

**August-open** Possible titles/authors to read aloud: Kevin Henkes, Wemberly Worried, Molly Lou Melon, Bad Case of Stripes, Tollbridge Troll, Frances, Me First, **Have You Filled a Bucket Today? (Mindy suggestionJ)**

<b>GRADE:</b> 2	<b>GENRE/UNIT OF STUDY:</b> Community
<b># weeks:</b> approx. 2 <b>Quarter:</b> 1	End of August to end of 1 <sup>st</sup> week of September
<b>STAGE 1: DESIRED RESULTS</b>	
<b>UNIT QUESTIONS:</b> 1) What is a community? 2) What are some types of communities? (rural, urban, suburb) 3) What type of community do you live in? 4) What is your address? 5) Why do readers ask and answer questions about text?	
<b>CC READING #:</b> RL2.1.a, RL2.1.b, RI2.1a, RI2.1b	
<b>WRITING FOCUS:</b> Being a Writer foundation building <b>CC WRITING:</b> N/A	
<b>LANGUAGE:</b> N/A	
<b>CC SPEAKING/LISTENING #:</b> N/A	
<b>CC READING FOUNDATION #:</b> N/A	
<b>STAGE 2: ASSESSMENT EVIDENCE</b>	
<b>ONGOING FORMATIVE ASSESSMENTS:</b> (see formative assessment handout) 1) Hand-signal check for understanding <b>SUMMATIVE ASSESSMENTS (GRADED):</b> <b>Weekly:</b> Vocabulary quiz <b>Monthly:</b> N/A	
<b>STAGE 3: LEARNING PLAN</b>	

**TOPICS:** kinds of communities,

**ACADEMIC VOCABULARY:** key details, community, rural, urban, suburban

**COMPREHENSION STRATEGY #1:** Questioning

**COMPREHENSION STRATEGY #2(OPTIONAL):** N/A

**READING RESPONSE FOCUS:** N/A

**POSSIBLE FICTION TEXTS: 50%** City Mouse, Country Mouse, Miss Hunnicut's Hat, The Old Ladies Who Liked Cats, Until I Build a Cabin (poem), The Garden on Green Street, Into the Sky, The Little House

**POSSIBLE NONFICTION TEXTS: 50%** SS text, various titles, My Community Long Ago,

GRADE: 2	GENRE/UNIT OF STUDY: Author Study (teacher choice)	
# of weeks: 3	last 3 weeks of September	Quarter: 1
<b>STAGE 1: DESIRED RESULTS</b>		
<b>UNIT QUESTIONS:</b>		
<ol style="list-style-type: none"> <li>1) What is an author?</li> <li>2) Where do authors get their ideas?</li> <li>3) Why do authors write what they write?</li> <li>4) How are stories organized?</li> <li>5) How does connecting help us understand what we are reading?</li> </ol>		
<b>CC READING #:</b> RL.2.2a, RL.2.2b, RL.2.3, RL.2.5		
<b>WRITING FOCUS:</b> narrative, letter to author		
<b>CC WRITING:</b> W.2.3		
<b>LANGUAGE:</b> L.2.4d, L.2.5a, L.2.1a, L.2.2a, L.2.2b,		
<b>CC SPEAKING/LISTENING #:</b> SL2.1a, SL2.1c, SL2.3, SL2.6		
<b>CC READING FOUNDATION #:</b> RF2.3a, RF.2.4c (not assessed)		
<b>STAGE 2: ASSESSMENT EVIDENCE</b>		
<b>ONGOING FORMATIVE ASSESSMENTS:</b> (see formative assessment handout)		
<ol style="list-style-type: none"> <li>1) Equity sticks</li> <li>2) Somebody-Wanted-But-So</li> </ol>		
<b>SUMMATIVE ASSESSMENTS (GRADED):</b>		
<b>Weekly:</b>		
<ol style="list-style-type: none"> <li>1) Vocabulary quiz</li> <li>2) Reading response related to strategies taught</li> </ol>		
<b>Unit:</b>		
<ol style="list-style-type: none"> <li>2) Grade 2 Common Assessment (hard copy)</li> <li>3) Checklist- Speaking/Listening</li> </ol>		
<b>STAGE 3: LEARNING PLAN</b>		
<b>TOPICS:</b> N/A		

**ACADEMIC VOCABULARY:** identify, describe, major events, determine, central message, moral, (rich words per teacher choice from your text picks)

**COMPREHENSION STRATEGY #1:** Connecting: text-to-text, text-to-self (vocabulary words)

**COMPREHENSION STRATEGY #2(OPTIONAL):** Analyzing: author's craft & purpose

**READING RESPONSE FOCUS:** Students will make connections. Students will tell what characters do and why. Students will retell the beginning, middle, and end of a story. Students will analyze author's craft and purpose.

**POSSIBLE AUTHORS:** Tomie dePaola, Kevin Henkes, Leo Lionni, Audrey Wood, Mem Fox, Steven Kellog, Jim Aylesworth, Cynthia Rylant, Jan Brett\* (1<sup>st</sup> Grade), Donald Crews \*, Dr. Seuss \* (First Grade does an author study too. Theirs is in March)

GRADE: 2	GENRE/UNIT OF STUDY: Fall *multi-genre month
# WEEKS/MONTH: 4-October	Quarter: 1
<b>STAGE 1: DESIRED RESULTS</b>	
<b>UNIT QUESTIONS:</b>	
<ol style="list-style-type: none"> <li>1) What are signs of fall?</li> <li>2) What is the main idea of a text?</li> <li>3) How does the organization of a text help us understand it?</li> <li>4) How does visualizing help us understand what we are reading?</li> <li>5) How does dialogue help us understand what we are reading?</li> </ol>	
<b>CC READING #:</b> RI.2.3, RI.2.2a, RL.2.6a, RL.2.6b	
<b>WRITING FOCUS:</b> informative/explanatory (how to), opinion (My favorite part about fall *pick one and focus)	
<b>CC WRITING:</b> W.2.2, W.2.1	
<b>LANGUAGE:</b> L2.4d, L2.5a, , L2.1a, L2.2a, L2.2b,	
<b>CC SPEAKING/LISTENING #:</b> SL2.1a, SL2.3, SL2.6	
<b>CC READING FOUNDATION #:</b> RF.2.3a, RF.2.4c	
<b>STAGE 2: ASSESSMENT EVIDENCE</b>	
<b>ONGOING FORMATIVE ASSESSMENTS:</b> (see formative assessment handout)	
<ol style="list-style-type: none"> <li>1) 3-2-1 learning reflection</li> <li>2) Decisions, Decisions</li> </ol>	
<b>SUMMATIVE ASSESSMENTS (GRADED):</b>	
<b>Weekly:</b>	
<ol style="list-style-type: none"> <li>1) Vocabulary quiz</li> <li>2) Reading response related to strategies taught</li> <li>3) Guided reading observation-RL2.6b</li> </ol>	
<b>Unit:</b>	
<ol style="list-style-type: none"> <li>1) Grade 2 Common Assessment (hard copy)-RL2.6a</li> <li>2) Checklist- Speaking/Listening</li> </ol>	
<b>STAGE 3: LEARNING PLAN</b>	

**TOPICS:** pumpkins (how to procedural text), leaves/trees, Halloween, scary stories, harvest

**ACADEMIC VOCABULARY:** identify, describe, informative, explanatory, points of view, dialogue, opinion vs. fact

**COMPREHENSION STRATEGY #1:** Visualizing

**COMPREHENSION STRATEGY #2(OPTIONAL):**

**READING RESPONSE FOCUS:** Students visualizing with a sentence. Students will write about a main topic or idea.

**POSSIBLE FICTION TITLES:** *The Ghost-Eye Tree* (MM), *Harry and the Terrible Whatzit* (MM), *The Little Old Lady who Wasn't Afraid of Anything* (Being a Writer), *Tailypo*, *Charlotte's Web*, *Knots on a Counting Rope*, Poem-Emily Dickinson, *Who Has Seen the Wind?*, *Tops and Bottoms*, Poem-Randall Jarrell, *A Bat is Born*, *From Seed to Plant*,

**POSSIBLE NONFICTION TITLES:** trees/leaves text, harvest text, how-to procedural pumpkin text, how-to make a caramel apple, *Tomatoes Grow on Vines*, *Apples Grow on Trees*, *Carrots Grow Under the Ground*, *Lettuce Grows on the Ground*, *Bats: Creatures of the Night*, *Bat Loves the Night*, *Fall Leaves Change Color*, *Incredible Owls. Colorful Leaves*, *A is for Autumn*, *Vampire Bats and other creatures of the night*, *Where Does Our Food Come From*,