

Unit Title		Estimated Time Frame
Finding My Voice		38 days
Big Idea		
Reading and writing helps me support my thinking and opinions.		
Essential Question(s)	Literacy Practices	
<p>How do I help myself better understand a text I read? How can I write to express my opinion?</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 Skills/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>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p>Prerequisite Skills: RF1.3</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 vowels.

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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. • Consider teaching the ELLE Advanced Phonemic Awareness and Phonics Modules to students needing help with short vowel sounds, beginning and ending digraphs, and beginning and ending blends. Use the ELLE Cumulative Decoding Module and the ELLE Syllables Module to help students learn to solve multi-syllabic words and words with complex spelling patterns. 	<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>

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<p>RL.2.2 Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including, but not limited to fables and folktales from diverse cultures.</p>	<p>Prerequisite Skills: RL.1.2</p> <p>Considerations:</p> <ul style="list-style-type: none"> Summary may be published, created by the teacher, or co-created with students. 	<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 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. 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 in a story, fable or folktale from diverse cultures. ***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 in a story, fable or folktale from diverse cultures. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></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</p>	<p>Prerequisite Skills: RL.1.6</p> <p>Considerations:</p>	<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

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reading dialogue aloud, and how those perspectives shape the content of the text.	<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? How do the characters' actions show what they are thinking or feeling inside? 	<p>character is thinking/feeling in one part of the story.</p> <ul style="list-style-type: none"> 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.2.2 Identify implicit and explicit information from a summary to determine the central idea of a text.	<p>Prerequisite Skills: RI.1.2</p> <p>Considerations:</p> <ul style="list-style-type: none"> summary may be published, created by the teacher, or co-created with students 	<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 determine and 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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<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.</p>	<p>Prerequisite Skills: R1.1.6</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>I am learning about the author's purpose for 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. ● I can ask myself questions about what the author wants me to learn/think/feel? <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RI.2.8 Describe how reasons support specific claims the author makes in a text.</p>	<p>Prerequisite Skills: RI.1.8</p> <p>Considerations:</p>	<p>I am learning how the author supports claims with reasons.</p> <ul style="list-style-type: none"> ● I can identify the claim(s) made by the author.

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	<ul style="list-style-type: none"> ● Students must build an understanding of how to describe, which goes beyond simply identifying. ● To help students understand the concept of <i>claim</i>, it might be helpful to introduce the concept via examples such as commercials and ads. ● Within a given text, students will consider <ul style="list-style-type: none"> ○ What are some claims the author makes about this topic? ○ How does the author make the claims clear? Are there illustrations, charts, etc.? ○ What reasons does the author give to support these claims? ○ Does the author effectively describe or explain the reasons in support of those claims? ● Students will need to learn to analyze the author's purpose beyond simply providing information about a topic. For example, an author may write a book about a particular animal, but the claim the author wants to make is that the animal is in danger of becoming extinct and we must act to protect its habitat. ● Participate in shared reading in which students work with you to identify the author's claim (often written as the topic sentence or bold heading). Then guide students in rereading the text to look for reasons/evidence that backs up the author's claim. Ask, "Does this sentence/graphic/photo help prove the claim about ____?" ● Make the connection for students 	<ul style="list-style-type: none"> ● I can identify the reasons the author gives for each claim. ● I can describe how each reason supports the author's claim(s).

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	between this reading standard and the writing standard C.2.1 where students will be writing their own claim or opinion statement and support this with evidence.	
<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 read, comprehend and analyze grade-level appropriate, complex <u>literary and informational</u> texts independently and proficiently.</p>	<p>Prerequisite Skills: RL/RI.1.10</p> <p>Considerations:</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 	<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 right. • 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>

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	and teach for use of these focus strategies during small-group instruction.	

C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.

b. Introduce the topic, followed by opinion statement, and create an organizational structure.

c. Provide reasons with details to support the opinion.

d. Use grade-appropriate transitions.

e. Provide a concluding section.

f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Prerequisite skills:

C.1.1

Considerations:

- Note the new learning added into the second-grade version of this standard. Now, students must add reasons to support their opinion. This standard requires their writing to become more sophisticated, through writing an opinion statement (b), and creating an organizational structure. Take time to draw students' attention to the informational texts used to teach RI. 2.6 and RI.2.8., and how the authors organize the text in support of their purpose/claim. Invite students to mimic the techniques and organizational structures of those authors in their own writing.
- *Transition words* might include words such as *also, because, another, first of all, next...*
- You may begin instruction by providing students with a graphic organizer to fully elaborate their reasons, however, the standard requires the student to create an organizational structure. This means that eventually, the teacher will gradually release the responsibility to the student and let them design their own way of organizing their information.
- An example structure could be: topic, opinion statement, reason(s), concluding section. Again, use the same texts used for RI.2.6 and RI.2.8 to expose students to different organizational structures they might employ.

I am learning to write an opinion piece.

Composing

- With some help,
 - I can state my opinion on the topic or text.
 - I can give reasons to support my opinion.

Drafting

- With some help,
 - I can introduce my topic or text.
 - I can provide an opinion statement.
 - I can provide reasons with details to support my opinion using transition words.
 - I can organize my reasons to support my opinion.
 - I can write a concluding section to summarize my opinion and reasons.

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<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p> <p>f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>Prerequisite Skills: 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 word games, writing, and of course, daily read-alouds. (Taberski & Burke, 2014).</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. • 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>acknowledge differences-- determine how opinions and ideas are like or unlike each other</p> <p>affix--a letter or group of letters placed at the beginning (prefix) or end (suffix) of a word</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 an/or the conclusion of the text</p> <p>claim(s)--what the author wants the reader to accept as true</p> <p>compose--to organize your thoughts into words; you may compose mentally or on paper (drawing and/or writing)</p> <p>concluding section--the part of the writing where the author restates their opinion and summarizes the reasons for the opinion</p> <p>decoding--solving words with sounds, word parts/chunks/syllables, or a combination</p> <p>describe--to tell or write about</p>		

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<p>details--parts of a text that help the reader know what the text is about</p> <p>determine-- decide, identify or reach a decision</p> <p>dialogue-- conversation or talking between two or more characters in a story</p> <p>diverse cultures--people have different lifestyles and backgrounds</p> <p>explicit information-- information that is clear and directly stated by the author; information that is “right there” in the text</p> <p>fables-- a short tale or story that teaches a lesson; the characters in fables are often animals who speak and act like people</p> <p>folktales-- a short story that has been told again and again for many years among a group of people</p> <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>introduce-- in writing, telling what I am writing about in a way that will make the reader interested</p> <p>lesson learned--when a character gains new knowledge through experiences</p> <p>main purpose-- the reason why something was made or written</p> <p>moral-- the lesson the reader learns</p> <p>opinion piece--a piece of writing that shares what a person thinks or how they feel about a topic</p> <p>opinion statement--a sentence, statement, or claim that shares what a person thinks or how they feel about a topic</p> <p>organizational structure-- the way that a writing piece is is setup so that it flows or makes the most sense</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>reasons/supporting reasons--facts that help explain why an opinion is valid</p> <p>root word-- a base word that does not contain a prefix at the beginning or a suffix at the end</p> <p>shapes the content (of the text)--</p> <p>suffix--a letter or group of letters that is added at the end of a word to change its meaning</p> <p>summary-- a short statement of the key details from a text</p> <p>support the opinion-- to show why an opinion can be true</p> <p>topic-- the overall or general idea that a writing piece is about</p>	
Supporting Standards	
<p>RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</p> <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Orally read grade-level text fluently on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <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>	

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<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.</p> <p>RL.2.4 Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/ or repeated lines, supply rhythm and shape meaning in a story, poem or song.</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>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.</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.</p> <p>RI.2.9 Describe the relationship between information from two or more texts on the same theme or topic.</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.</p> <p>C.2.5 Conduct shared research and writing projects that build knowledge about a topic.</p> <p>C.2.6 Collect information from real-world experiences or provided sources to answer or generate questions.</p> <p>L.2.1 In writing or speaking, demonstrate appropriate use of:</p> <ol style="list-style-type: none"> collective nouns. frequently occurring irregular nouns. reflexive pronouns. past tense of frequently occurring irregular verbs. adjectives and adverbs in sentence formation. producing, expanding and rearranging complete simple and compound sentences. <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. 	

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e. Use reference materials to self-check and correct spelling.	
Summative Assessment	
School created end-of-unit assessment	
Anchor Text(s)	
Wonders Once Upon a Baby Brother (Fiction, Unit 5, Week 2) (lesson learned, character's perspective) Wild Weather (Non-fiction, Unit 3, Week 4) (central idea, main purpose of text, claims/reasons) My World (Social Studies) Savvas Ch. 3 Lesson 1: Citizens Follow Rules and Laws	
Additional Resources	

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<p><u>Integration with Social Studies/My World</u> Consider integrating the following Social Studies Inquiry standards into ELA Unit 3:</p> <p>Communicating Conclusions 2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information on a community in Native America. 2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.</p> <p>Using Evidence 2.I.U.3 Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it. 2.I.U.4 Construct responses to compelling and supporting questions, using reasoning, example and details, about the diversity of communities in North America.</p> <p><u>Additional Reading Texts</u> <i>Give Bees a Chance</i> by Bethany Barton <i>Don't Let the Pigeon Drive the Bus</i> by Mo Willems</p> <p><u>Mentor Texts for Writing</u> <i>I Want a Dog, My Opinion Essay</i> by Darcy Patterson (available on Epic!) <i>I Want a Cat, My Opinion Essay</i> by Darcy Patterson (available on Epic!) <i>Recycling, Yes or No?</i> by Erin Palmer (available on Epic!) <i>School Uniforms, Yes or No?</i> by Bonnie Carole (available on Epic!) <i>I Love Insects</i> by Lizzie Rockwell <i>I Found a Kitty!</i> by Troy Cummings <i>I Wanna Iguana</i> by Karen Kaufmann Orloff <i>I Wanna New Room</i> by Karen Kaufman Orloff <i>The Day the Crayons Quit</i> by by Drew Daywalt</p> <p>2nd Grade Social Studies / Reading Connection</p> <p>2nd Grade Multicultural Books</p> <p>The Reading Strategies Book by Jennifer Seravallo 8.10 What Does the Author Say? What Do I Say? (p. 231) 8.12 Track Down Opinion Clues in Solutions (p. 233) 8.13 Opinions--Reasons--Evidence (p. 234)</p>	

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<p>8.16 What? and So What? (p. 237) 8.19 Consider Structure (pp. 240-241) 8.20 Determining Author’s Purpose, Point of View (p. 242) 8.21 What’s the Perspective on the Topic? (p. 243) 8.22 Tricks of Persuasion (p. 244) 8.23 Perspective, Position, Power (p. 245)</p> <p>Lucy Calkins Opinion Writing Checklist for 2nd Grade</p>	