

Unit Title		Estimated Time Frame
Family and Friends in Our Community		31 days
Big Idea		
Friends and families can be alike and different in many ways.		
Essential Question(s)	Literacy Practices	
<p>How do effective writers recount a personal experience?</p> <p>How can we use questioning and make connections in order to comprehend 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 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><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. Distinguish long and short vowels when reading regularly spelled one-syllable words. c. Know spelling-sound correspondences for additional 	<p>Prerequisite Skills:</p> <p><u>RF.1.3</u></p> <p>Considerations: Based on data, students who have not yet mastered prerequisite skills will benefit from ELLE Early and Advanced Phonemic Awareness Modules.</p>	<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>common vowel teams.</p> <p>d. Decode regularly spelled two-syllable words with long vowels.</p> <p>e. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes.</p> <p>f. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> ● I can use common prefixes. ● I can use common 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. <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>○</p>	<p>Prerequisite Skills: 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.I.Q.1 <i>Ask compelling questions about their communities found in North America.</i> ○ 2.I.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> <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 describe key details of a text using <i>who, what, where, when, why</i> and <i>how</i>. ● 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>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 Skills:</p> <p>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.I.Q.1 <i>Ask compelling questions about their communities found in North America.</i> ○ 2.I.Q.2 <i>Identify supporting questions that help answer compelling questions about communities found in North America.</i> ○ 2.I.U.E.2 <i>Determine whether evidence in primary and secondary sources is <u>fact</u> or <u>opinion</u>.</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> <ul style="list-style-type: none"> ● I can ask questions about what I read to help me understand the story. ● can answer questions about what I read to help me understand the story. ● I can describe key details of a text using who, what, where, when, why and how. <p>I am learning to make inferences and support my inferences with the text so that I can make sense of what I read.</p> <ul style="list-style-type: none"> ● 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>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>Prerequisite Skills: Describe characters, setting, major events; use key details in order to make meaning.</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>
<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>	<p>Prerequisite Skills: Identify the connection between individuals, events, ideas or pieces of information over the course of a text.</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. Students will gain confidence as work toward mastery throughout the year. ● Consider Integrating from KAS for Social 	<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. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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	<p>Studies with ELA standards in Unit 1:</p> <ul style="list-style-type: none"> ○ 2.I.Q.1 <i>Ask compelling questions about their communities found in North America.</i> ○ 2.I.Q.2 <i>Identify supporting questions that help answer compelling questions about communities found in North America.</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 read, comprehend and analyze grade-level appropriate, complex <u>literary and informational</u> texts independently and proficiently.</p>	<p>Prerequisite Skills: Upon entering second grade, students will have had experience with this standard, on (first) grade-level appropriate complex <u>literary and informational</u> 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.

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	how that strategy helped them to comprehend their text.	
<p>C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (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"> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. Recount a single event or multiple events, memories or ideas. Include details which describe actions, thoughts, emotions. Use temporal words and phrases to signal event order. Create a sense of closure. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	<p>Prerequisite Skills: Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined 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 	<p>I am learning to write about my ideas and experiences.</p> <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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	teach to gradually take the student to a higher level.	
<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. <u>Use sentence-level context as a clue to the meaning of a word or phrase.</u></p> <p>b. <u>Determine the meaning of the new word formed when a known prefix is added to a known word.</u></p> <p>c. <u>Use a known root word as a clue to the meaning of an unknown word with the same root.</u></p> <p>d. <u>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>f. <u>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:</p> <ul style="list-style-type: none"> ● Identify root words, prefixes, suffixes ● Alphabetical order (for dictionary usage) ● Ability to monitor reading in order to pause when encountering an new or unknown word ● Identify nouns and verbs <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>actions-movements or activities that one has done or is doing adjective-a word used to modify or describe a noun adverb- describes how an action is carried out; is used to tell more about a verb challenge- a difficult task or problem that a character faces character- a person, an animal, or an object in a text</p>		

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<p>compound word- two independent words put together to form a new word dictionary- a book that lists words in alphabetic order and gives their meaning describe - to give an account in words (of someone or something) including the important characteristics, qualities, or events emotions- feelings that people experience that may also be expressed in behavior event- something that has happened; an incident, especially one that is particularly important, interesting, exciting, or unusual glossary- a list that gives definitions of the hard or unusual words found in a book inference- use clues from the text, along with your own experiences to draw a logical conclusion narrative- a story or account of real or imagined experiences or events prefix- a letter or group of letters that is added at the beginning of a word to change its meaning root word- a base word that does not contain a prefix at the beginning or a suffix at the end technical procedures- a series of actions related to a particular subject, art, or craft or its techniques thoughts- an idea, plan of action, emotion, or opinion</p>	
Supporting Standards (connected essential standards)	
<p>RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. (supports RL.2.1, RI.2.1, RL.2.3, RI.2.3) a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 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. (supports RL.2.1, RL.2.3, RL.2.10, C.2.3) 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.2.3, RL.2.10, C.2.3, L.2.4) 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.2.3, RI.2.10) 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.2.3, RI.2.10, L.2.4) RL.2.9 Compare/contrast two or more versions of the same story by different authors or from different cultures. (supports RL.2.3, RL.2.10) 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 all RL/RI essential standards for this unit; C.2.3). C.2.5: Conduct shared research and writing projects that build knowledge about a topic. (supports all RL/RI essential standards for this unit). C.2.6: Collect information from real-world experiences or provided sources to answer or generate questions. (supports all RL/RI essential standards for this unit; C.1.3). L.2.2: When writing: (supports all RL/RI essential units identified for this unit; C.2.3). 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.</p>	

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<p>d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling.</p> <p>L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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). (supports all RL/RI essential standards identified for this unit; L.2.4, C.2.3).</p> <p>Throughout the year, consider integrating the following Social Studies standards into ELA instruction:</p> <p>2.I.Q.1: Ask compelling questions about communities in North America. 2.I.Q.2: Identify supporting questions that help answer compelling questions about communities in North America. 2.I.U.E.1: Identify characteristics of primary and secondary sources. 2.I.CC.3: Identify ways to civically engage in Kentucky. 2.I.CC.4: Use listening and consensus-building procedures to discuss how to take action in the local community or in Kentucky.</p>	
Summative Assessment	
School-Created Unit Assessment– Essential and Supporting Standards	
Anchor Text(s)	
<p>Wonders Big Red Lollipop (Fiction) (Unit 1, Week 2) Lola and Tiva: An Unlikely Friendship (Non-fiction) (Unit 1, Week 4)</p>	
Additional Resources	
<p>Reading Texts Owen and Mzee: The True Story of a REmarkable Friendship, Craig Hatkoff, Isabella Hatkoff, and Paul Kahumbu Mr. Putter and Tabby See the Stars (Wonders, Unit 3, Week 2)</p> <p>Mentor Texts for Writing Jabari Jumps, Gaia Cornwall Kitchen Dance, Maurice J. Manning Thundercake, Patricia Polacco</p> <p><u>My World (Social Studies)</u> <i>The Legend of the Indian Paintbrush</i>, Tommie dePaleo</p>	

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<p><i>Arrow to the Sun</i>, Gerald McDermott</p> <p>2nd Grade Multicultural Books</p> <p>The Next Step Forward in Guided Reading and Top 12 Comprehension Strategies by Jan Richardson</p> <p>The Reading Strategies Book, Jennifer Seravallo Strategies 8.4 2.12</p> <p>Lucy Calkins Information Writing Checklist for 2nd Grade</p> <p>Standards: A Glossary of Terms for Teachers</p> <p>Taberski, Sharon and Jim Burke. (2014). <i>The Common Core Companion Grades K-2: The Standards Decoded</i>. Thousand Oaks, California: Corwin.</p>	