

Curriculum Map: Riverview Second Grade ELA

Course: English/Language Arts Grade 2

Grade(s): Second Grade

Course Description:

Reading - Students will begin to read with greater accuracy and fluency. They will conduct more sophisticated word studies and use their decoding skills and expanding sight word bank to read longer, more complex texts - including all types of genres. Students will be able to recount the stories they read, identify story elements, determine the central message, lesson, or moral and describe how characters respond to major events and challenges. Students will be able to utilize text features of non-fiction texts and explain how they contribute to comprehension. As students read grade level text, they will be able to locate and cite text evidence to support a variety of questions across different genres. They will acquire and use grade-appropriate, general academic and domain specific vocabulary both in context and independently.

Writing - Students will deepen written communication skills to produce pieces that are informational, narrative, persuasive, and descriptive. Students will utilize their awareness of purpose and audience to choose effective organizational patterns, language, and literary techniques. Students will use grade-appropriate grammar, conventions, and word choice for clarity of communication. They will also use multiple resources, including technology, to research, record, present, and embellish written work.

Listening - Students will use active listening skills to derive meaning from what they hear by questioning, reflecting, summarizing, responding and evaluating for productive communication.

Speaking - Students will deepen verbal communication skills. Students will engage in collaborative, respectful discussions about topics and texts that vary appropriately according to audience and purpose. Students will use conventions appropriate when speaking. They will also use technology to record, present, and enhance written and verbal communication using various resources, including media.

Course Long Term Transfer Goals:

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Unit: Foundational Skills

Unit Description: Students advance their working knowledge of concepts of print, the alphabetic principle and other basic conventions. Students increase their knowledge and competence in applying phonics and word analysis skills to decode words. Students continue to develop proficiency in reading with accuracy and fluency to support comprehension.

Unit Student Learning Outcomes:

1. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2. Decode two-syllable words with long vowels and words with common prefixes and suffixes.
3. Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
4. Read grade-appropriate irregularly spelled words.
5. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
6. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
7. Capitalize proper nouns.
8. Use commas and apostrophes appropriately.
9. Utilize common spelling patterns to write words.
10. Consult reference material as needed.
11. Utilize proper ending punctuation.
12. Informational: Identify and introduce the topic. Opinion: Identify the topic and state an opinion. Narrative: Establish a situation and introduce a narrator and/or characters.
13. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Unit Essential Questions:

How do strategic readers create meaning from informational and literary text?

Unit Big Ideas:

Effective readers use appropriate strategies to construct meaning.

Unit Academic Vocabulary & Definitions:

Print Concepts

1. Sentence
2. Paragraph
3. Capitalization
4. Punctuation (including dialogue)
5. Text features (fiction and non-fiction)

Phonological Awareness

1. Orally
2. Consonant Blend
3. Diagraph
4. Add
5. Substitute
6. Segmentation (sound and syllable)

Phonics and Word Recognition

1. Prefix
2. Suffix
3. High Frequency Words/Sight Words
4. Vowel Team
5. Digraphs
6. Inflectional Ending
7. Syllable
8. Long and Short Vowels

Fluency

1. Text
2. Accuracy
3. Rate
4. Expression
5. Context
6. Self-Correct
7. Rereading

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.PK.A \(Focus\)](#) Practice appropriate book handling skills.

[CC.1.1.2.D \(Advanced\)](#) Know and apply grade-level phonics and word analysis skills in decoding words.

[CC.1.1.2.E \(Advanced\)](#) Read with accuracy and fluency to support comprehension:

This Curriculum Map Unit has no Topics to display

Unit: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Unit Description: Students will determine the main idea when reading multi-paragraph informational texts. Students will ask and answer questions to demonstrate an understanding of key details in a text and describe the connections between a series of

events, concepts, or steps in a procedure within a text. They will demonstrate an understanding of the central message, lesson, or moral of fiction. Through recounting the major plot events and challenges of characters, students will ask and answer questions to make connections using textual evidence.

In informational writing, the students will identify and introduce a topic and write pieces that group important information and provide a conclusion. In narrative writing, students will establish a situation and introduce a narrator and/or characters. They will begin to organize a short sequence of events, use temporal words to signal event order, and provide a sense of closure to their narrative writing.

Unit Student Learning Outcomes:

1. Determine the main idea and key details from multi-paragraph informational text and literature to demonstrate understanding.
2. Ask and answer questions to understand the explicit meaning of informational text and literature.
3. Use text evidence to make the connection between a character's thoughts and actions to the major events of a story.
4. Describe the connections between events, concepts and steps when reading nonfiction.
5. Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
6. Describe the connection between a series of events, concepts, or steps in a procedure within a text.
7. Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
8. Describe how characters in a story respond to major events and challenges.
9. Informational: Develop the topic with facts and/or definitions. Opinion: Create an organizational structure that includes reasons and includes a concluding statement. Narrative: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
10. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
11. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
12. Participate in collaborative conversations with peers and adults in small and larger groups.
13. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
14. Tell a story or recount experiences with appropriate and relevant descriptive details.

Unit Essential Questions:

15. How do strategic readers create meaning from informational and literary text?
16. What is this text really about?
17. How do readers know what to believe?
18. How does what readers read influence how they should read it?
19. How does a reader's purpose influence how text should be read?
20. How do readers know what to believe in what they read, hear, and view?
21. How does interaction with text provoke thinking and response?
22. What do good listeners do?
23. How do active listeners make meaning?
24. How do active listeners know what to believe in what they hear?

25. How do task, purpose, and audience influence how speakers craft and deliver a message?
26. How do speakers employ language and utilize resources to effectively communicate a message?
27. What does a reader look for and how can s/he find it?
28. How does a reader know a source can be trusted?
29. How does one organize and synthesize information from various sources?
30. How does one best present findings?
31. What makes clear and effective writing?
32. Why do writers write?
33. What is the purpose?
34. Who is the audience?
35. What will work best for the audience?
36. How do learners make decisions concerning formal and informal language in social and academic settings?
37. How do grammar and the conventions of language influence spoken and written communication?
38. Why learn new words?
39. What strategies and resources does the learner use to figure out unknown vocabulary?
40. How does one develop and refine vocabulary?

Unit Big Ideas:

41. Effective readers use appropriate strategies to construct meaning.
42. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
43. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
44. Effective speakers prepare and communicate messages to address the audience and purpose.
45. Effective research requires the use of varied resources to gain or expand knowledge.
46. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
47. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
48. An expanded vocabulary enhances one's ability to express ideas and information.

Unit Academic Vocabulary & Definitions:

49. Main Idea
50. Key Details
51. Facts
52. Genre
53. Author's Purpose (persuade, inform, entertain)
54. Central Message
55. Topic
56. Moral
57. Theme
58. Challenges
59. Events
60. Plot
61. Character
62. Setting

- 63.Response
- 64.Procedure
- 65.Sequence
- 66.Text-based Evidence
- 67.Connections (text-text, text-self, text-world)
- 68.Graphic Organizers (Venn Diagram, Web, Sequence Chart, Story Map)

Custom Field 3:

Misconceptions	Proper Conceptions
<p>Questions can be answered with a “yes” or “no.” All questions are good questions.</p> <p>Recounting is the same as retelling.</p> <p>Main idea is the same as central message.</p> <p>Topic is the same as main idea.</p>	<p>Good questions tie to the meaning of the text and lead to understanding.</p> <p>Recounting summarizes using the main ideas and key details.</p> <p>Central messages are not always stated explicitly, requiring inference skill development.</p> <p>A topic is a broad, general subject, whereas the main idea is tethered to the topic and notes the author's most important point(s).</p>

STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.2.A](#)
(Introduced) Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- [CC.1.2.2.B](#)
(Introduced) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- [CC.1.2.2.C](#)
(Introduced) Describe the connection between a series of events, concepts, or steps in a procedure within a text.
- [CC.1.2.2.E](#)
(Introduced) Use various text features and search tools to locate key facts or information in a text efficiently.
- [CC.1.2.2.L](#)
(Introduced) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.2.A](#)
(Introduced) Recount stories and determine their central message, lesson, or moral.
- [CC.1.3.2.B](#)
(Introduced) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- [CC.1.3.2.C](#)
(Introduced) Describe how characters in a story respond to major events and challenges.
- [CC.1.3.2.E](#)
(Introduced) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- [CC.1.3.2.K](#)
(Introduced) Read and comprehend literature on grade level, reading independently and proficiently.
- [CC.1.4.2.A](#)
(Introduced) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- [CC.1.4.2.B](#)
(Introduced) Identify and introduce the topic.
- [CC.1.4.2.D](#) Group information and provide a concluding statement or section.

[\(Introduced\)](#)

[CC.1.4.2.N](#)

[\(Introduced\)](#)

[CC.1.4.2.P](#)

[\(Introduced\)](#)

[CC.1.5.2.A](#)

[\(Introduced\)](#)

[CC.1.5.2.B](#)

[\(Introduced\)](#)

[CC.1.5.2.C](#)

[\(Introduced\)](#)

[CC.1.5.2.E](#)

[\(Introduced\)](#)

[CC.1.5.2.F](#)

[\(Introduced\)](#)

Establish a situation and introduce a narrator and/or characters.

Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

Participate in collaborative conversations with peers and adults in small and larger groups.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Craft and Structure: How an Author Develops Ideas, Concepts, Characters, and Experiences, Part 1

Unit Description: Students will learn how authors develop and describe setting, plot, and characters who express different points of view. They will explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. Students will identify how various text features and organization communicate information effectively. The students will identify and develop an informational topic and write pieces with organized and sequential information including a conclusion. They will use narrative writing to describe experiences and events that show the response of characters to different situations.

Unit Student Learning Outcomes:

1. Use text features or elements of different texts to demonstrate and clarify understanding.
2. Explain the major differences between literature and informational text.
3. Explain how authors develop characters and express different points of view.
4. Use various text features and search tools to locate key facts or information in a text efficiently.

5. Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
6. Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
7. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
8. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
9. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
10. Write narrative pieces that include thoughts and feelings to describe experiences and events to show the response of characters to situations.
11. Informational: Choose words and phrases for effect. Opinion: Use a variety of words and phrases to appeal to the audience. Narrative: Choose words and phrases for effect.
12. Write organized and sequential informative pieces about a topic with a conclusion.
13. Write narrative pieces that describe experiences and events based on a character's point of view.
14. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
15. Participate in collaborative conversations with peers and adults in small and larger groups.

Unit Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- How does what readers read influence how they should read?
- Why learn new words?
- What strategies and resources do I use to figure out unknown vocabulary?

Unit Big Ideas:

- Effective readers use appropriate strategies to construct meaning.
- An expanded vocabulary enhances one's ability to express ideas and information.

Unit Academic Vocabulary & Definitions:

16. Point of View
17. Sequence
18. Time Order Words
19. Multiple meaning words
20. Narrator
21. Closure
22. Text Features
23. Research Tools
24. Facts
25. Dialogue
26. Character
27. Commas
28. Quotation Marks
29. Apostrophes
30. Proper Nouns

Custom Field 3:

Misconceptions	Proper Conceptions
Students believe that text features are	Text features are essential to

not essential to understanding the text.	understanding the text.
Students believe that facts include personal opinions.	Facts are statements that are true and can be proven.
Students think that temporal words only include <i>first, next, then, and last</i> .	Temporal words can also include <i>after, before, meanwhile, whenever, during, while, later on, etc.</i>
Students identify the main character's point of view as the only point of view.	Other character's point of view are important as well.

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.2.E](#)
(Introduced)

Use various text features and search tools to locate key facts or information in a text efficiently.

[CC.1.2.2.F](#)
(Introduced)

Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

[CC.1.3.2.D](#)
(Introduced)

Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

[CC.1.3.2.E](#)
(Introduced)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

[CC.1.3.2.F](#)
(Introduced)

Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

[CC.1.4.2.N](#)
(Introduced)

Establish a situation and introduce a narrator and/or characters.

[CC.1.4.2.O](#)
(Introduced)

Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

[CC.1.4.2.P](#)
(Introduced)

Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

[CC.1.4.2.R](#)
(Introduced)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Integration of Knowledge and Ideas: Connecting Ideas with One Text, Part 1

Unit Description: Students will closely examine and use specific aspects of the text to describe the key ideas or characters. They will begin to evaluate and compare different types of text with similar topics. They will identify and develop informative topics and write pieces with organized and sequential information including a conclusion. They will choose words and phrases for effect. The students will use narrative writing to describe experiences and events that show the response of characters to different situations. They will write narrative pieces that establish a situation and introduce a narrator and/or characters and include a sequential pattern using temporal words for transition. They will demonstrate increased proficiency with grade level conventions of language as they write.

Unit Student Learning Outcomes:

1. Explore how ideas or characters are developed in different types of texts.
2. Examine how an author's choices in the text support meaning.
3. Explain how graphic representations contribute to and clarify a text.
4. Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
5. Compare and contrast two or more versions of the same story by different authors or from different cultures. (fiction)
6. Compare and contrast the most important points presented by two texts on the same topic. (nonfiction)
7. Describe how reasons support specific points the author makes in a text.
8. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
9. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
10. Write developed informative pieces about a topic with organized and sequential information including a conclusion.
11. Write narrative pieces that establish a situation and introduce a narrator and/or characters and include a sequential pattern using temporal words for transition.
12. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
13. With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
14. Participate in individual or shared research and writing projects. (Library)
15. Recall information from experiences or gather information from provided sources to answer a question.
16. Participate in collaborative conversations with peers and adults in small and larger groups.
17. 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.
18. Add drawings or other presentations when appropriate to clarify ideas, thoughts, and feelings.

Unit Essential Questions: How do strategic readers create meaning from informational and literary text?

What is that text really about?

How does what readers read influence how text should be read?

How does interaction with text provoke thinking and response?

Unit Big Ideas:

Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Unit Academic Vocabulary & Definitions:

1. Diagram
2. Graphic Representations
3. Facts
4. Definition
5. Topic
6. Concluding Statement
7. Temporal Words
8. Proper Nouns
9. Commas
10. Apostrophes
11. Phrases
12. Reference Material

Custom Field 3:

Misconceptions	Proper Conceptions
Graphic representations are not essential to understanding the text.	Graphic representations are essential to understanding the text.
Word choice has no effect on writing.	Word choice has effect on writing.
Speaking audibly in coherent sentences is not important when giving an oral presentation.	Speaking audibly in coherent sentences is important when giving an oral presentation.

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.2.B \(Introduced\)](#) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.2.2.G \(Introduced\)](#) Explain how graphic representations contribute to and clarify a text.

[CC.1.2.2.H \(Introduced\)](#) Describe how reasons support specific points the author makes in a text.

[CC.1.2.2.J \(Introduced\)](#) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

[CC.1.3.2.B \(Introduced\)](#) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.3.2.C \(Introduced\)](#) Describe how characters in a story respond to major events and challenges.

[CC.1.3.2.E](#) Describe the overall structure of a story, including describing how the

(Introduced) CC.1.3.2.F	beginning introduces the story and the ending concludes the action.
(Introduced) CC.1.3.2.G	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
(Introduced) CC.1.4.2.B	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
(Introduced) CC.1.4.2.C	Identify and introduce the topic.
(Introduced) CC.1.4.2.D	Develop the topic with facts and/or definitions.
(Introduced) CC.1.4.2.E	Group information and provide a concluding statement or section.
(Introduced) CC.1.4.2.F	Choose words and phrases for effect.
(Introduced) CC.1.4.2.M	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(Introduced) CC.1.4.2.N	Write narratives to develop real or imagined experiences or events.
(Introduced) CC.1.4.2.O	Establish a situation and introduce a narrator and/or characters.
(Introduced) CC.1.4.2.P	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
(Introduced) CC.1.4.2.Q	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
(Introduced) CC.1.4.2.R	Choose words and phrases for effect
(Introduced) CC.1.4.2.T	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(Introduced) CC.1.4.2.U	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
(Introduced) CC.1.4.2.V	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
(Introduced) CC.1.4.2.W	Participate in individual or shared research and writing projects.
(Introduced) CC.1.4.2.X	Recall information from experiences or gather information from provided sources to answer a question.
(Introduced) CC.1.5.2.D	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
(Introduced) CC.1.5.2.F	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
(Introduced) CC.1.5.2.G	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
(Introduced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Lesson Topic:

Unit: Key Ideas and Details: Understanding What the Text Says Explicitly, Part 1

Unit Description: Students closely examine and use specific aspects of the text to describe the key ideas or characters. They begin to explore how the author uses elements of one text. They identify and develop informational topics and write pieces with organized and sequential information including a conclusion. They choose words and phrases for effect. The students use narrative writing to describe experiences and events that show the response of characters to different situations. They write narrative pieces to establish a situation and introduce a narrator and/or characters and include a sequential pattern using temporal words for transition. They show increased proficiency with grade level conventions of language as they write.

Unit Student Learning Outcomes:

1. Determine the explicit meaning from informational text and literature to demonstrate understanding
2. Demonstrate the ability to recount the text in detail
3. Make connection using textual evidence
4. Identify the main idea and key details of a multi-paragraph text
5. Determine the moral or central message of a story
6. Use sequencing to understand and retell the text
7. Support an opinion with reasons that include details
8. Make a connection between events, concepts or steps in a procedure while using textual evidence
9. Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
10. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
11. Recount stories and determine their central message, lesson, or moral.
12. Informational: Identify and introduce the topic. Opinion: Identify the topic and state an opinion. Narrative: Establish a situation and introduce a narrator and/or characters.
13. Informational: Develop the topic with facts and/or definitions. Opinion: Support the opinion with reasons that include details connected to the opinion. Narrative: Include thoughts and feeling to describe experience and events to show the response of characters to situations.
14. Informational: Develop the topic with facts and/or definitions Opinion: Create an organizational structure that includes reasons and includes a concluding

statement. Narrative: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

15. Informational: Choose words and phrases for effect. Opinion: Use a variety of words and phrases to appeal to the audience. Narrative: Choose words and phrases for effect.

16. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Unit
Academic
Vocabulary &
Definitions:**

- 17. Main Idea
- 18. Key details
- 19. Events
- 20. Moral
- 21. Opinion
- 22. Topic
- 23. Concluding Statement
- 24. Multiple Meaning words

**Custom Field
3:**

Misconceptions	Proper Conceptions
<ul style="list-style-type: none">• A paragraph can only have one main idea.• Key details are what I find most interesting.• You don't have to support your opinion with details connected to the stated opinion.• Word choice has no effect on writing.• Speaking audibly in coherent sentences is not important when giving an oral presentation•	<ul style="list-style-type: none">• A paragraph may have more than one main idea.• Key details support the main idea only.• You need to support your opinion with details connected to the stated opinion.• Word choice has an effect on writing.• Speaking audibly in coherent sentences is important when giving an oral presentation.•

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.2.A](#)
(Introduced)

Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

[CC.1.2.2.B](#)
(Introduced)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.2.2.C](#)
(Introduced)

Describe the connection between a series of events, concepts, or steps in a procedure within a text.

[CC.1.2.2.F](#)
(Introduced)

Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

[CC.1.2.2.J](#)
(Introduced)

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

[CC.1.2.2.K](#)
[\(Introduced\)](#)

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.

[CC.1.3.2.A](#)
[\(Introduced\)](#)

Recount stories and determine their central message, lesson, or moral.

[CC.1.3.2.B](#)
[\(Introduced\)](#)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CC.1.3.2.C](#)
[\(Introduced\)](#)

Describe how characters in a story respond to major events and challenges.

[CC.1.3.2.I](#)
[\(Introduced\)](#)

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.

[CC.1.4.2.G](#)
[\(Introduced\)](#)

Write opinion pieces on familiar topics or texts.

[CC.1.4.2.H](#)
[\(Introduced\)](#)

Identify the topic and state an opinion.

[CC.1.4.2.I](#)
[\(Introduced\)](#)

Support the opinion with reasons that include details connected to the opinion.

[CC.1.4.2.J](#)
[\(Introduced\)](#)

Create an organizational structure that includes reasons and includes a concluding statement.

[CC.1.4.2.K](#)
[\(Introduced\)](#)

Use a variety of words and phrases to appeal to the audience.

[CC.1.4.2.L](#)
[\(Introduced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.2.T](#)
[\(Introduced\)](#)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

[CC.1.4.2.U](#)
[\(Introduced\)](#)

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

[CC.1.4.2.X](#)
[\(Introduced\)](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[CC.1.5.2.A](#)
[\(Introduced\)](#)

Participate in collaborative conversations with peers and adults in small and larger groups.

[CC.1.5.2.B](#)
[\(Introduced\)](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

[CC.1.5.2.C](#)
[\(Introduced\)](#)

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.

[CC.1.5.2.D](#)
[\(Introduced\)](#)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

[CC.1.5.2.E](#)
[\(Introduced\)](#)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

[CC.1.5.2.F](#)
[\(Introduced\)](#)

Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

[CC.1.5.2.G](#)
[\(Introduced\)](#)

Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Craft and Structure: How an Author Develops Ideas, Characters, and Experiences, Part 2

Unit Description: Students learn how authors craft differences in the points of views of characters. They explain those differences and use the features or elements of different texts to demonstrate and clarify understanding. The students write informational pieces that introduce a topic that includes facts and/or definitions. Their writing is organized and includes carefully chosen words and phrases that add to the writing. Their writing demonstrates a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit Student Learning Outcomes:

1. Explain how authors craft differences in the points of views of characters.
2. Use textual features or elements to demonstrate and clarify understanding of the author's message
3. Use an organized structure to write informative pieces
4. Apply grade level conventions of language in their writing
5. Carefully chose words and phrases to enhance their writing
6. Explain how graphic representations contribute to and clarify a text.
7. Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
8. Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
9. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
10. Informational: Identify and introduce the topic. Opinion: Identify the topic and state an opinion. Narrative: Establish a situation and introduce a narrator and/or characters.
11. Informational: Develop the topic with facts and/or definitions. Opinion: Support the opinion with reasons that include details connected to the opinion. Narrative: Include thoughts and feeling to describe experience and events to show the response of characters to situations.
12. Informational: Develop the topic with facts and/or definitions Opinion: Create an organizational structure that includes reasons and includes a concluding statement. Narrative: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
13. With guidance and support from adults and peers, focus on a topic and

- strengthen writing as needed by revising and editing.
14. Informational: Choose words and phrases for effect. Opinion: Use a variety of words and phrases to appeal to the audience. Narrative: Choose words and phrases for effect.
15. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
16. Participate in individual or shared research and writing project.

**Unit
Academic
Vocabulary &
Definitions:**

17. Editing
18. Revising
19. Point of View
20. Sequence
21. Temporal words
22. Multiple meaning words
23. Narrator
24. Closure
25. Text Features
26. Search tools
27. Dialogue
28. Research
29. Context Clue

**Custom Field
3:**

Misconceptions	Proper Conceptions
<ul style="list-style-type: none"> • Students believe that text features are not essential to understanding the text. • Students believe that facts include personal opinions. • Students think that temporal words only include first, next, then and last. • Students identify the main character's point of view as the only point of view. • Students believe their first draft of writing is a completed published piece. • Students believe that researching a topic includes their own prior knowledge. • 	<ul style="list-style-type: none"> • Text features are essential to understanding the text. • Facts are statements that are true and can be proven. • Temporal words can also include after, before, meanwhile, whenever, during, while, later on, etc. • Other character's point of view are important as well. • First drafts have many editing steps before publishing. • Personal knowledge cannot be used as a research tool. •

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.2.E (Introduced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Introduced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Introduced)	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.J (Introduced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.D (Introduced)	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.1.3.2.E (Introduced)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.F (Introduced)	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.3.2.J (Introduced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K (Introduced)	Read and comprehend literature on grade level, reading independently and proficiently.
CC.1.4.2.A (Introduced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B (Introduced)	Identify and introduce the topic.
CC.1.4.2.C (Introduced)	Develop the topic with facts and/or definitions.
CC.1.4.2.D (Introduced)	Group information and provide a concluding statement or section.
CC.1.4.2.E (Introduced)	Choose words and phrases for effect.
CC.1.4.2.F (Introduced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.2.T (Introduced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.V (Introduced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Introduced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Introduced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.A (Introduced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Introduced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Introduced)	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.
CC.1.5.2.E (Introduced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson Topic: Literary Text

Lesson Topic: Informational Text

Lesson Topic: Language Conventions

Lesson Topic: Vocabulary Acquisition

Lesson Topic: Speaking & Listening

Lesson Topic: Writing Process

Unit: Integration of Knowledge and Ideas: Connecting Ideas Across Texts, Part 2

Unit Description: Students closely examine and use specific aspects of texts, including graphic representations or different versions of the same story, to describe the key ideas or characters. Specifically, they explore how authors use these elements across texts. Students identify and develop informational topics and write pieces with organized and sequential information including a conclusion. They choose words and phrases for effect. They write opinion pieces that include details and support connected to the opinion in an organized manner that includes reasons and a concluding statement. Student writing demonstrates a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit Student Learning Outcomes:

1. Use graphic representations or different versions of the same story to describe the key ideas or characters.
2. Compare how different authors use elements within and across texts.
3. Write opinion pieces that include supportive reasons, variety in word choice, and an organizational structure.
4. Write informative pieces that include a clear topic supported by facts with a coherent structure.
5. Apply grade appropriate punctuation, grammar, and spelling to their writing.
6. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
7. Explain how graphic representations contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.
10. Compare and contrast two or more versions of the same story by different authors or from different cultures.
11. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
12. Informational: Identify and introduce the topic. Opinion: Identify the topic and

- state an opinion. Narrative: Establish a situation and introduce a narrator and/or characters.
13. Informational: Develop the topic with facts and/or definitions. Opinion: Support the opinion with reasons that include details connected to the opinion. Narrative: Include thoughts and feeling to describe experience and events to show the response of characters to situations.
14. Informational: Develop the topic with facts and/or definitions. Opinion: Create an organizational structure that includes reasons and includes a concluding statement. Narrative: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
15. Informational: Choose words and phrases for effect. Opinion: Use a variety of words and phrases to appeal to the audience. Narrative: Choose words and phrases for effect.
16. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Unit
Academic
Vocabulary &
Definitions:**

- 17. Text features
- 18. Photograph
- 19. Illustrations
- 20. Heading
- 21. Main idea
- 22. Supporting details
- 23. Venn diagram
- 24. Compare
- 25. Contrast
- 26. Temporal words
- 27. Anchor chart
- 28. Opinion
- 29. Argumentative
- 30. Informational writing

**Custom Field
3:**

Misconceptions	Proper Conceptions
Text features do not contribute to the meaning of the text.	Text features contribute to the meaning of the text.
Two texts on the same topic will present the same important main ideas.	Two texts on the same topic may present different important main ideas.
You don't have to support your opinion with details connected to the stated opinion.	You need to support your opinion with details connected to the stated opinion.
Word choice has no effect on writing.	Word choice has an effect on writing.

STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.2.G](#)
(Introduced)

Explain how graphic representations contribute to and clarify a text.

[CC.1.2.2.H](#)
(Introduced)

Describe how reasons support specific points the author makes in a text.

[CC.1.2.2.I](#)

Compare and contrast the most important points presented by two

(Introduced) CC.1.2.2.J	texts on the same topic.
(Introduced) CC.1.3.2.G	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
(Introduced) CC.1.3.2.H	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
(Introduced) CC.1.3.2.I	Compare and contrast two or more versions of the same story by different authors or from different cultures.
(Introduced) CC.1.3.2.J	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.
(Introduced) CC.1.3.2.K	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
(Introduced) CC.1.4.2.A	Read and comprehend literature on grade level, reading independently and proficiently.
(Introduced) CC.1.4.2.B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
(Introduced) CC.1.4.2.C	Identify and introduce the topic.
(Introduced) CC.1.4.2.D	Develop the topic with facts and/or definitions.
(Introduced) CC.1.4.2.E	Group information and provide a concluding statement or section.
(Introduced) CC.1.4.2.F	Choose words and phrases for effect.
(Introduced) CC.1.4.2.G	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(Introduced) CC.1.4.2.H	Write opinion pieces on familiar topics or texts.
(Introduced) CC.1.4.2.I	Identify the topic and state an opinion.
(Introduced) CC.1.4.2.J	Support the opinion with reasons that include details connected to the opinion.
(Introduced) CC.1.4.2.K	Create an organizational structure that includes reasons and includes a concluding statement.
(Introduced) CC.1.4.2.L	Use a variety of words and phrases to appeal to the audience.
(Introduced) CC.1.4.2.U	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
(Introduced) CC.1.4.2.W	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
(Introduced) CC.1.4.2.X	Recall information from experiences or gather information from provided sources to answer a question.
(Introduced) CC.1.5.2.A	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
(Introduced) CC.1.5.2.B	Participate in collaborative conversations with peers and adults in small and larger groups.
	Recount or describe key ideas or details from a text read aloud or

[\(Introduced\)](#)

[CC.1.5.2.C](#)

[\(Introduced\)](#)

information presented orally or through other media.

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.

[CC.1.5.2.E](#)

[\(Introduced\)](#)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

[CC.1.5.2.G](#)

[\(Introduced\)](#)

Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Lesson Topic: Literary Text

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