.2.6, RI.2.10, C.2.2).</p> <p>RI.2.7 Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text. (Supports RI.2.1, RI.2.2, RI.2.6, RI.2.10, C.2.2).</p> | |

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| <p>RI.2.9 Describe the relationship between information from two or more texts on the same theme or topic. (Supports RI.2.1, RI.2.2, RI.2.6, RI.2.10, C.2.2).</p> <p>C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. (Supports RI.2.1, RI.2.2, RI.2.6, RI.2.10, C.2.2).</p> <p>C.2.5 Conduct shared research and writing projects that build knowledge about a topic. (Supports RI.2.1, RI.2.2, RI.2.6, RI.2.10, C.2.2).</p> <p>C.2.6 Collect information from real-world experiences or provided sources to answer or generate questions. (Supports RI.2.1, RI.2.2, RI.2.6, RI.2.10, C.2.2).</p> <p>L.2.2 When writing:</p> <ol style="list-style-type: none"> Capitalize proper nouns, including but not limited to holidays, product names and geographic names. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). Use apostrophe to form contractions and possessives. Generalize spelling patterns. Use reference materials to self-check and correct spelling. (Supports all essential RL and RI standards in this unit, along with C.2.2). <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ol style="list-style-type: none"> Compare formal and informal uses of English. (Supports all essential RL and RI standards in this unit, along with C.2.2). <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Demonstrate understanding of words by relating them to their synonyms and antonyms. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender) (Supports all essential RL and RI standards in this unit, along with C.2.2). | |
| Summative Assessment | |
| School Unit Assessment– Essential and Supporting Standards | |
| Anchor Text(s) | |
| <p>NOTE: All fiction texts selected as anchor texts can be used to teach all RL standards within the unit; all non-fiction texts selected as anchor texts can be used to teach all RI standards within the unit.</p> <p>Wonders <i>Wolf! Wolf!</i> (Fiction) -- Unit 2, Week 2, Literature Anthology <i>Baby Bears</i> (Non-fiction) -- Unit 2, Week 4, Literature Anthology</p> | |

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| <p>My World (Social Studies) <i>Needs, Wants, and Choices</i> -- Chapter 4, Lesson 1</p> <p>Amplify (Science) <i>Walk in the Woods</i> (Lesson 3.3)</p> <p>NOTE: Science and Social Studies texts used in the ELA Unit Frameworks should only be introduced after they have been introduced in the content area, and should be taught with a focus on reading standards rather than science/social studies content. Reading these texts during the ELA block does NOT replace reading or instruction during the science/social studies block(s). Reading texts multiple times builds fluency and comprehension and will support both literacy and content knowledge development.</p> | |
| Additional Resources | |
| <p>Mentor Texts for Writing <i>From Seed to Pumpkin</i> by Wendy Pfeffer and James Graham Hale <i>How to Make Slime</i> by Lori Shores <i>If Your Monster Won't Go To Bed</i> by Denise Vega <i>Let's Find Out About Ice Cream</i> by Mary Ebeltoft Reid <i>Whales</i> by Gail Gibbons <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page</p> <p>Text ideas for reading <i>The Boy Who Cried Bigfoot</i> by Scott Magoon <i>The Boy Who Cried Wolf</i> by B.G. Hennessy <i>Bears</i> by Elizabeth Carney (e-book available on GetEpic) <i>Spaghetti on a Hotdog Bun</i> by Maria Dismondy (fiction) <i>Last Stop on Market Street</i> by Matt de la Peña (fiction) <i>Lily's Purple Plastic Purse</i> by Kevin Henkes (fiction) <i>Chrysanthemum</i> by Kevin Henkes (fiction)</p> <p>2nd Grade Social Studies / Reading Connection</p> <p>2nd Grade Multicultural Books <i>More-igami</i> by Dori Kleber <i>The Piñata Maker/El Piñatero</i> by George Ancona</p> | |

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| <p><i>Our Favorite Day of the Year</i> by A.E. Ali <i>The Power of One</i> by Trudy Ludwig <i>Honeysmoke</i> by Monique Fields <i>The Girl With a Mind for Math</i> by Julia Finley Mosca</p> <p>The Reading Strategies Book by Jennifer Seravallo Strategies: 7.7 Mistakes Can Lead to Lessons (p. 200) 7.12 Dig Deeper to Find a Story's Topics (p. 205) 7.13 From Seed to Theme (p. 206) 7.14 Find Clues About Theme in the Blurb (p. 207) 7.17 Readers Ask Themselves Questions (p. 210) 7.18 Character Change Can Reveal Lessons (p.211) 8.1 One Text, Multiple Ideas or Topics (p. 222) 8.2 Notice What Repeats (p. 223) 8.4 Ask Questions, Form Ideas (p. 225) 8.7 Paraphrase Chunks, Then Put It Together (p. 228) 8.8 Sketch in Chunks (p. 229)</p> <p>The Writing Strategies Book by Jennifer Seravallo Strategies: 4.1 Make Your Pictures and Your Words Agree (p. 136) 4.4 Write a Title (p. 139) 4.7 Ask Questions to Focus (p. 142) 5.10 Question--Answer (p. 177) 5.13 Start With a Table of Contents (p. 180) 5.14 Parts of a Topic: Features and Characteristics (p. 181) 5.15 Parts of a Topic: Kind (p. 182) 5.18 Start With a Plan in Mind (p. 185) 6.1 Pictures Teach, Words Teach (p. 212) 6.22 Support Your Facts (p. 233) 7.2 Write with Authority: Domain-Specific Vocabulary</p> <p>Lucy Calkins Rubric for Information Writing Grade 2</p> | |

Grade: 2

ELA Grade 2 Unit 2 Framework 2023-2024

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| Lucy Calkins Information Writing Checklist Grade 2 List of 37 Dependable Rimes | |