

| Unit Title | | Estimated Time Frame |
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| Making Up Our Own Minds | | 38 days |
| Big Idea | | |
| Reading and writing provides a pathway to share opinions and knowledge. | | |
| Essential Question(s) | Literacy Practices | |
| <p>How can I better understand what I am reading?</p> <p>How can I support my opinion with reasons?</p> <p>How are ideas connected within a text?</p> <p>How do authors use reasons to support their claims?</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>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>d. Identify, decode and know the meaning of</p> | <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, then from the sentence to the word, and | <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. • I can use common prefixes and suffixes. |

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| <p>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 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. | <ul style="list-style-type: none"> • 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><u>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.</u></p> | <p>Prerequisite Skill: With prompting and support:</p> <ul style="list-style-type: none"> • recognize key details from a story or summary (orally, list, draw, label) • understand author's message, lesson learned and/or moral are different ways to convey the same idea • understand key details can assist in determining author's message, lesson learned and/or moral <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</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 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. |

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| | summary, when learning about explicit and implicit information. This standard will appear in all future frameworks as an essential standard for second grade. | <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> |
| 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>Prerequisite Skill: RL.1.3</p> <p>Considerations: The new learning in the second grade standard requires students to not just describe the characters, but to describe how they respond to major events and challenges. Students will need modeling and practice in examining how the wants and needs of a character conflict in a story, how a plot builds, identifying the turning point in a story, noticing whether or not a character typically acts in certain ways or whether the author has the character stay the same throughout on purpose.</p> | <p>I am learning to describe how characters respond to major events and challenges in a story.</p> <p>I am learning how a character's response to major events/challenges affects the plot.</p> <ul style="list-style-type: none"> • I can identify the major events and challenges in the story. • I can describe how the characters respond to the major events and challenges. • I can describe how a response from a character moves the story forward. <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 Skill: With prompting and support...</p> | <p>I am learning to determine the central idea by using implicit and explicit information.</p> |

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| | <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) • from the key details, demonstrate understanding of the central idea in the text <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> | <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> |
| RI.2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text. | <p>Prerequisite Skill: RI.1.3</p> <p>Considerations:</p> <ul style="list-style-type: none"> • Help students determine why something happened as it did. This will help them begin to identify cause/effect relationships between concepts, people, and events. • Model thinking aloud and making connections as you read aloud from informational texts. Students will need scaffolding and support with this concept. | <p>I am learning how ideas in a text are connected</p> <ul style="list-style-type: none"> • I can describe how the individuals are connected. • I can describe how the events in the text are connected. • I can identify historical events in a text. • I can describe the relationship between historical events in a text. • I can identify steps in a process/procedures in a text. • I can describe the relationship between the steps in a process. |

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| | <p>Students will gain confidence as they work toward mastery throughout the year.</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>*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:</p> <ul style="list-style-type: none"> ● Identify the claim made by the author ● Identify the reasons the author gives to support the claim ● Identify the ways the author makes his reasons clear (lays foundation for future) <p>Considerations:</p> <ul style="list-style-type: none"> ● The claim is what the author wants a reader to accept as true. The author must, therefore, provide the reader with evidence so they can decide whether the claim is valid, logical, and verifiable. ● While not mentioned specifically in this standard, it is helpful to determine the author's purpose for writing the text (to persuade, inform, or entertain). ● It may also be helpful to discuss with students the ways the author convinces the reader of the claim and reasons. For lesson ideas, see "Tricks of Persuasion" such as examples, illustrations, etc. (see | <p>I am learning to describe how reasons support the author's claim.</p> <ul style="list-style-type: none"> ● I can identify the author's claim and the reasons to support it. ● I can describe how a reason supports the author's claim. |

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| | <p>Serravallo, p. 244) examples, illustrations, comparisons, etc.)</p> <ul style="list-style-type: none"> This standard pairs very well with RI.2.3 and C.2.1. | |
| <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: With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary and informational texts.</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 | <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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| | <p>how that strategy helped them to comprehend their text.</p> <ul style="list-style-type: none"> 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><u>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.)</u></p> <p><u>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</u></p> <p><u>b. Introduce the topic, followed by an opinion statement, and create an organizational structure.</u></p> <p><u>c. Provide reasons with details to support the opinion.</u></p> <p>d. Use grade-appropriate transitions.</p> <p><u>e. Provide a concluding section.</u></p> <p><u>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</u></p> | <p>Prerequisites:</p> <ul style="list-style-type: none"> demonstrate understanding of what it means to have an opinion, along with reasons why (I like ____ because __ and __) verbally state opinion on a personal topic and back up opinion with sound reasons <p>Considerations:</p> <ul style="list-style-type: none"> An opinion is a belief, conclusion, or judgment based on reasoning. Reasons can take the form of facts and details. Our youngest writers start with telling the reader about their personal opinions or preferences and move on to objective reasoning as they mature and gain experience. Collect examples of opinion pieces and persuasive letters written by students from prior years so that students can see exemplars written by students their age. Consider integrating C.2.1 with RI.2.8 to support the reading-writing connection (opinions, claims, reasons, evidence) Consider integrating C.2.1 with L.2.1 and L.2.2 (conventions of Standard English) Organizational Structure: | <p>I am learning to write an opinion piece.</p> <p><u>Composing</u> With some help,</p> <ul style="list-style-type: none"> I can state my opinion of the topic or text. I can give reasons to support my opinion. <p><u>Drafting</u> With some help,</p> <ul style="list-style-type: none"> I can introduce my topic or text. I can provide an opinion statement. I can provide reasons with details to support my opinion. I can organize my reasons to support my opinion. <p><u>Editing and Revising</u> With some help,</p> <ul style="list-style-type: none"> I can add details to my writing/pictures to make my writing better. I can make my writing sound better and correct mistakes. <p><u>Publishing</u></p> <ul style="list-style-type: none"> With some help, I can compose an opinion piece with an introduction, reasons, and a concluding idea. |

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| | <ul style="list-style-type: none"> ○ In the Writing Strategies Book, JS says “One can think of organization and structure as the bones of the piece, or the framing of a building...” (p. 162). P. 185 shows a mini-lesson on planning a structure, and she says the mini-lesson is most helpful after students have learned a variety of ways to structure their pieces and have been introduced to a variety of graphic organizers that would help them to organize, or shape, the information into a structure. ○ The Common Core Companion says “use a graphic organizer that prompts students to fully elaborate their reasons, brainstorm various reasons they might include in an opinion piece....” p.103. ○ The standard says that the student will create the organizational structure; this could mean that eventually, the teacher will stop providing a graphic organizer and let the students design their own way of organizing their information. ○ An example structure is: topic, opinion statement, reason(s), concluding section | |
| C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, | Prerequisite Skills: Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined | I am learning to write about my ideas and experiences. |

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| <p>using effective technique, descriptive details and clear sequences.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ol style="list-style-type: none"> 1. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 2. Recount a single event or multiple events, memories or ideas. 3. Include details which describe actions, thoughts, emotions. 4. Use temporal words and phrases to signal event order. 5. Create a sense of closure. 6. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | <p>experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>Considerations:</p> <ul style="list-style-type: none"> • While we have identified C.2.3 as the essential composition standard for this unit, students will need many opportunities to write throughout the day, across content areas, and for multiple purposes and audiences. • 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. | <p><i>With some help...</i></p> <ul style="list-style-type: none"> • I can think of an idea or experience to write about. • I can talk about an idea or experience I want to write about. • I can draw and write about an idea or experience. • I can add details to my writing to describe my actions, thoughts, and emotions. • I can use words like <i>then</i>, <i>next</i>, and <i>finally</i> to help the reader understand my story. • I can create a conclusion or a sense of closure to my writing. • I can improve my writing through planning, revising and editing. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p> |

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| <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 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>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>author’s message-the meaning or message about a story that the author wants you to know</p> <p>claims-what an author wants a reader to accept as true. The author must provide the reader with evidence so he or she can decide whether the claim is valid, logical, and verifiable</p> <p>concluding section-where the writer circles back to restate their opinion and perhaps sum up the reasons for the opinion. It’s what brings closure to the piece.</p> <p>connection-how things are related; how things go together</p> <p>describe-to tell what something is like</p> <p>editing-for K-2 students, editing involves fixing spelling, punctuation, and grammar errors. Editing and proofreading can take place throughout the composing process, not just at the end--particularly with more fluent writers.</p> | |

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| <p>explicit information-information that is said or written in a clear and direct way</p> <p>fable-a short tale that teaches a lesson, with characters that often speak and act like people</p> <p>folktales-stories that have been handed down for generations among the people of a region</p> <p>historical events-events that happened in the past</p> <p>implicit information-information that is not stated directly in the text</p> <p>individuals-people in a story or text</p> <p>lesson learned-when a character gains new knowledge through experiences</p> <p>major events-the most important events in a story</p> <p>moral-the lesson the reader learns</p> <p>narrative-a story about <i>one time</i> when the writer did something or experienced something</p> <p>opinion piece-writing about something the author likes or believes, with reasons to support why they like/believe it reasons</p> <p>revising-revision is <i>reseeing</i>, considering a piece of one's writing with an eye to making it clearer. For K-2 students, revision is best understood as rereading to make sense. Students can then make small adjustments. In kindergarten, crossing out or adding a word or two; in grades one and two, fixing a few sentences, using connecting words to make the sentences flow better, or rewriting beginnings and endings.</p> <p>story development-how a story changes from the beginning, to the middle, to the end; often, a character experiences a problem and must find ways to solve the problem</p> <p>scientific ideas or concepts-ideas found in informational texts related to science</p> <p>technical procedure-a series of actions related to a particular subject, art, or craft, or its techniques</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.</p> <p>RL.2.4 Describe how characters in a story respond to major events and challenges in order to make meaning of the story development. .</p> <p>RL.2.5 Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.</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> <p>RL.2.9 Compare/contrast two or more versions of the same story by different authors or from different cultures.</p> | |

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| <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.2.6 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>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> <ul style="list-style-type: none"> a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences. <p>L.2.2 When writing:</p> <ul style="list-style-type: none"> a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling. <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender). | |
| Summative Assessment | |
| School Unit Assessment– Essential and Supporting Standards | |
| Anchor Text(s) | |

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| <p>Wonders I Fall Down (informational, Unit 3, Week 1) Help! A Story of Friendship (fiction, Unit 1, Week 1)</p> <p>My World (Social Studies) Savvas- Chapter 4, Lesson 2: Food Producers</p> | |
| Additional Resources | |
| <p><u>Mentor Texts for Opinion Writing</u> <i>Hey, Little Ant</i> by Phillip and Hannah Hoose <i>Stella Writes an Opinion</i> by Janiel Wagstaff <i>The Day the Crayons Quit</i> by Drew Daywalt and Oliver Jeffers <i>A Fine, Fine School</i> by Sharon Creech and Harry Bliss</p> <p><u>Mentor Texts for Narrative Writing</u> <i>New Shoes</i> by Chris Raschka <i>Granny and Bean</i> by Karen Hesse <i>The Secret Fawn</i> by Kallie George and Elly MacKay <i>Hiking Day</i> by Anne Rockwell <i>City Moon</i> by Rachael Cole and Blanca Gomez <i>Not Little</i> by Maya Myers <i>Kitchen Dance</i> by Maurie J. Manning <i>Abuelita and I Make Flan</i> by Adriana Hernandez Bergstrom <i>The Camping Trip</i> by Jennifer K. Mann <i>Owl Moon</i> by Jane Yolen <i>Love Birds</i> by Jane Yolen <i>Soul Food Sunday</i> by Winsome Bingham</p> <p>2nd Grade Social Studies / Reading Connection</p> <p>Consider integrating the following Kentucky SS Inquiry standards into this unit:</p> <p>Communicating Conclusions 2.1.CC.1: Construct an explanation, using correct sequence and relevant information to provide information about a community in North America. 2.1.CC.2: Construct an argument with reasons and details to address a civic issue in a community in North America. 2.1.CC.3: Identify ways to civically engage in Kentucky</p> | |

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| <p>2.I.CC.4: Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.</p> <p>Using Evidence</p> <p>2.I.U.E.1: Identify characteristics of primary and secondary sources.</p> <p>2.I.U.E.3: Identify a primary and secondary source, and explain</p> <ul style="list-style-type: none"> ● who created it ● when they created it ● where they created it ● why they created it <p>2.I.U.E.4: Construct responses to compelling and supporting questions, using reasoning, examples and details about the diversity of communities in North America.</p> <p>2nd Grade Multicultural Books</p> <p>Lucy Calkins Narrative Writing Checklist for 2nd Grade</p> <p>Lucy Calkins Opinion Writing Checklist for 2nd Grade</p> | |