



INSTRUCTIONAL EXCELLENCE

Unit Overview

Grade 2: English/Language Arts

Unit 1: Building Communities

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Using This Resource




The Unit Overview provides all the standards and learning targets that should be taught over the course of the unit. It is designed to be used in conjunction with the Unit-at-a-Glance. Teachers should refer to the Overview to locate specific standards and their corresponding learning targets when designing lesson plans and assessments. *While Text Suggestions are provided throughout the unit, they are intended as suggestions only. We recognize that elements of these texts are controversial; however, we intentionally left them in this unit for their educational value and the teaching moments they present. Individual teachers should use their discretion when selecting texts to meet their students' needs. The additional resources included in the Overview promote the most effective research-based teaching practices and should be considered when planning and assessing students.

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Unit Overview

The unifying theme for Unit 1 is **Building Communities**. This focus will coincide with the first nine weeks of school, a time when building a classroom community is crucial to the success of the school year. Students will develop a general understanding of a community as a group of living things that depend on their members. They will read purposefully and think critically as they examine the theme in informational and literary text. Through collaborative conversations and group projects, second graders will apply the theme to themselves and their classmates.

The beginning of the school year is a time to introduce, review and expand upon some of the standards taught in grade one. The essential questions taught throughout the subsequent weeks of this unit will lead students to refine and deepen their understanding of the concept of community, as well as strengthen their language skills through listening, speaking, reading and writing. Students will learn to collaborate with their peers as an imperative part of their education.

The start of the year is also the time to assess the fundamental reading and writing skills of the incoming second graders. Teachers will observe and assess students' reading behaviors and match them to appropriate instructional text. As soon as classroom routines are set, the students will begin meeting in guided reading groups, where they will engage in lessons designed specifically for their instructional reading level. Using a gradual release of responsibility, the teacher will demonstrate how to apply phonics, phonemic awareness, vocabulary, fluency and comprehension strategies that promote overall literacy.

Students will develop their skills and strategies for reading as they listen to and read a range of literary and informational texts highlighting the theme of building communities. Students will review the elements of story structure and focus on characters (specifically character traits). Analyzing character traits and distinguishing between external and internal traits will be the focus of a model lesson. Through realistic fiction, students will read about communities pulling together for a common goal. Students will apply reading strategies before, during and after reading new texts so that they can better understand and independently apply what they have read to their learning.

Second-graders will identify the main point and key supporting details of informational text (both print and digital) as they read to learn about and compare diverse communities around the world. Through a group research project, they will write using evidence from the text to identify the characteristics of three types of communities: rural, urban and suburban. Additionally, students will describe how text features such as illustrations help readers better understand information. They will collaborate with group members to prepare a presentation and effectively communicate what they learned with their classmates.

Students will acquire and apply academic vocabulary in their speaking and writing. A focus on word pattern strategies will prepare students with skills to decode, read, spell and write throughout the year. Building their reading stamina of complex texts and reinforcing their use of evidence in writing should be emphasized throughout the school year.

Essential Questions:

- In what ways do communities work together?
- How can I use comprehension strategies to improve my understanding of text?
- How can understanding word patterns help me be an effective reader and writer?
- How can I organize my thoughts on paper to clearly communicate my ideas?
- How does a text's organization help me gain meaning?
- How do the actions of a character throughout a story help me understand that character better?

Standards and Learning Targets

Reading Foundational Skills (RF)

Code	Standard	Learning Targets
RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none">• See RF.3.a, 3.b, 3.f
RF.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<ul style="list-style-type: none">• Identify and apply vowel patterns to read words, such as CVC, CVCE and CVVC.• Identify and apply vowel pattern pronunciation rules to read words.
RF.3.b	Know sound-spelling correspondences for additional common vowel teams.	<ul style="list-style-type: none">• Understand that a combination of vowels can represent a single vowel sound.• Identify and apply vowel team pronunciation rules.
RF.3.f	Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none">• Apply a variety of strategies to increase the number of grade appropriate sight words/high frequency words that can be read.
RF.4	Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none">• See RF.4.a, 4.b, 4.c
RF.4.a	Read on-level text with purpose and understanding.	<ul style="list-style-type: none">• Apply a variety of decoding strategies to read grade-level text.• Read on-level sight words/high frequency words in isolation and in context with automaticity.

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ● Begin to self-regulate understanding of text by making and confirming predictions and rereading when necessary in order to check for understanding.
RF.4.b	Read on-level text orally with accuracy, appropriate rate and expression on successive readings.	<ul style="list-style-type: none"> ● Listen to interactive Read-Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text and representative of a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading. ● Apply decoding skills to read on-level text. ● Read on-level sight words/high frequency words with automaticity in isolation and in context. ● Use punctuation as cues to appropriate expression. ● Fluently read on-level text with accuracy and prosody.
RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ● Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. ● Demonstrate a conceptual understanding of new words (e.g., classify and categorize into groups; identify antonyms, synonyms and homophones). ● Reread at points of difficulty in order to use structure and meaning to determine unknown words. ● Use context cues, sentence structure, and visual clues to guide self-correction.

Reading Literature (RL)

Code	Standard	Learning Targets
RL.1	Ask and answer such questions as who, what, where, when and how in order to demonstrate understanding of a text.	<ul style="list-style-type: none"> ● Apply appropriate strategies before reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Use prior knowledge and experiences to make and explain connections to the text. ▶ Make predictions or ask questions about the text by examining title, cover, illustrations/photographs/text and familiar author or topic. ▶ Set a purpose for reading and identify the type of text. ● Apply appropriate strategies to monitor understanding while reading, viewing or listening to a text:

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ▶ Recall and discuss what is understood. ▶ Revisit, read on and restate the difficult parts in your own words. ▶ Make, confirm or adjust predictions. ▶ Periodically summarize while reading. ▶ Visualize what is read. ▶ Search for connections between and among ideas. ● Demonstrate understanding after reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Confirm or refute predictions. ▶ Retell and discuss the text. ▶ Identify and explain what is directly stated and what is implied in the text. ▶ Summarize the text orally. ▶ Connect text to prior knowledge or personal.
RL.3	Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> ● Draw conclusions about characters in a story to determine their traits. ● Identify major events and challenges in the text.
RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> ● Listen to, read and examine a variety of literary texts, both fiction and nonfiction, to identify story structure. ● Retell a story, using sequencing words (e.g., first, so, then, next, after that, finally) to describe it beginning to end.
RL.7	Use information gained from the illustrations and words in print or digital texts to demonstrate understanding of its characters, setting or plot.	<ul style="list-style-type: none"> ● Demonstrate the behaviors of a strategic reader by applying before, during and after strategies. ● Describe how text features, specifically illustrations, aid in understanding a text. ● Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.
RL.10	By the end of the year, proficiently read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> ● Read a variety of self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities and time periods. ● With guidance and support, read and comprehend texts of steadily increasing complexity.

Reading Informational Text (RI)

Code	Standard	Learning Targets
RI.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key ideas in a text.	<ul style="list-style-type: none"> ● Apply appropriate strategies before reading, viewing or listening to increasingly complex informational texts (a wide variety including expository and narrative structures and types — such as trade books, magazines, multimedia resources and functional texts such as recipes and labels — related to personal interests and reflecting a wide variety of cultures): <ul style="list-style-type: none"> ▶ Access prior knowledge and experiences. ▶ Examine the title, cover and illustrations/photographs/text. ▶ Make predictions or ask questions. ▶ Set a purpose for reading and identify the type of text. ● Apply appropriate strategies to monitor understanding while reading, viewing or listening to informational texts: <ul style="list-style-type: none"> ▶ Use text features and graphic aids to facilitate understanding. ▶ Recall and discuss what is understood. ▶ Identify and question what did not make sense. ▶ Make, confirm and/or modify predictions. ▶ Periodically paraphrase and summarize. ▶ Make connections. ▶ Visualize. ● Demonstrate understanding orally or in writing after reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Engage in conversations about details in the text. ▶ Describe what is directly stated in the text. ▶ Draw inferences and conclusions from the text. ▶ Confirm predictions using details from the text. ▶ Summarize the text. ▶ Identify what did not make sense. ▶ Make connections. ● Participate actively and appropriately in discussions about informational text. (CCSS SL.2.1, 2, 3) ● Respond orally and in written form to specific questions using key details in the text.

Code	Standard	Learning Targets
RI.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> Identify the key details in each paragraph of a multi-paragraph text.
RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> Identify unfamiliar words and phrases. Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text.
RI.5	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.	<ul style="list-style-type: none"> Distinguish between types of text features (e.g., print features, graphic aids, organizational aids, informational aids). Identify the purpose of text features used in informational texts. Use text features appropriately for a given task or information need.
RI.10	By the end of the year, proficiently read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2-3 text complexity band, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> With prompting and support, read a variety of self-selected and assigned informational texts representing diverse cultures, perspectives, ethnicities and time periods. With prompting and support, read and comprehend texts of steadily increasing complexity.

Writing (W)

Code	Standard	Learning Targets
W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<ul style="list-style-type: none"> Apply the prewriting and planning stages of the writing process (introduce): <ul style="list-style-type: none"> Establish or build upon a personal schema of a topic or book. Form an opinion based on prior knowledge and information provided. Develop a clear, focused topic sentence that states a point of view or opinion. Generate reasons to support an opinion using facts, details or text references.

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ● Draft a paragraph or multiple paragraphs to support an opinion. <ul style="list-style-type: none"> ▶ Use reflexive pronouns (e.g., myself, ourselves). (CCSS L.2.1.c) ▶ Produce complete simple and compound sentences. (See CCSS L.2.1.f) ▶ Use knowledge of language conventions when writing. Produce writing that is legible, including the correct formation of cursive letters. ● Use linking words and phrases (e.g., because, and, also) to connect opinion and reasons. ● Provide a concluding sentence that restates the opinion. ● Draft a concluding sentence that restates the opinion. ● Apply the revising and editing stages of the writing process. (See CCSS W.2.5) <ul style="list-style-type: none"> ▶ Revise to verify a clear statement of opinion is supported by a list of reasons. ▶ Add relevant details to strengthen writing. ▶ Edit to correct errors in capitalization, punctuation and spelling. (See CCSS L.2.2) ● Produce writing that is legible, including the correct formation of cursive letters.
W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<ul style="list-style-type: none"> ● Apply the prewriting and planning stages of the writing process: <ul style="list-style-type: none"> ▶ Identify the topic. ▶ Establish or build upon a personal schema of the topic. ▶ Gather facts and definitions from basic print or multimedia resources. (See CCSS 2 W.7; CCSS 2 W.8) ● Develop and write a clear and focused introductory sentence that identifies the topic. ● Gather facts and definitions from basic print and multimedia resources in an ethical and appropriate manner. (See CCSS W.2.6 and MD SLM 2-3 2B1.d) ● Participate in shared research on a topic. (See CCSS W.2.7) ● Organize facts and definitions to write a paragraph or multiple paragraphs related to a topic.

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ▶ Produce complete simple and compound sentences. (See CCSS L.2.1.f) ▶ Use knowledge of language and its conventions when writing. (See CCSS L.2.3) ● Use information presented and gathered to write an effective conclusion. ● Apply the revision and editing stages of the writing process. <ul style="list-style-type: none"> ▶ Revise to verify a clear statement of the topic and points developed by related facts and definitions. ▶ Expand and rearrange complete simple and compound sentences. (CCSS L.2.1.f) ▶ Edit to correct errors in capitalization, punctuation and spelling. (See CCSS L.2.2) ● Prepare the final product for presentation and/or publication in a variety of formats. (See CCSS L.2.6; CCSS SL.2.4, 5, 6; and MD SLM 2-3 5A1.d) ● Produce writing that is legible, including the correct formation of cursive letters. ● Rehearse oral performance of a written product with appropriate fluency.
W.3	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.	<ul style="list-style-type: none"> ● Apply the prewriting and planning stages of the writing process: <ul style="list-style-type: none"> ▶ Identify an event or situation. ▶ Identify characters and the problem. ▶ Sequence the events in a logical order. ● Draft an opening sentence that introduces the narrative. ● Apply knowledge of story structure. ● Include details that personalize the experience (thoughts, actions and feelings). (See CCSS W.2.8) <ul style="list-style-type: none"> ▶ Produce complete simple and compound sentences. (CCSS L.2.1.f) ▶ Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS L.2.1.e) ▶ Use knowledge of language conventions when writing. (CCSS L.2.3) ● Produce writing that is legible, including the correct formation of cursive letters. ● Define and identify temporal words.

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ● Use words and phrases acquired through conversations, reading and being read to. (CCSSL.1.6) ● Write sentences in a meaningful order, using temporal words to signal the sequence. ● Draft a concluding sentence that brings resolution to the story (closure). ● Apply the revision and editing stages of the writing process: <ul style="list-style-type: none"> ▶ Revise to ensure that the elements of a narrative are incorporated. ▶ Edit to correct errors in capitalization, punctuation and spelling. ● Prepare the final product for presentation and/or publication. (See CCSS L.2.6; CCSS SL.2.4, 5, 6; and MD SLM 2-3 5A1.d) ● Produce writing that is legible, including the correct formation of cursive letters. ● Rehearse oral performance of a written product with appropriate fluency.
W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed.	<ul style="list-style-type: none"> ● See W.1, W.2, W.3 and W.7 of CCSS Framework for specific application. ● Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about topics and texts under discussion). (See CCSS SL.2.1.a) ● Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See CCSS SL.2.2)
W.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<ul style="list-style-type: none"> ● With guidance, identify an assigned or personal information need. ● With guidance, explore and identify human, print, online and multimedia resources. ● Prepare the final product for presentation and/or publication in a variety of formats. ● Produce writing that is legible, including the correct formation of letters. ● Contribute to a learning community.

Code	Standard	Learning Targets
W.8	Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ● Access prior knowledge to formulate and refine questions to meet an information need. (See MD SLM 2-3 B3.a) ● With guidance, select print, online and multimedia sources. (MD SLM 2-3 2B.d) ● Record data/information in a variety of formats.

Speaking and Listening (SL)

Code	Standard	Learning Targets
SL.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners and with peers and adults in small and larger groups.	<ul style="list-style-type: none"> ● See SL.1.a, 1.b
SL.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<ul style="list-style-type: none"> ● Create rules to ensure respectful group discussions. ● Identify and define roles for participants in discussions. ● Participate in group discussions on a variety of topics. ● Demonstrate command of the conventions of Standard English grammar and usage when speaking.
SL.1.b	Build on others' talk in conversation by linking their comments to the remarks of others.	<ul style="list-style-type: none"> ● Use linking phrases to connect comments from others involved in a conversation. ● Demonstrate ability to stay on topic during conversations.
SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> ● Listen for and identify key details in a text read aloud. ● Listen for and identify information presented in a variety of formats. ● Retell a text or information using key ideas or details.
SL.4	Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none"> ● Distinguish between relevant and irrelevant details. ● Use temporal words to sequence the important events in a story or experience. ● Use appropriate nonverbal techniques to enhance communication (e.g., posture, eye contact, facial expressions, gestures).

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ● Speak using appropriate pace, volume and tone.
SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recountings of experiences when appropriate to clarify ideas, thoughts and feelings.	<ul style="list-style-type: none"> ● Use illustrations and details in a story to describe its characters, setting or main events. ● Use a variety of formats to prepare the findings/conclusions of an information need for sharing. ● Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none"> ● Identify components and purposes of various types of sentences. ● Distinguish between fragments, complete sentences and run-on sentences.

Language (L)

Code	Standard	Learning Targets
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> ● See L.1.a, 1.b, 1.c, 1.d, 1.f
L.1.a	Use collective nouns (e.g., group).	<ul style="list-style-type: none"> ● Identify and define collective nouns presented in a variety of texts. ● Distinguish between common, proper, possessive and collective nouns.
L.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<ul style="list-style-type: none"> ● Identify and define frequently occurring irregular plural nouns in text presented in a variety of formats. ● Form the plurals of frequently occurring singular irregular nouns.
L.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	<ul style="list-style-type: none"> ● Identify and define the past tense of frequently occurring irregular verbs in text presented in a variety of formats. ● Form the past tense of frequently occurring irregular verbs. ● Demonstrate the correct use of past tense verbs in oral and written language.

Code	Standard	Learning Targets
L.1.f	Produce, expand, and rearrange complete simple and compound sentences.	<ul style="list-style-type: none"> ● Produce simple and compound sentences independently or in response to prompts.
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	<ul style="list-style-type: none"> ● See L.2.a, 2.b, 2.c, 2.d, 2.e
L.2.a	Capitalize holidays, product names and geographic names.	<ul style="list-style-type: none"> ● Distinguish between common and proper nouns. ● Demonstrate correct capitalization of holidays, product names and geographic names in writing. ● Analyze writing models for correct capitalization.
L.2.b	Use commas in greetings and closings of letters.	<ul style="list-style-type: none"> ● Identify the components of a letter. ● Demonstrate the correct use of commas when writing letters (correspondence).
L.2.c	Use an apostrophe to form contractions and frequently occurring possessives.	<ul style="list-style-type: none"> ● Identify and explain the purpose and formation of contractions and possessives. ● Demonstrate correct formation and use of contractions and possessives. ● Analyze writing models for correct use and formation of contractions and possessives.
L.2.d	Generalize learned spelling patterns when writing words (e.g., cage/badge; boy/boil).	<ul style="list-style-type: none"> ● Identify common spelling patterns. ● Demonstrate use of learned spelling patterns when writing.
L.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> ● Apply alphabet knowledge in order to use beginning dictionaries to check and correct spelling. ● Strengthen writing by using reference materials when drafting and editing.
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	<ul style="list-style-type: none"> ● See L.4.a

Code	Standard	Learning Targets
L.4.a	Use sentence-level context for clues to the meaning of a word or phrase.	<ul style="list-style-type: none"> Identify sentence clues that help determine or clarify the meaning of a word or phrase. Access prior knowledge to help determine or clarify the meaning of a word or phrase. Discuss words and word meanings as they are encountered.
L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., “When other kids are happy, that makes me happy”).	<ul style="list-style-type: none"> Participate in collaborative conversations about grade 2 topics and texts with diverse partners and with peers and adults in small and larger groups. (See CCSS 2 SL.1) Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS 2 L.1.e)

Unit Assessments and Rubrics

Pre-Assessments and Formative Assessments

- Foundational Skills Pre-Assessment
- Running Records
- Daily Observations/Learning Targets Checklist
- Written Responses
- Consonant Sound Boards
- Blends and Digraphs Sound Boards
- Character Trait Graphic Organizer
- Text Feature Matching
- Model Lesson #1 Observation Checklist
- Model Lesson 2 Checklist
- Model Lesson #3 Observation Checklist
- ML3 Community Recording Sheet
- ML3 Community Graphic Organizer
- ML3 Self-Assessment Checklist

Summative Assessments

- Written Response: “What makes a community?”
- Character Trait Writing Rubric
- I Can Assessment
- Speaking and Listening Rubric
- Group Project

Vocabulary

High frequency “tier 2” words and academic vocabulary should be taught explicitly because students need to understand and apply these words across all content areas in various situations. For more information on how to teach vocabulary while using standards, visit the following websites:

- www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger
- www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx
- achievethecore.org/aligned/including-tier-2-vocabulary-instruction-in-curricular-materials/

Theme-Related

- Community
- Collaboration
- Urban
- Suburban
- Rural

Reading

- Literature
- Informational Text
- Realistic Fiction
- Story Elements
 - ▶ Character
 - ▶ Setting
 - ▶ Problem
 - ▶ Solution
- Character Traits

- Story Structure
 - ▶ Beginning
 - ▶ Introduction
 - ▶ Middle
 - ▶ End
 - ▶ Conclusion
- Transition Words
 - ▶ First
 - ▶ So
 - ▶ Then
 - ▶ Next
 - ▶ After That
 - ▶ Finally
- Text Features
 - ▶ Title
 - ▶ Author
 - ▶ Illustrator
 - ▶ Illustrations
 - ▶ Captions
 - ▶ Bold Print
 - ▶ Headings
 - ▶ Subheadings
 - ▶ Glossaries
 - ▶ Indexes
- Main Idea
- Key Details
- Evidence

Writing

- Opinion
- Personal Narrative
- Informational/Explanatory
- Transition Words
 - ▶ First
 - ▶ So
 - ▶ Then
 - ▶ Next
 - ▶ After That
 - ▶ Finally

Language

- Nouns
 - ▶ Common
 - ▶ Proper
 - ▶ Plural
 - ▶ Irregular
- Adjectives
- Adverbs
- Verbs
 - ▶ Irregular
 - ▶ Past Tense
- Capitalization
- Commas
- Contractions
- Possessives
- Dictionary
- Drafting
- Editing

Text Suggestions

The following texts have been chosen for their Lexile levels, interest levels and ease for planning to multiple standards. To find an up-to-date list of vetted texts — which clearly center diversity, equity and inclusion — visit our list of [Culturally Responsive Text Suggestions](#).

See *Appendix A: Text Complexity Considerations* for information on how to select complex text. Some Lexile (L) levels are listed below for reference.

Theme-Related Fiction (Scholastic Texts)

Amazing Grace by Mary Hoffman (680L)
Amos & Boris by William Steig
A Birthday for Frances by Russell A. Hoban (600L)
Chester's Way by Kevin Henkes (570L)
A Clean House for Mole and Mouse by Harriet Ziefert
Clifford Goes to Dog School by Norman Bridwell
Clifford's Good Deeds by Norman Bridwell
Cloudy With a Chance of Meatballs by Judi Barrett
Dear Mrs. LaRue by Mark Teague
Diary of a Spider by Doreen Cronin
The First Day of School Mystery by David A. Adler
Flat Stanley and the Haunted House by Jeff Brown
Ish by Peter H. Reynolds (440L)

I Will Never Not Ever Eat a Tomato by Lauren Child
Jamaica's Find by Juanita Havill (460L)
Nothing Ever Happens on 90th Street by Roni Schotter (600L)
The Paperboy by Dav Pilkey
The Patchwork Quilt by Valerie Flourney
A Place for Grace by Jean Davies Okimoto
Sheila Rae, the Brave by Kevin Henkes
Song Lee and the Hamster Hunt by Suzy Kline
Sophie Simon Solves Them All by Lisa Graff
Take the Court by Heather Goodyear
Thunder Cake by Patricia Polacco (630L)
Whistle for Willie by Ezra Jack Keates (AD410L)

Additional Recommended Fiction Texts

Dear Mr. Rosenwald by Carol Boston Weatherford (720L)
Galimoto by Karen Lynn Williams (620L)
The Gardener by Sarah Stewart
Island Boy by Barbara Cooney (AD880L)
The Name Jar by Yangsook Choi
Old Henry by Joan Blos
On the Town by Judith Casely
Paulie Pastrami Achieves World Peace by James Proimos (AD550L)
Town Mouse and Country Mouse by Jan Brett (AD290L)

Informational Text

The Ant's Nest: A Huge, Underground City by Miriam Aronin
Children of the World: How We Live, Learn and Play in Poems, Drawings and Photographs by Anthony Asael and Stephanie Rabemiafara
A City by Valerie Bodden
A Colony of Prairie Dogs by Richard and Louise Spilsbury
Honeybees by Deborah Heiligman (AD590L)
If America Were a Village: A Book about the People of the United States by David Smith
The Life and Times of the Ant by Charles Micucci (NC950L)
Living in Suburban Communities by Kristen Sterling (420L)
Living in Urban Communities by Kristen Sterling
Me on the Map by Joan Sweeney (280L)
What Is a Community? A to Z by Bobbie Kalman

Teacher Resources

- www.pinterest.com/TheEducatorsHelper The Educators' Helper was created on Pinterest to provide resources that support the Instructional Framework best practices such as planning to multiple standards and creating plans that are equitable and inclusive.
- <https://info.flipgrid.com/> FlipGrid is a free video discussion platform where teachers can post questions and students of ages can respond via short videos. It's excellent for students who have challenges with written expression but excel through oral communication; however, all students can benefit from this creative form of expression.
- <https://www.peardeck.com/> Pear Deck is an add-on feature for Google Slides or PowerPoint which allows slides to become interactive. Teachers can leave audio instructions for

independent work, post surveys or questions for real-time assessment, etc. These features allow for differentiation among students such as drawing responses, dragging answers, leaving video recordings, etc.

- <https://nearpod.com/> Nearpod is a platform that combines the most popular applications in one place, making teaching easier and more effective. It has interactive lessons, interactive videos, games and activities that allow for differentiation and real-time assessment of learning.
- www.padlet.com Padlet is a collaborative learning tool that visually organizes information (e.g., words, pictures, videos/links). Users can add comments, rate/score information, and/or respond to questions.
- www.planning.org/kidsandcommunity/
- www.areavibes.com/library/cities-suburbs-country
- teacher.scholastic.com/lessonrepro/k_2theme/communities.htm
- www.google.com/earth/index.html
- www.abc.net.au/schoolstv
- kids.nationalgeographic.com
- www.randomhousekids.com/brand
- easyscienceforkids.com
- kidskonnnect.com
- teacher.scholastic.com
- www.biographyonline.net/people/people-who-made-a-difference.html
- www.dotnews.com/2013/they-made-difference-people-who-made-us-better-2012
- www.carlscorner.us.com/comprehension.htm FREE organizers and explanations of reading comprehension strategies mentioned in the Unit-at-a-Glance.
- www.readworks.org/
- busyteacher.org/ Has lots of resources including free printables for centers, graphic organizers and teaching strategy ideas.
- teacher.depaul.edu/ This site has an abundance of resources and free printables that are linked directly to the CCSS.
- www.husd.org Tips on guided reading and free assessment ideas.
- www.educationoasis.com/curriculum/graphic_organizers.htm Graphic organizers
- www.teachervision.com/families/printable/48727.html
- www.teachingchannel.org

Lesson Sequence — Unit Progression

The Unit Progression gives weekly examples of how to teach to the unit-specific learning targets over the course of nine weeks. Teachers should adjust the pace as needed for their individual classes.

This unit begins the school year and is taught from August through October. During **Week 1** the focus will be on community building in the classroom. Students will be introduced to the concept of community and will work together to identify how they can help turn their classroom into their own learning community. The students engage in collaborative activities as they establish and learn the rules and routines of their school and classroom. Throughout the week, the teacher will administer reading assessments to create a baseline of the students' skills.

Week 2 focuses on story structure in literature. Students will read a variety of realistic fiction featuring communities. Students will use temporal words to retell stories both orally and in writing. Beyond identifying the beginning, middle and end of the stories, students will begin to understand the characteristics of each. Students will use what they have learned about story structure to create their own personal narrative.

During **Week 3** of the unit, students will review the purposes of text features as they read informational text in order to gain knowledge about different types of communities. A focus on vocabulary strategies will help students understand new words as they encounter them in text. Students will write an informational piece to explain what they have learned about communities.

For **Weeks 4 and 5** the focus of the unit will move to characters and character traits. After a review of the elements that make up a story (character, setting, problem and solution), students will compare physical and personality traits that can be used to describe the characters in a story. Through modeling and collaboration, students will learn to make conclusions about characters' personality traits based on the characters' reactions to major events as they occur in a story. Students will then take this knowledge and apply it to real-life members of communities and the positive effects they have on the lives around them. Students will use key details and support within the text to better understand these community members and apply their actions to their own lives.

In **Week 6** the focus moves to illustrations in text and how readers can use them as well as other text features to make meaning of what they are reading. Through modeling and practice, students will learn to use strategies before, during and after reading to monitor their understanding and discuss what they have learned. Students will learn to identify patterns in words when reading and spelling. By learning these patterns, students will be able to apply them independently while reading and writing.

Students will apply what they have learned about story structure and the different story elements to study the works of a well-known author during **Week 7**. After researching to learn about the life and writing style of the author, students will read several of his or her stories throughout the week. Students will compare the stories once they have read them and pick one character to focus on while completing a character study.

During **Weeks 8 and 9**, students will collaborate to research three different types of communities: urban, suburban and rural. After gathering information from multiple sources,

students will work together in small groups and prepare a presentation to share specific details about why their assigned community would be the best place to live.

Appendix A: Text Complexity Considerations

When selecting books, text complexity matters. According to the Common Core State Standards Initiative, three factors should be considered when the teacher is choosing texts: 1) Qualitative Measures, 2) Quantitative Measures, and 3) Reader and Task Considerations. For more information on these measures, see the following website: www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/measuring-text-complexity-three-factors/.

As a result of research conducted in 2013 on text complexity, updated information was added to Appendix A of the CCSS to reflect the new expectations required of students in order to meet College and Career Readiness (CCR) by high school graduation. The table below shows the six different measures found reliable for measuring text complexity and their corresponding grade levels.

Common Core Band	ATOS (Accelerated Reader)	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	Text Evaluator
2nd-3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	100 – 590
4th-5th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	405 – 720
6th-8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	550 – 940
9th-10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	750 – 1125
11th-CCR	11.20 – 14.10	67 – 74	10.34 – 14.20	1185 – 1385	9.57 – 12.00	890 – 1360

Table 1: Updated Text Complexity Grade Bands and Associated Ranges From Multiple Measures, taken from www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity-revised.pdf, which can be found on the website www.corestandards.org/other-resources/.

Appendix B: Instructional Strategies for Diverse Learners

When choosing instructional strategies, teachers should consider the multiple learning styles, backgrounds and abilities of all students. Research shows that to promote ELA/literacy skills, teachers should incorporate a mix of whole-group, peer-paired and independent activities into instructional procedures. Below is a list of research-based strategies recommended to promote literacy skills in the five essential areas of reading (comprehension, vocabulary, fluency, phonics and phonemic awareness).

Comprehension Strategies

- KWL Charts, Venn Diagrams, T-charts, etc.
- Interactive Read-Alouds, Think-Alouds, etc.
- Story Boards, Sketch to Stretch, etc.
- Question-Answer-Relationship (QAR) (e.g., www.youtube.com/watch?v=wsud7AQWva8)
- Focus Questions

Comprehension Strategies with Cooperative Learning (Collaboration)

- Guided Reading, Literature Circles, Book Talks, etc.
- Readers Theater, Role Play, Reciprocal Reading, etc.
- Shared/Buddy/Paired Reading
- Think-Pair-Share, Turn-and-Talk, etc.
- Jigsaw (e.g., www.ascd.org/publications/educational-leadership/nov18/vol76/num03/Let's-Get-Jigsaw-Right.aspx)
- Socratic Seminar (grade 2: www.youtube.com/watch?v=zBfH_fhAme0; for older students: www.youtube.com/watch?v=69Qv3l0nuNg)
- Fishbowl
- Four Corners (e.g., www.youtube.com/watch?v=M2XmJQ9FL5A)
- Gallery Walk (e.g., www.youtube.com/watch?v=nNT3PZP2obU)

Vocabulary Strategies

- Word Walls
- Word Analysis, Word Sorts (e.g., Making Words), Word Games (e.g., UpWords, BINGO)
- Word Ladders
- Concept Mapping (great for ELL students/differentiation), Concept Circles, Frayer Model, etc.

- Alpha Boxes (e.g., www.youtube.com/watch?v=iBGB7CiN0bQ)
- List-Group-Label (e.g., www.youtube.com/watch?v=K731qicwYcY)
- Non-Linguistic Strategies (visuals)
- Analogies, Connect-Two, etc.

Fluency Strategies

- Daily Read-Alouds, Think-Alouds, etc.
- Record Self/Listen to Self
- Listen to Stories Using Technology
- Repeated Readings
- Choral Reading

Phonemic Awareness/Phonics Strategies

- Making Words
- Word Ladders
- Centers/Literacy Stations
- Guided Reading
- Interactive Writing

