

Statement of Philosophy: District 39 values a lifelong pursuit of literacy through shared, meaningful communication experiences. Explicit, systematic, evidence-based instruction helps students build strong literacy skills. They learn to comprehend and critique texts while valuing evidence. Considering multiple perspectives and responding to a variety of audiences, students become critical consumers and creative producers of literary, informational, and media pieces. Ongoing, balanced assessment practices inform instructional decision-making, goal setting, and reflection about progress.

ELA Learning Standards[Anchor Standards](#)**Components of Literacy**[Illinois Comprehensive Literacy Plan](#)**Strands****Reading:** text complexity and the growth of comprehension

- Literature
- Informational Text
- Foundational Skills

Writing: text types, responding to reading, and research**Speaking and Listening:** flexible communication and collaboration**Language:** conventions, effective use, and vocabulary**Oracy:** the skill of effective spoken communication**Phonological Awareness:** the ability to recognize and manipulate spoken parts of words**Word Recognition:** the efficient, accurate identification and understanding of words**Fluency:** the ability to read text accurately, swiftly, and with proper expression**Vocabulary:** the words used for both oral and written communication**Reading Comprehension:** understanding and interpreting text**Writing:** a fundamental literacy skill involving the coherent expression of thoughts and ideas in print

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
READING	<u>The Classroom Community</u> <i>Fiction and Nonfiction</i>	<u>Focus on Making Connections</u> <i>Fiction</i>	<u>Focus on Visualizing</u> <i>Nonfiction, Poetry, and Fiction</i>	<u>Focus on Making Inferences</u> <i>Fiction</i>	<u>Focus on Wondering</u> <i>Fiction and Nonfiction</i>	<u>Focus on Making Connections</u> <i>Nonfiction</i>	<u>Focus on Wondering</u> <i>Nonfiction</i>	<u>Focus on Using Text Features</u> <i>Nonfiction</i>	<u>Determining Important Ideas</u> <i>Nonfiction and Fiction</i>

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
WRITING	<u>The Classroom Community</u>	<u>Telling More</u>	<u>The Writing Process</u>	<u>Fiction</u>	<u>Nonfiction</u>	<u>Letter Writing</u>	<u>Opinion Writing</u>	<u>Poetry</u>

[FOUNDATIONAL SKILLS](#)

BEING A READER**Learning Standards****UNIT 1: The Classroom Community**
Fiction and Nonfiction

RF.2.3.a: Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3.b: Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.d: Decode words with common prefixes and suffixes.

RF.2.4.a: Read on-level text with purpose and understanding.

RF.2.4.b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RI.2.5: Know and use various text features to locate key facts or information in a text efficiently.

RL.2.3: Describe how characters in a story respond to major events and challenges.

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding

WEEK 1**Students will:**

- Listen to and discuss stories
- Discuss a character's feelings
- Make text-to-self connections
- Learn the purpose of Word Study
- Listen to and discuss a story
- Learn the purposes of independent work
- Learn procedures and build stamina for independent reading and writing
- Discuss and choose writing ideas
- Develop independent work habits
- Learn and practice classroom procedures
- Work responsibly
- Listen respectfully
- Share thinking

WEEK 2**Students will:**

- Listen to and discuss a story
- Discuss characters' feelings
- Make text-to-self connections
- Echo read part of the story and read with expression
- Discuss and choose writing ideas

as needed at the high end of the range. L.2.2.d: Generalize learned spelling patterns when writing words L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.5.a: Identify real-life connections between words and their use. L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	● Choose books for toolboxes ● Learn procedures for independent word work ● Build stamina for working independently ● Develop independent work habits ● Learn “Turn to your Partner” ● Listen carefully and respectfully ● Share thinking ● Take turns talking and listening ● Follow classroom procedures ● Handle materials responsibly <tr> <td colspan="2">WEEK 3</td></tr> <tr> <td colspan="2">Students will:</td></tr> <tr> <td colspan="2"> ● Listen to and discuss a story ● Make text-to-self connections ● Make and discuss predictions ● Identify the main events and retell the story ● Discuss the organization of the story ● Learn and use the words <i>hurl</i>, <i>pester</i>, <i>guarantee</i>, and <i>glare</i> ● Discuss synonyms ● Learn procedures for reading and exchanging books ● Write and share information ● Build stamina for independent work ● Develop independent work habits ● Learn “Think, Pair, Share” ● Listen respectfully ● Share thinking ● Participate in partner work and class discussions ● Handle materials responsibly and share them fairly </td></tr>	WEEK 3		Students will:		● Listen to and discuss a story ● Make text-to-self connections ● Make and discuss predictions ● Identify the main events and retell the story ● Discuss the organization of the story ● Learn and use the words <i>hurl</i>, <i>pester</i>, <i>guarantee</i>, and <i>glare</i> ● Discuss synonyms ● Learn procedures for reading and exchanging books ● Write and share information ● Build stamina for independent work ● Develop independent work habits ● Learn “Think, Pair, Share” ● Listen respectfully ● Share thinking ● Participate in partner work and class discussions ● Handle materials responsibly and share them fairly	
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	• Work responsibly in pairs
Learning Standards	UNIT 2: Focus on Making Connections <i>Fiction</i>
RF.2.3.a: Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.b: Know spelling-sound correspondences for additional common vowel teams. RF.2.3.c: Decode regularly spelled two-syllable words with long vowels. RF.2.4.a: Read on-level text with purpose and understanding. RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.8: Describe how reasons support specific points the author makes in a text. RI.2.10: By the end of 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. RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3: Describe how characters in a story respond to major events and challenges. RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different	WEEK 1
	Students will: • Listen to and discuss a story • Discuss characters' feelings • Make text-to-self connections • Learn procedures for Individualized Daily Reading (IDR) • Practice choosing "just-right" books • Read independently • Learn and use the words <i>eavesdrop</i>, <i>accompany</i>, <i>recreation</i>, and <i>content</i> • Discuss shades of meaning • Learn procedures for working in and rotating between work areas • Build stamina for working independently • Develop independent work habits
	WEEK 2
	Students will: • Listen to, retell, and discuss a story • Discuss characters' feelings • Refer to the story to support thinking • Explore illustrations • Make text-to-self connections • Write about and draw connections • Read independently and use a reading log • Learn and use the words <i>notice</i>, <i>exclude</i>, <i>introduce</i>, and <i>present</i>

voice for each character when reading dialogue aloud. RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.9: Compare and contrast two or more versions of the same story by different authors or from different cultures. RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. L.2.2.d: Generalize learned spelling patterns when writing words. L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.4.d: Use knowledge of the meaning of individual words to predict the meaning of compound words. L.2.5.a: Identify real-life connections between words and their use. L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or	• Discuss words with multiple meanings • Listen respectfully • Share and explain thinking • Reflect on behavior • Handle and share materials responsibly • Work responsibly in pairs
	WEEK 3
	Students will: • Listen to, retell, and discuss a folktale • Make and confirm predictions • Discuss the folktale's message • Make text-to-self connections • Make and discuss predictions • Learn a procedure for and practice self-monitoring • Read independently and self-monitor • Draw and write vocabulary words • Learn and use the words <i>gobble</i>, <i>impolite</i>, <i>dash</i>, and <i>approach</i> • Discuss the prefix <i>im-</i> • Review shades of meaning • Share and explain thinking • Listen respectfully • Handle materials responsibly • Work responsibly
	WEEK 4
	Students will: • Listen to and discuss a folktale

through other media. SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• Make and confirm predictions • Discuss the folktale's message • Make text-to-text connections • Refer to the story to support thinking • Read independently and make text-to-text connections • Learn and use the words <i>kindhearted, fragrant, usual, and unusual</i> • Discuss compound words • Discuss antonyms • Act in a caring way • Listen respectfully • Share thinking • Reflect on behavior • Handle and share materials responsibly • Work responsibly
Learning Standards	UNIT 3: Focus on Visualizing Nonfiction, Poetry, and Fiction
RF.2.3.a: Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.b: Know spelling-sound correspondences for additional common vowel teams. RF.2.3.c: Decode regularly spelled two-syllable words with long vowels. RF.2.4.a: Read on-level text with purpose and understanding. RI.2.10: By the end of 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. RI.2.4: Determine the meaning of words and phrases	WEEK 1 Students will: • Listen to, visualize, and discuss a nonfiction book • Draw, share, and discuss mental images • Learn the procedure for conferring about books • Read independently and self-monitor and make connections • Learn and use the words <i>crumpled, swell, evergreen, and collection</i> • Review compound words • Discuss the suffix <i>-ion</i> • Act considerately toward others • Take turns talking and listening

in a text relevant to a grade 2 topic or subject area. RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.7: Explain how specific images contribute to and clarify a text. RI.2.8: Describe how reasons support specific points the author makes in a text. RI.2.10: By the end of 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. RL.2.4: Describe how words and phrases supply rhythm and meaning in a story, poem, or song. RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.9: Compare and contrast two or more versions of the same story by different authors or from different cultures. RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. L.2.2.d: Generalize learned spelling patterns when writing words. L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.6: Use words and phrases acquired through	● Handle and share materials responsibly ● Listen respectfully ● Work responsibly ● Share thinking
	WEEK 2
	Students will: ● Listen to, visualize, and discuss a poem ● Discuss alliteration ● Identify sensory details ● Discuss, draw, and share mental images ● Discuss beat in the poem ● Read independently and make text-to-self connections and visualize ● Draw and write about vocabulary words ● Learn and use the words <i>behave</i>, <i>misbehave</i>, <i>racket</i>, and <i>discover</i> ● Discuss the prefix <i>mis-</i> ● Listen respectfully ● Take turns talking and listening ● Share and explain thinking ● Handle and share materials responsibly ● Act considerately toward others ● Work responsibly ● Take responsibility for learning and behavior
	WEEK 3
	Students will: ● Listen to, visualize, retell, and discuss a story ● Draw, write about, share, and discuss mental images

conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• Read independently and visualize • Fill out reading logs and share entries • Learn and use the words <i>innocence</i>, <i>giddy</i>, <i>flicker</i>, and <i>suddenly</i> • Discuss the suffix <i>-ly</i> • Review words with multiple meanings and shades of meaning • Act considerately toward others • Share partners' thinking • Take turns talking and listening • Handle materials responsibly • Listen respectfully
Learning Standards	UNIT 4: Focus on Making Inferences <i>Fiction</i>
RF.2.3.a: Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.4.a: Read on-level text with purpose and understanding. RF.2.4.b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	WEEK 1 Students will: • Listen to and discuss a story • Explore setting and the story's ending • Make inferences and refer to the story to support thinking • Read with attention to punctuation • Think about and discuss main characters • Read independently and self-monitor and make text-to-self connections

RI.2.8: Describe how reasons support specific points the author makes in a text. RI.2.10: By the end of 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. RL.2.3: Describe how characters in a story respond to major events and challenges. RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.9: Compare and contrast two or more versions of the same story by different authors or from different cultures. RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. L.2.2.d: Generalize learned spelling patterns when writing words. L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.4.a: Use sentence-level context as a clue to the meaning of a word or phrase. L.2.6: Use words and phrases acquired through	● Learn and use the words <i>prepare, grip, huddle, and gaze</i> ● Use context to determine word meanings ● Review shades of meaning ● Share partners' thinking ● Handle and share materials responsibly ● Work responsibly in pairs ● Explain thinking ● Participate in partner work and class discussions <tr> <td colspan="2" data-bbox="856 505 2020 581">WEEK 2</td></tr> <tr> <td colspan="2" data-bbox="856 581 2020 1330"> Students will: ● Listen to and discuss a story ● Explore how characters' feelings change ● Make, discuss, and write about inferences ● Refer to the story to support thinking ● Read independently and discuss main characters and make inferences ● Draw and write about vocabulary words ● Learn and use the words necessary, optional, gush, and compassionate ● Review antonyms ● Use discussion prompts ● Take turns talking and listening ● Share and explain thinking ● Listen respectfully ● Handle and share materials responsibly ● Work responsibly in pairs </td></tr> <tr> <td colspan="2" data-bbox="856 1330 2020 1406">WEEK 3</td></tr> <tr> <td colspan="2" data-bbox="856 1406 2020 1490"> Students will: </td></tr>	WEEK 2		Students will: ● Listen to and discuss a story ● Explore how characters' feelings change ● Make, discuss, and write about inferences ● Refer to the story to support thinking ● Read independently and discuss main characters and make inferences ● Draw and write about vocabulary words ● Learn and use the words necessary, optional, gush, and compassionate ● Review antonyms ● Use discussion prompts ● Take turns talking and listening ● Share and explain thinking ● Listen respectfully ● Handle and share materials responsibly ● Work responsibly in pairs		WEEK 3		Students will:	
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conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• Listen to and discuss a story • Make and confirm predictions • Explore problem and solutions • Make, discuss, and write about inferences • Refer to the story to support thinking • Discuss the story's message • Read independently and think about problem and solution and make inferences • Fill out reading log and share entries • Read words and put them in alphabetical order • Learn the procedure for independent spelling practice • Use discussion prompts • Take turns talking and listening respectfully • Handle materials responsibly • Share partners' thinking • Work responsibly in pairs • Take responsibility for learning and behavior
Learning Standards	UNIT 5: Focus on Wondering <i>Fiction and Nonfiction</i>
RF.2.3.c: Decode regularly spelled two-syllable words with long vowels. RF.2.3.d: Decode words with common prefixes and suffixes. RF.2.4.a: Read on-level text with purpose and understanding. RI.2.1: Ask and answer such questions as who, what,	WEEK 1 Students will: • Listen to and discuss a story • Wonder and make predictions about the story • Discuss a main character • Read independently and self-monitor, wonder, and make inferences

where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.8: Describe how reasons support specific points the author makes in a text. RI.2.10: By the end of 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. RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.3: Describe how characters in a story respond to major events and challenges. RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.9: Compare and contrast two or more versions of the same story by different authors or from different cultures. RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. L.2.2.d: Generalize learned spelling patterns when	• Write about what is wondered • Refer to texts to support thinking • Draw and write about vocabulary words • Learn and use the words <i>fetch, murmur, sturdiest, and lounge</i> • Discuss the suffix <i>-est</i> • Use a print dictionary • Share ideas with one another • Work responsibly in pairs • Handle and share materials responsibly • Take responsibility for learning and behavior
	WEEK 2
	Students will: • Listen to, discuss, and wonder about a story • Write about what is wondered • Discuss the story's message • Make inferences • Read independently and wonder • Refer to texts to support thinking • Learn and use the words <i>shriek, praise, impressed, and accept</i> • Review synonyms • Build on one another's thinking • Share ideas with one another • Handle and share materials responsibly • Work responsibly in pairs • Listen respectfully
	WEEK 3

writing words. L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Students will: ● Listen to, discuss, and explore a story and a nonfiction books ● Make inferences ● Wonder about the author and the story ● Identify what is learned about a topic ● Write about what is wondered ● Read independently and wonder ● Share reading log entries ● Learn and use the words <i>occasionally, encourage, disapprove, and approve</i> ● Discuss the prefix <i>dis-</i> ● Review antonyms and the suffix <i>-ly</i> ● Work responsibly in pairs ● Share ideas with one another ● Share partners' thinking ● Listen respectfully ● Handle and share materials responsibly
Learning Standards	UNIT 6: Focus on Making Connections <i>Nonfiction</i>
RF.2.3.d: Decode words with common prefixes and suffixes.	WEEK 1

RF.2.4.a: Read on-level text with purpose and understanding. RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.5: Know and use various text features to locate key facts or information in a text efficiently. RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.7: Explain how specific images contribute to and clarify a text. RI.2.8: Describe how reasons support specific points the author makes in a text. RI.2.9: Compare and contrast the most important points presented by two texts on the same topic. RI.2.10: By the end of 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. RL.2.4: Describe how words and phrases supply rhythm and meaning in a story, poem, or song. RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. L.2.2.d: Generalize learned spelling patterns when	Students will: • Listen to and discuss parts of a biography • Make, write about, and share text-to-self connections • Read independently and self-monitor and make text-to-self connections • Refer to IDR texts to support thinking • Learn and use the words <i>clever, accomplish, plight, and specialist</i> • Discuss the suffix <i>-ist</i> • Share thinking ideas with one another • Listen respectfully • Contribute different ideas • Handle materials responsibly • Work responsibly
	WEEK 2
	Students will: • Listen to and discuss a biography and make text-to-text connections • Read independently and make text-to-self and text-to-text connections • Write about and share connections • Refer to IDR texts to support thinking • Draw and write about vocabulary words • Learn and use the words <i>plentiful, droop, beneficial, and globally</i> • Review the suffix <i>-ly</i> • Contribute different ideas • Share thinking and ideas with one another • Handle materials responsibly • Listen respectfully • Work responsibly
WEEK 3	

writing words. L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.5.a: Identify real-life connections between words and their use. L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Students will: ● Listen to and discuss a biography ● Make text-to-text and text-to-world connections ● Write about and share connections ● Read independently and make connections ● Refer to IDR texts to support thinking ● Fill out reading logs and share entries ● Determine categories and sort words into categories ● Learn and use the words “chime in”, chatter, environment, and precious ● Discuss idioms ● Review words with multiple meanings ● Contribute different ideas ● Share ideas with one another ● Handle and share materials responsibly ● Listen respectfully ● Work responsibly ● Reflect on classroom community
Learning Standards	UNIT 7: Focus on Wondering <i>Nonfiction</i>
RF.2.3.d: Decode words with common prefixes and suffixes. RF.2.4.a: Read on-level text with purpose and	WEEK 1 Students will:

understanding. RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.5: Know and use various text features to locate key facts or information in a text efficiently. RI.2.7: Explain how specific images contribute to and clarify a text. RI.2.8: Describe how reasons support specific points the author makes in a text. RI.2.9: Compare and contrast the most important points presented by two texts on the same topic. RI.2.10: By the end of 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. L.2.2.d: Generalize learned spelling patterns when writing words. L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.	• Listen to, discuss, and wonder about a nonfiction book • Identify what is learned about a topic • Read independently • Write, discuss, and share “I wonder” statements • Preview nonfiction texts • Refer to IDR texts to support thinking • Draw and write about vocabulary words • Learn and use the words <i>glimpse</i>, <i>swoop</i>, <i>tirelessly</i>, and <i>observation</i> • Review shades of meaning and the suffix <i>-ly</i> • Discuss the suffix <i>-ation</i> • Share partners’ thinking • Listen carefully and respectfully • Handle materials responsibly • Work responsibly
	WEEK 2
	Students will: • Listen to, visualize, and discuss a nonfiction book • Identify and discuss what is learned • Write about and share what is learned and wondered • Read independently and ask and answer questions about texts read • Preview nonfiction texts • Refer to IDR texts to support thinking • Learn and use the words <i>stream</i>, <i>overflow</i>, <i>inflation</i>, and <i>camouflage</i> • Review words with multiple meanings • Review compound words • Review the suffix <i>-ion</i> • Share partners’ thinking • Handle and share materials responsibly

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• Listen respectfully • Work responsibly <tr> <td colspan="2">WEEK 3</td></tr> <tr> <td colspan="2">Students will:</td></tr> <tr> <td colspan="2"> • Listen to, discuss, and wonder about a nonfiction article and book • Discuss, write about, and share information learned • Read independently and ask and answer questions about texts read • Explore a website • Refer to IDR texts to support thinking • Fill out reading logs and share entries • Learn and use the words <i>variety</i>, <i>shelter</i>, <i>“catch your eye”</i>, and <i>humid</i> • Review idioms • Share partners’ thinking • Work responsibly • Listen respectfully • Handle and share materials responsibly </td></tr>	WEEK 3		Students will:		• Listen to, discuss, and wonder about a nonfiction article and book • Discuss, write about, and share information learned • Read independently and ask and answer questions about texts read • Explore a website • Refer to IDR texts to support thinking • Fill out reading logs and share entries • Learn and use the words <i>variety</i>, <i>shelter</i>, <i>“catch your eye”</i>, and <i>humid</i> • Review idioms • Share partners’ thinking • Work responsibly • Listen respectfully • Handle and share materials responsibly	
WEEK 3							
Students will:							
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Learning Standards	UNIT 8: Focus on Using Text Features <i>Nonfiction</i>						
RF.2.3.c: Decode regularly spelled two-syllable words with long vowels. RF.2.4.a: Read on-level text with purpose and understanding. RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within	<tr> <td colspan="2">WEEK 1</td></tr> <tr> <td colspan="2">Students will:</td></tr> <tr> <td colspan="2"> • Listen to, discuss, and wonder about nonfiction texts • Use text features • Discuss information learned • Discuss “I wonder” statements • Compare and contrast two nonfiction texts • Read independently and self-monitor and use text features </td></tr>	WEEK 1		Students will:		• Listen to, discuss, and wonder about nonfiction texts • Use text features • Discuss information learned • Discuss “I wonder” statements • Compare and contrast two nonfiction texts • Read independently and self-monitor and use text features	
WEEK 1							
Students will:							
• Listen to, discuss, and wonder about nonfiction texts • Use text features • Discuss information learned • Discuss “I wonder” statements • Compare and contrast two nonfiction texts • Read independently and self-monitor and use text features							

the text.

RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5: Know and use various text features to locate key facts or information in a text efficiently.

RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7: Explain how specific images contribute to and clarify a text.

RI.2.8: Describe how reasons support specific points the author makes in a text.

RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10: By the end of 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.

L.2.2.d: Generalize learned spelling patterns when writing words.

L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4.d: Use knowledge of the meaning of individual words to predict the meaning of compound words.

L.2.4.e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.6: Use words and phrases acquired through

- Refer to IDR texts to support thinking
- Learn and use the words *ancient*, *partially*, *average*, and *“blow your mind”*
- Draw and write about vocabulary words
- Review using a print dictionary
- Review shades of meaning
- Review idioms
- Share thinking
- Listen respectfully
- Handle materials responsibly
- Work responsibly
- Take responsibility for learning and behavior

WEEK 2

Students will:

- Listen to and discuss a functional text and nonfiction articles
- Use text features and write about what is learned from text features
- Discuss the connections between a series of steps in a technical procedure
- Discuss information learned
- Compare and contrast two nonfiction texts
- Read independently and ask and use text features
- Refer to IDR texts to support thinking
- Draw and write about vocabulary words
- Learn and use the words *liquid*, *solid*, *possible*, and *impossible*
- Review antonyms
- Review the prefix *im-*
- Share thinking
- Listen respectfully
- Handle materials responsibly
- Work responsibly

conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	● Take responsibility for learning and behavior WEEK 3 Students will: ● Explore a website ● Use and discuss text features ● Read independently and use text features ● Write about and share research ● Fill out reading logs and share entries ● Determine categories and sort words into categories ● Learn and use the words <i>evidence</i> and <i>lopsided</i> ● Use an online dictionary ● Share thinking ● Listen respectfully ● Handle and share materials responsibly ● Work responsibly ● Take responsibility for learning and behavior
Learning Standards	UNIT 9: Determining Important Ideas <i>Nonfiction and Fiction</i>
RF.2.3.c: Decode regularly spelled two-syllable words with long vowels. RF.2.3.d: Decode words with common prefixes and suffixes. RF.2.3.f: Recognize and read grade-appropriate irregularly spelled words. RF.2.4.a: Read on-level text with purpose and understanding. RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate	WEEK 1 Students will: ● Listen to and discuss nonfiction articles ● Make and confirm predictions ● Identify important ideas and identify how reasons can support ideas ● Read independently and self-monitor, preview, wonder, and learn ● Refer to IDR texts to support thinking ● Draw and write about vocabulary words

understanding of key details in a text. RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.5: Know and use various text features to locate key facts or information in a text efficiently. RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.8: Describe how reasons support specific points the author makes in a text. RI.2.9: Compare and contrast the most important points presented by two texts on the same topic. RI.2.10: By the end of 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. RL.2.3: Describe how characters in a story respond to major events and challenges. RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. L.2.2.c: Use an apostrophe to form contractions and	• Learn and use the words <i>marine, brilliant, navigate, and finalist</i> • Review words with multiple meanings • Review the suffix <i>-ist</i> • Share partner time in a fair way • Give reasons to support thinking • Listen respectfully • Share thinking • Work responsibly <tr> <td colspan="2">WEEK 2</td></tr> <tr> <td colspan="2">Students will:</td></tr> <tr> <td colspan="2"> • Listen to and discuss opinion articles • Identify and write about important ideas • Describe how reasons support specific points • Compare two articles on a single topic • Write about, share, and discuss opinions • Read independently and determine important ideas • Refer to IDR texts to support thinking • Learn and use the words <i>treat, provide, conservation, and appreciate</i> • Review using context to determine word meanings • Review words with multiple meanings • Review the suffix <i>-ation</i> • Share partner time in a fair way • Give reasons to support thinking • Work responsibly in pairs • Handle materials responsibly • Listen respectfully • Share thinking </td></tr>	WEEK 2		Students will:		• Listen to and discuss opinion articles • Identify and write about important ideas • Describe how reasons support specific points • Compare two articles on a single topic • Write about, share, and discuss opinions • Read independently and determine important ideas • Refer to IDR texts to support thinking • Learn and use the words <i>treat, provide, conservation, and appreciate</i> • Review using context to determine word meanings • Review words with multiple meanings • Review the suffix <i>-ation</i> • Share partner time in a fair way • Give reasons to support thinking • Work responsibly in pairs • Handle materials responsibly • Listen respectfully • Share thinking	
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frequently occurring possessives. L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	WEEK 3	
	Students will: • Listen to and discuss a story and revisit a familiar story • Make text-to-self connections and make inferences • Identify important ideas and discuss the story's message • Read independently and determine important ideas • Refer to IDR texts • Learn and use the words <i>immigrate</i>, <i>befriend</i>, <i>persevere</i>, and <i>cold</i> • Review words with multiple meanings • Share partner time in a fair way • Give reasons to support thinking • Work responsibly in pairs • Handle and share materials responsibly • Listen respectfully • Share thinking	
	WEEK 4	
	Students will: • Listen to and discuss a story • Identify the problem and solution • Discuss the story's message and make inferences • Write and share about and reflect on important ideas • Read independently and determine important ideas • Refer to IDR texts to support thinking • Learn and use the words "<i>steer clear</i>", <i>flop</i>, <i>delightful</i>, and <i>bulge</i> • Review idioms • Review using context to determine word meanings • Share partner time in a fair way	

- Give reasons to support thinking
- Handle and share materials responsibly
- Listen respectfully
- Share partners' thinking
- Work responsibly

WEEK 5

Students will:

- Listen to and discuss a story and review comprehension strategies
- Make inferences and discuss the story's message
- Discuss favorite kinds of texts
- Write about and share plans for summer reading
- Read independently and use comprehension strategies and revisit reading lives
- Discuss, write about, and reflect on contributions to the classroom community
- Learn and use the words *brimming*, *fling*, *whimper*, and *grumble*
- Listen respectfully
- Share thinking
- Share partner time in a fair way
- Give reasons to support thinking
- Work responsibly
- Reflect on behavior

BEING A WRITER

Learning Standards

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.7: Participate in shared research and writing projects.

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

L.2.1.f: Produce, expand, and rearrange complete simple and compound sentences.

L.2.2.d: Generalize learned spelling patterns when writing words.

L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.5.b: Distinguish shades of meaning among closely related verbs.

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

SL.2.1.a: Follow agreed-upon rules for discussions.

SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion.

UNIT 1: The Classroom Community

WEEK 1

Students will:

- Contribute to a shared story
- Become familiar with writing notebooks
- Listen to a story
- Draw and write stories about own lives and about people the students like to visit
- Share writing with the class
- Write freely
- Build the classroom community
- Learn and practice classroom procedures
- Handle materials responsibly
- Work responsibly
- Listen respectfully
- Speak clearly

WEEK 2

Students will:

- Learn about a professional author's writing practice
- Visualize and sketch places the students like to go and fun things they do with people in their lives
- Contribute to a shared story
- Write stories about sketches
- Share writing in pairs
- Work responsibly

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	● Learn “Turn to Your Partner” ● Learn and practice classroom procedures ● Take turns talking and listening ● Speak clearly ● Listen respectfully
	WEEK 3:
	Students will: ● Listen to and discuss a story ● Discuss illustrations and descriptive words in a story ● Write lists of interesting events ● Choose ideas for stories ● Write stories about an event ● Make strategic spelling choices ● Capitalize first letters in sentences and use correct ending punctuation ● Identify and discuss sensory details ● Reread stories and add sensory details ● Share writing with the class ● Write freely ● Learn “Think, Pair, Share” ● Give full attention to people who are speaking ● Work responsibly ● Speak loudly and clearly ● Express interest in one another’s writing
	WEEK 4:
	Students will: ● Listen to and discuss a story

	• Write a list of friends • Choose ideas for stories • Write stories about friends • Make strategic spelling choices • Capitalize names and first letters in sentences and use correct ending punctuation • Identify and discuss sensory details • Reread stories and add sensory details • Share writing in pairs • Discuss model sentences • Write complete sentences • Write freely • Participate in partner work and class discussions • Work responsibly • Express interest in one another's writing • Reflect on partnerships
Learning Standards	UNIT 2: Telling More
W.2.1: 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 to connect opinion and reasons, and provide a concluding statement or section. W.2.3: 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. W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	WEEK 1 Students will: • Listen to and discuss a story • Visualize and sketch about exploring a place • Share sketches in pairs • Explore using temporal words • Tell stories orally • Write stories about exploring a place • Discuss how a professional author tells more • Reread writing • Discuss temporal words and phrases in a text

W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.2.7: Participate in shared research and writing projects. L.2.1.e: Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.f: Produce, expand, and rearrange complete simple and compound sentences. L.2.2.a: Capitalize holidays, product names, and geographic names. L.2.2.c: Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.d: Generalize learned spelling patterns when writing words. L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.3.a: Compare formal and informal uses of English. L.2.4.a: Use sentence-level context as a clue to the meaning of a word or phrase. L.2.5.b: Distinguish shades of meaning among closely related verbs. L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion.	● Share writing in pairs ● Discuss model sentences ● Use and capitalize proper nouns in sentences ● Work responsibly in pairs ● Listen carefully ● Express interest in one another's writing
	WEEK 2
	Students will: ● Listen to and discuss a story ● Discuss how a professional author tells more ● Write lists of likes and dislikes ● Tell stories orally ● Write stories about likes and dislikes ● Explore using apostrophes and commas in a series ● Reread writing ● Share writing from the Author's Chair ● Use apostrophes ● Discuss model sentences ● Write freely ● Share partners' thinking ● Express interest in one another's writing ● Speak loudly and clearly ● Give full attention to people who are speaking ● Work responsibly in pairs
	WEEK 3
	Students will:

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- Listen to and discuss stories
- Discuss how professional authors tell more
- Visualize and tell stories orally
- Write about real or make- believe pets and made-up characters
- Reread writing
- Learn a procedure for conferring in pairs
- Confer in pairs
- Discuss model sentences
- Expand complete sentences
- Share partners' thinking
- Express interest in and appreciation for one another's writing
- Work responsibly in pairs

WEEK 4

Students will:

- Listen to and discuss a story
- Discuss how a professional author tells more
- Visualize and tell stories orally
- Write about something challenging that happens to a character
- Use temporal words or phrases
- Confer in pairs
- Reread writing
- Share writing from the Author's Chair
- Discuss an author's writing
- Discuss model sentences
- Use adjectives in sentences
- Write freely
- Work responsibly in pairs

	● Share partners' thinking ● Express interest in and appreciation for one another's writing ● Speak loudly and clearly ● Give full attention to people who are speaking
Learning Standards	UNIT 3: The Writing Process
W.2.3: 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. W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.7: Participate in shared research and writing projects. L.2.1.e: Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.f: Produce, expand, and rearrange complete simple and compound sentences. L.2.2.a: Capitalize holidays, product names, and geographic names. L.2.2.c: Use an apostrophe to form contractions and frequently occurring possessives. L.2.4.e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion.	WEEK 1
	Students will: ● Listen to and discuss an interview ● Review drafts and select one to develop ● Reread drafts critically ● Complete selected drafts ● Discuss alternatives for and replace overused words in drafts ● Confer in pairs ● Revise drafts based on partner feedback ● Explore strong opening sentences ● Reread drafts and analyze and revise opening sentences ● Discuss model sentences ● Use adverbs in sentences ● Work responsibly in pairs ● Share partners' thinking ● Give full attention to people who are speaking ● Solve problems respectfully ● Express interest in and appreciation for one another's writing
	WEEK 2
	Students will: ● Become familiar with the proofreading checklist

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	● Learn how to use a word bank ● Proofread drafts for spelling, punctuation, capitalization, and complete sentences ● Write final versions ● Explore features of published books ● Make final versions into books ● Review and reflect on the writing process ● Present published books from the Author's Chair ● Work responsibly ● Handle materials responsibly and share them fairly ● Speak loudly and clearly ● Express interest in and appreciation for one another's writing
Learning Standards	UNIT 4: Fiction
W.2.1: 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 to connect opinion and reasons, and provide a concluding statement or section. W.2.3: 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. W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.2.7: Participate in shared research and writing	WEEK 1 Students will: ● Listen to and discuss fiction stories ● Think and talk about characters and interesting events ● Write fiction stories about realistic or imaginary characters ● Write fiction stories with interesting events ● Write fiction stories about a character with an important job ● Use temporal words or phrases ● Identify and discuss details about characters ● Reread stories and add details about characters ● Discuss model sentences ● Use regular past tense verbs in sentences ● Share partners' thinking

projects. L.2.1.d: Form and use the past tense of frequently occurring irregular verbs. L.2.1.f: Produce, expand, and rearrange complete simple and compound sentences. L.2.2.c: Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.d: Generalize learned spelling patterns when writing words. L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.4.a: Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4.e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe). RF.2.4.a: Read on-level text with purpose and understanding. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3: Ask and answer questions about what a	• Work responsibly in pairs • Express interest in and appreciation for one another's writing <tr> <td colspan="2" data-bbox="865 215 2022 289">WEEK 2</td></tr> <tr> <td colspan="2" data-bbox="865 289 2022 987"> Students will: • Listen to and discuss fiction stories and an author's note • Think and talk about dreams and toys • Write fiction stories about dreams and toys • Make strategic spelling choices • Use temporal words or phrases • Identify and discuss details about characters • Reread stories and add details about characters • Write fiction stories based on own lives • Discuss model sentences • Use irregular past tense verbs in sentences • Work responsibly in pairs • Listen carefully • Express interest in and appreciation for one another's writing </td></tr> <tr> <td colspan="2" data-bbox="865 987 2022 1060">WEEK 3</td></tr> <tr> <td colspan="2" data-bbox="865 1060 2022 1492"> Students will: • Review fiction drafts and select one to develop • Reread drafts critically • Complete and revise drafts • Use regular and irregular past tense verbs • Confer in pairs • Revise drafts based on partner feedback • Explore strong closing sentences • Reread drafts and analyze and revise closing sentences </td></tr>	WEEK 2		Students will: • Listen to and discuss fiction stories and an author's note • Think and talk about dreams and toys • Write fiction stories about dreams and toys • Make strategic spelling choices • Use temporal words or phrases • Identify and discuss details about characters • Reread stories and add details about characters • Write fiction stories based on own lives • Discuss model sentences • Use irregular past tense verbs in sentences • Work responsibly in pairs • Listen carefully • Express interest in and appreciation for one another's writing		WEEK 3		Students will: • Review fiction drafts and select one to develop • Reread drafts critically • Complete and revise drafts • Use regular and irregular past tense verbs • Confer in pairs • Revise drafts based on partner feedback • Explore strong closing sentences • Reread drafts and analyze and revise closing sentences	
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Students will: • Review fiction drafts and select one to develop • Reread drafts critically • Complete and revise drafts • Use regular and irregular past tense verbs • Confer in pairs • Revise drafts based on partner feedback • Explore strong closing sentences • Reread drafts and analyze and revise closing sentences									

speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	● Discuss model sentences ● Write compound sentences using a comma and the conjunction <i>and</i> ● Work responsibly in pairs ● Express interest in and appreciation for one another's writing ● Solve problems respectfully
	WEEK 4
	Students will: ● Proofread drafts for spelling, punctuation, capitalization, and complete sentences ● Write final versions ● Review features of published books ● Make final versions into books ● Reflect on writing fiction ● Present published books from the Author's Chair ● Work responsibly ● Handle materials responsibly and share them fairly ● Solve problems respectfully ● Speak loudly and clearly ● Express interest in and appreciation for one another's writing
	UNIT 5: Nonfiction
Learning Standards	
W.2.1: 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 to connect opinion and reasons, and provide a concluding statement or section. W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or	WEEK 1
	Students will: ● Explore, observe, and write descriptions of paper ● Listen to and discuss a nonfiction text ● Explore text features ● Contribute to a list of facts and questions about paper

section.

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7: Participate in shared research and writing projects.

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

L.2.1.d: Form and use the past tense of frequently occurring irregular verb.

L.2.1.e: Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f: Produce, expand, and rearrange complete simple and compound sentences.

L.2.2.a: Capitalize holidays, product names, and geographic names.

L.2.2.c: Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.d: Generalize learned spelling patterns when writing words.

L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.3.a: Compare formal and informal uses of English.

L.2.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the

- Write about how paper is used in the classroom
- Discuss model sentences
- Use adverbs in sentences
- Listen to and observe experiments
- Contribute to shared writing about an experiment
- Write about how paper is used at home
- Write about an experiment in pairs

- Handle materials responsibly and share them fairly
- Reach agreement before making decisions
- Share ideas with one another
- Share partners' thinking
- Work responsibly in pairs
- Use discussion prompts
- Include everyone in and contribute to group work

WEEK 2

Students will:

- Explore, observe, and write descriptions of plastic objects
- Listen to and discuss parts of nonfiction texts
- Contribute to a list of facts and write questions about plastic and how it is used
- Share questions about plastic and how it is used
- Write a nonfiction piece about plastic and how it is used
- Contribute to a list of facts and write questions about the problems with plastic
- Discuss model sentence
- Write compound sentences using a comma and the conjunction *so*
- Handle materials responsibly and share them fairly
- Reach agreement before making decisions

meaning of words and phrases. L.2.5.a: Identify real-life connections between words and their use. L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	● Use discussion prompts ● Share ideas with one another ● Work responsibly in pairs
	WEEK 3
	Students will: ● Share questions about the problems with plastic ● Listen to and discuss parts of nonfiction texts ● Contribute to a list of facts about the problems with plastic ● Write a nonfiction piece about the problems with plastic ● Watch and discuss a video ● Contribute to a list of facts and write questions about solving the problems with plastic ● Share questions about solving the problems with plastic ● Write a nonfiction piece about solving the problems with plastic ● Discuss model sentences ● Use and capitalize proper nouns in sentences ● Use discussion prompts ● Share ideas with one another ● Work responsibly
	WEEK 4
	Students will: ● Review nonfiction drafts and select one to develop ● Complete selected drafts ● Discuss definitions in nonfiction ● Reread drafts critically and revise ● Analyze and revise drafts for interest, clarity, and completeness ● Confer in pairs

	● Revise drafts based on partner feedback ● Discuss model sentences ● Learn about the differences between formal and informal English ● Work responsibly in pairs ● Give full attention to people who are speaking ● Express interest in and appreciation for one another's writing ● Solve problems respectfully
	WEEK 5
	Students will: ● Proofread drafts for spelling, punctuation, capitalization, and complete sentences ● Write final versions ● Explore photographs and diagrams in nonfiction ● Create illustrations or diagrams ● Review features of nonfiction books ● Create additional text features ● Make final versions into books ● Reflect on writing nonfiction ● Present published books from the Author's Chair ● Work responsibly ● Handle materials responsibly and share them fairly ● Solve problems respectfully ● Speak loudly and clearly ● Express interest in and appreciation for one another's writing
Learning Standards	UNIT 6: Letter Writing
W.2.1: 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	WEEK 1

linking words to connect opinion and reasons, and provide a concluding statement or section.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.7: Participate in shared research and writing projects.

L.2.1.a: Use collective nouns.

L.2.1.c: Use reflexive pronouns.

L.2.1.f: Produce, expand, and rearrange complete simple and compound sentences.

L.2.2.a: Capitalize holidays, product names, and geographic names.

L.2.2.c: Use an apostrophe to form contractions and frequently occurring possessives.

L.2.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

SL.2.1.a: Follow agreed-upon rules for discussions.

SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c: Ask for clarification and further explanation

Students will:

- Explore the audience and purpose of a letter
- Listen to and discuss a story about letter writing and a friendly letter
- Write friendly letters to the teacher
- Generate ideas for and write friendly letters to partners
- Discuss the classroom post office
- Explore the parts of a friendly letter
- Contribute to a shared letter to another class
- Write friendly letters to anyone
- Discuss model sentences
- Use reflexive pronouns in sentences
- Work responsibly in pairs
- Reach agreement before making decisions
- Follow classroom procedures
- Express interest in and appreciation for one another's writing

WEEK 2

Students will:

- Listen to a friendly letter and discuss punctuation
- Write friendly letters to classmates and others
- Discuss the audience and purpose of letters
- Listen to and discuss a story in the form of letters
- Review letter drafts and select one to develop
- Reread and complete selected drafts
- Solve problems respectfully
- Reflect on how to act in a caring way
- Share partners' thinking
- Give full attention to people who are speaking

as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• Work responsibly WEEK 3 Students will: • Confer in pairs • Revise letter drafts based on partner feedback • Proofread drafts for spelling, punctuation, capitalization, and complete sentences • Write final versions • Address envelopes for letters • Present letters from the Author's Chair • Reflect on writing letters • List people to write to in the future • Write freely • Work responsibly in pairs • Solve problems respectfully • Speak loudly and clearly • Express interest in and appreciation for one another's writing
Learning Standards	UNIT 7: Opinion Writing
W.2.1: 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 to connect opinion and reasons, and provide a concluding statement or section. W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	WEEK 1 Students will: • Listen to and discuss fiction stories • Identify the opinion and reasons in the stories • Discuss topics for persuasive letters • Contribute to a shared persuasive letter • Write persuasive letters • Discuss model sentences • Write compound sentences using a comma and the conjunction <i>but</i>

W.2.7: Participate in shared research and writing projects. W.2.8: Recall information from experiences or gather information from provided sources to answer a question. L.2.1.b: Form and use frequently occurring irregular plural nouns. L.2.1.e: Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.f: Produce, expand, and rearrange complete simple and compound sentences. L.2.2.a: Capitalize holidays, product names, and geographic names. L.2.2.c: Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.d: Generalize learned spelling patterns when writing words. L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.3.a: Compare formal and informal uses of English. L.2.4.a: Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4.e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by	● Write freely ● Listen to and discuss fiction stories ● Identify the opinion and reasons in the stories ● Discuss topics for persuasive letters ● Contribute to a shared persuasive letter ● Write persuasive letters ● Discuss model sentences ● Write compound sentences using a comma and the conjunction <i>but</i> ● Write freely <tr> <td colspan="2" data-bbox="867 548 2022 625">WEEK 2</td></tr> <tr> <td colspan="2" data-bbox="867 625 2022 1266"> Students will: ● Listen to and discuss opinion articles ● Discuss author's purpose ● Write opinion pieces ● Discuss opinion piece topics ● Contribute to a shared opinion piece ● Explore linking words ● Review features of opinion writing and discuss closing sentences ● Discuss model sentences ● Use regular and irregular plural nouns in sentences ● Discuss opinions respectfully ● Listen carefully ● Work responsibly </td></tr> <tr> <td colspan="2" data-bbox="867 1266 2022 1343">WEEK 3</td></tr> <tr> <td colspan="2" data-bbox="867 1343 2022 1498"> Students will: ● Review opinion drafts and select one to develop ● Complete selected drafts </td></tr>	WEEK 2		Students will: ● Listen to and discuss opinion articles ● Discuss author's purpose ● Write opinion pieces ● Discuss opinion piece topics ● Contribute to a shared opinion piece ● Explore linking words ● Review features of opinion writing and discuss closing sentences ● Discuss model sentences ● Use regular and irregular plural nouns in sentences ● Discuss opinions respectfully ● Listen carefully ● Work responsibly		WEEK 3		Students will: ● Review opinion drafts and select one to develop ● Complete selected drafts	
WEEK 2									
Students will: ● Listen to and discuss opinion articles ● Discuss author's purpose ● Write opinion pieces ● Discuss opinion piece topics ● Contribute to a shared opinion piece ● Explore linking words ● Review features of opinion writing and discuss closing sentences ● Discuss model sentences ● Use regular and irregular plural nouns in sentences ● Discuss opinions respectfully ● Listen carefully ● Work responsibly									
WEEK 3									
Students will: ● Review opinion drafts and select one to develop ● Complete selected drafts									

linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	● Discuss strong opening sentences ● Reread drafts critically and revise ● Discuss how authors use reasons to support opinions ● Analyze and revise drafts to make writing more convincing ● Discuss linking words in an opinion piece ● Confer in pairs ● Revise drafts based on partner feedback ● Work responsibly in pairs ● Listen carefully ● Express interest in and appreciation for one another's writing ● Give full attention to people who are speaking ● Solve problems respectfully
	WEEK 4
	Students will: ● Proofread drafts for spelling, punctuation, capitalization, and complete sentences ● Write final versions ● Discuss titles of opinion articles ● Present published opinion pieces from the Author's Chair ● Reflect on opinion writing ● Discuss model sentences ● Review differences between formal and informal English ● Work responsibly in pairs ● Speak loudly and clearly ● Express interest in and appreciation for one another's writing
Learning Standards	UNIT 8: Poetry
W.2.1: Write opinion pieces in which they introduce	WEEK 1

the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3: 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.

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7: Participate in shared research and writing projects.

L.2.1.e: Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f: Produce, expand, and rearrange complete simple and compound sentences.

L.2.2.d: Generalize learned spelling patterns when writing words.

L.2.3.a: Compare formal and informal uses of English.

L.2.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Students will:

- Listen to and discuss poems
- Identify and discuss made-up words and repetition in poems
- Discuss rhyme and what poems look like on the page
- Contribute to a shared poem about an animal and the classroom clock
- Think and talk about animals
- Discuss summer and contribute to a list of words about the season
- Identify and discuss sensory details, including adjectives, in poems
- Contribute ideas to a list of sensory details about food and the classroom clock
- Write poems about animals and summer
- Write poems about food and a classroom object and use sensory details
- Share writing in pairs
- Write freely
- Work responsibly in pairs
- Share partners' thinking
- Express interest in and appreciation for one another's writing

WEEK 2

Students will:

- Listen to and discuss poems
- Identify and discuss sensory details, pattern, onomatopoeia, and figurative language in poems
- Contribute ideas to a list of sensory details about sounds
- Contribute to shared poems about classroom sounds, about how something moves, and about the moon
- Think and talk about things that make sounds, about things that move, and about the moon
- Write poems about things that make sounds, about things that move, and about the moon

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. SL.2.1.a: Follow agreed-upon rules for discussions. SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	● Use sensory details, verbs, and figurative language in poems ● Write poems about any topic ● Write freely ● Take responsibility for learning and behavior ● Express interest in and appreciation for one another's writing
	WEEK 3
	Students will: ● Listen to and discuss poems ● Identify and discuss figurative language and repetition in poems ● Contribute ideas to lists of similes about feelings and lists of things the students wonder and think and talk about feelings ● Write poems about feelings and about things the students wonder ● Review poems and select one ● Confer in pairs ● Revise poems based on partner feedback ● Proofread poems for spelling ● Write final versions of poems ● Reflect on writing poetry ● Present published poems ● Express interest in and appreciation for one another's writing ● Work responsibly in pairs ● Share partners' thinking ● Speak loudly and clearly
	WEEK 4
	Students will: ● Review and discuss the writing process

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| | <ul style="list-style-type: none">● Review writing from the year● Reflect on and write about growth as writers● Review genres the students explored this year● Write letters to next year's class● Review texts from the year● Write about favorite authors● Learn about the writing habits of professional authors● Plan for summer writing● Discuss and write about the classroom community
● Listen carefully● Express interest in and appreciation for one another's writing● Share ideas with one another● Reflect on the classroom community● Reflect on behavior |
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