



	<p>10/3-10/7</p> <p>Week 9</p> <p>10/10-10/14</p>				
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The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

## Cycle 1

### **General Description of the Unit - Narrative**

Reading Goal: By the end of this unit, students will be able to read and understand increasingly complex texts through a combination of skills/vocabulary acquisition, reading strategy development, and extensive practice in a range of texts, both literary and informational.

Writing Goal: By the end of this unit, students will have practiced writing in a variety of genres, both in response to text and writing like the authors they read. They will take several pieces of writing through to publication.

### **Priority Standards**

- 2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.

### **Phonological Awareness:**

**Week 1:** syllables/ Heggerty Lesson week 1

**Week 2:** syllables/Heggerty Lesson week 2

**Week 3:** syllables and rhyming/Heggerty Lesson week 3

[\*\*HEGGERTY HAND MOTIONS TUTORIAL\*\*](#)

### **From Phonics to Reading:**

**Week 1:** review/ routines

**Week 2:** short vowels

**Week 3:** closed syllables

### **Supporting Standards**

- 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
- 2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of the main idea and key details in a text.
- 2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
- 2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).

<p><b>High Frequency Words (FPTR)</b> <b>Week 1:</b> <b>Week 2: to, have, they, never, are</b> <b>Week 3: what, funny, some, where, were</b></p> <p><b>Grammar Focus: SENTENCES</b> <b>Week 1: Rule 1- “A sentence is a complete thought. Every sentence has two parts.”</b> <b>Week 2: Rule 2- “A sentence begins with a capital letter.”</b> <b>Week 3: Rule 3- “A sentence needs end punctuation.”</b></p>	<ul style="list-style-type: none"><li>● 2.RV.3.1: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.</li></ul> <p><b><u>Read Aloud Comprehension Focus for Cycle:</u></b> <b>Make Connections</b> One important comprehension strategy we want readers to use is making connections. There are three kinds of connections readers make before, during or after reading:</p> <ul style="list-style-type: none"><li>● text to self – This reminds me of my own life...</li><li>● text to text– This reminds me of another book I’ve read/movie I’ve watched...</li><li>● text to world– This reminds me this time in history/what’s going on in the world right now</li><li>● Learn the procedures for gathering “Turn to your partner.”<ul style="list-style-type: none"><li>○ Does this remind you of anything? Why?</li><li>○ Is there a moment in this selection that make you think of something in your own life, another book, TV, movie..?</li></ul></li></ul>
<p><b><u>Writing Focus</u></b> 2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ul style="list-style-type: none"><li>● Include a beginning.</li><li>● Use temporal words to signal event order (e.g., first of all).</li><li>● Provide details to describe actions, thoughts, and feelings.</li><li>● Provide an ending.</li></ul> <p>2.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"><li>● Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</li><li>● Use available technology to publish legible documents</li></ul>	<p><b><u>Writing Expectations</u></b></p> <ul style="list-style-type: none"><li>● Guided or independent writing</li><li>● Response to text - read alouds</li><li>● By the end of quarter one students are expected to;<ul style="list-style-type: none"><li>○ Write Daily</li><li>○ Sustained 10/12 minutes</li><li>○ Participate in shared routines in collaborative writing</li><li>○ Students respond to text dependent writing prompts</li><li>○ Students write in varied sentences.</li><li>○ Students use evidence in writing to reflect or support writing.</li><li>○ Teacher and students work together to compose texts with the teacher serving as a scribe.<a href="#">Writing Components of Balanced Literacy</a></li><li>○ Teacher and students collaboratively develop text while “sharing the pen”.<a href="#">Writing Components of Balanced Literacy</a></li><li>○ Writing to answer a prompt should address all parts</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>○ The core text of the unit should be used as a mentor text to teach grammar and usage standards (mini lessons)</li> <li>○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (use <a href="#">2.W.3.3</a> rubric).</li> <li>○ <a href="#">Graphic Organizer with 1 detail</a></li> </ul>	
<p><b>Proficiency Scales</b>  <a href="#">Find the Second Grade Proficiency Scales here.</a></p> <p><a href="#">Writing Components of Balanced Literacy</a></p>	<p><b>Assessments</b>            Reading Survey            Reading engagement scale            IRLA Levels</p>	
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● There are many strategies a reader can use to help them decode words and make meaning of text.</li> <li>● Writing is a process used to communicate ideas and information to others.</li> <li>● Asking and answering questions about what I read helps me to understand it.</li> <li>● We read for many different purposes.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How can texts impact me?</li> <li>● How does what I read impact how I see the world?</li> <li>● What books can I read?</li> <li>● What books do I want to read for understanding?</li> <li>● What books do I enjoy reading?</li> <li>● What strategy can I use to understand this text?</li> </ul>	
<p><b>Key Concepts</b></p> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● I can decode two-syllable words.</li> <li>● I can decode two-syllable words with the CVC pattern.</li> <li>● I can decode two-syllable words with the CVr pattern.</li> <li>● I can decode two-syllable words with a short vowel.</li> <li>● I can decode two-syllable words with the VV pattern.</li> </ul>	<p><b>Related Concepts</b></p> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● I can read common high-frequency sight words.</li> <li>● I can read irregularly spelled high-frequency sight words.</li> <li>● I can read abbreviations.</li> </ul> <p><b>2.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● I can ask questions about key details in a text.</li> <li>● I can answer questions about what happens in a text.</li> <li>● I can demonstrate my understanding of a text by asking and answering questions.</li> </ul> <p><b>2.RN.2.1</b></p>	<p><b>Vocabulary</b></p> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● decode</li> <li>● syllable</li> </ul> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● abbreviation</li> <li>● common</li> <li>● high-frequency</li> <li>● irregular</li> <li>● recognize</li> </ul> <p><b>2.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● demonstrate</li> <li>● key detail</li> <li>● main idea</li> <li>● text</li> </ul> <p><b>2.RN.2.1</b></p>

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<ul style="list-style-type: none"><li>● I can decode two-syllable words with the VCe pattern.</li><li>● I can decode two-syllable words with the Cle pattern.</li><li>● I can decode words with closed syllable patterns.</li><li>● I can decode words with open syllable patterns.</li></ul>	<ul style="list-style-type: none"><li>● I can state the main idea and details in a text.</li><li>● I can ask questions about a text.</li><li>● I can use details to support my answers.</li></ul> <p><b>2.RF.4.5</b></p> <ul style="list-style-type: none"><li>● I can use word families to read words I don't know.</li></ul> <p><b>2.RV.3.1</b></p> <ul style="list-style-type: none"><li>● I can recognize that authors use words to provide rhythm and meaning.</li></ul>	<ul style="list-style-type: none"><li>● confirm</li><li>● details</li><li>● main idea</li><li>● supporting fact</li><li>● text</li></ul> <p><b>2.RF.4.5</b></p> <ul style="list-style-type: none"><li>● unfamiliar</li><li>● word family</li></ul> <p><b>2.RV.3.1</b></p> <ul style="list-style-type: none"><li>● alliteration</li><li>● idiom</li><li>● onomatopoeia</li><li>● rhythm</li><li>● simile</li></ul>
<b><u>Resources</u></b>		
<b><u>ARC Resources</u></b>		
Read aloud collection Poetry mini text set ARC Leveled Library		
<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b>
<b><u>Reflection</u></b>		
<b><u>Data Analysis</u></b>	<b><u>Celebrations/Changes</u></b>	

# Cycle 2

## General Description of the Unit - Narrative

Reading Goal: By the end of this unit, students will be able to read and understand increasingly complex texts through a combination of skills/vocabulary acquisition, reading strategy development, and extensive practice in a range of texts, both literary and informational.

Writing Goal: By the end of this unit, students will have practiced writing in a variety of genres, both in response to text and writing like the authors they read. They will take several pieces of writing through to publication.

### Priority Standards

- 2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

### **Phonological Awareness:**

**Week 1:** syllables/ Heggerty Lesson week 4

**Week 2:** syllables/Heggerty Lesson week 5

**Week 3:** syllables and rhyming/Heggerty Lesson week 6

[HEGGERTY HAND MOTIONS TUTORIAL](#)

### **From Phonics to Reading:**

**Week 4:** consonant + le syllables

**Week 5:** l-blends, r-blends, s-blends

**Week 6:** final blends

### **High Frequency Words (FPTR)**

**Week 4:** of, for, fall, live, from

**Week 5:** all, come, open, things, today

**Week 6:** good, are, do, give, does

### **Grammar Focus: CAPITALIZATION/ PROPER NOUNS**

**Week 1:** Rule 4- "The names of people and pets begin with capital letters."

**Week 2:** Rule 5- "The names of specific places begin with capital letters."

**Week 3:** Rule 6- "The names of days of the week, months of the year, and holidays begin with capital letters."

### Supporting Standards

- 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
- 2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.
- 2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).
- 2.RV.3.1: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.
- 2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.

### Read Aloud Comprehension Focus for Cycle:

**Make Connections** One important comprehension strategy we want readers to use is making connections. There are three kinds of connections readers make before, during or after reading:

- text to self – This reminds me of my own life...
- text to text– This reminds me of another book I've read/movie I've watched...
- text to world– This reminds me this time in history/what's going on in the world right now
- Learn the procedures for gathering "Turn to your partner."
  - Does this remind you of anything? Why?
  - Is there a moment in this selection that make you think of something in your own life, another book, TV, movie..?

<p><b><u>Writing Focus</u></b></p> <p>2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ul style="list-style-type: none"><li>● Include a beginning.</li><li>● Use temporal words to signal event order (e.g., first of all).</li><li>● Provide details to describe actions, thoughts, and feelings.</li><li>● Provide an ending.</li></ul> <p>2.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"><li>● Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</li><li>● Use available technology to publish legible documents</li></ul>	<p><b><u>Writing Expectations</u></b></p> <ul style="list-style-type: none"><li>● Response to text; introduction to poetry</li><li>● By the end of quarter one students are expected to;<ul style="list-style-type: none"><li>○ Write Daily</li><li>○ Sustained 10/12 minutes</li><li>○ Students use a graphic organizer to plan out writing.</li><li>○ Participate in shared routines in collaborative writing</li><li>○ Students respond to text dependent writing prompts</li><li>○ Students write in varied sentences.</li><li>○ Students use evidence in writing to reflect or support writing.</li><li>○ Teacher and students work together to compose texts with the teacher serving as a scribe.<a href="#">Writing Components of Balanced Literacy</a></li><li>○ Teacher and students collaboratively develop text while “sharing the pen”.<a href="#">Writing Components of Balanced Literacy</a></li><li>○ Writing to answer a prompt should address all parts</li><li>○ The core text of the unit should be used as a mentor text to teach grammar and usage standards (mini lessons)</li><li>○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (use <a href="#">2.W.3.3</a> rubric).</li><li>○ <a href="#">Graphic Organizer with 1 detail</a></li></ul></li></ul>
<p><b><u>Proficiency Scales</u></b></p> <p><a href="#">Find the Second Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b></p> <p><a href="#">R.A.C.E Strategy Rubric</a></p> <ul style="list-style-type: none"><li>● Write a poem using word play</li><li>● Collect Baseline Writing Sample</li></ul> <p><a href="#">2.RL.2.1 Formative Assessment</a> <a href="#">Tricky Words 1B Assessment Part B</a></p>

<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Authors make intentional choices about the language they use in a text.</li> <li>● I need to develop automaticity in decoding so I can comprehend texts.</li> <li>● Asking and answering questions about what I read helps me to understand it.</li> <li>● Poetry can help develop fluency.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● What events have been significant in your life?</li> <li>● What makes an event significant?</li> <li>● What makes a good story?</li> <li>● How do you use memories to make stories?</li> <li>● Where might an author use rhythm and pattern?</li> <li>● What is figurative language?</li> <li>● What is rhythm?</li> </ul>	
<p><b><u>Key Concepts</u></b></p> <p><b>2.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● I can ask questions about key details in a text.</li> <li>● I can answer questions about what happens in a text.</li> <li>● I can demonstrate my understanding of a text by asking and answering questions.</li> </ul>	<p><b><u>Related Concepts</u></b></p> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● I can read common high-frequency sight words.</li> <li>● I can read irregularly spelled high-frequency sight words.</li> <li>● I can read abbreviations.</li> </ul> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● I can decode two-syllable words.</li> <li>● I can decode two-syllable words with the CVC pattern.</li> <li>● I can decode two-syllable words with the CVr pattern.</li> <li>● I can decode two-syllable words with a short vowel.</li> <li>● I can decode two-syllable words with the VV pattern.</li> <li>● I can decode two-syllable words with the VCe pattern.</li> <li>● I can decode two-syllable words with the Cle pattern.</li> <li>● I can decode words with closed syllable patterns.</li> <li>● I can decode words with open syllable patterns.</li> </ul> <p><b>2.RF.4.5</b></p> <ul style="list-style-type: none"> <li>● I can use word families to read words I don't know.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b>2.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● demonstrate</li> <li>● key detail</li> <li>● main idea</li> <li>● text</li> </ul> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● abbreviation</li> <li>● common</li> <li>● high-frequency</li> <li>● irregular</li> <li>● recognize</li> </ul> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● decode</li> <li>● syllable</li> </ul> <p><b>2.RF.4.5</b></p> <ul style="list-style-type: none"> <li>● unfamiliar</li> <li>● word family</li> </ul> <p><b>2.RV.3.1</b></p> <ul style="list-style-type: none"> <li>● alliteration</li> <li>● idiom</li> <li>● onomatopoeia</li> <li>● rhythm</li> <li>● simile</li> </ul>

	<b>2.RV.3.1</b> <ul style="list-style-type: none"><li>• I can recognize that authors use words to provide rhythm and meaning.</li></ul>	
<b><u>Resources</u></b>		
<b><u>ARC Resources</u></b>		
• ARC Leveled Library		
<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art and Other Resources</u></b>
<b><u>Reflection</u></b>		
<b><u>Data Analysis</u></b>	<b><u>Celebrations/Changes</u></b>	

# Cycle 3

## General Description of the Unit - Narrative

Reading Goal: By the end of this unit, students will be able to read and understand increasingly complex texts through a combination of skills/vocabulary acquisition, reading strategy development, and extensive practice in a range of texts, both literary and informational.

Writing Goal: By the end of this unit, students will have practiced writing in a variety of genres, both in response to text and writing like the authors they read. They will take several pieces of writing through to publication.

### Priority Standards

- 2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.
- 2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

### **Phonological Awareness:**

**Week 1:** syllables/ Heggerty Lesson week 7

**Week 2:** syllables/Heggerty Lesson week 8

**Week 3:** syllables and rhyming/Heggerty Lesson week 9

[HEGGERTY HAND MOTIONS TUTORIAL](#)

### **From Phonics to Reading:**

**Week 7:** final e

**Week 8:** final e syllables

**Week 9:** consonant digraphs (sh, ch, tch, th)

### **High Frequency Words (FPTR)**

**Week 7:** then, long, their, saw, was

**Week 8:** many, there, said, them, other

**Week 9:** after, little, her, want, how

### **Grammar Focus: NOUNS, ADJECTIVES, VERBS**

**Week 1:** Rule 7- "A noun is a person, place, or thing."

**Week 2:** Rule 8- "Some words describe nouns. These are called adjectives."

### Supporting Standards

- 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
- 2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).
- 2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
- 2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.

### Read Aloud Comprehension Focus for Cycle:

**Make Connections** One important comprehension strategy we want readers to use is making connections. There are three kinds of connections readers make before, during or after reading:

- text to self – This reminds me of my own life...
- text to text– This reminds me of another book I've read/movie I've watched...
- text to world– This reminds me this time in history/what's going on in the world right now
- Learn the procedures for gathering "Turn to your partner."
  - Does this remind you of anything? Why?
  - Is there a moment in this selection that make you think of something in your own life, another book, TV, movie..?

<p><b>Week 3: Rule 9- “Verbs are words that tell what is happening or what already happened. They name an action.”</b></p>	
<p><b><u>Writing Focus</u></b>                  2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ul style="list-style-type: none"> <li>● Include a beginning.</li> <li>● Use temporal words to signal event order (e.g., first of all).</li> <li>● Provide details to describe actions, thoughts, and feelings.</li> <li>● Provide an ending.</li> </ul> <p>2.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> <li>● Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</li> <li>● Use available technology to publish legible documents</li> </ul>	<p><b><u>Writing Expectations</u></b></p> <ul style="list-style-type: none"> <li>● Final projects - Students will choose an event in their lives and use graphic organizers and publish final projects.</li> <li>● Guided or independent writing</li> <li>● Response to text - read alouds</li> <li>● By the end of quarter one students are expected to;                         <ul style="list-style-type: none"> <li>○ Write Daily</li> <li>○ Sustained 10/12 minutes</li> <li>○ Participate in shared routines in collaborative writing</li> <li>○ Students respond to text dependent writing prompts introducing the <a href="#">RACE STRATEGY</a> (gradual release)</li> <li>○ Students write in varied sentences.</li> <li>○ Students use evidence in writing to reflect or support writing.</li> <li>○ Teacher and students work together to compose texts with the teacher serving as a scribe. <a href="#">Writing Components of Balanced Literacy</a></li> <li>○ Teacher and students collaboratively develop text while “sharing the pen”. <a href="#">Writing Components of Balanced Literacy</a></li> <li>○ Writing to answer a prompt should address all parts</li> <li>○ The core text of the unit should be used as a mentor text to teach grammar and usage standards (mini lessons)</li> <li>○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (use <a href="#">2.W.3.3</a> rubric).</li> <li>○ <a href="#">Graphic Organizer with 1 detail</a></li> </ul> </li> </ul>
<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Second Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b>  <a href="#">R.A.C.E Strategy Rubric</a></p> <ul style="list-style-type: none"> <li>● 6pt. Rubric for narrative piece                         <ul style="list-style-type: none"> <li>○ Beginning/character setting</li> <li>○ Includes details</li> <li>○ Includes problem/solution</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Has clear sequence of events</li> <li>○ Use linking language to show order of events</li> <li>○ Includes an ending to the story</li> </ul> <p>●</p> <p><a href="#"><u>2. RL.2.2 Formative Assessment Part A</u></a></p>	
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Authors write to share an experience or a story. Providing details and a logical sequence of events makes the story easier to understand.</li> <li>● Using writing conventions and rules provide clarity for readers.</li> <li>● Stories can have messages that teach us about life.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● As an author, how can you make your story interesting?</li> <li>● What is a point of view?</li> <li>● How are you similar to the character? How are you different from the character?</li> <li>● How do you know this character is ____?</li> <li>● What do these details reveal about this character?</li> <li>● How do you know what details to include when you retell a story?</li> </ul>	
<p><b><u>Key Concepts</u></b></p> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● I can decode two-syllable words.</li> <li>● I can decode two-syllable words with the CVC pattern.</li> <li>● I can decode two-syllable words with the CVr pattern.</li> <li>● I can decode two-syllable words with a short vowel.</li> <li>● I can decode two-syllable words with the VV pattern.</li> <li>● I can decode two-syllable words with the VCe pattern.</li> <li>● I can decode two-syllable words with the Cle pattern.</li> <li>● I can decode words with closed syllable patterns.</li> <li>● I can decode words with open syllable patterns.</li> </ul>	<p><b><u>Related Concepts</u></b></p> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● I can read common high-frequency sight words.</li> <li>● I can read irregularly spelled high-frequency sight words.</li> <li>● I can read abbreviations.</li> </ul> <p><b>2.RF.4.5</b></p> <ul style="list-style-type: none"> <li>● I can use word families to read words I don't know.</li> </ul> <p><b>2.RV.2.1</b></p> <ul style="list-style-type: none"> <li>● I can use context clues (word or sentence clues) to determine the meaning of an unknown word.</li> <li>● I can use text features (glossary, table of contents, index, captions, illustrations, headings) to help me understand an unknown word.</li> </ul> <p><b>2.RL.2.3</b></p>	<p><b><u>Vocabulary</u></b></p> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● decode</li> <li>● syllable</li> </ul> <p><b>2.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● central message</li> <li>● diverse culture</li> <li>● fable</li> <li>● folktale</li> <li>● lesson</li> <li>● moral</li> <li>● recount</li> </ul> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● abbreviation</li> <li>● common</li> <li>● high-frequency</li> <li>● irregular</li> <li>● recognize</li> </ul> <p><b>2.RV.2.1</b></p> <ul style="list-style-type: none"> <li>● context clue</li> </ul>

<p><b>2.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● I can recount stories, fables, and folktales from diverse cultures.</li> <li>● I can determine the central message, lesson, or moral.</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe how characters in a story respond to major events and challenges.</li> <li>● I can explain how characters affect the plot.</li> </ul>	<ul style="list-style-type: none"> <li>● determine</li> <li>● heading</li> <li>● table of contents</li> <li>● text feature</li> </ul> <p><b>2.RL.2.3</b></p> <ul style="list-style-type: none"> <li>● character</li> <li>● describe</li> <li>● plot</li> </ul>
<b><u>Resources</u></b>		
<p><b><u>ARC Resources</u></b></p> <ul style="list-style-type: none"> <li>● All graphic organizers for research questions are located in the back of teacher’s manual</li> <li>● ARC Leveled Library</li> <li>● Core Text</li> <li>● Daily Read Aloud</li> </ul>		
<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<p><b><u>Supplemental Media, Music, Art, and other Resources</u></b></p> <p>We need to add resources to support the teaching of RL.2.2</p> <p><a href="#">Online Fable Resource</a></p> <p><a href="#">Fable Graphic Organizer</a></p> <p><a href="#">Fable/Folktale Graphic Organizer</a></p>
<b><u>Reflection</u></b>		
<b><u>Data Analysis</u></b>	<b><u>Celebrations/Changes</u></b>	

## Unit 2

# Cycles of Learning

*At a glance*

Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
<b>2.W.3.2</b> <b>2.W.4</b> (41 Days)	<b>Cycle 4</b> Week 10 10/17-10/19  Week 11 10/24-10/28  Week 12 10/31-11/4	(14 days)	2.RN.2.1	2.RF.4.4 2.RF.4.2 2.RN.2.2 2.RN.3.1 2.RF.4.3
	<b>Cycle 5</b> Week 13 11/7-11/11  Week 14 11/14-11/18  Week 15 11/28-12/2	(14 days)	2.RN.2.2 NWEA MOY (Nov 28th-Dec. 16th)	2.RF.4.4 2.RF.4.2 2.RN.3.3 2.RN.3.1
	<b>Cycle 6</b> Week 16 12/5-12/9  Week 17 12/12-12/16  Week 18 1/ 4- 1/6	(14 days)	2.RN.3.1 2.RF.4.4	2.RF.4.2 2.RF.4.6 2.RN.3.2 2.RN.4.1 2.RV.2.5 2.RV3.2

The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

## Cycle 4

### **General Description of the Unit**

By the end of this unit, students will have moved IRLA levels and demonstrate beginning expertise in both informational text and the unit content by producing well-researched informational text.

### **Priority Standards**

- 2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.

### **Phonological Awareness:**

**Week 1:** syllables/ Heggerty Lesson week 10

**Week 2:** syllables/Heggerty Lesson week 11

**Week 3:** syllables and rhyming/Heggerty Lesson week 12

[HEGGERTY HAND MOTIONS TUTORIAL](#)

### **From Phonics to Reading:**

**Week 10:** consonant digraphs (wh, ph, ng/nk)

**Week 11:** long a

**Week 12:** open syllables

### **High Frequency Words (FPTR)**

**Week 10:** another, white, draw, about, five

**Week 11:** if, school, or, any, small

**Week 12:** don't, would, off, out, more

**Grammar Focus:** COMPOUND WORDS, CONTRACTIONS, PRONOUNS

**Rule 10-** "Two words can sometimes be put together to make

### **Supporting Standards**

- 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.). - **throughout unit**
- 2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. - **throughout unit**
  - Predictable Vowel Teams ai/ay and oa - skill 6 - 95%
- 2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.
- 2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.

### **Read Aloud Comprehension Focus for Cycle:**

#### **Visualizing**

Good readers form visual and other sensory images during reading to better understand, remember, and enjoy texts. Students visualize to make sense of figurative language and deepen their understanding of poems and stories.

#### **Question Stems:**

- What are you seeing in your mind right now?

<p><b>a new word. The new word is called a compound word."</b></p> <p><b>Rule 11- "A contraction is a short way to write two words. A contraction uses an apostrophe."</b></p> <p><b>Rule 12- "Some words take the place of nouns. These words are called pronouns."</b></p>	<ul style="list-style-type: none"> <li>● What text helps you imagine? Are there any strong examples of imagery?</li> <li>● What do you think ___ looks like?</li> <li>● Can you picture anything with this sentence/paragraph?</li> </ul>
<p><b><u>Writing Focus</u></b>  <b>2.W.3.2:</b> Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement</p>	<p><b><u>Writing Expectations</u></b></p> <ul style="list-style-type: none"> <li>● <i>Teacher is working towards an end of year goal of writing stamina of 20 minutes.</i> <ul style="list-style-type: none"> <li>○ Research questions in reading and supply reference. <b>RQ 1 and RQ 2.</b></li> <li>○ Teacher and students work together to compose texts with the teacher serving as a scribe. <a href="#">Writing Components of Balanced Literacy</a></li> <li>○ Teacher and students collaboratively develop text while "sharing the pen". <a href="#">Writing Components of Balanced Literacy</a></li> <li>○ Writing to answer a prompt should address all parts</li> <li>○ The core text of the unit should be used as a mentor text to teach grammar and usage standards (mini lessons)</li> <li>○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (use <a href="#">2.W.3.2</a> rubric).</li> </ul> </li> </ul>
<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Second Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b>  <a href="#">R.A.C.E Strategy Rubric</a>          Pre-Assessment - Giant Waterbug          3Pt. Writing rubric          Weekly assessment of phonics skills-Predictable Vowel Teams ai/ay and oa  <a href="#">2.RN.2.1 Formative Assessment</a></p>
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Readers ask and answer questions in order to better understand a text.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● RQ #1 What kind of bug is this? How do I know?</li> <li>● RQ #2 In which ecosystem does this bug live? How does this bug depend on its surroundings to get what it needs?</li> </ul>

<ul style="list-style-type: none"> <li>● Text features are intentionally used to help readers make meaning or clarify understanding of a topic.</li> <li>● Authors write to communicate ideas and information about a topic.</li> <li>● The author’s intended audience and purpose dictate how those ideas are presented. Readers use multiple texts to gain information and determine what is important about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>● Why are some people afraid of bugs?</li> <li>● How can nonfiction texts be useful?</li> <li>● How are nonfiction texts different from fictional texts?</li> <li>● How can asking questions help me understand better?</li> <li>● Why would I ask questions while I read?</li> <li>● What parts should I reread to understand better?</li> <li>● What could I do when I don’t understand?</li> </ul>	
<p><b><u>Key Concepts</u></b>  <b>2.RN.2.1</b></p> <ul style="list-style-type: none"> <li>● I can state the main idea and details in a text.</li> <li>● I can ask questions about a text.</li> <li>● I can use details to support my answers.</li> </ul>	<p><b><u>Related Concepts</u></b>  <b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● I can read common high-frequency sight words.</li> <li>● I can read irregularly spelled high-frequency sight words.</li> <li>● I can read abbreviations.</li> </ul> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● I can decode two-syllable words.</li> <li>● I can decode two-syllable words with the CVC pattern.</li> <li>● I can decode two-syllable words with the CVr pattern.</li> <li>● I can decode two-syllable words with a short vowel.</li> <li>● I can decode two-syllable words with the VV pattern.</li> <li>● I can decode two-syllable words with the VCe pattern.</li> <li>● I can decode two-syllable words with the Cle pattern.</li> <li>● I can decode words with closed syllable patterns.</li> <li>● I can decode words with open syllable patterns.</li> </ul> <p><b>2.RV.2.2</b></p> <ul style="list-style-type: none"> <li>● I can identify relationships among words.</li> </ul>	<p><b><u>Vocabulary</u></b>  <b>2.RN.2.1</b></p> <ul style="list-style-type: none"> <li>● confirm</li> <li>● details</li> <li>● main idea</li> <li>● supporting fact</li> <li>● text</li> </ul> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● abbreviation</li> <li>● common</li> <li>● high-frequency</li> <li>● irregular</li> <li>● recognize</li> </ul> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● decode</li> <li>● syllable</li> </ul> <p><b>2.RV.2.2</b></p> <ul style="list-style-type: none"> <li>● antonym</li> <li>● identify</li> <li>● multiple-meaning word</li> <li>● synonym</li> </ul> <p><b>2.RN.2.2</b></p> <ul style="list-style-type: none"> <li>● identify</li> <li>● main idea</li> <li>● multiparagraph text</li> <li>● nonfiction text</li> <li>● paragraph</li> </ul> <p><b>2.RN.3.1</b></p>

	<ul style="list-style-type: none"> <li>● I can identify synonyms and antonyms.</li> <li>● I can define multiple-meaning words.</li> </ul> <p><b>2.RN.2.2</b></p> <ul style="list-style-type: none"> <li>● I can identify the main idea of a multiparagraph nonfiction text.</li> <li>● I can identify the topic of each paragraph in a nonfiction text.</li> </ul> <p><b>2.RN.3.1</b></p> <ul style="list-style-type: none"> <li>● I can describe how text features are used in a nonfiction text.</li> <li>● I can locate key facts and information using text features.</li> <li>● I can explain how text features contribute to the understanding of the text.</li> </ul> <p><b>2.RF.4.3</b></p> <ul style="list-style-type: none"> <li>● I can read short vowel one-syllable words.</li> <li>● I can read long vowel one-syllable words.</li> </ul>	<ul style="list-style-type: none"> <li>● caption</li> <li>● clarify</li> <li>● contribute</li> <li>● heading</li> <li>● index</li> <li>● key fact</li> <li>● nonfiction text</li> <li>● table of contents</li> <li>● text feature</li> </ul> <p><b>2.RF.4.3</b></p> <ul style="list-style-type: none"> <li>● long vowel</li> <li>● short vowel</li> <li>● syllable</li> </ul>
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**Resources**

**ARC Resources**

- All graphic organizers for research questions are located in the back of teacher’s manual
- Anchor title - James and the Giant Peach
- Anchor titles
- Set of core texts
- ARC Independent Research Leveled Library
- Research card
- Writing card

**Supplemental Fiction Texts**

**Supplemental Nonfiction Texts**

**Supplemental Media, Music, Art, and other Resources**

**Reflection**

19 Revised January 21

<u>Data Analysis</u>	<u>Celebrations/Changes</u>
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# Cycle 5

## General Description of the Unit

By the end of this unit, students will have moved IRLA levels and demonstrate beginning expertise in both informational text and the unit content by producing well-researched informational text.

## Priority Standards

- 2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.

### **Phonological Awareness:**

**Week 1:** syllables/ Heggerty Lesson week 13

**Week 2:** syllables/Heggerty Lesson week 14

**Week 3:** syllables and rhyming/Heggerty Lesson week 15

[HEGGERTY HAND MOTIONS TUTORIAL](#)

### **From Phonics to Reading:**

**Week 13:** long e

**Week 14:** vowel team syllables

**Week 15:** long i

### **High Frequency Words (FPTR)**

**Week 13:** going, which, bring, with, round

**Week 14:** been, done, even, one, different

**Week 15:** every, far, eight, try, walk

### **Grammar Focus:**

**Rule 13-** “Use *I* when you are the person doing something. Use *me* when something happens to you.”

**Rule 14-** “Use *we* when you and other people do something. Use *us* when something happens to you and other people.”

**Rule 15-** “Use *they* when several people do something. Use

## Supporting Standards

- **2.RF.4.4** (grade level list, individual data pulled from SchoolPace)
- **2.RF.4.2** Predictable Vowel Teams au/aw and igh/y - skill 6 - 95%
- 2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.
- 2.RN.3.3: Identify what the author wants the reader to answer, explain, or describe in the text.

### Read Aloud Comprehension Focus for Cycle:

#### **Visualizing**

Good readers form visual and other sensory images during reading to better understand, remember, and enjoy texts. Students visualize to make sense of figurative language and deepen their understanding of poems and stories.

#### **Question Stems:**

- What are you seeing in your mind right now?
- What text helps you imagine? Are there any strong examples of imagery?
- What do you think \_\_\_ looks like?
- Can you picture anything with this sentence/paragraph?

<p><b><i>them something happens to several people.”</i></b></p>	
<p><b><u>Writing Focus</u></b> <b>2.W.3.2:</b> Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement</p>	<p><b><u>Writing Expectations</u></b> Final projects - Students will research topics of their choice using graphic organizers and publish final projects</p> <ul style="list-style-type: none"><li>● Guided or independent writing</li><li>● Response to text - read alouds</li><li>● Students respond to text dependent writing prompts using the RACE Strategy (gradual release)</li><li>● Students will use paragraph rubric to construct 2 to 3 paragraphs on a topic. <a href="#">Paragraph rubric</a></li><li>● By the end of quarter one students are expected to;<ul style="list-style-type: none"><li>○ Students use evidence in writing to reflect or support writing.</li><li>○ Research questions in reading and supply reference. <b>RQ 3 and RQ 4.</b></li><li>○ Teacher and students work together to compose texts with the teacher serving as a scribe. <a href="#">Writing Components of Balanced Literacy</a></li><li>○ Teacher and students collaboratively develop text while “sharing the pen”. <a href="#">Writing Components of Balanced Literacy</a></li><li>○ Writing to answer a prompt should address all parts</li><li>○ The core text of the unit should be used as a mentor text to teach grammar and usage standards (mini lessons)</li><li>○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (use <a href="#">2.W.3.2</a> rubric).</li></ul></li></ul>
<p><b><u>Proficiency Scales</u></b> <a href="#">Find the Second Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b> <a href="#">R.A.C.E Strategy Rubric</a> Mid - Assessment - Bugs That Hunt 4Pt. rubric Weekly Assessment of phonics skills - Predictable Vowel Teams au/aw and igh/y <a href="#">2.RN.2.2 Formative Assessment</a></p>

<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Readers identify the main idea of parts of a text in order to understand the main idea of the whole text.</li> <li>• Text features are intentionally used to help readers make meaning or clarify understanding of a topic.</li> <li>• Authors write to communicate ideas and information about a topic.</li> </ul>		<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• RQ #3 What physical characteristics help this bug survive in its ecosystem?</li> <li>• RQ #4 How does this bug interact with other members of its species? Why is this important to its survival?</li> <li>• How do I know if something is a main idea or just a detail?</li> <li>• What parts should I reread to understand better?</li> <li>• What could I do when I don't understand?</li> </ul>	
<p><b><u>Key Concepts</u></b></p> <p><b>2.RN.2.2</b></p> <ul style="list-style-type: none"> <li>• I can identify the main idea of a multiparagraph nonfiction text.</li> <li>• I can identify the topic of each paragraph in a nonfiction text.</li> </ul>	<p><b><u>Related Concepts</u></b></p> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>• I can read common high-frequency sight words.</li> <li>• I can read irregularly spelled high-frequency sight words.</li> <li>• I can read abbreviations.</li> </ul> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>• I can decode two-syllable words.</li> <li>• I can decode two-syllable words with the CVC pattern.</li> <li>• I can decode two-syllable words with the CVr pattern.</li> <li>• I can decode two-syllable words with a short vowel.</li> <li>• I can decode two-syllable words with the VV pattern.</li> <li>• I can decode two-syllable words with the VCe pattern.</li> <li>• I can decode two-syllable words with the Cle pattern.</li> <li>• I can decode words with closed syllable patterns.</li> <li>• I can decode words with open syllable patterns.</li> </ul> <p><b>2.RV.2.2</b></p>	<p><b><u>Vocabulary</u></b></p> <p><b>2.RN.2.2</b></p> <ul style="list-style-type: none"> <li>• identify</li> <li>• main idea</li> <li>• multiparagraph text</li> <li>• nonfiction text</li> <li>• paragraph</li> </ul> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>• abbreviation</li> <li>• common</li> <li>• high-frequency</li> <li>• irregular</li> <li>• recognize</li> </ul> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>• decode</li> <li>• syllable</li> </ul> <p><b>2.RV.2.2</b></p> <ul style="list-style-type: none"> <li>• antonym</li> <li>• identify</li> <li>• multiple-meaning word</li> <li>• synonym</li> </ul> <p><b>2.RN.3.1</b></p> <ul style="list-style-type: none"> <li>• caption</li> <li>• clarify</li> <li>• contribute</li> <li>• heading</li> <li>• index</li> </ul>	

	<ul style="list-style-type: none"> <li>● I can identify relationships among words.</li> <li>● I can identify synonyms and antonyms.</li> <li>● I can define multiple-meaning words.</li> </ul> <p><b>2.RN.3.1</b></p> <ul style="list-style-type: none"> <li>● I can describe how text features are used in a nonfiction text.</li> <li>● I can locate key facts and information using text features.</li> <li>● I can explain how text features contribute to the understanding of the text.</li> </ul> <p><b>2.RN.3.3</b></p> <ul style="list-style-type: none"> <li>● I can identify what the author answers in a nonfiction text.</li> <li>● I can identify what the author explains in a nonfiction text.</li> <li>● I can identify what the author describes in a nonfiction text.</li> </ul>	<ul style="list-style-type: none"> <li>● key fact</li> <li>● nonfiction text</li> <li>● table of contents</li> <li>● text feature</li> </ul> <p><b>2.RN.3.3</b></p> <ul style="list-style-type: none"> <li>● explain</li> <li>● describe</li> <li>● identify</li> <li>● nonfiction text</li> </ul>
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**Resources**

**ARC Resources**

- All graphic organizers for research questions are located in the back of teacher’s manual
- Anchor title - James and the Giant Peach
- Anchor titles
- Set of core texts
- ARC Independent Research Leveled Library
- Research card
- Writing card

**Supplemental Fiction Texts**

**Supplemental Nonfiction Texts**

**Supplemental Media, Music, Art, and other Resources**

**Reflection**

**Data Analysis**

**Celebrations/Changes**

# Cycle 6

## General Description of the Unit

By the end of this unit, students will have moved IRLA levels and demonstrate beginning expertise in both informational text and the unit content by producing well-researched informational text.

### Priority Standards

- 2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.
- 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

### **Phonological Awareness:**

**Week 1:** syllables/ Heggerty Lesson week 16

**Week 2:** syllables/Heggerty Lesson week 17

**Week 3:** syllables and rhyming/Heggerty Lesson week 18

[HEGGERTY HAND MOTIONS TUTORIAL](#)

### **From Phonics to Reading:**

**Week 16:** long o

**Week 17:** long u

**Week 18:** consonant + le syllables

### **High Frequency Words (FPTR)**

**Week 16:** why, because, could, eat, you

**Week 17:** together, around, first, its, part

**Week 18:** both, clean, drink, must, these

### **Grammar Focus:**

**Rule 16-** “Add s or es to name more than one.”

### Supporting Standards

- **2.RF.4.2** Predictable Vowel Teams oi/oy and ew/ue - skill 6 - 95%
- 2.RF.4.6: Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten’s, sisters’), and compound words.
- 2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.
- 2.RN.4.1: Describe how an author uses facts to support specific points in a text.
- 2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- 2.RV3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.

### Read Aloud Comprehension Focus for Cycle:

#### **Visualizing**

Good readers form visual and other sensory images during reading to better understand, remember, and enjoy texts. Students visualize to make sense of figurative language and deepen their understanding of poems and stories.

#### **Question Stems:**

- What are you seeing in your mind right now?
- What text helps you imagine? Are there any strong examples of imagery?

<p><b>Rule 17- “Some special nouns mean more than one.”</b></p> <p><b>Rule 18- “Use <i>is</i> with one. Use <i>are</i> with more than one.”</b></p>	<ul style="list-style-type: none"><li>● What do you think ___ looks like?</li><li>● Can you picture anything with this sentence/paragraph?</li></ul>
<p><b><u>Writing Focus</u></b></p> <p><b>2.W.3.2:</b> Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement</p>	<p><b><u>Writing Expectations</u></b></p> <p>Final projects - Students will research topics of their choice using graphic organizers and publish final projects.</p> <ul style="list-style-type: none"><li>● Guided or independent writing</li><li>● Response to text - read alouds</li><li>● Students respond to text dependent writing prompts using the RACE Strategy (gradual release)</li><li>● Students will use paragraph rubric to construct 2 to 3 paragraphs on a topic. <a href="#">Paragraph rubric</a></li><li>● By the end of quarter one students are expected to;<ul style="list-style-type: none"><li>○ Students use evidence in writing to reflect or support writing.</li><li>○ Research questions in reading and referencing evidence from text <b>RQ5 and RQ 6.</b></li><li>○ Teacher and students work together to compose texts with the teacher serving as a scribe.<a href="#">Writing Components of Balanced Literacy</a></li><li>○ Teacher and students collaboratively develop text while “sharing the pen”.<a href="#">Writing Components of Balanced Literacy</a></li><li>○ Writing to answer a prompt should address all parts</li><li>○ The core text of the unit should be used as a mentor text to teach grammar and usage standards (mini lessons)</li><li>○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (use <a href="#">2.W.3.2</a> rubric).</li></ul></li></ul>

<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Second Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b>  <a href="#">R.A.C.E Strategy Rubric</a>                  Post-Assessment - Bugs That Hide                  8 Pt. rubric                  100 pt Final project                  Weekly assessment of phonics skill - Predictable Vowel Teams oi/oy and ew/ue</p> <p><b><u>2.RN.3.1 Formative Assessment</u></b></p>	
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Text features are intentionally used to help readers make meaning or clarify understanding of a topic.</li> <li>● Being a good reader makes one a better author.</li> <li>● Authors write to communicate ideas and information about a topic.</li> <li>● The author’s intended audience and purpose dictate how those ideas are presented. Readers use multiple texts to gain information and determine what is important about a topic.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● RQ #5 What living things depend on this bug? How and why?</li> <li>● RQ #6 What might happen if this bug were removed permanently? What should humans do to make sure this doesn’t happen?</li> <li>● How can you make sure your reader understands your main idea?</li> <li>● How can you state your main idea?</li> <li>● What’s a good detail to include to support your main idea?</li> <li>● How do you put ideas in your own words?</li> <li>● How do you decide what information to put in your book?</li> </ul>	
<p><b><u>Key Concepts</u></b></p> <p><b>2.RN.3.1</b></p> <ul style="list-style-type: none"> <li>● I can describe how text features are used in a nonfiction text.</li> <li>● I can locate key facts and information using text features.</li> <li>● I can explain how text features contribute to the understanding of the text.</li> </ul> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● I can read common high-frequency sight words.</li> <li>● I can read irregularly spelled high-frequency sight words.</li> </ul>	<p><b><u>Related Concepts</u></b></p> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● I can decode two-syllable words.</li> <li>● I can decode two-syllable words with the CVC pattern.</li> <li>● I can decode two-syllable words with the CVr pattern.</li> <li>● I can decode two-syllable words with a short vowel.</li> <li>● I can decode two-syllable words with the VV pattern.</li> <li>● I can decode two-syllable words with the VCe pattern.</li> <li>● I can decode two-syllable words with the Cle pattern.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b>2.RN.3.1</b></p> <ul style="list-style-type: none"> <li>● caption</li> <li>● clarify</li> <li>● contribute</li> <li>● heading</li> <li>● index</li> <li>● key fact</li> <li>● nonfiction text</li> <li>● table of contents</li> <li>● text feature</li> </ul> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● abbreviation</li> <li>● common</li> <li>● high-frequency</li> <li>● irregular</li> </ul>

<ul style="list-style-type: none"><li>● I can read abbreviations.</li></ul>	<ul style="list-style-type: none"><li>● I can decode words with closed syllable patterns.</li><li>● I can decode words with open syllable patterns.</li></ul> <p><b>2.RF.4.6</b></p> <ul style="list-style-type: none"><li>● I can read multi-syllabic words with prefixes.</li><li>● I can read multi-syllabic words with suffixes.</li><li>● I can read multi-syllabic words with contractions.</li><li>● I can read multi-syllabic words with possessives.</li><li>● I can read compound words.</li></ul> <p><b>2.RN.3.2</b></p> <ul style="list-style-type: none"><li>● I can identify a nonfiction text written to compare and contrast.</li><li>● I can identify a nonfiction text written to describe a procedure.</li><li>● I can identify a nonfiction text written to show a cause and effect relationship.</li></ul> <p><b>2.RN.4.1</b></p> <ul style="list-style-type: none"><li>● I can describe how an author uses facts to support specific points in a nonfiction text.</li></ul> <p><b>2.RV.2.5</b></p> <ul style="list-style-type: none"><li>● I can use reference materials to determine the meaning of words or phrases.</li></ul> <p><b>2.RV.3.2</b></p> <ul style="list-style-type: none"><li>● I can determine the meaning of words and phrases in a nonfiction text.</li></ul>	<ul style="list-style-type: none"><li>● recognize</li></ul> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"><li>● decode</li><li>● syllable</li></ul> <p><b>2.RF.4.6</b></p> <ul style="list-style-type: none"><li>● compound</li><li>● contraction</li><li>● possessive</li><li>● prefix</li><li>● root word</li><li>● suffix</li><li>● syllable</li></ul> <p><b>2.RN.3.2</b></p> <ul style="list-style-type: none"><li>● cause</li><li>● compare</li><li>● contrast</li><li>● describe</li><li>● effect</li><li>● identify</li><li>● nonfiction text</li><li>● procedure</li><li>● sequential</li></ul> <p><b>2.RN.4.1</b></p> <ul style="list-style-type: none"><li>● describe</li><li>● facts</li><li>● nonfiction text</li><li>● support</li></ul> <p><b>2.RV.2.5</b></p> <ul style="list-style-type: none"><li>● clarify</li><li>● consult</li><li>● determine</li><li>● dictionary</li><li>● digital</li><li>● reference materials</li><li>● phrase</li><li>● print</li></ul>
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		<b>2.RV.3.2</b> <ul style="list-style-type: none"> <li>• context clue</li> </ul>
<b><u>Resources</u></b>		
<p style="text-align: center;"><b><u>ARC Resources</u></b></p> <ul style="list-style-type: none"> <li>• All graphic organizers for research questions are located in the back of teacher’s manual</li> <li>• Anchor title - James and the Giant Peach</li> <li>• Anchor titles</li> <li>• Set of core texts</li> <li>• ARC Independent Research Leveled Library</li> <li>• Research card</li> <li>• Writing card</li> </ul>		
<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b> Watch James and the Giant Peach
<b><u>Reflection</u></b>		
<b><u>Data Analysis</u></b>	<b><u>Celebrations/Changes</u></b>	

**Grade 2**  
**Unit 3**

## Cycles of Learning

*At a glance*

Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
<p style="text-align: center;"><b>2.W.3.3</b> <b>2.W.4</b></p> <p>(42 days)</p>	<p style="color: blue; text-decoration: underline;">Cycle 7</p> <p><b>Week 19</b> 1/9-1/13</p> <p><b>Week 20</b> 1/17-1/20</p> <p><b>Week 21</b> 1/23- 1/27</p>	(14 days)	2.RL.2.2	<p style="color: green;">2.RF.4.4</p> <p style="color: red;">Throughout unit</p> <p><b>2.RF.4.2</b></p> <p>2.RL.2.1</p> <p>2.RL.2.3</p> <p>2.RV.2.2</p>
	<p style="color: blue; text-decoration: underline;">Cycle 8</p> <p><b>Week 22</b> 1/30-2/3</p> <p><b>Week 23</b> 2/6-2/10</p> <p><b>Week 24</b> 2/13- 2/17</p>	( 14 days)	<p>2.RV.2.1</p> <p>2.RL.2.2</p>	<p style="color: green;">2.RF.4.4</p> <p><b>2.RF.4.2</b></p> <p>2.RL.2.3</p> <p>2.RL.3.1</p> <p>2.RL.3.2</p> <p>2.RV.2.2</p>

	<p><b><u>Cycle 9</u></b></p> <p><b>Week 25</b> 2/21- 2/24</p> <p><b>Week 26</b> 2/27- 3/3</p> <p><b>Week 27</b> 3/6- 3/10</p>	(14 days)	<p>2.RF.4.4 2.RL.2.2 <b>COGAT</b> <b>(Feb 13th- Feb 21st)</b></p>	<p><b>2.RF.4.2</b> 2.RL.4.1 2.RL.4.2 2.RV.2.4</p>
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The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

## Cycle 7

### General Description of the Unit

By the end of this unit, students will have moved IRLA levels and demonstrate beginning expertise in analyzing and producing literature by publishing a series of opinion pieces and series of narrative pieces.

### Priority Standards

- 2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

### **Phonological Awareness:**

**Week 1:** syllables/ Heggerty Lesson week 19

**Week 2:** syllables/Heggerty Lesson week 20

**Week 3:** syllables and rhyming/Heggerty Lesson week 21

### **HEGGERTY HAND MOTIONS TUTORIAL**

### **From Phonics to Reading:**

**Week 19:** r-controlled ar

**Week 20:** r-controlled er, ir, ur

**Week 21:** r-controlled or, ore, oar

### **High Frequency Words (FPTR)**

**Week 19:** always, blue, put, only, found

### Supporting Standards

- **2.RF.4.2** Unpredictable Vowel Teams ea, ie, oo - skill 7 - 95%
- 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.). **Throughout unit**
- 2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of the main idea and key details in a text.
- 2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.
- 2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).

### **Read Aloud Comprehension Focus for Cycle:**

**Inference**

<p><b>Week 20: no, now, myself, on, laugh</b>  <b>Week 21: hurt, buy, four, hold, again</b></p> <p><b>Grammar Focus: COMMAS AND APOSTROPHES</b></p> <p><b>Rule 19- “Use commas to separate things in a list.”</b></p> <p><b>Rule 20- “Commas are used in dates and addresses.”</b></p> <p><b>Rule 21- “Apostrophes are used to show belonging.”</b></p>	<p>Good readers use prior knowledge and information in a text to create meanings not explicitly stated, moving from the literal to a deeper understanding of texts. Students make inferences to think more deeply about both narrative and expository texts.</p> <p>Question Stems:</p> <ul style="list-style-type: none"> <li>● Why do you think...?</li> <li>● What would happen if...?</li> <li>● What do you predict?</li> <li>● What do you think that behavior means?</li> <li>● Can you show me a place where you had to assume something that the author didn’t come right out and tell you?</li> <li>● What character traits are the characters showing right now? Find text evidence to back that up.</li> </ul>
<p><b><u>Writing Focus</u></b></p> <p>2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ul style="list-style-type: none"> <li>● Include a beginning.</li> <li>● Use temporal words to signal event order (e.g., first of all).</li> <li>● Provide details to describe actions, thoughts, and feelings.</li> <li>● Provide an ending.</li> </ul> <p>2.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> <li>● Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</li> <li>● Use available technology to produce and publish legible documents.</li> </ul>	<p><b><u>Writing Expectations</u></b></p> <p>Final projects - Students will research topics of their choice using graphic organizers and publish final projects.</p> <ul style="list-style-type: none"> <li>● Guided or independent writing</li> <li>● Response to text - read alouds</li> <li>● Students will use paragraph rubric to construct 2 to 3 paragraphs on a topic. <a href="#">Paragraph rubric</a></li> <li>● By the end of quarter one students are expected to;             <ul style="list-style-type: none"> <li>○ Students use evidence in writing to reflect or support writing.</li> <li>○ Research questions in reading and referencing evidence from text <b>RQ5 and RQ 6</b>.</li> <li>○ Teacher and students work together to compose texts with the teacher serving as a scribe.<a href="#">Writing Components of Balanced Literacy</a></li> <li>○ Teacher and students collaboratively develop text while “sharing the pen”.<a href="#">Writing Components of Balanced Literacy</a></li> <li>○ Writing to answer a prompt should address all parts</li> <li>○ The core text of the unit should be used as a mentor text to teach grammar and usage standards (mini lessons)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (use <a href="#">2.W.3.3</a> rubric).</li> </ul>	
<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Second Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b>  <a href="#">R.A.C.E Strategy Rubric</a>                      Pre-Assessment - Write a story that has characters, a setting, a problem, and a solution.                      7Pt. Writing rubric                      Weekly assessment of phonics skills-Predictable Vowel Teams ea and ie  <a href="#">2.RL.2.2 Formative Assessment</a></p>	
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Readers can develop understanding of a text by retelling important events, determining theme, and analyzing characters.</li> <li>● Who tells a story affects what is told and how it is told.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● How does the story teller affect how you feel about the story?</li> <li>● Why would an author change the ending of a folktale?</li> <li>● Why would an author change the story elements?</li> <li>● What is the lesson to be learned in this story?</li> <li>● Why did the author choose /create this character?</li> </ul>	
<p><b><u>Key Concepts</u></b>  <b>2.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● I can recount stories, fables, and folktales from diverse cultures.</li> <li>● I can determine the central message, lesson, or moral.</li> </ul>	<p><b><u>Related Concepts</u></b>  <b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● I can decode two-syllable words.</li> <li>● I can decode two-syllable words with the CVC pattern.</li> <li>● I can decode two-syllable words with the CVr pattern.</li> <li>● I can decode two-syllable words with a short vowel.</li> <li>● I can decode two-syllable words with the VV pattern.</li> <li>● I can decode two-syllable words with the VCe pattern.</li> <li>● I can decode two-syllable words with the Cle pattern.</li> <li>● I can decode words with closed syllable patterns.</li> </ul>	<p><b><u>Vocabulary</u></b>  <b>2.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● central message</li> <li>● diverse culture</li> <li>● fable</li> <li>● folktale</li> <li>● lesson</li> <li>● moral</li> <li>● recount</li> </ul> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● decode</li> <li>● syllable</li> </ul> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● abbreviation</li> <li>● common</li> <li>● high-frequency</li> <li>● irregular</li> <li>● recognize</li> </ul>

	<ul style="list-style-type: none"> <li>● I can decode words with open syllable patterns.</li> </ul> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● I can read common high-frequency sight words.</li> <li>● I can read irregularly spelled high-frequency sight words.</li> <li>● I can read abbreviations.</li> </ul> <p><b>2.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● I can ask questions about key details in a text.</li> <li>● I can answer questions about what happens in a text.</li> <li>● I can demonstrate my understanding of a text by asking and answering questions.</li> </ul> <p><b>2.RL.2.3</b></p> <ul style="list-style-type: none"> <li>● I can describe how characters in a story respond to major events and challenges.</li> <li>● I can explain how characters affect the plot.</li> </ul>	<p><b>2.RL.2.1</b></p> <ul style="list-style-type: none"> <li>● demonstrate</li> <li>● key detail</li> <li>● main idea</li> <li>● text</li> </ul> <p><b>2.RL.2.3</b></p> <ul style="list-style-type: none"> <li>● character</li> <li>● describe</li> <li>● plot</li> </ul>
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**Resources**

**ARC Resources**

- All graphic organizers for research questions are located in the back of teacher’s manual
- Anchor texts
- Core text - Who's Afraid of the Big Bad Wolf?
- ARC Independent Leveled Library
- Informational text sets
- Genre card
- Editing card

**Supplemental Fiction Texts**

**Supplemental Nonfiction Texts**

**Supplemental Media, Music, Art, and other Resources**

**Reflection**

<u>Data Analysis</u>	<u>Celebrations/Changes</u>
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# Cycle 8

## General Description of the Unit

By the end of this unit, students will have moved IRLA levels and demonstrate beginning expertise in analyzing and producing literature by publishing a series of opinion pieces and series of narrative pieces.

## Priority Standards

- 2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
- 2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

## **Phonological Awareness:**

**Week 1:** syllables/ Heggerty Lesson week 22

**Week 2:** syllables/Heggerty Lesson week 23

**Week 3:** syllables and rhyming/Heggerty Lesson week 24

[\*\*HEGGERTY HAND MOTIONS TUTORIAL\*\*](#)

## **From Phonics to Reading:**

**Week 22:** r-controlled are, air, ear

**Week 23:** r-controlled vowel syllables

**Week 24:** consonant + le syllables

## **High Frequency Words (FPTR)**

**Week 22:** who, new, look, read, shall

**Week 23:** those, used, so, right, once

**Week 24:** but, each, fly, here, kind

## **Grammar Focus:**

**Rule 22- "Add ed to most action words to tell that something has already happened."**

## Supporting Standards

- 2.RF.4.2: Unpredictable Vowel Teams ou, ow - skill 7 - 95%, Vowel R or skill 8 - 95%
- 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.)
- 2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.
- 2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.
- 2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).

## Read Aloud Comprehension Focus for Cycle:

### **Inference**

Good readers use prior knowledge and information in a text to create meanings not explicitly stated, moving from the literal to a deeper understanding of texts. Students make inferences to think more deeply about both narrative and expository texts.

### Question Stems:

- Why do you think...?
- What would happen if...?
- What do you predict?

<p><b>Rule 23- “Some words change before an ending is added.”</b></p> <p><b>Rule 24- “Some special words show that something happened in the past.”</b></p>	<ul style="list-style-type: none"> <li>● What do you think that behavior means?</li> <li>● Can you show me a place where you had to assume something that the author didn’t come right out and tell you?</li> <li>● What character traits are the characters showing right now? Find text evidence to back that up.</li> </ul>
<p><b><u>Writing Focus</u></b></p> <p>2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ul style="list-style-type: none"> <li>● Include a beginning.</li> <li>● Use temporal words to signal event order (e.g., first of all).</li> <li>● Provide details to describe actions, thoughts, and feelings.</li> <li>● Provide an ending.</li> </ul> <p>2.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> <li>● Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</li> <li>● Use available technology to produce and publish legible documents.</li> </ul>	<p><b><u>Writing Expectations</u></b></p> <p>Final projects - Students will research topics of their choice using graphic organizers and publish final projects.</p> <ul style="list-style-type: none"> <li>● Guided or independent writing</li> <li>● Response to text - read alouds</li> <li>● Students will use paragraph rubric to construct 2 to 3 paragraphs on a topic. <a href="#">Paragraph rubric</a></li> <li>● By the end of quarter one students are expected to;             <ul style="list-style-type: none"> <li>○ Students use evidence in writing to reflect or support writing.</li> <li>○ Research questions in reading and referencing evidence from text <b>RQ5 and RQ 6.</b></li> <li>○ Teacher and students work together to compose texts with the teacher serving as a scribe.<a href="#">Writing Components of Balanced Literacy</a></li> <li>○ Teacher and students collaboratively develop text while “sharing the pen”.<a href="#">Writing Components of Balanced Literacy</a></li> <li>○ Writing to answer a prompt should address all parts</li> <li>○ The core text of the unit should be used as a mentor text to teach grammar and usage standards (mini lessons)</li> <li>○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (use <a href="#">2.W.3.2</a> rubric).</li> </ul> </li> </ul>
<p><b><u>Proficiency Scales</u></b></p> <p><a href="#">Find the Second Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b></p> <p><a href="#">R.A.C.E Strategy Rubric</a></p> <p>Mid-Assessment - Write a story that has characters, a setting, a problem, and a solution. 6Pt. Writing retelling rubric</p> <p>Weekly assessment of phonics skills-Predictable Vowel Teams oo and ou</p>

		<b><u>2.RL.2.2 Formative Assessment</u></b>
<b><u>Enduring Understandings</u></b>		<b><u>Essential Questions</u></b>
<ul style="list-style-type: none"> <li>• Authors write to share an experience or a story. Providing details and a logical sequence of events makes the story easier to understand.</li> <li>• Readers use context clues to help them understand words or phrases they don't recognize.</li> </ul>		<ul style="list-style-type: none"> <li>• What lesson did the author want you to learn from this story?</li> <li>• What details show you what the author's message is?</li> <li>• What does _____ mean in the story?</li> <li>• What should you do if you come across words you don't know?</li> <li>• What challenges do the characters face in this story?</li> <li>• What is the sequence of events?</li> </ul>
<b><u>Key Concepts</u></b>	<b><u>Related Concepts</u></b>	<b><u>Vocabulary</u></b>
<b>2.RV.2.1</b> <ul style="list-style-type: none"> <li>• I can use context clues (word or sentence clues) to determine the meaning of an unknown word.</li> <li>• I can use text features (glossary, table of contents, index, captions, illustrations, headings) to help me understand an unknown word.</li> </ul>	<b>2.RF.4.2</b> <ul style="list-style-type: none"> <li>• I can decode two-syllable words.</li> <li>• I can decode two-syllable words with the CVC pattern.</li> <li>• I can decode two-syllable words with the CVr pattern.</li> <li>• I can decode two-syllable words with a short vowel.</li> <li>• I can decode two-syllable words with the VV pattern.</li> <li>• I can decode two-syllable words with the VCe pattern.</li> <li>• I can decode two-syllable words with the Cle pattern.</li> <li>• I can decode words with closed syllable patterns.</li> <li>• I can decode words with open syllable patterns.</li> </ul> <b>2.RF.4.4</b> <ul style="list-style-type: none"> <li>• I can read common high-frequency sight words.</li> <li>• I can read irregularly spelled high-frequency sight words.</li> <li>• I can read abbreviations.</li> </ul> <b>2.RL.2.3</b> <ul style="list-style-type: none"> <li>• I can describe how characters in a story respond to major events and challenges.</li> </ul>	<b>2.RV.2.1</b> <ul style="list-style-type: none"> <li>• context clue</li> <li>• determine</li> <li>• heading</li> <li>• table of contents</li> <li>• text feature</li> </ul> <b>2.RF.4.2</b> <ul style="list-style-type: none"> <li>• decode</li> <li>• syllable</li> </ul> <b>2.RF.4.4</b> <ul style="list-style-type: none"> <li>• abbreviation</li> <li>• common</li> <li>• high-frequency</li> <li>• irregular</li> <li>• recognize</li> </ul> <b>2.RL.2.3</b> <ul style="list-style-type: none"> <li>• character</li> <li>• describe</li> <li>• plot</li> </ul> <b>2.RL.3.1</b> <ul style="list-style-type: none"> <li>• conclusion</li> <li>• describe</li> <li>• introduction</li> <li>• plot</li> </ul> <b>2.RL.3.2</b> <ul style="list-style-type: none"> <li>• character</li> <li>• dialogue</li> </ul>

	<ul style="list-style-type: none"> <li>● I can explain how characters affect the plot.</li> </ul> <p><b>2.RL.3.1</b></p> <ul style="list-style-type: none"> <li>● I can describe the plot of a story.</li> <li>● I can describe how the beginning introduces what will happen in the story.</li> <li>● I can describe how the ending includes solving the problem in the story.</li> </ul> <p><b>2.RL.3.2</b></p> <ul style="list-style-type: none"> <li>● I can identify differences in the points of view of characters.</li> <li>● I can identify dialogue as words spoken by characters.</li> </ul>	<ul style="list-style-type: none"> <li>● identify</li> <li>● point of view</li> <li>● quotation mark</li> </ul>
<b><u>Resources</u></b>		
<b><u>ARC Resources</u></b>		
<ul style="list-style-type: none"> <li>● All graphic organizers for research questions are located in the back of teacher’s manual</li> <li>● Anchor texts</li> <li>● Core text - Who's Afraid of the Big</li> <li>● Bad Wolf?</li> <li>● ARC Independent Leveled Library</li> <li>● Informational text sets</li> <li>● Genre card</li> <li>● Editing card</li> </ul>		
<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b>
<b><u>Reflection</u></b>		
<b><u>Data Analysis</u></b>	<b><u>Celebrations/Changes</u></b>	

# Cycle 9

## General Description of the Unit

By the end of this unit, students will have moved IRLA levels and demonstrate beginning expertise in analyzing and producing literature by publishing a series of opinion pieces and series of narrative pieces.

## Priority Standards

- 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
- 2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

## **Phonological Awareness:**

**Week 1:** syllables/ Heggerty Lesson week 25

**Week 2:** syllables/Heggerty Lesson week 26

**Week 3:** syllables and rhyming/Heggerty Lesson week 27

[\*\*HEGGERTY HAND MOTIONS TUTORIAL\*\*](#)

## **From Phonics to Reading:**

**Week 25:** short oo and long oo

**Week 26:** diphthong /ou/

**Week 27:** diphthong /oi/

## **High Frequency Words (FPTR)**

**Week 25:** words, know, most, two, full

**Week 26:** by, goes, time, through, water

**Week 27:** better, away, show, pretty, place

## **Grammar Focus: COMPARATIVES AND SUPERLATIVES**

**Rule 25-** “The endings *er* and *est* are used to compare things.”

## **Grammar Review**

## Supporting Standards

- **2.RF.4.2** Vowel R ir/er/ur skill 8 - 95%, Complex consonants G, Complex consonants tch
- 2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.
- 2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.

## Read Aloud Comprehension Focus for Cycle:

### **Inference**

Good readers use prior knowledge and information in a text to create meanings not explicitly stated, moving from the literal to a deeper understanding of texts. Students make inferences to think more deeply about both narrative and expository texts.

### Question Stems:

- Why do you think...?
- What would happen if...?
- What do you predict?
- What do you think that behavior means?
- Can you show me a place where you had to assume something that the author didn't come right out and tell you?
- What character traits are the characters showing right now? Find text evidence to back that up.

<p><b><u>Writing Focus</u></b></p> <p>2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that –</p> <ul style="list-style-type: none"><li>● Include a beginning.</li><li>● Use temporal words to signal event order (e.g., first of all).</li><li>● Provide details to describe actions, thoughts, and feelings.</li><li>● Provide an ending.</li></ul> <p>2.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"><li>● Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.</li><li>● Use available technology to produce and publish legible documents.</li></ul>	<p><b><u>Writing Expectations</u></b></p> <p>Final projects - Students will research topics of their choice using graphic organizers and publish final projects.</p> <ul style="list-style-type: none"><li>● Guided or independent writing</li><li>● Response to text - read alouds</li><li>● Students will use paragraph rubric to construct 2 to 3 paragraphs on a topic. <a href="#">Paragraph rubric</a></li><li>● By the end of quarter one students are expected to;<ul style="list-style-type: none"><li>○ Students use evidence in writing to reflect or support writing.</li><li>○ Research questions in reading and referencing evidence from text <b>RQ5 and RQ 6</b>.</li><li>○ Teacher and students work together to compose texts with the teacher serving as a scribe.<a href="#">Writing Components of Balanced Literacy</a></li><li>○ Teacher and students collaboratively develop text while “sharing the pen”.<a href="#">Writing Components of Balanced Literacy</a></li><li>○ Writing to answer a prompt should address all parts</li><li>○ The core text of the unit should be used as a mentor text to teach grammar and usage standards (mini lessons)</li><li>○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (use <a href="#">2.W.3.2</a> rubric).</li></ul></li></ul>
<p><b><u>Proficiency Scales</u></b></p> <p><a href="#">Find the Second Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b></p> <p><a href="#">R.A.C.E Strategy Rubric</a></p> <p>Post-Assessment - Write a story that has characters, a setting, a problem, and a solution. 5Pt. Writing opinion rubric 100 pt Final project</p> <p>Weekly assessment of phonics skills-Predictable Vowel Teams Vowel Teams ow - Vowel R or <a href="#">2.RL.2.2 Formative Assessment</a></p>

<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● In order to build a strong written argument, you must support it with reasons and facts.</li> <li>● Being a good reader makes one a better author.</li> <li>● Research can help an author write better literary texts that include factual information.</li> </ul>		<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● As an author, what message do you want your readers to understand?</li> <li>● What are the major events in the story?</li> <li>● How can facts help you create your animal character?</li> </ul>	
<p><b><u>Key Concepts</u></b></p> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● I can read common high-frequency sight words.</li> <li>● I can read irregularly spelled high-frequency sight words.</li> <li>● I can read abbreviations.</li> </ul> <p><b>2.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● I can recount stories, fables, and folktales from diverse cultures.</li> <li>● I can determine the central message, lesson, or moral.</li> </ul>	<p><b><u>Related Concepts</u></b></p> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● I can decode two-syllable words.</li> <li>● I can decode two-syllable words with the CVC pattern.</li> <li>● I can decode two-syllable words with the CVr pattern.</li> <li>● I can decode two-syllable words with a short vowel.</li> <li>● I can decode two-syllable words with the VV pattern.</li> <li>● I can decode two-syllable words with the VCe pattern.</li> <li>● I can decode two-syllable words with the Cle pattern.</li> <li>● I can decode words with closed syllable patterns.</li> <li>● I can decode words with open syllable patterns.</li> </ul> <p><b>2.RL.4.1</b></p> <ul style="list-style-type: none"> <li>● I can use the illustrations and details to describe characters in a story.</li> <li>● I can use the illustrations and details to describe the setting in a story.</li> <li>● I can use the illustrations and details to describe the plot of a story.</li> <li>● I can gain information from print and digital text.</li> </ul> <p><b>2.RL.4.2</b></p>	<p><b><u>Vocabulary</u></b></p> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● abbreviation</li> <li>● common</li> <li>● high-frequency</li> <li>● irregular</li> <li>● recognize</li> </ul> <p><b>2.RL.2.2</b></p> <ul style="list-style-type: none"> <li>● central message</li> <li>● diverse culture</li> <li>● fable</li> <li>● folktale</li> <li>● lesson</li> <li>● moral</li> <li>● recount</li> </ul> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● decode</li> <li>● syllable</li> </ul> <p><b>2.RL.4.1</b></p> <ul style="list-style-type: none"> <li>● character</li> <li>● demonstrate</li> <li>● digital text</li> <li>● illustration</li> <li>● plot</li> <li>● setting</li> </ul> <p><b>2.RL.4.2</b></p> <ul style="list-style-type: none"> <li>● author</li> <li>● compare</li> <li>● contrast</li> <li>● culture</li> </ul>	

	<ul style="list-style-type: none"> <li>● I can identify when stories have different authors, time periods, or cultures.</li> <li>● I can compare and contrast versions of the same story from different authors, time periods, or cultures.</li> </ul> <p><b>2.RV.2.4</b></p> <ul style="list-style-type: none"> <li>● I can use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>● I can identify when an affix is added to a known word.</li> </ul>	<ul style="list-style-type: none"> <li>● time period</li> </ul> <p><b>2.RV.2.4</b></p> <ul style="list-style-type: none"> <li>● affix</li> <li>● identify</li> <li>● root word</li> </ul>
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**Resources**

**ARC Resources**

- All graphic organizers for research questions are located in the back of teacher’s manual
- Anchor texts
- Core text - Who's Afraid of the Big
- Bad Wolf?
- ARC Independent Leveled Library
- Informational text sets
- Genre card
- Editing card

**Supplemental Fiction Texts**

**Supplemental Nonfiction Texts**

**Supplemental Media, Music, Art, and other Resources**

**Reflection**

**Data Analysis**

**Celebrations/Changes**

**Grade 2**  
**Unit 4**

## Cycles of Learning

*At a glance*

Unit Writing Focus	Cycle	Time frame	Priority Standards	Supporting Standards
<p style="text-align: center;"><b>2.W.3.1</b> <b>2.W.5</b></p> <p>(55 days)</p>	<p style="color: blue; text-decoration: underline;">Cycle 10</p> <p><b>Week 28</b> 3/13-3/17</p> <p><b>Week 29</b> 3/20- 3/24</p> <p><b>Week 30</b> 1/23- 1/27</p> <p><b>Week 31</b> 4/3-4/6</p>	<p>(18 days)</p>	<p>2.RN.3.1</p>	<p style="background-color: #90EE90;">2.RF.4.4</p> <p>2.RF.4.2</p> <p>2.RN.2.3</p> <p>2.RN.4.1</p> <p>2.RV.2.5</p> <p>2.RV.3.2</p>
	<p style="color: blue; text-decoration: underline;">Cycle 11</p> <p><b>Week 32</b> 4/10-4/14</p> <p><b>Week 33</b> 4/17- 4/21</p> <p><b>Week 34</b> 4/24- 4/28</p> <p><b>Week 35</b> 5/1- 5/5</p>	<p>(18 days)</p>	<p>2.RN.4.2</p>	<p style="background-color: #90EE90;">2.RF.4.4</p> <p>2.RF.4.2</p> <p>2.RN.2.3</p> <p>2.RN.3.3</p> <p>2.RN.4.1</p> <p>2.RV.3.2</p>

	<p><b><u>Cycle 12</u></b></p> <p><b>Week 36</b> 5/ 8- 5/12</p> <p><b>Week 37</b> 5/15- 5/19</p> <p><b>Week 38</b> 5/22- 5/25</p>	(17 days)	<p>2.RF.5 2.RF.4.4 <b>(NWEA EOY)</b> <b>(May 8-May19th)</b> <b>IRLA</b> <b>(May 15-May 25)</b></p>	<p>2.RF.4.2 2.RN.2.3 2.RN.4.1 2.RV.2.5 2.RV.3.2</p>
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The K-12 aligned Social Emotional Learning Competencies and Employability Skill Standards can be found [here](#).

<h1>Cycle 10</h1>	
<b><u>General Description of the Unit</u></b>	
<p>By the end of this unit, students will have moved IRLA levels and demonstrate beginning expertise in both informational text and the unit content by producing well researched opinion pieces.</p>	
<p><b><u>Priority Standards</u></b></p> <ul style="list-style-type: none"> <li>2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.</li> </ul> <p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li><b>Week 1:</b> syllables/ Heggerty Lesson week 28</li> <li><b>Week 2:</b> syllables/Heggerty Lesson week 29</li> <li><b>Week 3:</b> syllables and rhyming/Heggerty Lesson week 30</li> <li><b><u>HEGGERTY HAND MOTIONS TUTORIAL</u></b></li> </ul> <p><b>From Phonics to Reading:</b></p> <p><b>Week 28: complex vowel /ô/</b></p> <p><b>Week 29: vowel team syllables</b></p> <p><b>Week 30: review syllable types</b></p>	<p><b><u>Supporting Standards</u></b></p> <ul style="list-style-type: none"> <li>2.RF.4.2 Complex Consonants wr, c, gn/kn skill 9</li> <li>2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.). <b>Throughout unit</b></li> <li>2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.</li> <li>2.RN.4.1: Describe how an author uses facts to support specific points in a text.</li> <li>2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</li> <li>2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</li> </ul>

<p><b>High Frequency Words (FPTR)</b> <b>Week 28: soon, pull, over, also, carry</b> <b>Week 29: people, warm, wash, call, very</b> <b>Week 30: start, please, thank, own, before</b></p> <p><b>Grammar Focus:</b></p> <p><b>Prefixes</b></p>	<p><b><u>Read Aloud Comprehension Focus for Cycle:</u></b> <b>Wondering/Questioning</b></p> <p>Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Students generate questions before, during, and after reading to make sense of text, and they analyze their questions to deepen their understanding of the reading.</p> <p>Question Stems:</p> <ul style="list-style-type: none"><li>• What were you wondering about when you read that piece?</li><li>• Can you show me a part where you were confused? What questions came to mind at that point?</li><li>• What questions do you have right now about the character, situation, author, theme?</li></ul>
<p><b><u>Writing Focus</u></b> 2.W.3.1 2.W.5</p>	<p><b><u>Writing Expectations</u></b> Fact vs. Opinion Graphic Organizer Final Project Organizer KWL Chart RQ #1: Description of _____ RQ #1: Day in the life of _____ RQ #2: Contributions of _____</p> <ul style="list-style-type: none"><li>• Guided or independent writing</li><li>• Response to text - read alouds</li><li>• Students will use paragraph rubric to construct 2 to 3 paragraphs on a topic. <a href="#">Paragraph rubric</a></li><li>• By the end of quarter one students are expected to;<ul style="list-style-type: none"><li>○ Students use evidence in writing to reflect or support writing.</li><li>○ Research questions in reading and referencing evidence from text <b>RQ5 and RQ 6.</b></li><li>○ Teacher and students work together to compose texts with the teacher serving as a scribe. <a href="#">Writing Components of Balanced Literacy</a></li></ul></li></ul>

	<ul style="list-style-type: none"> <li>○ Teacher and students collaboratively develop text while “sharing the pen”. <a href="#">Writing Components of Balanced Literacy</a></li> <li>○ Writing to answer a prompt should address all parts</li> <li>○ The core text of the unit should be used as a mentor text to teach grammar and usage standards (mini lessons)</li> <li>○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (use <a href="#">2.W.3.1</a> rubric).</li> </ul>	
<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Second Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b>  <a href="#">R.A.C.E Strategy Rubric</a>            Fact vs. opinion 4 pt. Response            Pre Writing Assessment  <a href="#">2.RN.3.1 Formative Assessment</a>  <a href="#">Tricky Words 2R Assessment Part A</a></p>	
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Reading informational texts helps us to make sense of the world around us.</li> <li>● Identifying the main idea of a text helps us to identify and understand what the author deems important.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● What is the difference between fact and opinion?</li> <li>● What are the jobs in my community?</li> <li>● What is a community job you’re interested in learning more about? How does this job help the community?</li> <li>● How is this job important to the community?</li> <li>● What does it take to be good at this job?</li> </ul>	
<p><b><u>Key Concepts</u></b>  <b>2.RN.3.1</b></p> <ul style="list-style-type: none"> <li>● I can describe how text features are used in a nonfiction text.</li> <li>● I can locate key facts and information using text features.</li> <li>● I can explain how text features contribute to the understanding of the text.</li> </ul>	<p><b><u>Related Concepts</u></b>  <b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● I can decode two-syllable words.</li> <li>● I can decode two-syllable words with the CVC pattern.</li> <li>● I can decode two-syllable words with the CVr pattern.</li> <li>● I can decode two-syllable words with a short vowel.</li> <li>● I can decode two-syllable words with the VV pattern.</li> </ul>	<p><b><u>Vocabulary</u></b>  <b>2.RN.3.1</b></p> <ul style="list-style-type: none"> <li>● caption</li> <li>● clarify</li> <li>● contribute</li> <li>● heading</li> <li>● index</li> <li>● key fact</li> <li>● nonfiction text</li> <li>● table of contents</li> <li>● text feature</li> </ul> <p><b>2.RF.4.2</b></p>

	<ul style="list-style-type: none"> <li>● I can decode two-syllable words with the VCe pattern.</li> <li>● I can decode two-syllable words with the Cle pattern.</li> <li>● I can decode words with closed syllable patterns.</li> <li>● I can decode words with open syllable patterns.</li> </ul> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● I can read common high-frequency sight words.</li> <li>● I can read irregularly spelled high-frequency sight words.</li> <li>● I can read abbreviations.</li> </ul> <p><b>2.RN.2.3</b></p> <ul style="list-style-type: none"> <li>● I can describe how historical events are connected in a nonfiction text.</li> <li>● I can describe how scientific ideas are connected in a nonfiction text.</li> <li>● I can describe how steps in a process or procedure are connected in a nonfiction text.</li> </ul> <p><b>2.RN.4.1</b></p> <ul style="list-style-type: none"> <li>● I can describe how an author uses facts to support specific points in a nonfiction text.</li> </ul> <p><b>2.RV.2.5</b></p> <ul style="list-style-type: none"> <li>● I can use reference materials to determine the meaning of words or phrases.</li> </ul> <p><b>2.RV.3.2</b></p> <ul style="list-style-type: none"> <li>● I can determine the meaning of words and phrases in a nonfiction text.</li> </ul>	<ul style="list-style-type: none"> <li>● decode</li> <li>● syllable</li> </ul> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● abbreviation</li> <li>● common</li> <li>● high-frequency</li> <li>● irregular</li> <li>● recognize</li> </ul> <p><b>2.RN.2.3</b></p> <ul style="list-style-type: none"> <li>● connection</li> <li>● describe</li> <li>● nonfiction text</li> <li>● procedure</li> <li>● process</li> <li>● series</li> </ul> <p><b>2.RN.4.1</b></p> <ul style="list-style-type: none"> <li>● describe</li> <li>● facts</li> <li>● nonfiction text</li> <li>● support</li> </ul> <p><b>2.RV.2.5</b></p> <ul style="list-style-type: none"> <li>● clarify</li> <li>● consult</li> <li>● determine</li> <li>● dictionary</li> <li>● digital</li> <li>● reference materials</li> <li>● phrase</li> <li>● print</li> </ul> <p><b>2.RV.3.2</b></p> <ul style="list-style-type: none"> <li>● context clue</li> </ul>
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**Resources**

**ARC Resources**

- All graphic organizers for research questions are located in the back of teacher’s manual

48 Revised January 21

- Anchor titles
- Core text - A Field Guide to your Community
- ARC Independent Leveled Library
- Argument writing cards
- Research card

**Supplemental Fiction Texts**

**Supplemental Nonfiction Texts**

**Supplemental Media, Music, Art, and other Resources**

***Reflection***

**Data Analysis**

**Celebrations/Changes**

# Cycle 11

## General Description of the Unit

By the end of this unit, students will have moved IRLA levels and demonstrate beginning expertise in both informational text and the unit content by producing well researched opinion pieces.

## Priority Standards

- **2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic.**

Phonological Awareness:

Week 1: syllables/ Heggerty Lesson week 31

Week 2: syllables/Heggerty Lesson week 32

Week 3: syllables and rhyming/Heggerty Lesson week 33

[HEGGERTY HAND MOTIONS TUTORIAL](#)

Phonics Review

High Frequency Words (FPTR)

Week 31: work, years, three, into, such

Week 32: review

Week 33: review

Grammar Focus

Suffixes

## Writing Focus

2.W.3.1

2.W.5

## Supporting Standards

- **2.RF.4.2: Two syllable closed, silent e and vowel team. Skill 10**
- **2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.**
- **2.RN.4.1: Describe how an author uses facts to support specific points in a text.**

Read Aloud Comprehension Focus for Cycle:

Wondering/Questioning

Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Students generate questions before, during, and after reading to make sense of text, and they analyze their questions to deepen their understanding of the reading.

Question Stems:

- What were you wondering about when you read that piece?
- Can you show me a part where you were confused? What questions came to mind at that point?
- What questions do you have right now about the character, situation, author, theme?

## Writing Expectations

Students respond to text dependent questions using the [RACE STRATEGY](#)

(gradual release - independent)

RQ#3: What does it take to be good at?

	<p>RQ#3: Job Posting  RQ#4: Geography and ____  RQ#5: History of _____</p> <ul style="list-style-type: none"> <li>● Guided or independent writing</li> <li>● Response to text - read alouds</li> <li>● Students will use paragraph rubric to construct 2 to 3 paragraphs on a topic. <a href="#">Paragraph rubric</a></li> <li>● By the end of quarter one students are expected to; <ul style="list-style-type: none"> <li>○ Students use evidence in writing to reflect or support writing.</li> <li>○ Research questions in reading and referencing evidence from text.</li> <li>○ Teacher and students work together to compose texts with the teacher serving as a scribe. <a href="#">Writing Components of Balanced Literacy</a></li> <li>○ Teacher and students collaboratively develop text while “sharing the pen”. <a href="#">Writing Components of Balanced Literacy</a></li> <li>○ Writing to answer a prompt should address all parts</li> <li>○ The core text of the unit should be used as a mentor text to teach grammar and usage standards (mini lessons)</li> <li>○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (use <a href="#">2.W.3.1</a> rubric).</li> </ul> </li> </ul>
<p><b><u>Proficiency Scales</u></b>  <a href="#">Find the Second Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b>  <a href="#">R.A.C.E Strategy Rubric</a>  5 pt. Opinion Piece  Mid Writing Assessment  <a href="#">2. RN.4.2 Formative Assessment</a>  <a href="#">Tricky Words 2R Assessment Part B</a></p>
<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● In order to build a strong written argument, you must support it with reasons and facts.</li> <li>● Good readers build their understanding from multiple sources of information.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● How do you decide which details to put into your opinion?</li> <li>● How has this job changed over time?</li> <li>● Who is the boss in this job?</li> <li>● How is this job different in different places?</li> </ul>

<b><u>Key Concepts</u></b>	<b><u>Related Concepts</u></b>	<b><u>Vocabulary</u></b>
<p><b>2.RN.4.2</b></p> <ul style="list-style-type: none"> <li>● I can identify the most important points in a text.</li> <li>● I can compare two texts on the same topic.</li> <li>● I can contrast two texts on the same topic.</li> </ul>	<p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● I can decode two-syllable words.</li> <li>● I can decode two-syllable words with the CVC pattern.</li> <li>● I can decode two-syllable words with the CVr pattern.</li> <li>● I can decode two-syllable words with a short vowel.</li> <li>● I can decode two-syllable words with the VV pattern.</li> <li>● I can decode two-syllable words with the VCe pattern.</li> <li>● I can decode two-syllable words with the Cle pattern.</li> <li>● I can decode words with closed syllable patterns.</li> <li>● I can decode words with open syllable patterns.</li> </ul> <p><b>2.RN.2.3</b></p> <ul style="list-style-type: none"> <li>● I can describe how historical events are connected in a nonfiction text.</li> <li>● I can describe how scientific ideas are connected in a nonfiction text.</li> <li>● I can describe how steps in a process or procedure are connected in a nonfiction text.</li> </ul> <p><b>2.RN.3.3</b></p> <ul style="list-style-type: none"> <li>● I can identify what the author answers in a nonfiction text.</li> <li>● I can identify what the author explains in a nonfiction text.</li> <li>● I can identify what the author describes in a nonfiction text.</li> </ul> <p><b>2.RN.4.1</b></p>	<p><b>2.RN.4.2</b></p> <ul style="list-style-type: none"> <li>● compare</li> <li>● contrast</li> <li>● nonfiction text</li> <li>● topic</li> </ul> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● decode</li> <li>● syllable</li> </ul> <p><b>2.RN.2.3</b></p> <ul style="list-style-type: none"> <li>● connection</li> <li>● describe</li> <li>● nonfiction text</li> <li>● procedure</li> <li>● process</li> <li>● series</li> </ul> <p><b>2.RN.3.3</b></p> <ul style="list-style-type: none"> <li>● explain</li> <li>● describe</li> <li>● identify</li> <li>● nonfiction text</li> </ul> <p><b>2.RN.4.1</b></p> <ul style="list-style-type: none"> <li>● describe</li> <li>● facts</li> <li>● nonfiction text</li> <li>● support</li> </ul> <p><b>2.RV.3.2</b></p> <ul style="list-style-type: none"> <li>● context clue</li> </ul> <p><b>2.W.3.1</b></p> <ul style="list-style-type: none"> <li>● concluding statement</li> <li>● introduction</li> <li>● opinion</li> <li>● paragraph</li> </ul>

	<ul style="list-style-type: none"> <li>● I can describe how an author uses facts to support specific points in a nonfiction text.</li> </ul> <p><b>2.RV.3.2</b></p> <ul style="list-style-type: none"> <li>● I can determine the meaning of words and phrases in a nonfiction text.</li> </ul> <p><b>2.W.3.1</b></p> <ul style="list-style-type: none"> <li>● I can use my writing to help others follow my suggestions.</li> <li>● I can state my opinion by presenting it in the introduction of my writing.</li> <li>● I can provide supporting reasons.</li> <li>● I can write a conclusion that restates my opinion.</li> </ul>	
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**Resources**

**ARC Resources**

- All graphic organizers for research questions are located in the back of teacher’s manual
- Anchor titles
- Core text - A Field Guide to your Community
- ARC Independent Leveled Library
- Argument writing cards
- Research card

<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other Resources</u></b>
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**Reflection**

<b><u>Data Analysis</u></b>	<b><u>Celebrations/Changes</u></b>
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# Cycle 12

## General Description of the Unit

By the end of this unit, students will have moved IRLA levels and demonstrate beginning expertise in both informational text and the unit content by producing well researched opinion pieces.

## Priority Standards

- 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

## **Phonological Awareness:**

**Week 1:** syllables/ Heggerty Lesson week 34

**Week 2:** syllables/Heggerty Lesson week 35

**Week 3: Heggerty Post Assessment**

[HEGGERTY HAND MOTIONS TUTORIAL](#)

## **Phonics Review**

## **Grammar Focus:**

## **Declarative Sentences**

## **Interrogative Sentences**

## **Exclamatory/ Imperative Sentences**

## Supporting Standards

- 2.RF.4.2: Two syllable vowel r, consonant -le, and open syllable. Skill 10
- 2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.
- 2.RN.4.1: Describe how an author uses facts to support specific points in a text.
- 2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- 2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.

## Read Aloud Comprehension Focus for Cycle:

### **Wondering/Questioning**

Good readers ask questions about a text to focus their reading, clarify meaning, and delve deeper into the text. Students generate questions before, during, and after reading to make sense of text, and they analyze their questions to deepen their understanding of the reading.

### Question Stems:

- What were you wondering about when you read that piece?
- Can you show me a part where you were confused? What questions came to mind at that point?
- What questions do you have right now about the character, situation, author, theme?

<p><b><u>Writing Focus</u></b> 2.W.3.2 2.W.5</p>	<p><b><u>Writing Expectations</u></b> Writing stamina of 20 minutes Students respond to text dependent questions using the RACE Strategy (gradual release - independent) RQ#6: Leadership and _____ RQ#6: Government and _____ RQ#7: Current Issues and _____ Glossary/Sources Consulted</p> <ul style="list-style-type: none"><li>● Guided or independent writing</li><li>● Response to text - read alouds</li><li>● Students will use paragraph rubric to construct 2 to 3 paragraphs on a topic. <a href="#">Paragraph rubric</a></li><li>● By the end of quarter one students are expected to;<ul style="list-style-type: none"><li>○ Students use evidence in writing to reflect or support writing.</li><li>○ Research questions in reading and referencing evidence from text.</li><li>○ Teacher and students work together to compose texts with the teacher serving as a scribe. <a href="#">Writing Components of Balanced Literacy</a></li><li>○ Teacher and students collaboratively develop text while “sharing the pen”. <a href="#">Writing Components of Balanced Literacy</a></li><li>○ Writing to answer a prompt should address all parts</li><li>○ The core text of the unit should be used as a mentor text to teach grammar and usage standards (mini lessons)</li><li>○ Familiarize students with writing rubrics as a tool to help them improve their own writing. (use <a href="#">2.W.3.1</a> rubric).</li></ul></li></ul>
<p><b><u>Proficiency Scales</u></b> <a href="#">Find the Second Grade Proficiency Scales here.</a></p>	<p><b><u>Assessments</u></b> <a href="#">R.A.C.E Strategy Rubric</a> Jobs Final Project Post Writing Assessment <a href="#">Tricky Words 2R Assessment Part C</a></p>

<p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>● Good readers use a variety of strategies in order to understand nonfiction texts.</li> <li>● Fluent readers can read smoothly and accurately with expressions that increase comprehension.</li> <li>● Writers often share their work so that others may learn about their topic.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● Which of the issues facing communities today most affects this job?</li> <li>● Why do we listen attentively to our peers when they are presenting?</li> <li>● How can I revise and improve my writing?</li> </ul>	
<p><b><u>Key Concepts</u></b></p> <p><b>2.RF.5</b></p> <ul style="list-style-type: none"> <li>● I can read smoothly and accurately.</li> <li>● I can read so others can understand me.</li> <li>● I can read with expression to show that I understand what I am reading.</li> </ul> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● I can read common high-frequency sight words.</li> <li>● I can read irregularly spelled high-frequency sight words.</li> <li>● I can read abbreviations.</li> </ul>	<p><b><u>Related Concepts</u></b></p> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● I can decode two-syllable words.</li> <li>● I can decode two-syllable words with the CVC pattern.</li> <li>● I can decode two-syllable words with the CVr pattern.</li> <li>● I can decode two-syllable words with a short vowel.</li> <li>● I can decode two-syllable words with the VV pattern.</li> <li>● I can decode two-syllable words with the VCe pattern.</li> <li>● I can decode two-syllable words with the Cle pattern.</li> <li>● I can decode words with closed syllable patterns.</li> <li>● I can decode words with open syllable patterns.</li> </ul> <p><b>2.RN.2.3</b></p> <ul style="list-style-type: none"> <li>● I can describe how historical events are connected in a nonfiction text.</li> <li>● I can describe how scientific ideas are connected in a nonfiction text.</li> <li>● I can describe how steps in a process or procedure are connected in a nonfiction text.</li> </ul> <p><b>2.RN.4.1</b></p> <ul style="list-style-type: none"> <li>● I can describe how an author uses facts to support specific points in a nonfiction text.</li> </ul> <p><b>2.RV.2.5</b></p>	<p><b><u>Vocabulary</u></b></p> <p><b>2.RF.5</b></p> <ul style="list-style-type: none"> <li>● comprehension</li> <li>● expression</li> </ul> <p><b>2.RF.4.4</b></p> <ul style="list-style-type: none"> <li>● abbreviation</li> <li>● common</li> <li>● high-frequency</li> <li>● irregular</li> <li>● recognize</li> </ul> <p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>● decode</li> <li>● syllable</li> </ul> <p><b>2.RN.2.3</b></p> <ul style="list-style-type: none"> <li>● connection</li> <li>● describe</li> <li>● nonfiction text</li> <li>● procedure</li> <li>● process</li> <li>● series</li> </ul> <p><b>2.RN.4.1</b></p> <ul style="list-style-type: none"> <li>● describe</li> <li>● facts</li> <li>● nonfiction text</li> <li>● support</li> </ul> <p><b>2.RV.2.5</b></p> <ul style="list-style-type: none"> <li>● clarify</li> <li>● consult</li> <li>● determine</li> </ul>

	<ul style="list-style-type: none"> <li>• I can use reference materials to determine the meaning of words or phrases.</li> </ul> <p><b>2.RV.3.2</b></p> <ul style="list-style-type: none"> <li>• I can determine the meaning of words and phrases in a nonfiction text.</li> </ul>	<ul style="list-style-type: none"> <li>• dictionary</li> <li>• digital</li> <li>• reference materials</li> <li>• phrase</li> <li>• print</li> </ul> <p><b>2.RV.3.2</b></p> <ul style="list-style-type: none"> <li>• context clue</li> </ul>
<b><u>Resources</u></b>		
<p><b><u>ARC Resources</u></b></p> <ul style="list-style-type: none"> <li>• All graphic organizers for research questions are located in the back of teacher’s manual</li> <li>• Anchor titles</li> <li>• Core text - A Field Guide to your Community</li> <li>• ARC Independent Leveled Library</li> <li>• Argument writing cards</li> <li>• Research card</li> </ul>		
<b><u>Supplemental Fiction Texts</u></b>	<b><u>Supplemental Nonfiction Texts</u></b>	<b><u>Supplemental Media, Music, Art, and other</u></b>
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