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| **Content Area** | Reading, Writing, and Communicating | **Grade Level** | 2nd Grade |
| **Course Name/Course Code** |  |
| **Standard** | **Grade Level Expectations (GLE)** | **GLE Code** |
| 1. Oral Expression and Listening
 | 1. Discussions contribute and expand on the ideas of self and others
 | RWC10-GR.2-S.1-GLE.1 |
| 1. New information can be learned and better dialogue created by listening actively
 | RWC10-GR.2-S.1-GLE.2 |
| 1. Reading for All Purposes
 | 1. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text
 | RWC10-GR.2-S.2-GLE.1 |
| 1. Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text
 | RWC10-GR.2-S.2-GLE.2 |
| 1. Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology
 | RWC10-GR.2-S.2-GLE.3 |
| 1. Writing and Composition
 | 1. Exploring the writing process helps to plan and draft a variety of literary genres
 | RWC10-GR.2-S.3-GLE.1 |
| 1. Exploring the writing process helps to plan and draft a variety of simple informational texts
 | RWC10-GR.2-S.3-GLE.2 |
| 1. Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing
 | RWC10-GR.2-S.3-GLE.3 |
| 1. Research and Reasoning
 | 1. Reference materials help us locate information and answer questions
 | RWC10-GR.2-S.4-GLE.1 |
| 1. Questions are essential to analyze and evaluate the quality of thinking
 | RWC10-GR.2-S.4-GLE.2 |
| **Colorado 21st Century Skills** | **Common Core Reading Foundational Standards** |
| **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently***Information Literacy:** *Untangling the Web***Collaboration:** *Working Together, Learning Together***Self-Direction:** *Own Your Learning***Invention:** *Creating Solutions* | **Phonics and Word Recognition:** [CCSS.RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/) Know and apply grade-level phonics and word analysis skills in decoding words.[CCSS.RF.2.3a](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) Distinguish long and short vowels when reading regularly spelled one-syllable words.[CCSS.RF.2.3b](http://www.corestandards.org/ELA-Literacy/RF/2/3/b/) Know spelling-sound correspondences for additional common vowel teams.[CCSS.RF.2.3c](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/) Decode regularly spelled two-syllable words with long vowels.[CCSS.RF.2.3d](http://www.corestandards.org/ELA-Literacy/RF/2/3/d/) Decode words with common prefixes and suffixes.[CCSS.RF.2.3e](http://www.corestandards.org/ELA-Literacy/RF/2/3/e/) Identify words with inconsistent but common spelling-sound correspondences.[CCSS.RF.2.3f](http://www.corestandards.org/ELA-Literacy/RF/2/3/f/) Recognize and read grade-appropriate irregularly spelled words.**Fluency:** [CCSS.RF.2.4](http://www.corestandards.org/ELA-Literacy/RF/2/4/) Read with sufficient accuracy and fluency to support comprehension.[CCSS.RF.2.4a](http://www.corestandards.org/ELA-Literacy/RF/2/4/a/) Read grade-level text with purpose and understanding.[CCSS.RF.2.4b](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/) Read grade-level text orally with accuracy, appropriate rate, and expression.[CCSS.RF.2.4c](http://www.corestandards.org/ELA-Literacy/RF/2/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| **Unit Titles** | **Length of Unit/Contact Hours** | **Unit Number/Sequence** |
| Friendship | 4-6 Weeks | 1 |
| Helping Hands  | 4-6 weeks | 2 |
| Imagination | 4-6 weeks | 3 |
| Our World | 4-6 weeks | 4 |
| Explorers | 4-6 weeks | 5 |

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| **Unit Title** | Friendship | **Length of Unit** | 4-6 Weeks |
| **Focusing Lens(es)** | Interactions | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.2-S.1-GLE.1RWC10-GR.2-S.1-GLE.2 RWC10-GR.2-S.2-GLE.1 | RWC10-GR.2-S.3-GLE.1RWC10-GR.2-S.4-GLE.1RWC10-GR.2-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):**  | * Why is using precise vocabulary (or “word choice”) important? (RWC10-GR.2-S.1-GLE.1-IQ.1) and (RWC10-GR.2-S.1-GLE.1-RA.1)
* How do people respond to things they feel are unfair? (RWC10-GR.2-S.1-GLE.2-IQ.2)
* How do our relationships and background influence our interactions with others? (RWC10-GR.2-S.2-GLE.1-EO.e)
* What does it mean to be fair-minded? (RWC10-GR.2-S.4-GLE.3-IQ.3)
 |
| **Unit Strands** | Oral Expression & Listening – Reading for all Purposes – Writing and Composition – Research and Reasoning |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| interactions, communication, structure, cause/effect, emotion, influence, characteristics, discussion | phonics, fluency, phonological awareness, comprehension, vocabulary | phonics, fluency, phonological awareness, comprehension, vocabulary, spelling |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills. (RWC10-GR.2- S.2-GLE.3-EO.b)\* | Have students developed the required facility with early reading skills? | Have students developed the required facility with early reading skills? |
| Knowledge of complex spelling patterns and word roots helps readers with spelling, decoding, and vocabulary (RWC10-GR.2-S.2-GLE.3-EO.a.i)\* | Does a word’s morphology give us clues as to its meaning? Give examples. | How might I use a word’s spelling to determine its meaning? How might I use a word’s spelling to determine other related words? |
| Appropriate usage of spelling patterns, conventions, and grammar, and punctuation represent the hallmarks of effective writing. (RWC10-GR.2- S.3-GLE.3)\* | Name all of the end marks used in standard English. What meaning do they imply? | Why is effective punctuation, spelling, and grammar important? |
| People’s interpersonal communications must take into account audience and other contextual variables in order to maximize effectiveness (RWC10-GR.2-S.1-GLE.2-N.1) | Are the way you speak to family (parents), friends, teachers, and strangers all the same? Explain the differences. (RWC10-GR.2-S.1.GLE.2-EO.a.ii; c) and (RWC10-GR.2-S.2-GLE.1-EO.e)If you have heard something about a person or a group of people (good or bad) do you talk to them differently based on that background knowledge?( RWC10-GR.2-S.1-GLE.2-EO.a.ii) | How would you determine what is fair? (RWC10-GR.2-S.4-GLE.2-IQ.3) and (RWC10-GR.2-S.1-GLE.2-RA.1) |
| Listeners use background knowledge and various questioning strategies to accurately recall, recount and utilize new information. (RWC10-GR.2-S.1-GLE.2-EO.b) and (RWC10-GR.2-S.1-GLE.2-EO.c) and (RWC10-GR.2-S.1-GLE.2-RA.2) and (RWC10-GR.2-S.1-GLE.2-N.1) | Do you learn more by talking or listening? Why? If you were asked a question, how is an answer found? (RWC10-GR.2-S.1-GLE.2-EO.a.iii) and (RWC10-GR.2-S.1-GLE.2-EO.b)Can you answer a question using only your background knowledge? Explain.What makes a good communicator? (RWC10-GR.2-S.1-GLE.1-EO.a.c.e.f) and (RWC10-GR.2-S.1-GLE.1-IQ.1.4) and (RWC10-GR.2-S.1-GLE.1-RA.1) and (RWC10-GR.2-S.1-GLE.1-N.1) | Why do we need basic rules for discussions? (RWC10-GR.2-S.1-GLE.2-EO.a.i) |
| Precise vocabulary and speaking facilitates clear understandings in listeners/readers. (RWC10-GR.2-S.1-GLE.1-EO.a.e.f) and (RWC10-GR.2-S.2-GLE.1-IQ.2) and (RWC10-GR.2-S.2-GLE.1-N.1) and (RWC10-GR.2-S.2-GLE.1-EO.a.i) | If the speaker does not speak audibly, what can happen? Explain. (RWC10-GR.2-S.1-GLE.1-EO.a) and (RWC10-GR.2-S.1-GLE.1-IQ.4) and (RWC10-GR.2-S.1-GLE.1-N.1)Why should vocabulary that is specific about what you are talking about be used? (RWC10-GR.2-S.1-GLE.1-EO.f) and (RWC10-GR.2-S.1-GLE.1-IQ.1) and (RWC10-GR.2-S.1-GLE.1-RA.1) | How do you understand a presentation if you cannot hear what the speaker is saying or they aren’t using vocabulary that goes with what the topic is? (RWC10-GR.2-S.1-GLE.2-EO.a; c) and (RWC10-GR.2-S.1-GLE.2-RA.2) |
| Rules to guide group discussions can increase understandings of one another and diverse perspectives (RWC10-GR.2-S.1-GLE.2-a.i.ii) and (RWC10-GR.2-S.1-GLE.2.N.1) | What are rules that we should follow as we are having discussions? (RWC10-GR.2-S.1-GLE.2-EO.a.i) and (RWC10-GR.2-S.1-GLE.1-IQ.1)What should we do before we ask a question about what is being presented? (RWC10-GR.2-S.1-GLE.2-RA.2)Should we ask questions to clarify or get additional information? (RWC10-GR.2-S.1-GLE.2-EO.c) Should we listen to others’ questions to help us understand their perspective(s)? Explain. (RWC10-GR.2-S.1-GLE.2-EO.a.ii; c) and (RWC10-GR.2-S.1-GLE.2-N.1) | How do we know when to jump in with a question or wait for a little bit to hear more before asking a question? (RWC10-GR.2-S.1-GLE.2-IQ.1) and (RWC10-GR.2-S.1-GLE.2-EO.c) and (RWC10-GR.2-S.1-GLE.2-RA.2) and (RWC10-GR.2-S.1-GLE.2-N.1) |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * Grade-level phonics and word analysis skills. [CCSS: RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/) (RWC10-GR.2-S.2-GLE.3-EO.a)
* Participatory ways to develop a topic. (RWC10-GR.2-S.1-GLE.1-EO.b)
* That text can present diverse perspectives. (RWC10-GR.2-S.2-GLE2.EO.c.ii)
* A variety of uses of English in reading and speaking. (RWC10-GR.2-S.2-GLE.1-EO.e)
* Organizing structures in reading and writing is crucial to effective communication. (RWC10-GR.2-S.3-GLE.1.EO.c)
* Vocabulary related to the unit. (RWC10-GR.2-S.1-GLE.1.EO.f)
* Ways to increase reading fluency. (RWC10-GR.2-S.2-GLE.1.EO.b.ii).
 | * Distinguish long and short vowels when reading regularly spelled one-syllable words. [CCSS: RF.2.3a](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) (RWC10-GR.2-S.2-GLE.3-EO.a.i)
* Know spelling-sound correspondences for additional common vowel teams. [CCSS: RF.2.3b](http://www.corestandards.org/ELA-Literacy/RF/2/3/b/) (RWC10-GR.2-S.2-GLE.3-EO.a.ii)
* Decode regularly spelled two-syllable words with long vowels. [CCSS: RF.2.3c](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/) (RWC10-GR.2-S.2-GLE.3-EO.a.iv)
* Decode words with common prefixes and suffixes. [CCSS: RF.2.3d](http://www.corestandards.org/ELA-Literacy/RF/2/3/d/) (RWC10-GR.2-S.2-GLE.3-EO.a.v)
* Identify words with inconsistent but common spelling-sound correspondences. [CCSS: RF.2.3e](http://www.corestandards.org/ELA-Literacy/RF/2/3/e/) (RWC10-GR.2-S.2-GLE.3-EO.a.vi)
* Recognize and read grade-appropriate irregularly spelled words. [CCSS: RF.2.3f](http://www.corestandards.org/ELA-Literacy/RF/2/3/f/) (RWC10-GR.2-S.2-GLE.3-EO.a.vii)
* Read with sufficient accuracy and fluency to support comprehension. [CCSS: RF.2.4](http://www.corestandards.org/ELA-Literacy/RF/2/4/) (RWC10-GR.2-S.2-GLE.3-EO.b)
* Read grade-level text with purpose and understanding. [CCSS: RF.2.4a](http://www.corestandards.org/ELA-Literacy/RF/2/4/a/) (RWC10-GR.2-S.2-GLE.3-EO.b.i)
* Read grade-level text orally with accuracy, appropriate rate, and expression. [CCSS: RF.2.4b](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/) (RWC10-GR.2-S.2-GLE.3-EO.b.ii)
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [CCSS: RF.2.4c](http://www.corestandards.org/ELA-Literacy/RF/2/4/c/) (RWC10-GR.2-S.2-GLE.3-EO.b.iii)
* Contribute to knowledge to a small group or class discussion to develop a topic (RWC10-GR.2-S.1-GLE.1-EO.b)
* Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups (RWC10-GR.2-S.1-GLE.2-EO.a.i-iii)
* Recount or describe key ideas or details from text read aloud or information presented orally or through other media (RWC10-GR.2-S.1-GLE.2.EO.b)
* Describe how reasons support specific points he author makes in a text (RWC10-GR.2-S.2-GLE2.EO.c.ii)
* Compare formal and informal uses of English (RWC10-GR.2-S.2-GLE.1.EO.e)
* Organize ideas using pictures, graphic organizers, or story maps (RWC10-GR.2-S.3-GLE.1.EO.c)
* Use content-specific vocabulary to ask questions and provide information (RWC10-GR.2-S.1-GLE.1.EO.f)
* Read high-frequency words with accuracy and speed (RWC10-GR.2-S.2-GLE.1.EO.b.ii)
* Recall information from experiences or gather information from provided sources to answer questions (RWC10-GR.2-S.4-GLE.1.EO.e)
* Use text to support an answer. (RWC10-GR.2-S.1-GLE.2-EO.g
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *“When I read Frog and Toad are Friends I saw that their friendship got stronger when they learned to see things from one another’s perspective.”* |
| **Academic Vocabulary:** | Identify, inference, relationship, problem-solve, perspective, cause & effect, fact, behavior, characteristic, background, fair-minded, interact, communicate, fair, unfair, self-monitoring, slang, transparent/transparency |
| **Technical Vocabulary:** | Genre, schema, word choice(s), mood, tone, spelling patterns |

**\***These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | Helping Hands | **Length of Unit** | 4-6 weeks |
| **Focusing Lens(es)** | Influence | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.2-S.1-GLE.1 RWC10-GR.2-S.2-GLE.2 RWC10-GR.2-S.2-GLE.3 | RWC10-GR.2-S.3-GLE.3RWC10-GR.2-S.4-GLE.1RWC10-GR.2-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):**  | * How does helping others influence your life? (RWC10-GR.2-S.1-GLE.1-EO.a)
* Can you simply help someone by listening? (RWC10-GR.2-S.1-GLE.2-IQ.1)
* When you help others, what types of vocabulary would you need to use? (RWC10-GR.2-S.1-GLE.1-EO.f) and (RWC10-GR.2-S.1-GLE.1-IQ.1) and (RWC10-GR.2-S.1-GLE.1-IQ.3) and (RWC10-GR.2-S.1-GLE.1-N.1)
* Can values affect the way you react to a situation? (RWC10-GR.2-S.1-GLE.2-IQ.2) and (RWC10-GR.2-S.1-GLE.2-RA.1)
 |
| **Unit Strands** | Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| emotion, influence, values, cause/effect, perceptions, point of view, charity | phonics, fluency, vocabulary, phonological awareness, comprehension | phonics, fluency, vocabulary, phonological awareness, comprehension, spelling |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills. (RWC10-GR.2- S.2-GLE.3-EO.b)\* | Have students developed the required facility with early reading skills? | Have students developed the required facility with early reading skills? |
| Knowledge of complex spelling patterns and morphology help readers with greater spelling, decoding, and vocabulary (RWC10-GR.2-S.2-GLE.3-EO.a.i)\* | Does a word’s morphology give us clues as to its meaning? Give examples. | How might I use a word’s spelling to determine meaning? How might I use a word’s spelling to determine other related words? |
| Appropriate usage of spelling patterns, conventions, and grammar, and punctuation represent the hallmarks of effective writing. (RWC10-GR.2- S.3-GLE.3)\* | Name all of the end marks used in English. What meaning do they imply? | Why is effective punctuation, spelling, and grammar important? |
| Interactions can be positively or negatively influenced by the emotional state of the participants. (RWC10-GR.2-S.2-GLE.1-EOa.ii) and (RWC10-GR.2-S.2-GLE.1-EOa.iv) and (RWC10-GR.2-S.2-GLE.1-IQ.2.3) and (RWC10-GR.2-S.2-GLE.1-N.1) | What actions in the story indicate that the character needs help?  | What can we learn from the interactions we see in this text? How can we relate these interactions to our own lives? (RWC10-GR.2-S.2-GLE.1-EOb.iv) and (RWC10-GR.2-S.2-GLE.1-RA.3) |
| The act of helping others demonstrates positive interpersonal values and improves social relationships. (RWC10-GR.2-S.2-GLE.2-EO.a.i) and (RWC10-GR.2-S.2-GLE.2-EO.b.iii) and (RWC10-GR.2-S.2-GLE.2-IQ.4) and (RWC10-GR.2-S.2-GLE.3-EO.e) |  What values are demonstrated by the character(s)? (RWC10-GR.2-S.2-GLE.2-EO.a.i) and (RWC10-GR.2-S.3-GLE.1-N.1) and (RWC10-GR.2-S.3-GLE.2-N.1)Did the culture impact the way they were helped? (RWC10-GR.2-S.2-GLE.2-EOa.ii) and (RWC10-GR.2-S.4-GLE.1-EO.e) and (RWC10-GR.2-S.4-GLE.1-N.2) | Why are values important? (RWC10-GR.2-S.2-GLE.2-EO.a)  |
| Positive social interactions help build and strengthen interpersonal relationships. (RWC10-GR.2-S.1-GLE.1-EOa.b) and (RWC10-GR.2-S.1-GLE.1-IQ.3) and (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.1-GLE.2-EO.b) | Why do you think positive relationships help create more positive interactions? | Why do people sometimes regret their words or actions?  |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * Grade-level phonics and word analysis skills. [CCSS: RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/) (RWC10-GR.2-S.2-GLE.3-EO.a)
* Story structure’s relationship to the writing process
* Adjusting reading rate can help facilitate comprehension
* Reading and writing short and long vowel sounds in one syllable words [CCSS: RF.2.3a](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) (RWC10-GR.2-S.2-GLE.3-EO.a) and [CCSS: RF.2.3c](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/) (RWC10-GR.2-S.2-GLE.3-EO.a.iv)
* Figurative language, word relationships, and word roots (RWC10-GR.2-S.2-GLE.3-EO.d)
* Standard English conventions, grammar, and word usage when reading and speaking (RWC10-GR.3-S.3-EO.a)
 | * Distinguish short and long vowels in one-syllable words when reading regularly spelled one-syllable words. [CCSS: RF.2.3a](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) (RWC10-GR.2-S.2-GLE.3-EO.a)
* Decode regularly spelled two-syllable words with long vowels. [CCSS: RF.2.3c](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/) (RWC10-GR.2-S.2-GLE.3-EO.a.iv)
* Decode words with common prefixes and suffixes. [CCSS: RF.2.3d](http://www.corestandards.org/ELA-Literacy/RF/2/3/d/) (RWC10-GR.2-S.2.-GLE.3-EO.a.v)
* Identify words with inconsistent but common spelling-sound correspondences. [CCSS: RF.2.3e](http://www.corestandards.org/ELA-Literacy/RF/2/3/e/) (RWC10-GR.2-S.2-GLE.3-EO.a.vi)
* Recognize and read grade-appropriate irregularly spelled words. [CCSS: RF.2.3f](http://www.corestandards.org/ELA-Literacy/RF/2/3/f/) (RWC10-GR.2- S.2-GLE.3-EO.a.vii)
* Read with sufficient accuracy and fluency to support comprehension. [CCSS: RF.2.4](http://www.corestandards.org/ELA-Literacy/RF/2/4/) (RWC10-GR.2- S.2-GLE.3-EO.b)
* Read grade-level text with purpose and understanding. [CCSS: RF.2.4a](http://www.corestandards.org/ELA-Literacy/RF/2/4/a/) (RWC10-GR.2- S.2-GLE.3-EO.b.i)
* Read grade-level text orally with accuracy, appropriate rate, and expression. [CCSS: RF.2.4b](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/) (RWC10-GR.2-S.2-GLE.3-EO.b.ii)
* Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences to clarify ideas, thoughts and feelings (RWC10-GR.2-S.1-GLE.1-EO.d)
* Use content specific vocabulary to generate questions and provide information (RWC10-GR.2-S.1-GLE. 1-EO.f)
* Describe the overall structure of a story, including describing how the beginning introduces the story and ending concludes the action (RWC10-GR.2-S.2-GLE.1.EO.a.iii)
* Adjust reading rate to according to type of text and purpose for reading (RWC10-GR.2-S.2-GLE.2.EO.d.i)
* Expand sentences and vary the beginnings while spelling high-frequency words correctly (RWC10-GR.2-S.3-GLE.3-EOa.vii-ix)
* Determine or clarify the meaning of unknown words or multiple meaning words based on grade 2 reading and content (RWC10-GR.2-S.2-GLE.3-EO.c)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *“The main character’s values impacted how he/she helped \_\_\_\_\_\_ in the story\_\_\_\_\_\_.”**“I had to slow down and adjust my reading rate to understand \_\_\_\_\_\_ part of the story.”**“The structure of the story shows me where to look for \_\_\_\_\_\_\_\_\_\_.”* |
| **Academic Vocabulary:** | value, emotion, influence, impact, determine, demonstrate, pattern, culture, challenge, strengths, weaknesses, background knowledge, cause and effect |
| **Technical Vocabulary:** | noun, verb, pronoun, past tense, irregular verb, collective noun, reading rate, vowel, consonant, characters, main character |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | Imagination | **Length of Unit** | 4-6 Weeks |
| **Focusing Lens(es)** | Perspective | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.2-S.1-GLE.1 RWC10-GR.2-S.1-GLE.2RWC10-GR.2-S.2-GLE.1 RWC10-GR.2-S.2-GLE.2 | RWC10-GR.2-S.2-GLE.3RWC10-GR.2-S.3-GLE.1RWC10-GR.2-S.4-GLE.1RWC10-GR.2-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):**  | * What are the characteristics of “traditions”? / What makes something a “tradition”? (RWC10-GR.2-S.2-GLE.1-EO.a.i.iii) and (RWC10-GR.2-S.2-GLE.1-EO.b.iv) and (RWC10-GR.2-S.2-GLE.1-N.1; 2)
* Why are traditions (and traditional stories) important? (RWC10-GR.2-S.1-GLE.2-EO.a.ii) and (RWC10-GR.2-S.2-GLE.1-EO.a.iii) and (RWC10-GR.2-S.2-GLE.2-EO.a.iii) and (RWC10-GR.2-S.2-GLE.2-RA.1)
* What do folk tales, fairy tales, fables reveal about a culture’s perspectives/values/traditions? (RWC10-GR.2-S.2-GLE.1) and (RWC10-GR.2-S.2-GLE.1.N.1; 2) and (RWC10-GR.2-S.3-GLE.1-RA.2)
 |
| **Unit Strands** | Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning  |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| perspective, regions, civilization, culture, laws/rules, communities, expressions, traditions, beliefs, values | phonics, fluency, vocabulary, phonological awareness, comprehension | phonics, fluency, vocabulary, phonological awareness, comprehension, spelling |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills. (RWC10-GR.2- S.2-GLE.3-EO.b)\* | Have students developed the required facility with early reading skills? | Have students developed the required facility with early reading skills? |
| Knowledge of complex spelling patterns and morphology provides readers with greater spelling skill, decoding ability, and vocabulary? (RWC10-GR.2-S.2-GLE.3-EO.a.i)\* | Does a word’s morphology give us clues as to its meaning? Give examples. | How might I use a word’s spelling to determine it’s meaning? How might I use a word’s spelling to determine other related words? |
| Appropriate usage of spelling patterns, conventions, and grammar, and punctuation represent the hallmarks of effective writing. (RWC10-GR.2- S.3-GLE.3)\* | Name all of the end punctuation marks used in English. What meaning do they imply? | Why is effective punctuation, spelling, and grammar important? |
| Cultural traditions shape citizen’s perspectives. (RWC10-GR.2-S.2-GLE.1-EO.c.i) and (RWC10-GR.2-S.2-GLE.1-IQ.1-4) | What is a tradition? (RWC10-GR.2-S.3-GLE.2-EO.e.f) and RWC10-GR.2-S.4-GLE.1-EO.a.b) and (RWC10-GR.2-S.4-GLE.1-IQ.2) and (RWC10-GR.2-S.4-GLE.1-RA.1)What is a civilization?  | Why are traditions important? (RWC10-GR.2-S.4-GLE.1-N.2)How do traditions shape a civilization?  |
| Laws/rules vary within and across communities and regions and reflect unique beliefs and values (RWC10-GR.2-S.1-GLE.2-EO.b) and (RWC10-GR.2-S.2-GLE.1-EO.a.i.ii) and (RWC10-GR.2-S.2-GLE.2-EO.a.i.ii.iv) | What laws/rules do we have in our classroom community? (RWC10-GR.2-S.1-GLE.1-EO.b.c.f) and (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.1-GLE.2-EO.a.ii)What laws/rules do we have in our school community? (RWC10-GR.2-S.1-GLE.1-EO.b.c.f) and (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.1-GLE.2-EOa.ii) and (RWC10-GR.2-S.4-GLE.1-EO.c.d) and (RWC10-GR.2-S.4-GLE.2-EO.a) | Why are laws/rules important and do we need them? (RWC10-GR.2-S.2-GLE.3-EO.c)Are there some laws or rules that you feel are unfair? Why? (RWC10-GR.2-S.1-GLE.2-IQ2; RWC10-GR.2-S.2-GLE.3-EOc; RWC10-GR.2-S.4-GLE.2-IQ.1.3.4.5) |
| Traditions express and reflect cultural beliefs and, in turn, influence individual behaviors. (RWC10-GR.2-S.2-GLE.1-EO.a.iii.iv) | What traditions do you have/celebrate? (RWC10-GR.2-S.1-GLE.1-EO.b.c.f) and (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.1-GLE.2-EO.a.ii)What traditions are celebrated in our community? (RWC10-GR.2-S.1-GLE.1-EO.b.c.f) and (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.1-GLE.2-EO.a.ii) and (RWC10-GR.2-S.4-GLE.1-N.2) | Could traditions be all the same throughout the world? (RWC10-GR.2-S.1-GLE.2-EOa.ii) and (RWC10-GR.2-S.2-GLE.1-EO.a.iii) and (RWC10-GR.2-S.2-GLE.1-EO.d) and (RWC10-GR.2-S.2-GLE.2-EO.a.iii) and (RWC10-GR.2-S.2-GLE.2-RA.1)Are there traditions we should get rid of? Explain. (RWC10-GR.2-S.1-GLE.2-IQ.2) and (RWC10-GR.2-S.2-GLE.3-EO.c) and (RWC10-GR.2-S.4-GLE.2-IQ.1.3.4.5) |
| Stories, like cultural traditions, reflect the communities and regions from which the originate and/or which they portray (RWC10-GR.2-S.2-GLE.1-EO.a.iii.iv) | What are the similarities and differences in the two stories we covered in class? Compare and Contrast (RWC10-GR.2-S.2-GLE.1-EO.c.ii) |  If you were the author, how might you change a story in order to show a new perspective on the same situation or topic? (RWC10-GR.2-S.3-GLE.1-EO.b.e.f.g) |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology [CCSS: RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/) (RWC10-GR.2-S.2-GLE.3.EO.d.i-ii) and (RWC10 GR.2-S.2-GLE.3.EO.e)
* Grade-level phonics and word analysis skills [CCSS: RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/) (RWC10-GR.2-S.2-GLE.3-EO.a)
* Specific vocabulary related to topics being studied
* Nouns, verbs and adjectives to create precise writing
* A variety of writing structures and the appropriate uses
* Appropriate resources to use when gathering information when answering questions
* Ways to contribute and expand on the ideas of self and others (RWC10-GR.2-S.1-GLE.1.EO.a-b) and (RWC10-GR.2-S.1-GLE.1-EO.e-f)
* Active listening strategies to gain new information (RWC10-Gr.2-S.1-GLE.2-EOa-iii) and (RWC1-=GR.2-S.1-GLE.2-EO.b-c)
* Skills and strategies used to increase reading fluency (RWC10-GR.2-S.2-GLE.1-EO.a.i-iii)
* All steps of the writing process (RWC10-GR.2-S.3-GLE.1.EO.c-g) and (RWC10-GR.2-S.3-GLE.2-EO.a) and (RWC10-GR.2-S.3-GLE.2.EO.c-g)
* Appropriate spelling, capitalization, grammar and punctuation (RWC10-GR.2-S.3-GLE.3.EO.b.i-v)
 | * Distinguish short and long vowels in one-syllable words when reading regularly spelled one-syllable words. [CCSS: RF.2.3a](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) (RWC10-GR.2-S.2-GLE.3-EO.a)
* Decode regularly spelled two-syllable words with long vowels. [CCSS: RF.2.3c](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/) (RWC10-GR.2-S.2-GLE.3-EO.a.iv)
* Decode words with common prefixes and suffixes. [CCSS: RF.2.3d](http://www.corestandards.org/ELA-Literacy/RF/2/3/d/) (RWC10-GR.2-S.2.-GLE.3-EO.a.v)
* Identify words with inconsistent but common spelling-sound correspondences. [CCSS: RF.2.3e](http://www.corestandards.org/ELA-Literacy/RF/2/3/e/) (RWC10-GR.2-S.2-GLE.3-EO.a.vi)
* Recognize and read grade-appropriate irregularly spelled words. [CCSS: RF.2.3f](http://www.corestandards.org/ELA-Literacy/RF/2/3/f/) (RWC10-GR.2- S.2-GLE.3-EO.a.vii)
* Read with sufficient accuracy and fluency to support comprehension. [CCSS: RF.2.4](http://www.corestandards.org/ELA-Literacy/RF/2/4/) (RWC10-GR.2- S.2-GLE.3-EO.b)
* Read grade-level text with purpose and understanding. [CCSS: RF.2.4a](http://www.corestandards.org/ELA-Literacy/RF/2/4/a/) (RWC10-GR.2- S.2-GLE.3-EO.b.i)
* Read grade-level text orally with accuracy, appropriate rate, and expression. [CCSS: RF.2.4b](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/) (RWC10-GR.2-S.2-GLE.3-EO.b.ii)
* Reference materials help us locate information and answer questions (RWC10-GR.2-S.4-GLE.1.EO.a) and (RWC10-GR.2-S.4-GLE.1.EO.c)
* Write simple, descriptive poems (RWC10-GR.2-S.3-GLE.1-EO.d)
* Identify main idea
* Compare and contrast two texts on the same topic (RWC10-GR.2-S.2-GLE.1-EO.c)
* Demonstrate command of the conventions of standards English – capitalization, punctuation, and spelling (RWC10-GR.2-S.3-GLE.3-EO.b)
* Focus on a topic in writing / revise and edit as needed (with support) (RWC10-GR.2-S.3-GLE.3-EO.c)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *The traditions shown in \_\_\_\_\_ text are the same as/different than our traditions.**The Real Story of the Three Little Pigs shows the story from the perspective of the wolf, and taught me that different people/characters see things in different ways.*  |
| **Academic Vocabulary:** | compare, contrast, figurative language, expand, traditions, analyze, describe |
| **Technical Vocabulary:** | adjectives, adverbs, nouns, multisyllabic words, context clues, culture, main idea, supporting details |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | Our World | **Length of Unit** | 4-6 weeks |
| **Focusing Lens(es)** | Innovation | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.2-S.1-GLE.1RWC10-GR.2-S.2-GLE.1 RWC10-GR.2-S.2-GLE.2 | RWC10-GR.2-S.3-GLE.1RWC10-GR.2-S.3-GLE.2RWC10-GR.2-S.3-GLE.3RWC10-GR.2-S.4-GLE.1RWC10-GR.2-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):**  | * How do people know if information is relevant, significant, and accurate? (RWC10-GR.2-S.4-GLE.1-EO.a) and (RWC10-GR.2-S.4-GLE.1-IQ.1)
* Which innovator do you think impacted our world the most? Explain why. (RWC10-GR.2-S.2-GLE.2-N.1) and (RWC10-GR.2-S.3-GLE.1-EO.a) and (RWC10-GR.2-S.3-GLE.2-EO) and (RWC10-GR.2-S.3-GLE.2-N.3.4)
 |
| **Unit Strands** | Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| innovation, space, interdependence, cause/effect, order, communication, energy, change, systems | phonics, fluency, comprehension, vocabulary, phonological awareness | phonics, fluency, comprehension, vocabulary, phonological awareness, spelling |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills. (RWC10-GR.2- S.2-GLE.3-EO.b)\* | Have students developed the required facility with early reading skills? | Have students developed the required facility with early reading skills? |
| Knowledge of complex spelling patterns and morphology provides readers with greater spelling skill, decoding ability, and vocabulary? (RWC10-GR.2-S.2-GLE.3-EO.a.i)\* | Does a word’s morphology give us clues as to its meaning? Give examples. | How might I use a word’s spelling to determine its meaning? How might I use a word’s spelling to determine other related words? |
| Appropriate usage of spelling patterns, conventions, and grammar, and punctuation represent the hallmarks of effective writing. (RWC10-GR.2- S.3-GLE.3)\* | Name all of the end punctuation marks used in English. What meaning do they imply? | Why is effective punctuation, spelling, and grammar important? |
| Innovators and the impact of their inventions are often powerfully communicated through informational text (RWC10-GR.2-S.1-GLE.2-EO.b) and (RWC10-GR.2-S.1-GLE.2-RA.5) and (RWC10-GR.2-S.1-GLE.2-N.1) | What are innovators? (RWC10-GR.2-S.4-GLE.1-EO.a)Can you be considered an innovator? (RWC10-GR.2-S.4-GLE.1-EO.e) and (RWC10-GR.2-S.4-GLE.1-N.1)What are innovations that were made to travel to space? (RWC10-GR.2-S.2-GLE.1-E.a.i) and (RWC10-GR.2-S.2-GLE.1-EO.d.i) and (RWC10-GR.2-S.2-GLE.1-RA.3) and (RWC10-GR.2-S.2-GLE.2-EO.a.iii) | How are different literary genres different in form and substance (RWC10-GR.2-S.3-GLE.1-IQ.1.3) and (RWC10-GR.2-S.2-GLE.1-EO.b.v)Which innovator do you think impacted our world the most? Explain why. (RWC10-GR.2-S.2-GLE.2-N.1) and (RWC10-GR.2-S.3-GLE.1-EO.a) and (RWC10-GR.2-S.3-GLE.2-N.3.4) |
| Systems often depend upon the maintenance of relationships in order to run/function successfully. (RWC10-GR.2-S.1-GLE.2-EO.a.iii) and (RWC10-GR.2-S.1-GLE.2-EO.b) and (RWC10-GR.2-S.1-GLE.2-N.1) and (RWC10-GR.2-S.2-GLE.2-EO.d) |  What causes the planets to move in our solar system? (RWC10-GR.2-S.2-GLE.2-EO.a.i.iv) and (RWC10-GR.2-S.2-GLE.2-EO.b.i.ii) and (RWC10-GR.2-S.2-GLE.2-EO.d) and (RWC10-GR.2-S.2-GLE.2-N.1.2)Are farmers’ innovators who are dependent upon others? (RWC10-GR.2-S.1-GLE.2-EO.a.iii) and (RWC10-GR.2-S.1-GLE.2-EO.b) and (RWC10-GR.2-S.1-GLE.2-N.1) and (RWC10-GR.2-S.2-GLE.2-EO.d) |  How would the orbit of the planets change if the sun had no gravitational pull? (RWC10-GR.2-S.4-GLE.1-EO.d) and (RWC10-GR.2-S.3-GLE.2-EO.a.c.e.f.g)What other systems can you think of that are interdependent?(RWC10-GR.2-S.3-GLE.2-EO.d) |
| Innovators, like authors, must understand purpose and audience in order to communicate effectively. (RWC10-GR.2-S.1-GLE.1-EO.f) and (RWC10-GR.2-S.3-GLE.2-EO.a) |  Was Thomas Edison an innovator, did he communicate his idea? How? (RWC10-GR.2-S.3-GLE.2-N.1) and (RWC10-GR.2-S.3-EO.a)Were the Wright Brothers innovators? How did their idea get communicated? | What form of communication do you consider to be the best? (RWC10-GR.2-S.3-GLE.3-EO.b)Who would you write a letter to asking how they came up with their idea? (RWC10-GR.2-S.3-GLE.2-EO.b)What would your new innovation be? (RWC10-GR.2-S.1-GLE.1-IQ.4) and RWC10-GR.2-S.4-GLE.1-EO.b; N.1) |
| English conventions represent a system that writers understand and employ to communicate with various audiences. (RWC10-GR.2-S.3-GLE.3) | How does the spelling change the meaning of a word? (RWC10-GR.2-S.3-GLE.3-IQ.1)How can the use of punctuation change the meaning of a sentence? (RWC10-GR.2-S.3-GLE.3-IQ.2)Why are uppercase/capital letters important in writing? (RWC10-GR.2-S.3-GLE.3-IQ.5) | What would happen if everyone wrote in their own way? (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.2-GLE.1-EO.e) |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * Grade-level phonics and word analysis skills. [CCSS: RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/) (RWC10-GR.2-S.2-GLE.3-EO.a)
* Specific vocabulary related to topic. (RWC10-GR.2-S:1-GLE.1-EO.f)
* Key ideas from text to support and extend understanding. (RWC10-GR.2-S:1-GLE.2.EO.b)
* Formal and informal English and appropriate usage. (RWC10-GR.2-S.2-GLE.1-EO.e)
* Various text features that explain, describe, or answer a question. (RWC10-GR.2-S.2-GLE.2-EO.b.ii)
* Ways diagrams and other images support the text. (RWC10-GR.2-S.2-GLE.2-EO.c.i)
* The appropriate occasions to use questioning techniques (such as *who, what, where, when, why,* and *how)* (RWC10-GR.2-S.2-GLE.2-EOa.i)
 | * Distinguish long and short vowels when reading regularly spelled one-syllable words. [CCSS: RF.2.3a](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) (RWC10-GR.2-S.2-GLE.3-EO.a.i)
* Know spelling-sound correspondences for additional common vowel teams. [CCSS: RF.2.3b](http://www.corestandards.org/ELA-Literacy/RF/2/3/b/) (RWC10-GR.2-S.2-GLE.3-EO.a.ii)
* Decode regularly spelled two-syllable words with long vowels. [CCSS: RF.2.3c](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/) (RWC10-GR.2-S.2-GLE.3-EO.a.iv)
* Decode words with common prefixes and suffixes. [CCSS: RF.2.3d](http://www.corestandards.org/ELA-Literacy/RF/2/3/d/) (RWC10-GR.2-S.2.-GLE.3-EO.a.v)
* Identify words with inconsistent but common spelling-sound correspondences. [CCSS: RF.2.3e](http://www.corestandards.org/ELA-Literacy/RF/2/3/e/) (RWC10-GR.2-S.2-GLE.3-EO.a.vi)
* Recognize and read grade-appropriate irregularly spelled words. [CCSS: RF.2.3f](http://www.corestandards.org/ELA-Literacy/RF/2/3/f/) (RWC10-GR.2- S.2-GLE.3-EO.a.vii)
* Read with sufficient accuracy and fluency to support comprehension. [CCSS: RF.2.4](http://www.corestandards.org/ELA-Literacy/RF/2/4/) (RWC10-GR.2- S.2-GLE.3-EO.b)
* Read grade-level text with purpose and understanding. [CCSS: RF.2.4a](http://www.corestandards.org/ELA-Literacy/RF/2/4/a/) (RWC10-GR.2- S.2-GLE.3-EO.b.i)
* Read grade-level text orally with accuracy, appropriate rate, and expression. [CCSS: RF.2.4b](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/) (RWC10-GR.2-S.2-GLE.3-EO.b.ii)
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [CCSS: RF.2.4c](http://www.corestandards.org/ELA-Literacy/RF/2/4/c/) (RWC10-GR.2-S.2-GLE.3-EO.b.iii)
* Describe connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in text. (RWC10-GR.2-S.2-GLE.2-EOa.iii)
* Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently (RWC10-GR.2-S.2-GLE.2-EO.b.ii)
* Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (RWC10-GR.2-S.2-GLE.2-EO.e)
* Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text (RWC10-GR.2-S.2-GLE.2-EO.c.i)
* Write informative/explanatory texts in which they introduce a topic, use acts and definitions to develop points and provide a concluding statement or section (RWC10-GR.2-S.3-GLE2.EO.a)
* Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page) (RWC10-GR.2-S.4-GLE.1-EO.a)
* Identify a specific question and gather information for purposeful investigation and inquiry (RWC10-GR.2-S.4-GLE.1-EO.b)
* Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type) (RWC10-GR.2-S.4-GLE.1-EO.c)
* Use a variety of multimedia sources to answer questions of interest (RWC10-GR.2-S.4-GLE.1-EO.d)
* Recall information from experiences or gather information from provided sources to answer a question (RWC10-GR.2-S.4-GLE.1-EO.e)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *“\_\_\_\_\_\_\_\_\_\_\_\_ was an innovator because \_\_\_\_\_\_\_\_\_\_(provide text-based evidence here)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”**“I am an innovator and communicated my invention by \_\_\_\_\_\_\_\_.”**“If a poem gives information, it can also be called a nonfiction text.”* |
| **Academic Vocabulary:** | order, interdependent, planet, orbit, gravity, communication, innovation, evaluation, research |
| **Technical Vocabulary:** | automaticity, prosody, reading fluency, point(s) of view, narrator |

**\***These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | Explorers | **Length of Unit** | 4-6 weeks |
| **Focusing Lens(es)** | Structure/function | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.2-S.2-GLE.1RWC10-GR.2-S.2-GLE.2RWC10-GR.2-S.2-GLE.3RWC10-GR.2-S.3-GLE.1 | RWC10-GR.2-S.3-GLE.3RWC10-GR.2-S.4-GLE.1 RWC10-GR.2-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):**  | * How does the structure of something (animal – etc.) reflect its function?
* How are structure (or form) and function related? (RWC10-GR.2-S.2-GLE.1-IQ.1) and (RWC10-GR.2-S.2-GLE.2-EO.b.ii) and (RWC10-GR.2-S.2-GLE.2-IQ.1)
 |
| **Unit Strands** | Oral Language and Communication, Reading for all Purposes, Writing and Composition, Research and Reasoning.  |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| space, civilization, organisms, order, interactions, patterns, transformation, interdependence, systems, structure, function | phonics, fluency, phonological awareness, vocabulary, comprehension | phonics, fluency, phonological awareness, vocabulary, comprehension, spelling |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Developing reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills. (RWC10-GR.2- S.2-GLE.3-EO.b)\* | Have students developed the required facility with early reading skills? | Have students developed the required facility with early reading skills? |
| Developing knowledge of complex spelling patterns and morphology provides readers with greater spelling skill, decoding ability, and vocabulary? (RWC10-GR.2-S.2-GLE.3-EO.a.i)\* | Does a word’s morphology give us clues as to its meaning? Give examples. | How might I use a word’s spelling to determine meaning? How might I use a word’s spelling to identify related words? |
| Appropriate usage of spelling patterns, conventions, and grammar, and punctuation represent the hallmarks of effective writing. (RWC10-GR.2- S.3-GLE.3)\* | Name all of the end punctuation marks used in English. What meaning do they imply? | Why are effective punctuation, spelling, and grammar important? |
| Structure typically reflects function and provides clues as to how something works (e.g. animals, texts – etc). (RWC10-GR.2-S.2-GLE.2-EO.a.i) and (RWC10-GR.2-S.2-GLE.2-EOa.ii) and (RWC10-GR.2-S.2-GLE.2-EO.c.ii) | What are basic needs of living things? (RWC10-GR.2-S.2-GLE.2-EO.c.i.ii) and (RWC10-GR.2-S.2-GLE.2-EO.d) and (RWC10-GR.2-S.2-GLE.2-EO.d.ii) and (RWC10-GR.2-S.2-GLE.2-RA.1)What adaptations are needed to survive in different regions/areas of the world? (RWC10-GR.2-S.2-GLE.2-EO.c.ii) and (RWC10-GR.2-S.2-GLE.2-EO.d)  | Are some basic needs more important than others? (RWC10-GR.2-S.3-GLE.1-EO.a.d.e; IQ.4) |
| Transformations often follow specific patterns. (RWC10-GR.2-S.4-GLE.1-EO.e) and (RWC10-GR.2-S.4-GLE.1-RA.1) and (RWC10-GR.2-S.4-GLE.1-N.1) | What is the life cycle of\_\_\_\_\_\_\_? (RWC10-GR.2-S.2-GLE.1-IQ.1) and (RWC10-GR.2-S.2-GLE.1-N.2) and (RWC10-GR.2-S.2-GLE.2-EO.a.iii) and (RWC10-GR.2-S.2-GLE.2-EO.a.iv)Identify patterns of change you see in \_\_\_\_\_. (RWC10-GR.2-S.2-GLE.2-EO.b.i) and (RWC10-GR.2-S.2-GLE.2-EO.d.ii) | Are the changes in \_\_\_\_\_\_\_\_\_ good/bad? Why? (RWC10-GR.2-S.3-GLE.1-EO.a) and (RWC10-GR.2-S.3-GLE.2-EO.a) and (RWC10-GR.2-S.3-GLE.2-EO.c) |
| Patterns and strategies exist to help readers decode unknown words. (RWC10-GR.2-S.2-GLE.3-EO.a.iv) and (RWC10-GR.2-S.2-GLE.3-EO.a.v) and (RWC10-GR.2-S.2-GLE.3-N.1) | How can you figure out a word that has an inconsistent spelling pattern? (RWC10-GR.2-S.2-GLE.3-EOa.i) and (RWC10-GR.2-S.2-GLE.3-EO.a.ii) and (RWC10-GR.2-S.2-GLE.3-EO.c.ii) and (RWC10-GR.2-S.2-GLE.3-RA.1)How do you read irregularly spelled words? (RWC10-GR.2-S.2-GLE.3-EO.a.i.ii) | What strategy is best when decoding a word you don’t know? (RWC10-GR.2-S.2-GLE.3-EO.a.ii) and (RWC10-GR.2-S.2-GLE.3-EO.a.vii) and (RWC10-GR.2-S.2-GLE.3-IQ.3) What strategy is best when decoding multisyllabic words? Create a list of words that you know that don’t follow the phonics rule. (RWC10-GR.2-S.2-GLE.3-IQ.2) |
| The conventions of text indicate and provide clues that facilitate the ability to read with fluency and comprehension. (RWC10-GR.2-S.2-GLE.1-EO.b.ii) and (RWC10-GR.2-S.2-GLE.1-IQ.3) | Does it help to reread something that doesn’t sound right? (RWC10-GR.2-S.2-GLE.1-EO.a.i) and (RWC10-GR.2-S.2-GLE.1-N.2) and (RWC10-GR.2-S.2-GLE.2-EO.d)Is it ok to stop and ask questions if what you are reading doesn’t make sense?  | Why is it important to reread a text if you are uncertain? (RWC10-GR.2-S.2-GLE.1-EO.a.i) (RWC10-GR.2-S.2-GLE.1-N.2) and (RWC10-GR.2-S.2-GLE.2-EO.d.i)What self-monitoring strategy works best when you are reading?  |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * Grade-level phonics and word analysis skills. [CCSS: RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/) (RWC10-GR.2-S.2-GLE.3-EO.a)
* The use of craft and structure to comprehend text (RWC10-GR.2-GLE.1-EO.b.i)
* All the steps of the writing process (e.g. identifying topics of multi-paragraph texts and summarizing main ideas and significant information)
* Why an author wrote a specific text.
* The importance and purpose of reading multiple texts on the same topic
 | * Distinguish long and short vowels when reading regularly spelled one-syllable words. [CCSS: RF.2.3a](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) (RWC10-GR.2-S.2-GLE.3-EO.a.i)
* Know spelling-sound correspondences for additional common vowel teams. [CCSS: RF.2.3b](http://www.corestandards.org/ELA-Literacy/RF/2/3/b/) (RWC10-GR.2-S.2-GLE.3-EO.a.ii)
* Decode regularly spelled two-syllable words with long vowels. [CCSS: RF.2.3c](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/) (RWC10-GR.2-S.2-GLE.3-EO.a.iv)
* Decode words with common prefixes and suffixes. [CCSS: RF.2.3d](http://www.corestandards.org/ELA-Literacy/RF/2/3/d/) (RWC10-GR.2-S.2.-GLE.3-EO.a.v)
* Identify words with inconsistent but common spelling-sound correspondences. [CCSS: RF.2.3e](http://www.corestandards.org/ELA-Literacy/RF/2/3/e/) (RWC10-GR.2-S.2-GLE.3-EO.a.vi)
* Recognize and read grade-appropriate irregularly spelled words. [CCSS: RF.2.3f](http://www.corestandards.org/ELA-Literacy/RF/2/3/f/) (RWC10-GR.2- S.2-GLE.3-EO.a.vii)
* Read with sufficient accuracy and fluency to support comprehension. [CCSS: RF.2.4](http://www.corestandards.org/ELA-Literacy/RF/2/4/) (RWC10-GR.2- S.2-GLE.3-EO.b)
* Read grade-level text with purpose and understanding. [CCSS: RF.2.4a](http://www.corestandards.org/ELA-Literacy/RF/2/4/a/) (RWC10-GR.2- S.2-GLE.3-EO.b.i)
* Read grade-level text orally with accuracy, appropriate rate, and expression. [CCSS: RF.2.4b](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/) (RWC10-GR.2-S.2-GLE.3-EO.b.ii)
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [CCSS: RF.2.4c](http://www.corestandards.org/ELA-Literacy/RF/2/4/c/) (RWC10-GR.2-S.2-GLE.3-EO.b.iii)
* Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning to a story, poem, or song. (RWC10-GR.2-S.2-GLE.1-EO.b.i)
* Identify how word choice (sensory details, figurative language) enhances meaning in poetry. (RWC10-GR.2-S.2-GLE.1-EO.b.v)
* Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text (RWC10-GR.2-S.2-GLE.2-EO.a.ii)
* Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud (RWC10-GR.2-S.2-GLE.2.EO.a.iv)
* Identify the main purpose of a text, including what the author wanted to answer, explain, or describe (RWC10-GR.2-GLE.2-EO.b.iii)
* Read text to perform a specific task (Such as follow a recipe, play a game)(RWC10-GR.2-S.2-GLE 2-EO.b.iv)
* Compare and Contrast the most important points presented by two texts on the same topic (RWC10-GR.2-S.2-GLE.2-EO.c.iii)
* By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range (RWC10-GR.2-S.2-GLE.2-EO.d.ii)
* With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (RWC10-GR.2- S.3-GLE.3-EO.c)
* With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. (RWC10-GR.2- S.3-GLE.3-EO.d)
* Identify a specific question and gather information for purposeful investigation and inquiry. (RWC10-GR.2-S4-GLE.1-EO.b)
* Use a variety of multimedia sources to answer questions of interest. (RWC10-GR.2-S.4-GLE.1-EO.d)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *After researching camels in two books, I know that some have one hump and some have two. I also learned that the humps are made of fat, not water and that the humps help camels survive.* |
| **Academic Vocabulary:** | Information, space, research, fluent, technology, digital, media, transition, decode, self-monitoring, thrive |
| **Technical Vocabulary:** | Civilization, interdependence, transformation, structure, interaction, pattern, thrive, maintain, adequate, adaptations, living, non-living, strategy |

**\***These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.