

<b>Year at a Glance Units of Study</b>	<b>Grade 2: Literacy Block</b>
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August	September	October	November	December
<b>Launching Reading and Writing Workshops</b>	<b>Personal Narrative</b>		<b>Nonfiction: How To</b>	<b>Nonfiction: All About</b>
<b>Reading Workshop: Big Ideas</b>				
<ul style="list-style-type: none"> <li>View themselves as readers and as members of a community of readers</li> <li>Use classroom rituals and routines to work independently and with others</li> <li>Develop fluency and reading strategies for both decoding and comprehension through shared reading</li> <li>Select and read books at appropriate levels</li> <li>Listen to and discuss stories with partners and in small groups using accountable talk</li> </ul>	<ul style="list-style-type: none"> <li>Make text-to-self connections</li> <li>Retell stories with simple narrative structures</li> <li>Read personal narratives and identify attributes for personal narrative writing</li> <li>Continue to develop reading strategies for decoding and comprehension</li> <li>Use sequence of events to retell stories with simple narrative structures</li> <li>Answer questions to understand stories</li> <li>Discuss important characters in stories</li> <li>Use schema and inference as they visualize</li> </ul>	<ul style="list-style-type: none"> <li>Explore differences between fiction and nonfiction</li> <li>Use schema to help understand nonfiction</li> <li>Use wondering and questioning to make sense of nonfiction</li> <li>Understand how-to format to follow directions</li> <li>Study nonfiction text features and purposes for which they are used</li> <li>Read for information to make or do particular things</li> </ul>	<ul style="list-style-type: none"> <li>Use schema to help understand nonfiction texts</li> <li>Identify what they learn from texts</li> <li>Explore expository text features</li> <li>Use questions to make sense of texts</li> <li>Study nonfiction text features and purposes for which they are used</li> <li>Read for information</li> </ul>	
<b>Writing Workshop: Big Ideas</b>				
<ul style="list-style-type: none"> <li>View themselves as authors and members of a community of writers</li> <li>Tell, draw, and write stories from their lives</li> <li>Use classroom rituals and routines to work independently and with others</li> <li>Understand where writers get ideas</li> <li>Write with independence</li> <li>Establish habits of good writers</li> <li>Revise their writing to make it the best it can be</li> <li>Edit their writing to prepare for publication</li> </ul>	<ul style="list-style-type: none"> <li>Focus on small moments rather than bed-to-bed stories (focused narratives)</li> <li>Understand how to add details</li> <li>Tell stories with sequences of events with beginnings, middles, and endings</li> <li>Create attribute charts and/or rubrics</li> <li>Use writing techniques, such as effective leads and endings, rich words, and figurative language</li> <li>Revise to make sense, answer readers' questions, show not telling, add details, and develop characters</li> </ul>	<ul style="list-style-type: none"> <li>Write how-to text from own experiences</li> <li>Select appropriate topics for how-to writing</li> <li>Describe procedures in appropriate sequence, with details and steps</li> <li>Study attributes of how-to writing</li> <li>Create attribute charts and rubrics to self-evaluate procedural writing</li> <li>Use details, pictures, diagrams, and other graphics to enhance information</li> <li>Use nonfiction text features (e.g., bold print, table of contents, index)</li> <li>Revise and edit how-to writing</li> </ul>	<ul style="list-style-type: none"> <li>Study attributes of informational writing</li> <li>Gather information pertinent to familiar topics, sort into major categories, and write reports</li> <li>Use details, pictures, diagrams, and other graphics to enhance information</li> <li>Use nonfiction text features (e.g., bold print, table of contents, index)</li> <li>Create attribute charts and rubrics to self-evaluate informational writing</li> <li>Revise and edit informational writing</li> </ul>	
<b>Unit Expectations</b>				
<ul style="list-style-type: none"> <li>Writing notebooks</li> <li>At least one piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>Personal narratives that focus on small moments</li> </ul>	<ul style="list-style-type: none"> <li>Two how-to texts—school procedure poster and how-to texts on topics of own choice</li> </ul>		

<b>Resources</b>	<i>The First 30 Days of Reading Workshop, Personal Narrative, Author Study; Reading Essentials; Making Meaning; Craft Lessons; The Writerly Life; Units of Primary Writing; Using Rubrics to Improve Student Writing</i>
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January	February	March	April	May	
<b>Nonfiction: All About (continued)</b>	<b>Speak Up!</b>	<b>Author Study and Authors as Mentors</b>	<b>Poetry</b>		
	<p>What does it mean to be a responsible member of your community?</p> <p>In Speak Up! students immerse themselves in varying levels of inquiry to determine what it means to be responsible community members. Students analyze and examine real problems and learn to select and prioritize creative and authentic solutions that can influence real changes. Using high-quality anchor texts in guided inquiry workshops, students read, write, discuss, and present as they explore their own community's needs and deepen their understanding of problems facing rural and urban communities.</p> <p>As a direct link to the Common Core State Standards for English Language Arts, students learn to identify, discuss, compare and contrast, and support their own opinions and resolute actions.</p> <p>For a culminating project and performance task, students apply what they learned through written and oral presentations.</p>	<b>Reading Workshop: Big Ideas</b>			
		<ul style="list-style-type: none"> <li>• Write literature responses</li> <li>• Explore one author's work</li> <li>• Study literary techniques of this author</li> </ul>	<ul style="list-style-type: none"> <li>• Use visualization to read poetry</li> <li>• Identify literary techniques used in poetry (e.g., showing not telling, precise words, sensory details, comparisons, formatting)</li> <li>• Use inferences to dramatize poems</li> <li>• Create poetry anthologies from favorite poems read in class</li> </ul>		
		<b>Writing Workshop: Big Ideas</b>			
		<ul style="list-style-type: none"> <li>• Learn to select own mentor authors for writing</li> <li>• Learn to use authors as mentors for writing</li> <li>• Try out literary techniques of these authors</li> </ul>	<ul style="list-style-type: none"> <li>• Write poems about ordinary things in their everyday lives, using fresh eyes and carefully chosen words</li> <li>• Use the format of poetry, including line breaks, to convey poems' messages</li> <li>• Use patterns and comparisons to create poetic language</li> </ul>		
<b>Unit Expectations</b>					
<ul style="list-style-type: none"> <li>• Two all-about texts</li> </ul>	<ul style="list-style-type: none"> <li>• Students write and present their positions (claims) related to problems they identified in their communities and include reasons for their positions (evidence), as well as actions they will take to solve the identified problems. (CCSS Writing Standard 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Literature responses</li> </ul>	<ul style="list-style-type: none"> <li>• Poems</li> </ul>		

<b>Resources</b>	<i>The First 30 Days of Reading Workshop, Personal Narrative, Author Study; Reading Essentials; Making Meaning; Craft Lessons; The Writerly Life; Units of Primary Writing; Using Rubrics to Improve Student Writing</i>
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