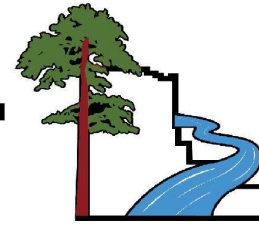


WALTHALL

COUNTY SCHOOL DISTRICT

Teachers teaching. Students learning. Schools improving.



2nd Grade ELA Curriculum Map

myView Literacy Instructional Model Overview

Reading Workshop			Reading-Writing Bridge	Writing Workshop
Foundational Skills	Differentiated Small-Group Instruction	Whole-Group Instruction	Read Like a Writer/Write for a Reader Language & Conventions Spelling Vocabulary	Mini-Lesson Mentor Text Reflection Writing in Various Styles Writing in Various Genres Apply Writing Conventions
Phonological Awareness Phonics Decoding Fluency	Teacher-Led, Guided Reading Teacher-Led, Strategy Groups Independent Reading Book Club	Mini-Lesson Read-Alouds/Think-Alouds Shared Reading Close Reading		

See Suggested Weekly Plan, Reading Workshop, and Writing Workshop in Teacher Guide for detailed, daily instructional procedures.

Launching a Unit

- Introduce the unit's Essential Question and briefly explain what students will learn in the unit.
- Prepare students to watch the Unit Video by explaining what you want them to pay attention to as they watch.
- Play the Unit Video.
- Use ELL Targeted Support suggestions to activate students' prior knowledge and experience to support understanding of the video.
- Engage students in a guided discussion of the Unit Video with the Turn, Talk, and Share questions.
- Assign independent activities in the *Student Interactive*.

Unit 1: You Are Here (5 Weeks)

Unit Theme	Unit Reading Goal
Social Studies: Exploration (Geography)	I can read realistic fiction and understand its elements.
Unit Essential Question	Unit Writing Goal
How do different places affect us?	I can plan, draft, and publish writing.
Genre Spotlight	Reading-Writing Bridge Goal
Realistic Fiction	I can use language to make connections between reading and writing.

	Big Ideas & Learning Goals	Focus Standards	Texts	Vocabulary & High-Frequency Words
Week 1	<p>Big Idea Describe setting using text evidence from literary text.</p> <p>Essential Question What can we understand about a place when we look at it closely?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> ● I can read realistic fiction and understand setting ● I can use language to make connections between reading and writing. ● I can plan, draft, and publish my writing. 	<p>Reading - Foundational RF.2.3.a, RF.2.3.f</p> <p>Reading (Literature) RL.2.7, RI.2.10</p> <p>Reading (Informational) RI.2.7</p> <p>Language L.2.1.a, L.2.1.f, L.2.2, L.2.4.a, L.2.4.c, L.2.4.d, L.2.4.e</p> <p>Speaking & Listening SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.6</p> <p>Writing W.2.8</p>	<p>Launch Text “Seeing Stars” (infographic)</p> <p>Read-Aloud “The Sandcastle”</p> <p>Shared Reading “How Many Stars in the Sky?”</p> <p>Book Club <i>Friends Around the World</i></p>	<p>Vocabulary backyard daylight searchlights treehouse</p> <p>High-Frequency Words each which than</p>
Week 2	<p>Big Idea Ask and answer questions about characters in literary text.</p> <p>Essential Question How can people improve their neighborhoods?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> ● I can read realistic fiction and understand setting 	<p>Reading - Foundational RF.2.3.a, RF.2.3.f</p> <p>Reading (Literature) RL.2.1, RL.2.7</p> <p>Reading (Informational) RI.2.7</p> <p>Language L.2.1.a, L.2.1, L.2.2.d, L.2.2.e, L.2.5, L.2.5.a, L.2.5.b</p>	<p>Launch Text “We Make Our Neighborhood Better” (infographic)</p> <p>Read-Aloud “Troy’s Castle”</p> <p>Shared Reading “Maybe Something Beautiful: How Art Transformed a Neighborhood”</p> <p>Book Club</p>	<p>Vocabulary joy rhythym scurried shadows splattered</p> <p>High-Frequency Words called long most</p>

	<ul style="list-style-type: none"> I can use language to make connections between reading and writing. I can plan, draft, and publish my writing. 	<p>Speaking & Listening SL.2.1, SL.2.1.b</p> <p>Writing W.2.3, W.2.6, W.2.8</p>	<i>Friends Around the World</i>	
Week 3	<p>Big Idea Identify main ideas using text evidence from informational text.</p> <p>Essential Question How does living in a community help people?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> I can read about different places in my community. I can use language to make connections between reading and writing. I can write a story. 	<p>Reading - Foundational RF.2.3, RF.2.3.d, RF.2.3.f, RF.2.4.c</p> <p>Reading (Literature) RL.2.5</p> <p>Reading (Informational) RI.2.2, RI.2.6, RI.2.7</p> <p>Language L.2.1.a, L.2.1.f, L.2.2.d, L.2.4.e</p> <p>Speaking & Listening SL.2.1.a</p> <p>Writing W.2.2, W.2.6</p>	<p>Launch Text “Fighting Fires” (diagram)</p> <p>Read-Aloud “Helping the Community”</p> <p>Shared Reading “Places We Go</p> <p>Book Club <i>Friends Around the World</i></p>	<p>Vocabulary community hospital librarian services supermarkets</p> <p>High-Frequency Words sound more things</p>
Week 4	<p>Big Idea Monitor comprehension about patterns and structures in poetry.</p> <p>Essential Question How do different places make us feel?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> I can read poems and understand rhyme, rhythm, and stanzas. I can use language to make connections between reading and writing. I can write a story. 	<p>Reading - Foundational RF.2.3, RF.2.3.f, RF.2.3.d, RF.2.4.c</p> <p>Reading (Literature) RL.2.4, RL.2.10</p> <p>Language L.2.1.a, L.2.1.e, L.2.2, L.2.1.e, L.2.2.c, L.2.5.a, L.2.5.b, L.2.6</p> <p>Speaking & Listening SL.2.1.c</p> <p>Writing W.2.1, W.2.5</p>	<p>Launch Text “City Sights” (poem)</p> <p>Read-Aloud “A Traveling Alphabet”</p> <p>Shared Reading Poetry by Gwendolyn Brooks “Pete at the Zoo”; “Keziah”; “Rudolph Is Tired of the City”; and “Lyle”</p> <p>Book Club <i>Friends Around the World</i></p>	<p>Vocabulary lonely might scolding spread stamp</p> <p>High-Frequency Words great before means</p>
Week 5	<p>Big Idea Make and confirm predictions about plot in realistic fiction.</p> <p>Essential Question How can a new place help us change and grow?</p> <p>Learning Goals</p>	<p>Reading - Foundational RF.2.3, RF.2.3.f</p> <p>Reading (Literature) RL.2.7</p> <p>Reading (Informational) RI.2.5, RI.2.7</p> <p>Language</p>	<p>Launch Text “Two Different Places” (infographic)</p> <p>Read-Aloud “A New Home”</p> <p>Shared Reading “You Can’t Climb a Cactus”</p>	<p>Vocabulary excited explore favorite guide tour</p> <p>High-Frequency Words</p>

<ul style="list-style-type: none"> ● I can use realistic fiction and understand its plot. ● I can use language to make connections between reading and writing. ● I can write a story. 	<p>L.2.1.a, L.2.2.e, L.2.4.e, L.2.5</p> <p>Speaking & Listening SL.2.1.a, SL.2.1.b, SL.2.1.c</p> <p>Writing W.2.5, W.2.6, W.2.8</p>	<p>Book Club <i>Friends Around the World</i></p>	<p>follow show form</p>
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Unit 2: Nature’s Wonders (5 Weeks)

Unit Theme	Unit Reading Workshop Goal
Science: Patterns (Life Science)	I know about types of informational text and understand their features and structures.
Unit Essential Question	Unit Writing Workshop Goal
What patterns do we see in nature?	I can use language to make connections between reading and writing informational text.
Genre Spotlight	Reading-Writing Bridge Goal
Informational Text	I can use elements of informational text to write an informational article.

	Big Ideas & Learning Goals	Focus Standards	Texts	Vocabulary & High-Frequency Words
Week 1	<p>Big Idea Identify text structures to facilitate reading informational texts.</p> <p>Essential Question What patterns can we notice in a garden?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> ● I can read informational text and understand text structure. ● I can use language to make connections between reading and writing. ● I can use elements of informational text to write. 	<p>Reading - Foundational RF.2.3.f, RF.2.4.c</p> <p>Reading (Informational) RI.2.1, RI.2.3, RI.2.7</p> <p>Language L.2.1, L.2.1a, L.2.2.c, L.2.5</p> <p>Speaking & Listening SL.2.1, SL.2.1.a, SL.2.1.b</p> <p>Writing W.2.2</p>	<p>Launch Text “See How They Grow” (diagram)</p> <p>Read-Aloud “Patterns on the Prairie”</p> <p>Shared Reading “A Green Kid’s Guide to Watering Plants”</p> <p>Book Club <i>Arctic Tundra</i></p>	<p>Vocabulary arrange certain moist soggy place</p> <p>High-Frequency Words even different between</p>

<p>Week 2</p>	<p>Big Idea Use text features to locate details in informational text.</p> <p>Essential Question What patterns can we see on a prairie?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> I can read informational text and understand text structure. I can use language to make connections between reading and writing. I can use elements of informational text to write. 	<p>Reading - Foundational RF.2.3.b, RF.2.3.f</p> <p>Reading (Informational) RI.2.5, RI.2.7</p> <p>Language L.1.1.a, L.2.1.b, L.2.4.e, L.2.5</p> <p>Speaking & Listening SL.2.1</p> <p>Writing W.2.2, W.2.8</p>	<p>Launch Text “Grassy Places” (infographic)</p> <p>Read-Aloud “The Art of Gardens”</p> <p>Shared Reading “A Home on the Prairie”</p> <p>Book Club <i>Arctic Tundra</i></p>	<p>Vocabulary burrows colonies grazers habitat prairie</p> <p>High-Frequency Words kind change air</p>
<p>Week 3</p>	<p>Big Idea Describe and understand setting and plot in realistic fiction.</p> <p>Essential Question How does a tree show patterns as seasons change?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> I can read a story to learn more about patterns in nature. I can use language to make connections between reading and writing. I can use elements of informational text to write. 	<p>Reading - Foundational RF.2.3, RF.2.3.b, RF.2.3.f, RF.2.4.c</p> <p>Reading (Literature) RL.2.7, RL.2.10</p> <p>Language L.1.1.a, L.2.2.a, L.2.4.a, L.2.5.a, L.2.6</p> <p>Speaking & Listening SL.2.1.a, SL.2.1.c</p> <p>Writing W.2.2</p>	<p>Launch Text “Circle of Seasons” (poem)</p> <p>Read-Aloud “Season to Season”</p> <p>Shared Reading “The Seasons of Arnold’s Apple Tree”</p> <p>Book Club <i>Arctic Tundra</i></p>	<p>Vocabulary carefully decorates glow quietly rustle</p> <p>High-Frequency Words animal point study</p>
<p>Week 4</p>	<p>Big Idea Describe and understand characters in a fictional text.</p> <p>Essential Question How do patterns of behavior in animals help keep their young safe?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> I can read about patterns in nature by reading a story about a penguin. I can use language to make connections between reading and writing. 	<p>Reading - Foundational RF.2.3, RF.2.3.a, RF.2.3.f, RF.2.4.a</p> <p>Reading (Literature) RL.2.3, RL.2.6</p> <p>Reading (Informational) RI.2.5</p> <p>Language L.1.1.a, L.2.1, L.2.1b, L.2.2.c, L.2.4.c, L.2.5</p> <p>Writing W.2.2</p>	<p>Launch Text “Animals and Their Young” (infographic)</p> <p>Read-Aloud “Joey and His Pouch”</p> <p>Shared Reading “What’s in the Egg, Little Pip?”</p> <p>Book Club <i>Arctic Tundra</i></p>	<p>Vocabulary flock huddled oval penguin waddle</p> <p>High-Frequency Words letter answer page</p>

	<ul style="list-style-type: none"> I can use elements of informational text to write a list article. 			
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Week 5	<p>Big Idea Explain and use text features to locate details in a text.</p> <p>Essential Question What migration patterns do we see in some animals?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> I can use text features to understand a topic. I can use language to make connections between reading and writing. I can use elements of informational text to write. 	<p>Reading - Foundational RF.2.3.a, RF.2.3.b, RF.2.3.f</p> <p>Reading (Literature) RL.2.2, RL.2.5</p> <p>Reading (Informational) RI.2.5</p> <p>Language L.1.1.a, L.2.1.a, L.2.2, L.2.3, L.2.4.e, L.2.6</p> <p>Speaking & Listening SL.2.1.a</p> <p>Writing W.2.6, W.2.8</p>	<p>Launch Text “Animals on the Move” (infographic)</p> <p>Read-Aloud “When Animals Do Not Migrate”</p> <p>Shared Reading “Amazing Migrations”</p> <p>Book Club <i>Arctic Tundra</i></p>	<p>Vocabulary climate generation insects mammals migration</p> <p>High-Frequency Words near food try</p>
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Unit 3: Our Traditions (5 Weeks)

Unit Theme	Unit Reading Workshop Goal
Humanities: Expressions (Arts and Literature)	I can read different types of traditional tales and understand their elements.
Unit Essential Question	Unit Writing Workshop Goal
What makes a tradition?	I can use language to make connections between reading and writing.
Genre Spotlight	Reading-Writing Bridge Goal
Traditional Tales	I can use figurative language and sound devices to write poetry.

	Big Ideas & Learning Goals	Focus Standards	Texts	Vocabulary & High-Frequency Words
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<p>Week 1</p>	<p>Big Idea Use theme to determine key ideas in fables.</p> <p>Essential Question What lessons can we learn from traditional tales?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> • I can read fables and identify their themes. • I can use language to make connections between reading and writing. • I can use figurative language and sound devices to write poetry. 	<p>Reading - Foundational RF.2.3, RF.2.3.a, RF.2.3.e, RF.2.3.f</p> <p>Reading (Literature) RL.2.1, RL.2.2, RL.2.4</p> <p>Language L.1.1.a, L.2.3, L.2.6</p>	<p>Launch Text “Traditional Tales” (infographic)</p> <p>Read-Aloud “The Lion and the Mouse”</p> <p>Shared Reading “The Hen and the Apple Tree” “The Frogs at the Rainbow’s End” The Mouse at the Seashore”</p> <p>Decodable Text “Rabbit’s Kite”</p> <p>Book Club <i>Celebrating the New Year Around the World</i></p>	<p>Vocabulary alarmed contentment disappointments hopes rage</p> <p>High-Frequency Words Earth Eyes though</p>
<p>Week 2</p>	<p>Big Idea Make personal, textual, and societal connections to author’s purpose.</p> <p>Essential Question What stories do people tell to understand the world around them?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> • I can read a traditional tale and understand its plot. • I can use language to make connections between reading and writing. • I can use figurative language and sound devices to write poetry. 	<p>Reading - Foundational RF.2.3.d, RF.2.3.f</p> <p>Reading (Literature) RL.2.3, RL.2.5, RL.2.7, RL.2.10</p> <p>Language L.2.1.a, L.2.2., L.2.3, L.2.5, L.2.6</p> <p>Speaking & Listening SL.2.1</p> <p>Writing W.2.1, W.2.3</p>	<p>Launch Text “The World of the Storyteller” (infographic)</p> <p>Read-Aloud “Thunder and Lightning”</p> <p>Shared Reading “The Legend of the Lady Slipper”</p> <p>Decodable Text “No Help at All!”</p> <p>Book Club <i>Celebrating the New Year Around the World</i></p>	<p>Vocabulary admiration exhausted medicines messenger moccasins</p> <p>High-Frequency Words head few along</p>

<p>Week 3</p>	<p><u>Big Ideas</u> Visualize details to compare and contrast stories.</p> <p><u>Essential Question</u> How can a traditional story be told in different ways?</p> <p><u>Learning Goals</u></p> <ul style="list-style-type: none"> ● I can read folktales and compare versions of the same tale. ● I can use language to make connections between reading and writing traditional tales. ● I can use figurative language and sound devices to write poetry. 	<p>Reading - Foundational RF.2.3, RF.2.4</p> <p>Reading (Literature) RL.2.2, RL.2.4, RL.2.7, RL.2.9</p> <p>Language L.2.1.a, L.2.1.c, L.2.2, L.2.4.a, L.2.5</p> <p>Speaking & Listening SL.2.4, SL.2.4.a, SL.2.5</p>	<p><u>Launch Text</u> “Telling a Story” (infographic)</p> <p><u>Read-Aloud</u> “The Princess and the Peanuts”</p> <p><u>Shared Reading</u> “Interstellar Cinderella” and “Cendrillion: An Island Cinderella”</p> <p><u>Decodable Text</u> “Perfect!”</p> <p><u>Book Club</u> <i>Celebrating the New Year Around the World</i></p>	<p><u>Vocabulary</u> stranded mechanic blossoms expensive forgave</p> <p><u>High-Frequency Words</u> something example paper</p>
<p>Week 4</p>	<p><u>Big Idea</u> Make connections between author’s purpose and ideas in other texts.</p> <p><u>Essential Question</u> What makes a Native American tradition?</p> <p><u>Learning Goals</u></p> <ul style="list-style-type: none"> ● I can learn more about traditions by reading about Native American life. ● I can use language to make connections between reading and writing. ● I can use figurative language and sound devices to write poetry. 	<p>Reading - Foundational RF.2.3, RF.2.3.b, RF.2.3.f</p> <p>Reading (Informational) RI.2.1, RI.2.6, RI.2.10</p> <p>Language L.1.1.a, L.2.1, L.2.1.e, L.2.1.f, L.2.2.d, L.2.3, L.2.4.c, L.2.4.e, L.2.6</p> <p>Writing W.2.2</p>	<p><u>Launch Text</u> “The Wabanaki” (infographic)</p> <p><u>Read-Aloud</u> “Greetings Around the World”</p> <p><u>Shared Reading</u> “The Abenaki”</p> <p><u>Decodable Text</u> “The Story”</p> <p><u>Book Club</u> <i>Celebrating the New Year Around the World</i></p>	<p><u>Vocabulary</u> traditions natural cure respect society</p> <p><u>High-Frequency Words</u> often important took</p>

<p>Week 5</p>	<p><u>Big Idea</u> Use text features to make inferences about literary text.</p> <p><u>Essential Question</u> How does food help make a tradition?</p> <p><u>Learning Goals</u></p> <ul style="list-style-type: none"> ● I can learn more about traditions by reading a story about traditional foods. ● I can use language to make connections between reading and writing. ● I can use figurative language and sound devices to write poetry. 	<p>Reading - Foundational RF.2.3, RF.2.3.a, RF.2.3.b, RF.2.3.f, RF.2.4.b</p> <p>Reading (Literature) RL.2.5</p> <p>Reading (Informational) RI.2.5, RI.2.10</p> <p>Language L.2.1, L.2.1.a, L.2.1.e, L.2.2, L.2.3, L.2.6</p>	<p><u>Launch Text</u> “Traditional Foods” (infographic)</p> <p><u>Read-Aloud</u> “How to Make Glitter Slime”</p> <p><u>Shared Reading</u> “My Food, Your Food”</p> <p><u>Decodable Text</u> “Sue’s New School”</p> <p><u>Book Club</u> <i>Celebrating the New Year Around the World</i></p>	<p><u>Vocabulary</u> sauce ingredients plain products spicy</p> <p><u>High-Frequency Words</u> hear idea enough</p>
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Unit 4: Making a Difference (5 Weeks)

Unit Theme	Unit Reading Workshop Goal
Social Studies: Connections (History)	I can read narrative nonfiction and understand its elements.
Unit Essential Question	Unit Writing Workshop Goal
Why is it important to connect with other people?	I can use elements of narrative nonfiction to write a personal narrative.
Genre Spotlight	Reading-Writing Bridge Goal
Narrative Nonfiction	I can use language to make connections between reading and writing narrative nonfiction.

	Big Ideas & Learning Goals	Focus Standards	Texts	Vocabulary & High-Frequency Words
Week 1	<p>Big Idea Recognize chronological order and other text structures in a biography.</p> <p>Essential Question How can others inspire us to reach a goal?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> I know about narrative nonfiction and understand its elements. I can use language to make connections between reading and writing narrative nonfiction. I can use elements of narrative nonfiction to write a personal narrative. 	<p>Reading - Foundational RF.2.3, RF.2.3.f</p> <p>Reading (Informational) RI.2.1, RI.2.3, RI.2.6</p> <p>Language L.2.1.a, L.2.1.e, L.2.2, L.2.4, L.2.4.c, L.2.5, L.2.5.b, L.2.6</p> <p>Speaking & Listening SL.2.4</p> <p>Writing W.2.3, W.2.8</p>	<p>Launch Text "People Who Were First" (infographic)</p> <p>Read-Aloud "Jackie Robinson: Opening the Doors"</p> <p>Shared Reading "Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell"</p> <p>Decodable Text "Helen's Story"</p> <p>Book Club <i>John Chapman: Planter and Pioneer</i></p>	<p>Vocabulary accept allowed challenge determined refused</p> <p>High-Frequency Words sometimes mountains young</p>
Week 2	<p>Big Idea Use text features to better understand a biography and connect it to society.</p> <p>Essential Question How can our creations affect others?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> I can read a biography and use print and graphic features. I can use language to make connections between reading and writing narrative nonfiction. I can use elements of narrative nonfiction to write a personal narrative. 	<p>Reading - Foundational RF.2.3, RF.2.3.c, RF.2.4.b</p> <p>Reading (Informational) RI.2.7</p> <p>Language L.2.1.a, L.2.1.e, L.2.3, L.2.5</p> <p>Speaking & Listening SL.2.1</p> <p>Writing W.2.1, W.2.3, W.2.8</p>	<p>Launch Text "Creative Places" (infographic)</p> <p>Read-Aloud "The Leaning Tower of Pisa"</p> <p>Shared Reading "Building on Nature: The Life of Antoni Gaudi"</p> <p>Decodable Text "Spider's Web"</p> <p>Book Club <i>John Chapman: Planter and Pioneer</i></p>	<p>Vocabulary architect creations arches monuments observes</p> <p>High-Frequency Words talk song being</p>

<p>Week 3</p>	<p>Big Ideas Identify and discuss the theme or lesson of a realistic fiction story.</p> <p>Essential Question What can people do to make a difference in their communities?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> • I can read informational text and understand text structure. • I can use language to make connections between reading and writing. • I can use elements of narrative nonfiction to write a personal narrative. 	<p>Reading - Foundational RF.2.3, RF.2.3.d, RF.2.3.f</p> <p>Reading (Literature) RL.2.1, RL.2.2, RL.2.7, RL.2.10</p> <p>Language L.2.1, L.2.1.a, L.2.2, L.2.2.b, L.2.4, L.2.4.e</p> <p>Speaking & Listening SL.2.4, SL.2.5, SL.2.6</p> <p>Writing W.2.3</p>	<p>Launch Text “Community Care” (infographic)</p> <p>Read-Aloud “Making a Difference in Your Community”</p> <p>Shared Reading “The Garden of Happiness”</p> <p>Decodable Text “A Place to Play”</p> <p>Book Club <i>John Chapman: Planter and Pioneer</i></p>	<p>Vocabulary drooped faded inhaled mural plots</p> <p>High-Frequency Words above family music</p>
<p>Week 4</p>	<p>Big Idea Use the text structure in a biography to confirm or adjust predictions while reading.</p> <p>Essential Question How can people work together to solve a problem?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> • I can read a biography and use print and graphic features. • I can use language to make connections between reading and writing. • I can use elements of narrative nonfiction to write a personal narrative. 	<p>Reading - Foundational RF.2.3.d, RF.2.4, RF.2.4.b</p> <p>Reading (Informational) RI.2.3, RI.2.10</p> <p>Language L.2.1, L.2.1.a, L.2.3, L.2.4.b, L.2.4.c, L.2.6</p> <p>Writing W.2.8</p>	<p>Launch Text “Old Stuff, New Uses” (infographic)</p> <p>Read-Aloud “Shoes and Hands Across the World”</p> <p>Shared Reading “One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia”</p> <p>Decodable Text “Cleaning the Beach”</p> <p>Book Club <i>John Chapman: Planter and Pioneer</i></p>	<p>Vocabulary crumble garage plastic scents useless</p> <p>High-Frequency Words color questions area</p>
<p>Week 5</p>	<p>Big Idea Understand the characteristics of persuasive text and monitor comprehension.</p> <p>Essential Question How can you get involved to improve your community?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> • I can learn about making a difference by reading a persuasive text. • I can develop knowledge about language to make connections between reading and writing. • I can use elements of narrative nonfiction to write a personal narrative. 	<p>Reading - Foundational RF.2.3, RF.2.3.f, RF.2.4.c</p> <p>Reading (Informational) RI.2.6, RI.2.8</p> <p>Language L.2.1.a, L.2.1.b, L.2.2, L.2.4.e, L.2.6</p> <p>Speaking & Listening SL.2.1, SL.2.1.a</p> <p>Writing W.2.3, W.2.5</p>	<p>Launch Text “Look What We Can Do!” (infographic)</p> <p>Read-Aloud “Volunteering Helps Everyone”</p> <p>Shared Reading “Kids Can Be Big Helpers”</p> <p>Decodable Text “Kent’s Idea”</p> <p>Book Club <i>John Chapman: Planter and Pioneer</i></p>	<p>Vocabulary participate volunteers shelter organizing skill</p> <p>High-Frequency Words Horse problem complete</p>

Unit 5: Our Incredible Earth (5 Weeks)

Unit Theme	Unit Reading Workshop Goal
Science: Our World (Earth Science)	I can read different types of informational text and understand their features and structures.
Unit Essential Question	Unit Writing Workshop Goal
How does Earth change?	I can use elements of informational text to write a procedural text.
Genre Spotlight	Reading-Writing Bridge Goal
Informational Text	I can use language to make and use words to read and write informational text.

	Big Ideas & Learning Goals	Focus Standards	Texts	Vocabulary & High-Frequency Words
Week 1	<p>Big Idea Make connections and monitor comprehension of an informational text.</p> <p>Essential Question What are some of Earth’s changing features?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> I can read informational text and learn facts about a topic. I can use language to make connections between reading and writing informational texts. I can use elements of informational text to write a procedural text. 	<p>Reading - Foundational RF.2.3.f, RF.2.4, RF.2.4.c</p> <p>Reading (Informational) RI.2.3, RI.2.7</p> <p>Language L.2.1.a, L.2.1.f, L.2.4, L.2.5, L.2.5.a</p> <p>Speaking & Listening SL.2.1, SL.2.1.c, SL.2.2</p> <p>Writing W.2.2</p>	<p>Launch Text “Earth’s Features” (infographic)</p> <p>Read-Aloud “The Grand Canyon”</p> <p>Shared Reading “Introducing Landforms”</p> <p>Decodable Text “The Best Place”</p> <p>Book Club <i>Disaster Alert!</i></p>	<p>Vocabulary coast plains desert canyons volcano</p> <p>High-Frequency Words heard door sure</p>
Week 2	<p>Big Idea Compare and contrast important points from two texts and develop new understandings.</p> <p>Essential Question How do natural events change the Earth?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> I can read informational text and learn facts about a topic. I can use language to make connections between reading and writing informational texts. I can use elements of informational text to write a procedural text. 	<p>Reading - Foundational RF.2.3.f</p> <p>Reading (Informational) RI.2.3, RI.2.7, RI.2.9</p> <p>Language L.2.1.a, L.2.2.c, L.2.2.d, L.2.4.a, L.2.5.b, L.2.6</p> <p>Writing W.2.2</p>	<p>Launch Text “The Grand Canyon” (infographic)</p> <p>Read-Alouds “Volcanoes” and “Shifting Plates”</p> <p>Shared Reading “How Water Shapes the Earth” and “How Earthquakes Shape the Earth”</p> <p>Decodable Text “The Changing River”</p> <p>Book Club <i>Disaster Alert!</i></p>	<p>Vocabulary flows disasters ruin damage amount</p> <p>High-Frequency Words become across during</p>

<p>Week 3</p>	<p>Big Ideas Identify the elements of a play and confirm or adjust predictions.</p> <p>Essential Question How does weather change the Earth?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> • I can read a reader’s theater and understand elements of drama. • I can use language to make connections between reading and writing informational text. • I can use elements of informational text to write a procedural text. 	<p>Reading - Foundational RF.2.3.3, RF.2.3.f</p> <p>Reading (Literature) RL.2.7, RL.2.10</p> <p>Language L.2.1.a, L.2.2, L.2.4.a</p> <p>Speaking & Listening SL.2.4, SL.2.5</p> <p>Writing W.2.2</p>	<p>Launch Text “Lightning!” (infographic)</p> <p>Read-Aloud “Preparing for the Storm”</p> <p>Shared Reading “Where Do They Go in Rain or Snow?”</p> <p>Decodable Text “A Small Tree in a Big Wind”</p> <p>Book Club <i>Disaster Alert!</i></p>	<p>Vocabulary den slippery surface underground survive</p> <p>High-Frequency Words hours products happened</p>
<p>Week 4</p>	<p>Big Idea Explain the patterns and structures found in a poem and make connections.</p> <p>Essential Question How does a volcano eruption change Earth?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> • I can read poetry about Earth. • I can use language to make connections between reading and writing informational text. • I can use elements of informational text to write a procedural text. 	<p>Reading - Foundational RF.2.3, RF.2.3.d, RF.2.3.e, RF.2.3.f, RF.2.4.a</p> <p>Reading (Literature) RL.2.4</p> <p>Reading (Informational) RI.2.1</p> <p>Language L.2.1.a, L.2.1.e, L.2.1.f, L.2.4, L.2.5.a</p> <p>Writing W.2.5</p>	<p>Launch Text “Earth Erupts” (diagram)</p> <p>Read-Aloud “Volcano Sleeps”</p> <p>Shared Reading “Volcano Wakes Up!”</p> <p>Decodable Text “Lizard’s Move”</p> <p>Book Club <i>Disaster Alert!</i></p>	<p>Vocabulary construction crater lava cinders detour</p> <p>High-Frequency Words measure remember early</p>
<p>Week 5</p>	<p>Big Idea Identify the main idea of an informational text and make inferences.</p> <p>Essential Question What can rocks reveal about how Earth changes?</p> <p>Learning Goals</p> <ul style="list-style-type: none"> • I can find the central idea in informational text. • I can use language to make connections between reading and writing informational text. • I can use elements of informational text to write a procedural text. 	<p>Reading - Foundational RF.2.3, RF.2.3.f</p> <p>Reading (Informational) RI.2.1, RI.2.2, RI.2.6</p> <p>Language L.2.1.a, L.2.1.c, L.2.2, L.2.2.a, L.2.3, L.2.4.a, L.2.5</p> <p>Writing W.2.2, W.2.6</p>	<p>Launch Text “Famous Rocks” (infographic)</p> <p>Read-Aloud “Ayers Rock”</p> <p>Shared Reading “Rocks!”</p> <p>Decodable Text “Welcome, Max”</p> <p>Book Club <i>Disaster Alert!</i></p>	<p>Vocabulary minerals layers magma fossils soil</p> <p>High-Frequency Words listen covered several</p>