

Southern York County School District Instructional Plan

Course/Subject: English Language Arts
Grade Level: 2

Textbook(s)/Instructional Materials Used:

- Houghton Mifflin Reading, Grade 2; 978-0-618-84817-1
- Selections from guided reading resource collection

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| Month(s): August/September | Unit Plan 1: Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. |
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Stage 1 – Desired Results

Foundational Skills:

- (CC1.1.2.D): Know and apply grade level phonics and word analysis skills in decoding words.
- (CC1.1.2.E): Read with accuracy and fluency to support comprehension.

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| <p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Not all words follow a simple, decodable pattern. 2. We read for purpose and understanding. 3. How to read orally with accuracy, fluency, and expression. 4. It is necessary to monitor their reading, asking themselves, “Does it sound right?” in order to make meaning of what they are reading. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do words work? ▪ Why does letter order matter within a word? ▪ What do good readers do when they get stuck on a word? ▪ How does good reading sound? ▪ What does a good reader do to help make meaning of the text? |
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Learning Objectives: (I- Introduce; R- Review; P- Proficient)
Students will know and be able to . . .

- Read grade level high frequency sight words (R)
- Read on-level text with purpose and understanding. (I/R)
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (I/R)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (I/R)

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| Month(s): August/September | Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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Stage 1 – Desired Results

Reading Informational Text:

- (CC1.2.2.B) Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.

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| <ul style="list-style-type: none"> ▪ (CC1.2.2.J) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. | |
| <p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. A recounting or summary needs to include who, what, where, when, why, and how. 2. How to correctly use domain-specific vocabulary when speaking and writing. 3. Answers to questions must be supported using specific details from the text they read. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How should I read different types of text? ▪ What type of story is this? ▪ How can we understand the key details in a text? |
| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) <i>Students will know and be able to . . .</i></p> <ul style="list-style-type: none"> ▪ Recount/Summarize the text by answering who, what, where, when, why, and how questions. (I/R) ▪ Use and relate new domain-specific vocabulary within conversations and written work. (I) ▪ Read and comprehend grade level texts using specific details to support their answers. (I) | |
| <p>Month(s): August/September</p> | <p>Unit Plan 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> |
| <p>Stage 1 – Desired Results</p> | |
| <p>Reading Literature:</p> <ul style="list-style-type: none"> ▪ (C.C1.3.2.B): Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text. ▪ (C.C.1.3.2.E): Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ▪ (C.C.1.3.2.G): Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. ▪ (C.C.1.3.2.I): Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools. ▪ (C.C.1.3.2.J): Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. ▪ (C.C.1.3.2.K): Read and comprehend literature on grade-level, reading independently and proficiently. | |
| <p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Every story has a beginning, middle, and end. 2. There are story elements (characters, setting, problem, solution, and plot) that follow a natural sequence of events in a story. 3. A recounting or summary needs to include who, what, where, when, why, and how. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What type of story is this? ▪ Who is telling the story? ▪ What are the main story elements? ▪ What is the problem? What is the solution? ▪ How do illustrations help us as readers? ▪ How are stories organized? ▪ How do we use context clues in order to figure out the meaning of words? |

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| <p>4. All stories have a problem that needs to be solved.</p> <p>5. The characteristics of realism and fantasy.</p> <p>6. How to use illustrations to make predictions.</p> <p>7. Illustrations can aid in comprehension.</p> <p>8. How to use context clues to make meaning of unknown words.</p> | |
| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Identify story structure: what happens in the beginning, middle and end of a story? (R) ▪ Identify the sequence of events. (R) ▪ Recount/Summarize the text by answering who, what, where, when, why and how questions. (I/R) ▪ Identify problem and solution in a story. (I) ▪ Recognize and compare the characteristics of realism and fantasy stories. (I) ▪ Predict and comprehend by using illustrations within the text. (R) ▪ Use context clues in order to construct the meaning of unknown words and phrases. (I) | |
| <p>Month(s): August/September</p> | <p>Unit Plan 4: Writing Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</p> |
| <p>Stage 1 – Desired Results</p> | |
| <p>Writing:</p> <ul style="list-style-type: none"> ▪ (C.C.1.4.2M): Write narratives to develop real or imagined experiences or events. ▪ (C.C.1.4.2.O): Include thoughts and feeling to describe experience and events to show the response of characters to a situation. ▪ (C.C.1.4.2.R): Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ▪ (C.C.1.4.2.T): With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | |
| <p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. How to brainstorm when writing a personal narrative. 2. The elements to include in a personal narrative (i.e. describe a personal event including feelings). 3. The accurate application of conventions is important when writing. 4. The use of CUPS when editing ensures accuracy in the final draft of the paper. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Where do ideas from writing come from? ▪ What is a narrative writing piece? ▪ What is the writing process? ▪ How can I organize my writing? (beginning, middle, end) ▪ How can I edit/revise my writing? ▪ How can I add details to show feeling? ▪ Why am I writing? |
| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Brainstorm ideas in order to write a personal narrative (R) ▪ Describe a personal event and write a rough draft. (R) ▪ Describe feelings about the events in their personal narrative (R) ▪ Use CUPS in order to edit and revise (R) ▪ Capitalize proper nouns (R) | |

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| <ul style="list-style-type: none"> ▪ Spell words drawing on common spelling patterns (R) | |
| Month(s): August/September | Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
| Stage 1 – Desired Results | |
| Speaking and Listening: <ul style="list-style-type: none"> ▪ (C.C.1.5.2.A): Participate in collaborative conversations with peers and adults in small and larger groups. ▪ (C.C.1.5.2.B): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ▪ (C.C.1.5.2.C): Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ▪ (C.C.1.5.2.D): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ▪ (C.C.1.5.2.E): Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ▪ (C.C.1.5.2.G): Demonstrate command of the conventions of standard English when speaking based on Grade 2 level and content. ▪ (C.C.1.5.2.F) Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. | |
| Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. The importance of being a good listener in different situations. 2. Sometimes we listen to literature with a purpose and then predict, retell, or identify new words and concepts. 3. Effective speakers have specific qualities. 4. Good discussion occurs when two parties are actively involved, listening and then asking questions. 5. Whether it is in a text or someone is speaking, there are always key ideas. | Essential Question(s): <ul style="list-style-type: none"> ▪ What is a good listener? ▪ What do good speakers sound like? ▪ What am I trying to say? ▪ To whom am I speaking? ▪ How is reading and writing different from listening? ▪ What do good speakers and listeners do? |
| Learning Objectives: <i>Students will know and will be able to:</i> <ul style="list-style-type: none"> ▪ Demonstrate how a good listener has certain qualities in small and large groups (listens to speaker, follows directions, and asks questions). ▪ Listen to a selection of literature and relate literature to personal experiences, make predictions, retell a story, and identify new words and concepts of a story. ▪ Demonstrate how a good speaker has certain qualities in small and large groups (uses complete thoughts, uses appropriate volume and pace, pronounces words correctly, makes eye contact, uses expression, gestures, and body language). ▪ Understand how a good discussion includes sharing of information as well as asking related questions. ▪ Describe key ideas from a text or discussion | |
| Month(s): October | Unit Plan 1: Foundational Skills |

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| | Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. |
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Stage 1 – Desired Results

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| Foundational Skills: <ul style="list-style-type: none"> ▪ (CC1.1.2.D): Know and apply grade level phonics and word analysis skills in decoding words. ▪ (CC1.1.2.E): Read with accuracy and fluency to support comprehension. |
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| Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Most one syllable words have a short vowel sound. 2. Not all words follow a simple, decodable pattern. 3. We read for purpose and understanding. 4. How to read orally with accuracy, fluency, and expression. 5. It is necessary to monitor their reading, asking themselves, “Does it sound right?” in order to make meaning of what they are reading. 6. How to count the vowels in a word and divide them into syllables. 7. Strategies to decode irregularly spelled words. | Essential Question(s): <ul style="list-style-type: none"> ▪ How do words work? ▪ Why does letter order matter within a word? ▪ What do good readers do when they get stuck on a word? ▪ How does good reading sound? ▪ What does a good reader do to help make meaning of the text? ▪ How can breaking words into syllables help us to decode words? ▪ How do prefixes and suffixes change words? |
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| Learning Objectives: (I- Introduce; R- Review; P- Proficient) <i>Students will know and will be able to:</i> <ul style="list-style-type: none"> ▪ Distinguish short and long vowels when reading regularly spelled one-syllable words. (R/P) ▪ Read grade level high frequency sight words. (R) ▪ Read on-level text with purpose and understanding. (R) ▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (R/P) ▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (R) ▪ Count and divide words into syllables. (R) ▪ Decode grade appropriate irregularly spelled words. (I/R) |
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| Month(s): October | Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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Stage 1 – Desired Results

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| Reading Informational Text: <ul style="list-style-type: none"> ▪ (CC1.2.2.B) Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text. |
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- (CC1.2.2.E) Use various text features and search tools to locate key facts or information in a text efficiently.
- (CC1.2.2.F) Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
- (CC1.2.2.J) Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.
- (CC1.2.2.K) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.

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| <p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. A recounting or summary needs to include who, what, where, when, why, and how. 2. The different text features used in nonfiction texts. 3. How to correctly use domain-specific vocabulary when speaking and writing. 4. Answers to questions must be supported using specific details from the text they read. 5. How to use context clues to make meaning of unknown and multiple meaning words. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How should I read different types of text? ▪ What are text features? ▪ What type of story is this? ▪ How can we understand the key details in a text? ▪ What are context clues? ▪ How do we use context clues in order to find the meaning of words? |
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- Learning Objectives: (I- Introduce; R- Review; P- Proficient)**
Students will know and will be able to:
- Recount/Summarize the text by answering who, what, where, when, why, and how questions. (R)
 - Identify and analyze the text features used in a nonfiction passage. (I)
 - Use and relate new domain-specific vocabulary within conversations and written work. (R)
 - Read and comprehend grade level texts using specific details to support their answers. (R)
 - Identify and use context clues to determine or clarify the meaning of unknown and multiple meaning words. (R)

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| <p>Month(s): October</p> | <p>Unit Plan 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> |
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Stage 1 – Desired Results

- Reading Literature:**
- (C.C.1.3.2.B): Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.
 - (C.C.1.3.2.E): Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
 - (C.C.1.3.2.G): Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
 - (C.C.1.3.2.I): Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.

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| <ul style="list-style-type: none"> ▪ (C.C.1.3.2.J): Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. ▪ (C.C.1.3.2.K): Read and comprehend literature on grade-level, reading independently and proficiently. | |
| <p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Every story has a beginning, middle, and end. 2. There are story elements (characters, setting, problem, solution, and plot) that follow a natural sequence of events in a story. 3. A recounting or summary needs to include who, what, where, when, why, and how. 4. How to use illustrations to make predictions. 5. How to use context clues to make meaning of unknown words. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What type of story is this? ▪ Who is telling the story? ▪ What are the main story elements? ▪ How do illustrations help us as readers? ▪ How are stories organized? ▪ How do we use context clues in order to figure out the meaning of words? |
| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) <i>Students will know and will be able to:</i></p> <ul style="list-style-type: none"> ▪ Identify story structure: what happens in the beginning, middle and end of a story? (R) ▪ Identify the sequence of events. (R) ▪ Recount/Summarize the text by answering who, what, where, when, why and how questions. (R) ▪ Predict and comprehend by using the text and illustrations within the text. (R) ▪ Use context clues in order to construct the meaning of unknown words and phrases. (R) | |
| <p>Month(s): October</p> | <p>Unit Plan 4: Writing Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</p> |
| <p>Stage 1 – Desired Results</p> | |
| <p>Writing:</p> <ul style="list-style-type: none"> ▪ (C.C.1.4.2.M): Write narratives to develop real or imagined experiences or events. ▪ (C.C.1.4.2.N): Establish a situation and introduce a narrator and/or characters. ▪ (C.C.1.4.2.O): Include thoughts and feeling to describe experiences and events to show the response of characters to situations. ▪ (C.C.1.4.2.P): Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. ▪ (C.C.1.4.2.R): Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ▪ (C.C.1.4.2.T): With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | |
| <p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. How to brainstorm when writing a personal narrative. 2. The elements to include in a personal narrative (i.e. describe a personal event including feelings). | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Where do ideas for writing come from? ▪ What is a narrative writing piece? ▪ What is the writing process? ▪ How can I organize my writing? (beginning, middle, end) ▪ How can I edit/revise my writing? |

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| <ol style="list-style-type: none"> 3. How to use transition words in a personal narrative. 4. How to write an introductory sentence and a concluding sentence. 5. The accurate application of conventions is important when writing and. 6. Applying the spelling patterns they have learned, helps to spell words correctly when writing. 7. Using CUPS when editing ensures accuracy in their final paper. | <ul style="list-style-type: none"> ▪ How can I add details to show feeling? ▪ Why am I writing? |
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Learning Objectives: (I- Introduce; R- Review; P- Proficient)
Students will know and will be able to:

- Brainstorm ideas in order to write a narrative piece (R)
- Describe a personal event and write a rough draft (R)
- Describe feelings about the events in their personal narrative (R)
- Use transitional words for organization of their narrative (I)
- Write an introduction and conclusion to the narrative (I)
- Use CUPS in order to edit and revise (R)
- Capitalize proper nouns (R)
- Spell words drawing on common spelling patterns (R)

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| <p>Month(s): October</p> | <p>Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> |
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Stage 1 – Desired Results

Speaking and Listening:

- (C.C.1.5.2.A): Participate in collaborative conversations with peers and adults in small and larger groups.
- (C.C.1.5.2.B): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- (C.C.1.5.2.C): Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- (C.C.1.5.2.D): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- (C.C.1.5.2.E): Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- (C.C.1.5.2.G): Demonstrate command of the conventions of standard English when speaking based on Grade 2 level and content.
- (C.C.1.5.2.F) Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

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| <p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. The importance of being a good listener in different situations. 2. Sometimes we listen to literature with a purpose and then predict, retell, or identify new words and concepts. 3. Effective speakers have specific qualities in specific settings. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is a good listener? ▪ What do good speakers sound like? ▪ What am I trying to say? ▪ To whom am I speaking? ▪ How is reading and writing different from listening? ▪ What do good speakers and listeners do? |
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| <p>4. Good discussion occurs when two parties are actively involved, listening and then asking questions.</p> <p>5. Whether it is in a text or someone is speaking, there are always key ideas.</p> | |
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| <p>Learning Objectives: Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate how a good listener has certain qualities in small and large groups (listens to speaker, follows directions, and asks questions). ▪ Listen to a selection of literature and relate literature to personal experiences, make predictions, retell a story, and identify new words and concepts of a story. ▪ Demonstrate how a good speaker has certain qualities in small and large groups (uses complete thoughts, uses appropriate volume and pace, pronounces words correctly, makes eye contact, uses expression, gestures, and body language). ▪ Understand how a good discussion includes sharing of information as well as asking related questions. ▪ Describe key ideas from a text or discussion | |
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| <p>Month(s): November/December</p> | <p>Unit Plan 1: Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> |
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Stage 1 – Desired Results

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| <p>Foundational Skills:</p> <ul style="list-style-type: none"> ▪ (CC1.1.2.D): Know and apply grade level phonics and word analysis skills in decoding words. ▪ (CC1.1.2.E): Read with accuracy and fluency to support comprehension. | |
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| <p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. Most one syllable words have a short vowel sound. 2. That not all words follow a simple decodable pattern. 3. We read for purpose and understanding. 4. How to read orally with accuracy, fluency, and expression. 5. It is necessary to monitor their reading, asking themselves, “Does it sound right?” In order to make meaning of what they are reading. 6. How to count the vowels in a word and divide them into syllables. 7. Strategies to decode irregularly spelled words. 8. How to add prefixes and suffixes to two-syllable words with long vowel sounds. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do words work? ▪ Why does letter order matter within a word? ▪ What do good readers do when they get stuck on a word? ▪ How does good reading sound? ▪ What does a good reader do to help make meaning of the text? ▪ How can breaking words into syllables help us to decode words? ▪ How do prefixes and suffixes change words? |
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| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Distinguish long and short vowel sounds when reading regularly spelled one-syllable words. (R) | |
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| <ul style="list-style-type: none"> ▪ Read grade level high frequency sight words. (R) ▪ Read on-level text with purpose and understanding. (R) ▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (R/P) ▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (R) ▪ Count and divide words into syllables. (R/P) ▪ Add prefixes and suffixes to words while decoding two-syllable words with long vowels. (I) ▪ Decode grade appropriate irregularly spelled words. (R) | |
| Month(s): November/December | Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| Stage 1 – Desired Results | |
| Reading Informational Text: <ul style="list-style-type: none"> ▪ (CC1.2.2.B) Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text. ▪ (CC1.2.2.E) Use various text features and search tools to locate key facts or information in a text efficiently. ▪ (CC1.2.2.F) Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. ▪ (CC1.2.2.J) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. ▪ (CC1.2.2.K) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools. ▪ (CC1.2.2.L) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | |
| Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. A recounting or summary needs to include who, what, where, why, and how. 2. The different text features used in nonfiction text. 3. How to correctly use domain-specific vocabulary when speaking and writing. 4. Answers to questions must be supported using specific details from the text they read. 5. How to use context clues to make meaning of unknown and multiple meaning words. | Essential Question(s): <ul style="list-style-type: none"> ▪ How should I read different types of text? ▪ What are text features? ▪ What type of story is this? ▪ How can we understand the key details in a text? ▪ What are context clues? ▪ How do we use context clues in order to find the meaning of words? |
| Learning Objectives: (I- Introduce; R- Review; P- Proficient) <i>Students will know and will be able to:</i> <ul style="list-style-type: none"> ▪ Recount/Summarize the text by answering who, what, where, when, why, and how questions. (R) ▪ Identify and analyze the text features used in a nonfiction passage. (R) | |

- Use and relate new domain-specific vocabulary within conversations and written work. (R)
- Read and comprehend grade level texts using specific details to support their answers. (R)
- Identify and use context clues to determine or clarify the meaning of unknown and multiple meaning words. (R)

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| Month(s): November/December | Unit Plan 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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Stage 1 – Desired Results

- Reading Literature:**
- (C.C.1.3.2.A): Recount stories and determine their central message, lesson, or moral.
 - (C.C.1.3.2.B): Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.
 - (C.C.1.3.2.E): Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
 - (C.C.1.3.2.F): Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
 - (C.C.1.3.2.G): Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
 - (C.C.1.3.2.I): Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
 - (C.C.1.3.2.J): Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - (C.C.1.3.2.K): Read and comprehend literature on grade-level, reading independently and proficiently.

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| <p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. Every story has a beginning, middle, and end. 2. There are story elements (character, setting, problem, solution, and plot) that follow a natural sequence of events in a story. 3. A recounting or a summary needs to include who, what, where, when, why, and how. 4. There is a central message, lesson, or moral in a story. 5. How to compare and contrast poetry. 6. A story consists of a problem and a solution. 7. There are main ideas and supporting details in text. 8. Authors have specific purpose when choosing words for their writing. 9. The author’s purpose is to persuade, inform, or entertain. 10. Authors use figurative language to make their writing more interesting. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What type of story is this? ▪ Who is telling the story? ▪ What are the main story elements? ▪ What is the problem? What is the solution? ▪ What are the elements of a poem or fable? ▪ What is the central message, lesson, or moral? ▪ What is the author’s purpose? ▪ What is rhythm? ▪ How do illustrations help us as readers? ▪ How are stories organized? ▪ How do we use context clues in order to figure out the meaning of words? |
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| <p>11. How to use the text and illustrations to make predictions and understand the story.</p> <p>12. How to use context clues to make meaning of unknown words and phrases.</p> | |
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| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Identify story structure: what happens in the beginning, middle and end of a story? (R/P) ▪ Identify the sequence of events. (R/P) ▪ Recount/Summarize the text by answering who, what, where, when, why and how questions. (R/P) ▪ Identify and explain the central message, lesson, or moral in the story. (I) ▪ Compare and contrast poems. (I) ▪ Identify problem and solution in a story. (I) ▪ Identify the main idea and supporting details within the text. (R) ▪ Identify the author’s word choice and purpose. (I) ▪ Identify the meaning of figurative language within the text. (I) ▪ Predict and comprehend by using the text and illustrations within the text. (R/P) ▪ Use context clues in order to construct the meaning of unknown words and phrases. (R/P) | |
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| <p>Month(s): November/December</p> | <p>Unit Plan 4: Writing Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</p> |
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Stage 1 – Desired Results

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| <p>Writing:</p> <ul style="list-style-type: none"> ▪ (C.C.1.4.2.D): Group information and provide a concluding statement or section. ▪ (C.C.1.4.2.E): Choose words and phrases for effect. ▪ (C.C.1.4.2.F): Demonstrate a grade appropriate command of the conventions of standard English, grammar, usage, capitalization, punctuation and spelling. ▪ (C.C.1.4.2.M): Write narratives to develop real or imagined experiences or events. ▪ (C.C.1.4.2.N): Establish a situation and introduce a narrator and/or characters. ▪ (C.C.1.4.2.O): Include thoughts and feeling to describe experience and events to show the response of characters to situations. ▪ (C.C.1.4.2.T): With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. ▪ (C.C.1.4.2.W): Recall information from experience or gather information from provided sources to answer a question. | |
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| <p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. How to brainstorm when writing a personal narrative. 2. How to write a topic sentence and details that support the topic. 3. How to conclude a narrative piece 4. That transition words help the narrative piece to flow. 5. Using CUPS when editing ensures accuracy in the final draft of the paper. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Where do ideas for writing come from? ▪ What is a narrative writing piece? ▪ What is the writing process? ▪ How can I organize my writing? (topic sentences and supporting details) ▪ How can I edit/revise my writing? ▪ Why am I writing? |
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| 6. The accurate application of conventions is important when writing. | |
| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Brainstorm ideas in order to write a narrative piece (R/P) ▪ Write a topic sentence and supporting details to communicate ideas/experiences (I) ▪ Write a concluding statement (I) ▪ Use transitional words for organization (R) ▪ Use CUPS in order to edit and revise (R) ▪ Capitalize proper nouns (R/P) ▪ Spell words drawing on common spelling patterns (R) | |
| <p>Month(s): November/December</p> | <p>Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> |
| <p>Stage 1 – Desired Results</p> | |
| <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ▪ (C.C.1.5.2.A): Participate in collaborative conversations with peers and adults in small and larger groups. ▪ (C.C.1.5.2.B): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ▪ (C.C.1.5.2.C): Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ▪ (C.C.1.5.2.D): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ▪ (C.C.1.5.2.E): Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ▪ (C.C.1.5.2.G): Demonstrate command of the conventions of standard English when speaking based on Grade 2 level and content. ▪ (C.C.1.5.2.F) Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. | |
| <p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. The importance of being a good listener in different situations. 2. Sometimes we listen to literature with a purpose and then we predict, retell, or identify new words and concepts. 3. Effective speakers have specific qualities in specific settings. 4. Good discussion occurs when two parties are actively involved, listening and then asking questions. 5. Whether it is in a text or someone is speaking, there are always key ideas. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is a good listener? ▪ What do good speakers sound like? ▪ What am I trying to say? ▪ To whom am I speaking? ▪ How is reading and writing different from listening? ▪ What do good speakers and listeners do? |
| <p>Learning Objectives: Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate how a good listener has certain qualities in small and large groups (listens to speaker, follows directions, and asks questions). ▪ Listen to a selection of literature and relate literature to personal experiences, make predictions, retell a story, and identify new words and concepts of a story. | |

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| <ul style="list-style-type: none"> ▪ Demonstrate how a good speaker has certain qualities in small and large groups (uses complete thoughts, uses appropriate volume and pace, pronounces words correctly, makes eye contact, uses expression, gestures, and body language). ▪ Understand how a good discussion includes sharing of information as well as asking related questions. ▪ Describe key ideas from a text or discussion | |
| Month(s): January | Unit Plan 1: Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. |
| Stage 1 – Desired Results | |
| Foundational Skills: <ul style="list-style-type: none"> ▪ (CC1.1.2.D): Know and apply grade level phonics and word analysis skills in decoding words. ▪ (CC1.1.2.E): Read with accuracy and fluency to support comprehension. | |
| Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. When the vowel in one syllable words is long and when it is short. 2. That some sight words have common spelling sound correspondences. 3. We read for purpose and understanding. 4. How to read orally with accuracy, fluency, and expression. 5. It is necessary to monitor their reading, asking themselves, ‘Does it sound right’ in order to make meaning of what they are reading. 6. How to count the vowels in a word and divide them into syllables. 7. Adding prefixes and suffixes to words changes the meaning. 8. How to decode words with irregular spellings. | Essential Question(s): <ul style="list-style-type: none"> ▪ How do words work? ▪ Why does letter order matter within a word? ▪ What do good readers do when they get stuck on a word? ▪ How does good reading sound? ▪ What does a good reader do to help make meaning of the text? ▪ How can breaking words into syllables help us to decode words? ▪ How do prefixes and suffixes change words? |
| Learning Objectives: (I- Introduce; R- Review; P- Proficient) <i>Students will know and will be able to:</i> <ul style="list-style-type: none"> ▪ Distinguish short and long vowels sounds when reading regularly spelled one-syllable words (R) ▪ Read grade level high frequency sight words (R/P) ▪ Read on-level text with purpose and understanding (R/P) ▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings (R/P) ▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary (R/P) ▪ Count and divide words into syllables. (R/P) ▪ Add prefixes and suffixes to words while decoding two-syllable words with long vowels (R) ▪ Decode grade appropriate irregularly spelled words (R) | |
| Month(s): January | Unit Plan 2: Reading Informational Text |

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| | Students read, understand, and respond to informational text – with an emphasis on comprehension vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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Stage 1 – Desired Results

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| <p>Reading Informational Text:</p> <ul style="list-style-type: none"> ▪ (CC1.2.2.A) Identify the main idea of multi-paragraph text as well as the focus of specific paragraphs within the text. ▪ (CC1.2.2.F) Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. ▪ (CC1.2.2.G) Explain how graphic representations contribute to and clarify a text. ▪ (CC1.2.2.J) Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases. ▪ (CC1.2.2.K) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools. ▪ (CC1.2.2.L) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. |
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| <p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. That you use key details from the text when identifying the main idea. 2. How to correctly use domain-specific vocabulary when speaking and writing. 3. Answers to questions must be supported using specific details from the text they read. 4. How to use context clues to make meaning of unknown and multiple meaning words. 5. The different types of features used in nonfiction text. 6. Graphic images/illustrations help to make meaning when reading. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How should I read different types of text? ▪ What type of story is this? ▪ What is the main idea of the passage/paragraph? ▪ How can we understand the key details in a text? ▪ What are context clues? ▪ How do we use context clues in order to find the meaning of words? ▪ How can images clarify the meaning of the text? |
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| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) <i>Students will know and will be able to:</i></p> <ul style="list-style-type: none"> ▪ Tell and write the main idea of a passage and paragraph using key details from the text. (I) ▪ Use and relate new domain-specific vocabulary within conversations and written work. (R/P) ▪ Read and comprehend grade level texts using specific details to support their answers. (R/P) ▪ Identify and use context clues to determine or clarify the meaning of unknown and multiple meaning words. (R/P) ▪ Identify and analyze the text features used in a nonfiction passage. (R/P) ▪ Relate graphic images to the meaning of the text. (I) |
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| <p>Month(s): January</p> | <p>Unit Plan 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making</p> |
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connections among ideas and between texts with a focus on textual evidence.

Stage 1 – Desired Results

Reading Literature:

- (C.C.1.3.2.A): Recount stories and determine their central message, lesson, or moral.
- (C.C.1.3.2.B): Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- (C.C.1.3.2.E): Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- (C.C.1.3.2.F): Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- (C.C.1.3.2.G): Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
- (C.C.1.3.2.H): Compare and contrast two or more versions of the same story by different authors or from different cultures.
- (C.C.1.3.2.I): Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
- (C.C.1.3.2.J): Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.
- (C.C.1.3.2.K): Read and comprehend literature on grade-level, reading independently and proficiently.

Understanding(s):

Students will understand . . .

1. Every story has a beginning, middle, and end.
2. There is a natural sequence of events in a story.
3. A summary needs to include who, what, when, where, why and how.
4. Stories are told from different points of view.
5. The importance in being able to identify and describe the differences in the points of view of the characters.
6. A story consists of a problem and a solution.
7. There are main ideas and supporting details within a text.
8. The differences between facts and opinions.
9. How to analyze fact and opinions.
10. Authors have a specific purpose when choosing word for their writing.
11. Authors use figurative language to make their writing more interesting.
12. There are different ways to demonstrate understanding of the characters within a story.
13. How to use the text and illustrations to make predictions about the story.
14. How to use context clues to make meaning of unknown words and phrases.

Essential Question(s):

- What type of story is this?
- Who is telling the story?
- What is the point of view?
- What are the main story elements?
- What is the problem? What is the solution?
- What is the author's message?
- How do illustrations help us as readers?
- How are stories organized?
- How do we use context clues in order to figure out the meaning of words?

Learning Objectives: (I- Introduce; R- Review; P- Proficient)

Students will know and will be able to:

- Identify story structure: what happens in the beginning, middle and end of a story? (P)
- Identify the sequence of events. (P)
- Summarize the text by answering who, what, where, when, why and how questions. (P)
- Identify and describe the differences in the points of view of characters. (I)
- Identify problem and solution in a story. (R)
- Identify the main idea and supporting details within the text. (R)
- Analyze facts and opinions in the story. (P)
- Identify the author's word choice and purpose. (R)
- Identify the meaning of figurative language within the text. (R)
- Understand the characters in a story using illustrations, text, and/or digital print. (I)
- Predict and comprehend by using the text and illustrations within the text. (P)
- Use context clues in order to construct the meaning of unknown words and phrases. (P)

Month(s): January

Unit Plan 4: Writing

Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.

Stage 1 – Desired Results

Writing:

- **(C.C.1.4.2.A): Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- **(C.C.1.4.2.B): Identify and introduce the topic.**
- **(C.C.1.4.2.C): Develop the topic with facts and/or definitions.**
- **(C.C.1.4.2.D): Group information and provide a concluding statement or section.**
- **(C.C.1.4.2.E): Choose words and phrases for effect.**
- **(C.C.1.4.2.J): Create an organizational structure that includes reasons and includes a concluding statement.**
- **(C.C.1.4.2.K): Use a variety of words and phrases to appeal to the audience.**
- **(C.C.1.4.2.L): Demonstrate a grade appropriate command of the conventions of standard English, grammar, usage, capitalization, punctuation and spelling.**
- **(C.C.1.4.2.T): With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**
- **(C.C.1.4.2.W): Recall information from experiences or gather information from provided sources to answer a question.**
- **(C.C.1.4.2.X): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes and audiences.**
- **(C.C.1.4.2.Q): Choose words and phrases for effect.**

Understanding(s):

Students will understand . . .

1. How to brainstorm when writing an informative piece.
2. The elements to include in an informative piece.
3. How to write a topic sentence and supporting details that convey information about the topic.
4. Their word choices and phrases are important, as they need to appeal to the reader.
5. How to write a concluding statement for an informational piece.

Essential Question(s):

- Where do ideas from writing come from?
- What is an informative/explanatory writing piece?
- What is the writing process?
- How can I organize my writing? (topic sentences and supporting details)
- How can I edit/revise my writing?
- Why am I writing?
- How can I use words and phrases to appeal to the audience?

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| <ol style="list-style-type: none"> 6. That transitional words help to organize an informational piece. 7. Using CUPS when editing ensures accuracy in the final draft of the paper. 8. How to capitalize proper nouns. 9. The accurate application of conventions is important when writing. 10. Using reference materials helps to spell words correctly and when in need of a synonym. | |
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| <p>Learning Objectives: Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Brainstorm ideas in order to write an informative/explanatory piece (I) ▪ Write a topic sentence and supporting details to convey information (I) ▪ Incorporate words and phrases to appeal to the audience (I) ▪ Write a concluding statement (I) ▪ Use transitional words for organization (R/P) ▪ Use CUPS in order to edit and revise (R/P) ▪ Capitalize proper nouns (P) ▪ Spell words drawing on common spelling patterns (R/P) ▪ Write informative explanatory pieces over various time frames (I) ▪ Consult reference materials as needed (I) | |
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| <p>Month(s): January</p> | <p>Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> |
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Stage 1 – Desired Results

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| <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ▪ (C.C.1.5.2.A): Participate in collaborative conversations with peers and adults in small and larger groups. ▪ (C.C.1.5.2.B): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ▪ (C.C.1.5.2.C): Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ▪ (C.C.1.5.2.D): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ▪ (C.C.1.5.2.E): Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ▪ (C.C.1.5.2.G): Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. ▪ (C.C.1.5.2.F) Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. | |
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| <p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. The importance of a good listener in different situations. 2. Sometimes we listen to literature with a purpose and then predict, retell, or identify new words and concepts. 3. Effective speakers have specific qualities in specific settings. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is a good listener? ▪ What do good speakers sound like? ▪ What am I trying to say? ▪ To whom am I speaking? ▪ How is reading and writing different from listening? ▪ What do good speakers and listeners do? |
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| <p>4. Good discussion occurs when two parties are actively involved in listening, and then asking questions.</p> <p>5. Whether it is in a text or someone is speaking, there are always key ideas.</p> | |
| <p>Learning Objectives: Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate how a good listener has certain qualities in small and large groups (listens to speaker, follows directions, and asks questions). ▪ Listen to a selection of literature and relate literature to personal experiences, make predictions, retell a story, and identify new words and concepts of a story. ▪ Demonstrate how a good speaker has certain qualities in small and large groups (uses complete thoughts, uses appropriate volume and pace, pronounces words correctly, makes eye contact, uses expression, gestures, and body language). ▪ Understand how a good discussion includes sharing of information as well as asking related questions. ▪ Describe key ideas from a text or discussion | |
| <p>Month(s): February</p> | <p>Unit Plan 1: Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> |
| <p>Stage 1 – Desired Results</p> | |
| <p>Foundational Skills:</p> <ul style="list-style-type: none"> ▪ (CC1.1.2.D): Know and apply grade level phonics and word analysis skills in decoding words. ▪ (CC1.1.2.E): Read with accuracy and fluency to support comprehension. | |
| <p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. When the vowel in one syllable words is long and when it is short. 2. That some sight words have common spelling sound correspondences. 3. We read for purpose and understanding. 4. How to read orally with accuracy, fluency, and expression. 5. It is necessary to monitor their reading, asking themselves, “Does it sound right?” in order to make meaning of what they are reading. 6. How to count the vowels in a word and divide them into syllables. 7. Adding prefixes and suffixes to words changes the meaning. 8. How to decode words with irregular spellings. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do words work? ▪ Why does letter order matter? ▪ What do good readers do when they get stuck on a word? ▪ How does good reading sound? ▪ What does a good reader do to help make meaning of the text? ▪ How can we break words into syllables? ▪ How do prefixes and suffixes change words? |
| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Distinguish long and short vowels sounds when reading regularly spelled one-syllable words (R) | |

- Read grade level high frequency sight words with inconsistent but common spelling sound correspondences (R/P)
- Read on-level text with purpose and understanding (R/P)
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings (R/P)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary (R/P)
- Count and divide words into syllables (P)
- Add prefixes and suffixes to words while decoding two-syllable words with long vowels. (R/P)
- Decode grade appropriate irregularly spelled words (R/P)

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| Month(s): February | Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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Stage 1 – Desired Results

- Reading Informational Text:**
- (CC1.2.2.A) Identify the main idea of multi-paragraph text as well as the focus of specific paragraphs within the text.
 - (CC1.2.2.B) Ask and answer the questions such as who, what, where, when, why and how to demonstrate understanding of the key details in a text.
 - (CC1.2.2.E) Use various text features and search tools to locate key facts or information in a text efficiently.
 - (CC1.2.2.F) Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
 - (CC1.2.2.H) Describe how reasons support specific points the author makes in a text.
 - (CC1.2.2.J) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - (CC1.2.2.K) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
 - (CC1.2.2.L) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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| Understanding(s): <i>Students will understand . . .</i> | Essential Question(s): |
| <ol style="list-style-type: none"> 1. That text features can help identify the main idea of a passage or a paragraph. 2. A summary needs to include who, what, where, when, why, and how. 3. How to analyze the text features used in nonfiction text. 4. How to correctly use domain-specific vocabulary when speaking and writing. 5. Answers to questions must be supported using specific details from the text they read. 6. How to use context clues to identify and make meaning of unknown and multiple meaning words. | <ul style="list-style-type: none"> ▪ How should I read different types of text? ▪ What are text features? ▪ What type of story is this? ▪ What is the main idea passage/paragraph? ▪ How can we understand the key details in a text? ▪ What are context clues? ▪ How do we use context clues in order to find the meaning of words? |

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| <p>7. Author’s point of view can be supported by text evidence.</p> | |
| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Tell and write the main idea of a passage and paragraph(s) using the text features within the text. (R) ▪ Summarize the text by answering who, what, where, when, why, and how questions. (P) ▪ Identify and analyze the text features used in a nonfiction passage. (P) ▪ Use and relate new domain-specific vocabulary within conversations and written work. (R/P) ▪ Read and comprehend grade level texts using specific details to support their answers. (P) ▪ Identify and use context clues to determine or clarify the meaning of unknown and multiple meaning words. (P) ▪ Support the authors’ point of view by using specific reasons from the text. (I) | |
| <p>Month(s): February</p> | <p>Unit Plan 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> |
| <p>Stage 1 – Desired Results</p> | |
| <p>Reading Literature:</p> <ul style="list-style-type: none"> ▪ (C.C.1.3.2.D): Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. ▪ (C.C.1.3.2.E): Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ▪ (C.C.1.3.2.G): Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. ▪ (C.C.1.3.2.I): Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools. ▪ (C.C.1.3.2.J): Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. ▪ (C.C.1.3.2.K): Read and comprehend literature on grade-level, reading independently and proficiently. | |
| <p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. The cause and effect relationships that occur in a story. 2. The importance of being able to identify and describe the differences in the points of view of the characters. 3. A story consists of a problem and a solution. 4. There are main ideas and supporting details within a text. 5. Authors have a specific purpose when choosing words for their text. 6. There are different ways to demonstrate understanding of the characters within a story. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What type of story is this? ▪ Who is telling the story? ▪ What is the point of view? ▪ How is the dialogue in the story helping us determine points of view? ▪ What are the main story elements? ▪ What is the problem? What is the solution? ▪ What is the author’s message? ▪ How do illustrations help us as readers? ▪ How are stories organized? ▪ How can we compare and contrast stories by different authors? ▪ How can we show the cause or effect of an event? |

Learning Objectives: (I- Introduce; R- Review; P- Proficient)

Students will know and will be able to:

- Identify and show the cause and effect of events that occur in the story. (I)
- Identify and describe the differences in the points of view of characters. (I)
- Identify problem and solution in a story. (R/P)
- Identify the main idea and supporting details within the text. (R/P)
- Identify the author's word choice and purpose. (R/P)
- Understand the characters in a story using illustrations, text, and/or digital print. (R)

Month(s): February

Unit Plan 4: Writing

Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.

Stage 1 – Desired Results

Writing:

- **(C.C.1.4.2.A): Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- **(C.C.1.4.2.B): Identify and introduce the topic.**
- **(C.C.1.4.2.C): Develop the topic with facts and/or definitions.**
- **(C.C.1.4.2.D): Group information and provide a concluding statement or section.**
- **(C.C.1.4.2.K): Use a variety of words and phrases to appeal to the audience.**
- **(C.C.1.4.2.L): Demonstrate a grade appropriate command of the conventions of standard English, grammar, usage, capitalization, punctuation and spelling.**
- **(C.C.1.4.2.T): With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**
- **(C.C.1.4.2.U): With guidance and support use a variety of digital tools to produce and publish writing including collaboration with peers.**
- **(C.C.1.4.2.V): Participate in individual or shared research and writing projects.**
- **(C.C.1.4.2.W): Recall information from experiences or gather information from provided sources to answer a question.**
- **(C.C.1.4.2.X): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes and audiences.**
- **(C.C.1.4.2.Q): Choose words and phrases for effect.**

Understanding(s):

Students will understand . . .

1. How to brainstorm when writing an informative piece.
2. The elements to include in an informative piece.
3. How to write a topic sentence and supporting details that convey information about the topic.
4. Their word choices and phrases are important, as they need to appeal to the reader.
5. How to write a concluding statement for an informational piece.
6. That transitional words help to organize an informational piece.
7. Using CUPS when editing ensures accuracy in the final draft of the paper.
8. The accurate application of conventions is important when writing.

Essential Question(s):

- Where do ideas from writing come from?
- What is an informative/explanatory writing piece?
- What is the writing process?
- How can I conduct research to include in my writing?
- How can I organize my writing? (topic sentences and supporting details)
- How can I edit/revise my writing?
- Why am I writing?
- How can I use words and phrases to appeal to the audience?

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| <p>9. How to research a topic. 10. How to apply the spelling rules to correctly spell words using the different spelling patterns learned.</p> | |
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Learning Objectives: (I- Introduce; R- Review; P- Proficient)
Students will know and will be able to:

- Brainstorm ideas in order to write an informative/explanatory piece (I)
- Write a topic sentence and supporting details to convey information (I)
- Incorporate words and phrases to appeal to the audience (R)
- Write a concluding statement (R)
- Use transitional words for organization (R/P)
- Use CUPS in order to edit and revise (R/P)
- Spell words drawing on common spelling patterns (R/P)
- Conduct research on a topic (I)
- Write informative explanatory pieces over various time frames (I)
- Consult reference materials as needed (I)

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| <p>Month(s): February</p> | <p>Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> |
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Stage 1 – Desired Results

Speaking and Listening:

- (C.C.1.5.2.A): Participate in collaborative conversations with peers and adults in small and larger groups.
- (C.C.1.5.2.B): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- (C.C.1.5.2.C): Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- (C.C.1.5.2.D): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- (C.C.1.5.2.E): Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- (C.C.1.5.2.G): Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.
- (C.C.1.5.2.F) Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

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| <p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. The importance of a good listener in different situations. 2. Sometimes we listen to literature with a purpose and then predict, retell, or identify new words and concepts. 3. Effective speakers have specific qualities in specific settings. 4. Good discussion occurs when two parties are actively involved in listening, and then asking questions. 5. Whether it is in a text or someone is speaking, there are always key ideas. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is a good listener? ▪ What do good speakers sound like? ▪ What am I trying to say? ▪ To whom am I speaking? ▪ How is reading and writing different from listening? ▪ What do good speakers and listeners do? |
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Learning Objectives:**Students will know and will be able to:**

- Demonstrate how a good listener has certain qualities in small and large groups (listens to speaker, follows directions, and asks questions).
- Listen to a selection of literature and relate literature to personal experiences, make predictions, retell a story, and identify new words and concepts of a story.
- Demonstrate how a good speaker has certain qualities in small and large groups (uses complete thoughts, uses appropriate volume and pace, pronounces words correctly, makes eye contact, uses expression, gestures, and body language).
- Understand how a good discussion includes sharing of information as well as asking related questions.
- Describe key ideas from a text or discussion

Month(s): March**Unit Plan 1: Foundational Skills**

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Stage 1 – Desired Results**Foundational Skills:**

- **(CC1.1.2.D): Know and apply grade level phonics and word analysis skills in decoding words.**
- **(CC1.1.2.E): Read with accuracy and fluency to support comprehension.**

Understanding(s):**Students will understand . . .**

1. Most one syllable words have a short vowel sound.
2. Not all words follow a simple, decodable pattern.
3. We read for purpose and understanding.
4. How to read orally with accuracy, fluency, and expression.
5. It is necessary to monitor their reading, asking themselves, “Does it sound right?” In order to make meaning of what they are reading.
6. Adding prefixes and suffixes to words changes the meaning.
7. How to decode words with irregular spellings.

Essential Question(s):

- How do words work?
- Why does letter order matter within a word?
- What do good readers do when they get stuck on a word?
- How does good reading sound?
- What does a good reader do to help make meaning of the text?
- How do prefixes and suffixes change words?

Learning Objectives: (I- Introduce; R- Review; P- Proficient)**Students will know and will be able to:**

- Distinguish short and vowel sounds when reading regularly spelled one-syllable words (R/P)
- Read grade level high frequency sight words (R/P)
- Read on-level text with purpose and understanding (R/P)
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings (R/P)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary (R/P)
- Add prefixes and suffixes to words while decoding two-syllable words with long vowels (R/P)

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| <ul style="list-style-type: none"> Decode grade appropriate irregularly spelled words (R/P) | |
| Month(s): March | Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| Stage 1 – Desired Results | |
| Reading Informational Text: <ul style="list-style-type: none"> (CC1.2.2.E) Use various text features and search tools to locate key facts or information in a text efficiently. (CC1.2.2.F) Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. (CC1.2.2.G) Explain how graphic representations contribute to and clarify a text. (CC1.2.2.H) Describe how reasons support specific points the author makes in a text. (CC1.2.2.I) Compare and contrast the most important points presented by two texts on the same topic. (CC1.2.2.J) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. (CC1.2.2.K) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools. (CC1.2.2.L) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | |
| Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> How to analyze the text features used in nonfiction text. How to correctly use domain-specific vocabulary when speaking and writing. Answers to questions must be supported using specific details from the text they read. How to use context clues to identify and make meaning of unknown and multiple meaning words. Author’s point of view can be supported by text evidence. How to read different texts on the same topic and then compare and contrast the information they learn. Graphic images/illustrations help to make meaning when reading. | Essential Question(s): <ul style="list-style-type: none"> How should I read different types of text? What are text features? What type of story is this? How can we understand the key details in a text? What are context clues? How do we use context clues in order to find the meaning of words? How do we compare and contrast texts? How can images clarify the meaning of the text? |
| Learning Objectives: (I- Introduce; R- Review; P- Proficient) <i>Students will know and will be able to:</i> <ul style="list-style-type: none"> Identify and analyze the text features used in a nonfiction passage. (P) Use and relate new domain-specific vocabulary within conversations and written work. (R/P) Read and comprehend grade level texts using specific details to support their answers. (R/P) Identify and use context clues to determine or clarify the meaning of unknown and multiple meaning words. (R/P) | |

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| <ul style="list-style-type: none"> ▪ Support the authors' point of view by using specific reasons from the text. (R) ▪ Compare and contrast different texts on the same topic. (R/P) ▪ Relate graphic images to the meaning of the text. (R/P) | |
| Month(s): March | Unit Plan 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| Stage 1 – Desired Results | |
| Reading Literature: <ul style="list-style-type: none"> ▪ (C.C.1.3.2.C): Describe how characters in a story respond to major events and challenges. ▪ (C.C.1.3.2.D): Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. ▪ (C.C.1.3.2.E): Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ▪ (C.C.1.3.2.G): Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. ▪ (C.C.1.3.2.I): Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools. ▪ (C.C.1.3.2.J): Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases. ▪ (C.C.1.3.2.K): Read and comprehend literature on grade-level, reading independently and proficiently. | |
| Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Cause and effect relationships can cause major changes within a story. 2. Characters respond to major events and challenges because of cause and effect relationships. 3. The importance of being able to identify and describe the differences in the points of view of the characters. 4. A story consists of a problem and a solution. 5. There are main ideas and supporting details within a text. 6. How to analyze facts and opinions. 7. Authors have a specific purpose when choosing words for their text. 8. There are different ways to demonstrate understanding of the characters within a story. | Essential Question(s): <ul style="list-style-type: none"> ▪ Who is telling the story? ▪ What is the point of view? ▪ How is the dialogue in the story helping us determine points of view? ▪ What is the author's message? ▪ How do illustrations help us as readers? ▪ How do we use context clues in order to figure out the meaning of words? ▪ How can we show the cause or effect of an event? |
| Learning Objectives: (I- Introduce; R- Review; P- Proficient) Students will know and will be able to: <ul style="list-style-type: none"> ▪ Identify the cause and effect of how characters respond to major events and challenges in the story. (R) ▪ Identify and describe the differences in the points of view of characters. (R) ▪ Identify problem and solution in a story. (R/P) ▪ Identify the main idea and supporting details within the text. (R/P) ▪ Analyze facts and opinions in the story. (R/P) | |

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| <ul style="list-style-type: none"> ▪ Identify the author’s word choice and purpose. (R/P) ▪ Understand the characters in a story using illustrations, text, and/or digital print. (R/P) | |
| Month(s): March | Unit Plan 4: Writing Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content. |
| Stage 1 – Desired Results | |
| Writing: <ul style="list-style-type: none"> ▪ (C.C.1.4.2.A): Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ▪ (C.C.1.4.2.B): Identify and introduce the topic. ▪ (C.C.1.4.2.C): Develop the topic with facts and/or definitions. ▪ (C.C.1.4.2.D): Group information and provide a concluding statement or section. ▪ (C.C.1.4.2.K): Use a variety of words and phrases to appeal to the audience. ▪ (C.C.1.4.2.L): Demonstrate a grade appropriate command of the conventions of standard English, grammar, usage, capitalization, punctuation and spelling. ▪ (C.C.1.4.2.T): With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. ▪ (C.C.1.4.2.U): With guidance and support use a variety of digital tools to produce and publish writing including collaboration with peers. ▪ (C.C.1.4.2.V): Participate in individual or shared research and writing projects. ▪ (C.C.1.4.2.W): Recall information from experiences or gather information from provided sources to answer a question. ▪ (C.C.1.4.2.X): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes and audiences. ▪ (C.C.1.4.2.Q): Choose words and phrases for effect. | |
| Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. How to brainstorm when writing an informative piece. 2. The elements to include in an informative piece. 3. How to write a topic sentence and supporting details that convey information about the topic. 4. Their word choices and phrases are important, as they need to appeal to the reader. 5. How to write a concluding statement for an informational piece. 6. That transitional words help to organize an informational piece. 7. Using cups when editing ensures accuracy in the final draft of the paper. 8. The accurate application of conventions is important when writing. 9. How to research a topic. 10. How to apply the spelling rules to correctly spell words using the different spelling patterns learned. | Essential Question(s): <ul style="list-style-type: none"> ▪ Where do ideas from writing come from? ▪ What is an informative/explanatory writing piece? ▪ What is the writing process? ▪ How can I conduct research to include in my writing? ▪ How can I organize my writing? (topic sentences and supporting details) ▪ How can I edit/revise my writing? ▪ Why am I writing? ▪ How can I use words and phrases to appeal to the audience? |

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| <p>11. Reference materials provide further information when writing an informational piece.</p> | |
| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Brainstorm ideas in order to write an informative/explanatory piece (I) ▪ Write a topic sentence and supporting details to convey information (I) ▪ Incorporate words and phrases to appeal to the audience (R) ▪ Write a concluding statement (R) ▪ Use transitional words for organization (R/P) ▪ Use CUPS in order to edit and revise (R/P) ▪ Spell words drawing on common spelling patterns (R/P) ▪ Conduct research on a topic (I) ▪ Write informative explanatory pieces over various time frames (I) ▪ Consult reference materials as needed (I). | |
| <p>Month(s): March</p> | <p>Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> |
| <p>Stage 1 – Desired Results</p> | |
| <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ▪ (C.C.1.5.2.A): Participate in collaborative conversations with peers and adults in small and larger groups. ▪ (C.C.1.5.2.B): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ▪ (C.C.1.5.2.C): Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ▪ (C.C.1.5.2.D): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ▪ (C.C.1.5.2.E): Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ▪ (C.C.1.5.2.F): Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. ▪ (C.C.1.5.2.G): Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content. | |
| <p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. The importance of a good listener in different situations. 2. Sometimes we listen to literature with a purpose and then predict, retell, or identify new words and concepts. 3. Effective speakers have specific qualities in specific settings. 4. Good discussion occurs when two parties are actively involved in listening, and then asking questions. 5. Whether it is in a text or someone is speaking, there are always key ideas. 6. Creating visual aids enhance the presentation. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is a good listener? ▪ What do good speakers sound like? ▪ What am I trying to say? ▪ To whom am I speaking? ▪ How is reading and writing different from listening? ▪ What do good speakers and listeners do? ▪ How can we use visuals to help with presentations? |

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| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate how a good listener has certain qualities in small and large groups (listens to speaker, follows directions, and asks questions). (R) ▪ Listen to a selection of literature and relate literature to personal experiences, make predictions, retell a story, and identify new words and concepts of a story. (R) ▪ Demonstrate how a good speaker has certain qualities in small and large groups (uses complete thoughts, uses appropriate volume and pace, pronounces words correctly, makes eye contact, uses expression, gestures, and body language). (R) ▪ Understand how a good discussion includes sharing of information as well as asking related questions. (R) ▪ Describe key ideas from a text or discussion (R) ▪ Create and explain visual representations during a presentation. (I) | |
| <p>Month(s): April</p> | <p>Unit Plan 1: Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> |
| <p>Stage 1 – Desired Results</p> | |
| <p>Foundational Skills:</p> <ul style="list-style-type: none"> ▪ (CC1.1.2.D): Know and apply grade level phonics and word analysis skills in decoding words. ▪ (CC1.1.2.E): Read with accuracy and fluency to support comprehension. | |
| <p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. Most one syllable words have a short vowel sound. 2. Not all words follow a simple, decodable pattern. 3. We read for purpose and understanding. 4. How to read orally with accuracy, fluency, and expression. 5. It is necessary to monitor their reading, asking themselves, ‘Does it sound right?’ in order to make meaning of what they are reading. 6. Adding prefixes and suffixes to words changes the meaning. 7. How to decode words with irregular spellings. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do words work? ▪ Why does letter order matter within a word? ▪ What do good readers do when they get stuck on a word? ▪ How does good reading sound? ▪ What does a good reader do to help make meaning of the text? ▪ How do prefixes and suffixes change words? |
| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Distinguish short and long vowels sounds when reading regularly spelled one-syllable words (R/P) ▪ Read grade level high frequency sight words. (R/P) ▪ Read on-level text with purpose and understanding (R/P) ▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings (R/P) ▪ Use context to confirm or self-correct word recognition and understanding, rereading as necessary (R/P) | |

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| <ul style="list-style-type: none"> ▪ Add prefixes and suffixes to words while decoding two-syllable words with long vowels (R/P) ▪ Decode grade appropriate irregularly spelled words (R/P) | |
| Month(s): April | Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| Stage 1 – Desired Results | |
| Reading Informational Text: <ul style="list-style-type: none"> ▪ (CC1.2.2.C) Describe the connection between a series of events, concepts, or steps in a procedure within a text. ▪ (CC1.2.2.F) Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. ▪ (CC1.2.2.G) Explain how graphic representations contribute to and clarify a text. ▪ (CC1.2.2.I) Compare and contrast the most important points presented by two texts on the same topic. ▪ (CC1.2.2.H) Describe how reasons support specific points the author makes in a text. ▪ (CC1.2.2.J) Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases. ▪ (CC1.2.2.K) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools. ▪ (CC1.2.2.L) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | |
| Understanding(s): <i>Students will understand:</i> <ol style="list-style-type: none"> 1. How to correctly use domain-specific vocabulary when speaking and writing. 2. Answers to questions must be supported using specific details from the text they read. 3. How to use context clues to identify and make meaning of unknown and multiple meaning words. 4. Author’s point of view can be supported by text evidence. 5. How to read different texts on the same topic and then compare and contrast the information they learn. 6. Graphic images/illustrations help to make meaning when reading as you read a text, connections can be made between events, concepts, and steps within the text. | Essential Question(s): <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond? ▪ How should I read different types of text? ▪ What type of story is this? ▪ How can we understand the key details in a text? ▪ What are context clues? ▪ How do we use context clues in order to find the meaning of words? ▪ How do we compare and contrast texts? ▪ How can images clarify the meaning of the text? ▪ Can we make connections between events, concepts, or steps within the text? |
| Learning Objectives: (I- Introduce; R- Review; P- Proficient) <i>Students will know and will be able to:</i> <ul style="list-style-type: none"> ▪ Use and relate new domain-specific vocabulary within conversations and written work. (R/P) ▪ Read and comprehend grade level texts using specific details to support their answers. (R/P) | |

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| <ul style="list-style-type: none"> ▪ Identify and use context clues to determine or clarify the meaning of unknown and multiple meaning words. (R/P) ▪ Support the authors' point of view by using specific reasons from the text. (R/P) ▪ Compare and contrast different texts on the same topic. (P) ▪ Relate graphic images to the meaning of the text. (P) ▪ Describe and make connections between events, concepts, or steps within a text. (I) | |
| Month(s): April | Unit Plan 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| Stage 1 – Desired Results | |
| Reading Literature: <ul style="list-style-type: none"> ▪ (C.C.1.3.2.C): Describe how characters in a story respond to major events and challenges. ▪ (C.C.1.3.2.D): Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. ▪ (C.C.1.3.2.E): Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ▪ (C.C.1.3.2.F): Describe how words and phrases supply rhythm and meaning in a story, poem, or song. ▪ (C.C.1.3.2.G): Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. ▪ (C.C.1.3.2.H): Compare and contrast two or more versions of the same story by different authors or from different culture. ▪ (C.C.1.3.2.I): Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools. ▪ (C.C.1.3.2.J): Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases. ▪ (C.C.1.3.2.K): Read and comprehend literature on grade-level, reading independently and proficiently. | |
| Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. A recount or summary needs to include who, what, when, where, why, and how. 2. Cause and effect relationships can cause major changes within a story. 3. Characters respond to major events and challenges because of cause and effect relationships. 4. The importance of being able to identify and describe the differences in the points of view of the characters within the story. 5. A story consists of a problem and a solution. 6. There are main ideas and supporting details within a text. 7. How to analyze facts and opinions. 8. Authors have a specific purpose when choosing words for their text. 9. It is possible that more than one version of the same story exists. Once read, | Essential Question(s): <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond? ▪ Who is telling the story? ▪ What is the point of view? ▪ How is the dialogue in the story helping us determine points of view? ▪ What is the author's message? ▪ How do illustrations help us as readers? ▪ How can we compare and contrast stories by different authors? ▪ How do we use context clues in order to figure out the meaning of words? ▪ How can we show the cause or effect of an event? |

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| <p>the reader can look for similarities and differences between the different versions of the stories.</p> <p>10. There are different ways to demonstrate understanding of the characters within a story.</p> <p>11. Illustrations within the text can help the reader make predictions, aid in comprehension, and help to draw conclusions about the text being read.</p> | |
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| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Recount/Summarize the text by answering who, what, where, when, why and how questions. (R/P) ▪ Identify the cause and effect of how characters respond to major events and challenges in the story. (R/P) ▪ Identify and describe the differences in the points of view of characters. (R/P) ▪ Identify problem and solution in a story. (P) ▪ Identify the main idea and supporting details within the text. (R/P) ▪ Analyze facts and opinions in the story. (P) ▪ Identify the author’s word choice and purpose. (R/P) ▪ Compare and contrast two or more versions of the same stories by the same author or different cultures. (R/P) ▪ Understand the characters in a story using illustrations, text, and/or digital print. (R/P) ▪ Predict, comprehend, and draw conclusions using the text and illustrations within the text. (I) | |
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| <p>Month(s): April</p> | <p>Unit Plan 4: Writing Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</p> |
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Stage 1 – Desired Results

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| <p>Writing:</p> <ul style="list-style-type: none"> ▪ (C.C.1.4.2.E): Choose words and phrases for effect. ▪ (C.C.1.4.2.F): Demonstrate a grade appropriate command of the conventions of standard English, grammar, usage, capitalization, punctuation and spelling. ▪ (C.C.1.4.2.G): Write opinion pieces on familiar topics or texts. ▪ (C.C.1.4.2.H): Identify the topic and state an opinion. ▪ (C.C.1.4.2.I): Support the opinion with reasons that include details connected to the opinion. ▪ (C.C.1.4.2.J): Create an organizational structure that includes reasons and includes a concluding statement. ▪ (C.C.1.4.2.T): With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. ▪ (C.C.1.4.2.U): With guidance and support, use a variety of digital tools to produce and publish writing including collaboration with peers. ▪ (C.C.1.4.2.W): Recall information from experiences or gather information from provided sources to answer a question. ▪ (C.C.1.4.2.X): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes and audiences. ▪ (C.C.1.4.2.Q): Choose words and phrases for effect. | |
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| Understanding(s): | Essential Question(s): |
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| <p>Students will understand . . .</p> <ol style="list-style-type: none"> 1. An opinion piece is developed by stating an opinion and supplying details to support the opinion. 2. How to write a topic sentence and supporting details that convey information about the topic. 3. How to write a concluding statement for an opinion piece. 4. That transitional words help to organize an opinion piece. 5. Using CUPS when editing ensures accuracy in the final draft of the paper. 6. How to apply the spelling rules to correctly spell words using the different spelling patterns learned. | <ul style="list-style-type: none"> ▪ Where do ideas for writing come from? ▪ What is an opinion/argumentative writing piece? ▪ What is the writing process? ▪ How can I organize my writing? (topic sentences and supporting details) ▪ How can I edit/revise my writing? ▪ Why am I writing? |
| <p>Learning Objectives: (I- Introduce; R- Review; P- Proficient) Students will know and will be able to:</p> <ul style="list-style-type: none"> ▪ Write an opinion and supporting reasons (I) ▪ Write a topic sentence and supporting details to convey information (R) ▪ Write a concluding statement (R) ▪ Use transitional words for organization (R/P) ▪ Use CUPS in order to edit and revise (R/P) ▪ Spell words drawing on common spelling patterns (R/P) | |
| <p>Month(s): April</p> | <p>Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> |
| <p>Stage 1 – Desired Results</p> | |
| <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ▪ (C.C.1.5.2.A): Participate in collaborative conversations with peers and adults in small and larger groups. ▪ (C.C.1.5.2.B): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ▪ (C.C.1.5.2.C): Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ▪ (C.C.1.5.2.D): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ▪ (C.C.1.5.2.E): Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ▪ (C.C.1.5.2.F) Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. ▪ (C.C.1.5.2.G): Demonstrate command of the conventions of standard English when speaking based on Grade 2 level and content. | |
| <p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. The importance of a good listener in different situations. 2. Sometimes we listen to literature with a purpose and then predict, retell, or identify new words and concepts. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is a good listener? ▪ What do good speakers sound like? ▪ What am I trying to say? ▪ To whom am I speaking? |

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| <ol style="list-style-type: none"> 3. Effective speakers have specific qualities in specific settings. 4. Good discussion occurs when two parties are actively involved in listening, and then asking questions. 5. Whether it is in a text or someone is speaking, there are always key ideas. 6. Creating visual aids enhance the presentation. | <ul style="list-style-type: none"> ▪ How is reading and writing different from listening? ▪ What do good speakers and listeners do? ▪ How can we use visuals to help with presentations? |
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Learning Objectives: (I- Introduce; R- Review; P- Proficient)
Students will know and will be able to:

- Demonstrate how a good listener has certain qualities in small and large groups (listens to speaker, follows directions, and asks questions). (R)
- Listen to a selection of literature and relate literature to personal experiences, make predictions, retell a story, and identify new words and concepts of a story. (R)
- Demonstrate how a good speaker has certain qualities in small and large groups (uses complete thoughts, uses appropriate volume and pace, pronounces words correctly, makes eye contact, uses expression, gestures, and body language). (R)
- Understand how a good discussion includes sharing of information as well as asking related questions. (R)
- Describe key ideas from a text or discussion (R)
- Create and explain visual representations during a presentation. (R)

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| <p>Month(s): May</p> | <p>Unit Plan 1: Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> |
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Stage 1 – Desired Results

Foundational Skills:

- **(CC1.1.2.D): Know and apply grade level phonics and word analysis skills in decoding words.**
- **(CC1.1.2.E): Read with accuracy and fluency to support comprehension.**

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| <p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. Most one syllable words have a short vowel sound. 2. Not all words follow a simple decodable pattern. 3. We read for purpose and understanding. 4. How to read orally with accuracy, fluency, and expression. 5. It is necessary to monitor their reading, asking themselves, “Does it sound right? in order to make meaning of what they are reading. 6. How to count the vowels in a word and divide them into syllables. 7. Adding prefixes and suffixes to words changes the meaning. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How do words work? ▪ Why does letter order matter within a word? ▪ What do good readers do when they get stuck on a word? ▪ How does good reading sound? ▪ What does a good reader do to help make meaning of the text? ▪ How can breaking words into syllables help us to decode words? ▪ How do prefixes and suffixes change words? |
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Learning Objectives:
Students will know and will be able to:

- Distinguish short and long vowel sounds when reading regularly spelled one-syllable words (P)
- Read grade level high frequency sight words. (P)
- Read on-level text with purpose and understanding (P)
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings (P)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary (P)
- Count and divide words into syllables (P)
- Add prefixes and suffixes to words while decoding two-syllable words with long vowels
- Decode grade appropriate irregularly spelled words (P)

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| Month(s): May | Unit Plan 2: Reading Informational Text Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
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Stage 1 – Desired Results

- Reading Informational Text:**
- (CC1.2.2.C) Describe the connection between a series of events, concepts, or steps in a procedure within a text.
 - (CC1.2.2.F) Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
 - (CC1.2.2.H) Describe how reasons support specific points the author makes in a text.
 - (CC1.2.2.J) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - (CC1.2.2.K) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
 - (CC1.2.2.L) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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| Understanding(s): <i>Students will understand . . .</i> | Essential Question(s): |
| <ol style="list-style-type: none"> 1. How to correctly use domain-specific vocabulary when speaking and writing. 2. Answers to questions must be supported using specific details from the text they read. 3. How to use context clues to identify and make meaning of unknown and multiple meaning words. 4. Author’s point of view can be supported by text evidence. 5. As you read a text, connections can be made between events, concepts, and steps within the text. | <ul style="list-style-type: none"> ▪ How do we think while reading in order to understand and respond? ▪ How should I read different types of text? ▪ What type of story is this? ▪ How can we understand the key details in a text? ▪ What are context clues? ▪ How do we use context clues in order to find the meaning of words? ▪ Can we make connections between events, concepts, or steps within the text? |

- Learning Objectives: (I- Introduce; R- Review; P- Proficient)**
Students will know and will be able to:
- Use and relate new domain-specific vocabulary within conversations and written work. (P)
 - Read and comprehend grade level texts using specific details to support their answers. (P)

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| <ul style="list-style-type: none"> ▪ Identify and use context clues to determine or clarify the meaning of unknown and multiple meaning words. (P) ▪ Support the authors' point of view by using specific reasons from the text. (P) ▪ Describe and make connections between events, concepts, or steps within a text. (R/P) | |
| Month(s): May | Unit Plan 3: Reading Literature Students read and respond to works of literature – with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. |
| Stage 1 – Desired Results | |
| Reading Literature: <ul style="list-style-type: none"> ▪ (C.C.1.3.2.B): Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text. ▪ (C.C.1.3.2.C): Describe how characters in a story respond to major events and challenges. ▪ (C.C.1.3.2.E): Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ▪ (C.C.1.3.2.I): Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools. ▪ (C.C.1.3.2.J): Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. ▪ (C.C.1.3.2.K): Read and comprehend literature on grade-level, reading independently and proficiently. | |
| Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. A recount or summary needs to include who, what, when, where, why, and how. 2. Cause and effect relationships can cause major changes within a story. 3. Characters respond to major events and challenges because of cause and effect relationships. 4. There are main ideas and supporting details within a text. 5. Illustrations within the text can help the reader make predictions, aid in comprehension, and help to draw conclusions about the text being read. 6. How to use context clues to construct meaning of unknown words and phrases. | Essential Question(s): <ul style="list-style-type: none"> ▪ Who is telling the story? ▪ What is the author's message? ▪ How do we use context clues in order to figure out the meaning of words? ▪ How can we show the cause or effect of an event? |
| Learning Objectives: (I- Introduce; R- Review; P- Proficient) <i>Students will know and will be able to:</i> <ul style="list-style-type: none"> ▪ Recount/Summarize the text by answering who, what, where, when, why and how questions. (P) ▪ Identify the cause and effect of how characters respond to major events and challenges in the story. (P) ▪ Identify the main idea and supporting details within the text. (P) ▪ Predict, comprehend, and draw conclusions using the text and illustrations within the text. (R/P) ▪ Use context clues in order to construct the meaning of unknown words and phrases (P) | |

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| <p>Month(s): May</p> | <p>Unit Plan 4: Writing Students write for different purposes and audiences. Students write clear and focused texts to convey a well-defined perspective and appropriate content.</p> |
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Stage 1 – Desired Results

- Writing:**
- (C.C.1.4.2.G): Write opinion pieces on familiar topics or texts.
 - (C.C.1.4.2.H): Identify the topic and state an opinion.
 - (C.C.1.4.2.I): Support the opinion with reasons that include details connected to the opinion.
 - (C.C.1.4.2.J): Create an organizational structure that includes reasons and includes a concluding statement.
 - (C.C.1.4.2.K): Use a variety of words and phrases to appeal to the audience.
 - (C.C.1.4.2.L): Demonstrate a grade appropriate command of the conventions of standard English, grammar, usage, capitalization, punctuation and spelling.
 - (C.C.1.4.2.T): With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
 - (C.C.1.4.2.W): Recall information from experiences or gather information from provided sources to answer a question.
 - (C.C.1.4.2.X): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
 - (C.C.1.4.2.Q): Choose words and phrases for effect.

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| <p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. How to brainstorm when writing an opinion piece. 2. An opinion piece is developed by stating an opinion and supplying details to support the opinion. 3. Their word choices and phrases are important, as they need to appeal to the reader. 4. How to write a concluding statement for an opinion piece. 5. That transitional words help to organize an opinion piece. 6. Using CUPS when editing ensures accuracy in the final draft of the paper. 7. How to identify and capitalize proper nouns. 8. How to apply the spelling rules to correctly spell words using the different spelling patterns learned. 9. Reference materials provide further information when writing an opinion piece. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Where do ideas from writing come from? ▪ What is an opinion/argumentative writing piece? ▪ What is the writing process? ▪ How can I organize my writing? (opinion with connected details) ▪ How can I edit/revise my writing? ▪ Why am I writing? ▪ How can I use words and phrases to appeal to the audience? |
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- Learning Objectives:**
Students will know and will be able to:
- Brainstorm ideas in order to write an opinion/argumentative piece
 - Write an opinion and supporting reasons
 - Incorporate words and phrases to appeal to the audience

- Write a concluding statement
- Use transitional words for organization
- Use CUPS in order to edit and revise
- Capitalize proper nouns
- Spell words drawing on common spelling patterns
- Consult reference materials as needed

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| Month(s): May | Unit Plan 5: Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. |
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Stage 1 – Desired Results

- Speaking and Listening:**
- (C.C.1.5.2.A): Participate in collaborative conversations with peers and adults in small and larger groups.
 - (C.C.1.5.2.B): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - (C.C.1.5.2.C): Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
 - (C.C.1.5.2.D): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
 - (C.C.1.5.2.E): Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
 - (C.C.1.5.2.F) Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
 - (C.C.1.5.2.G): Demonstrate command of the conventions of standard English when speaking based on Grade 2 level and content.

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| <p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. The importance of a good listener in different situations. 2. Sometimes we listen to literature with a purpose and then predict, retell, or identify new words and concepts. 3. Effective speakers have specific qualities in specific settings. 4. Good discussion occurs when two parties are actively involved in listening, and then asking questions. 5. Whether it is in a text or someone is speaking, there are always key ideas. | <p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is a good listener? ▪ What do good speakers sound like? ▪ What am I trying to say? ▪ To whom am I speaking? ▪ How is reading and writing different from listening? ▪ What do good speakers and listeners do? ▪ How can we use visuals to help with presentations? |
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- Learning Objectives: (I- Introduce; R- Review; P- Proficient)**
Students will know and will be able to:
- Demonstrate how a good listener has certain qualities in small and large groups (listens to speaker, follows directions, and asks questions). (P)
 - Listen to a selection of literature and relate literature to personal experiences, make predictions, retell a story, and identify new words and concepts of a story. (P)
 - Demonstrate how a good speaker has certain qualities in small and large groups (uses complete thoughts, uses appropriate volume and pace, pronounces words correctly, makes eye contact, uses expression, gestures, and body language). (P)

- Understand how a good discussion includes sharing of information as well as asking related questions. (P)
- Describe key ideas from a text or discussion (P)