

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 4

2nd Grade

Unit of Study: Reading – Non-Fiction In-Depth; Writing – Research and Presentation

Pacing: 45 days

Overarching Common Core State Standards:

- CC.2.R.I.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- CC.2.R.I.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- CC.2.R.I.3: Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text.
- CC.2.R.I.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **CC.2.R.I.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.**
- **CC.2.R.I.6: Identify the main purpose of a text, including what the author wants to answer, explain or describe.**
- CC.2.R.I.7: Explain how specific images contribute to and clarify a text.
- CC.2.R.I.8: Describe how reasons support specific points the author makes in text.
- **CC.2.R.I.9: Compare and contrast the most important points presented by two texts on the same topic.**
- CC.2.R.I.10: By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CC.2.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.**
- **CC.2.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.**
- CC.2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CC.2.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **CC.2.W.7: Participate in shared research and writing projects.**

Overarching CT Standards/Grade Level Expectations:

- CT.2.R.15: Explain common antonyms and synonyms.
- CT.2.R.16: Explain multiple meanings of common words.

- CT.2.R.17: Use glossaries and dictionaries to identify word meanings.
- CT.2.R.18: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.
- CT.2.R.19: Reread and read on to determine meaning of unknown words.
- CT.2.R.21: Identify unfamiliar words.
- CT.2.R.22: Identify the elements of genre to aid in comprehension.
- CT.2.R.23: Preview parts of books to gain understanding.
- CT.2.R.24: Activate prior knowledge about an author or genre in order to make connections to text.
- CT.2.R.25: Identify chapter headings, pictures, illustrations and charts in the text.
- CT.2.R.26: Identify print and non-print resource materials matched to a specific purpose.
- CT.2.R.27: Apply comprehension strategies, such as connecting, predicting, questioning, inferring and visualizing to above grade-level stories read aloud by the teacher and to own reading at independent level.
- CT.2.R.28: Use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons, titles, tables of contents and chapter headings) to locate information in nonfiction texts and identify how these features enhance text and contribute to better understanding.
- CT.2.R.29: Identify and use important words in a text to perform a task (e.g., math problem-solving, follow multi-step directions) and identify relationships between ideas/concepts (e.g., scientific ideas, historical events).
- CT.2.R.33: Read nonfiction materials for answers to specific questions or for specific purposes.
- CT.2.R.34: Interpret information from simple graphs and charts.
- CT.2.R.36: Respond to oral and written questions about the facts in nonfiction text.
- CT.2.R.40: Compare information across nonfiction selections on the same topic.
- CT.2.R.41: State fact vs. opinion.
- CT.2.R.42: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.
- CT.2.R.43: Make text-to-text and text-to-world connections.
- CT.2.R.44: Make connections to text representing different perspectives on family, friendship, culture and tradition, generating person and text-based responses.
- CT.2.R.46: Identify what is important to an author based on the content of text.
- CT.2.R.47: Synthesize information from a text to extend meaning.
- CT.2.W.19: Develop ideas for a particular purposes or audience.
- CT.2.W.20: Complete a draft of at least one paragraph using ideas generated in the planning stage.
- CT.2.W.21: Revise a completed draft based on feedback from adults and peers by adding, deleting and/or rearranging words, phrases and sentences; use specific words to replace common nouns and overused verbs.
- CT.2.W.22: Edit drafts based on feedback from adults and peers for complete sentences.
- CT.2.W.23: Publish and present completed drafts individually and collaboratively using appropriate tools (e.g., Author's Chair, PowerPoint, Kid Pix, Kidspiration, etc.)
- CT.2.W.24: Explain why a representative piece of work is better than another (e.g., maintain a portfolio).
- CT.2.W.25: Write one or more detailed paragraphs, using topic sentences and supporting details.

- CT.2.W.28: Use transition words.
- CT.2.W.29: Write personal correspondence.
- CT.2.W.30: Write to explain a process.
- CT.2.W.31: Write one or more paragraphs about data.
- CT.2.W.32: Write a paragraph about a topic of interest that includes an opinion statement, reasons that support the opinion and a concluding statement or section.
- --Write to explain a process individually and collaboratively.
- --Write one or more paragraphs about data individually and collaboratively.
- --Write a paragraph about a topic of interest individually and collaboratively that includes an opinion statement, reasons that support the opinion and a concluding statement or section.

Priority Standards:

- **CC.2.R.I.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.**
- **CC.2.R.I.6: Identify the main purpose of a text, including what the author wants to answer, explain or describe.**
- **CC.2.R.I.9: Compare and contrast the most important points presented by two texts on the same topic.**
- **CC.2.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.**
- **CC.2.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.**
- **CC.2.W.7: Participate in shared research and writing projects.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Various text features	Know and use	Understanding
Main purpose of text	Identify	Understanding
Important points presented by two texts on the same topic	Compare and contrast	Analyzing
Opinion pieces in which topic/book is introduced, opinion is stated, reasons are supplied, linking words are used and a conclusion is provided	Write	Creating
Informative/explanatory texts in which a topic is introduced, facts and definitions are used to develop points and a conclusion is provided.	Write	Creating
Shared reading and writing projects	Participate	Applying

Essential Questions	Big Ideas
What techniques do authors use to communicate information and educate readers?	Authors use these techniques to communicate information to their readers: clear identification of main idea and purpose of text, multiple details or reasons are provided to support main idea, text features provide the reader with visual supports.
Why are multiple books written on the same topic?	Every author interprets information on a topic differently and provides the reader with different reasons or supports when explaining the topic.