

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 1

2nd Grade

Unit of Study: Reading – Engaging with Fiction; Writing – Narrative (Description of an event)

Pacing: 45 days

Overarching Common Core State Standards:

- **CC.2.R.L.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.L.2: Recount stories including fables and folktales from diverse cultures and determine their central message, lesson or moral.
- **CC.2.R.L.3: Describe how characters in a story respond to major events and challenges.**
- CC.2.R.L.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.
- **CC.2.R.L.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**
- CC.2.R.L.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- CC.2.R.L.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
- CC.2.R.L.9: Compare and contrast two or more versions of the same story by different authors or from different cultures.
- CC.2.R.L.10: By the end of the year, read and comprehend literature including prose and poetry in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CC.2.W.3: Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.**
- 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.

Overarching CT Standards/Grade Level Expectations:

- CT.2.R.1: Understand that sounds of language contribute to fluency of texts (e.g., rhyme and rhythm of poetry, books by Dr. Seuss).
- CT.2.R.2: Add, delete and change targeted sounds to modify or change words.
- CT.2.R.6: Use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text.
- CT.2.R.12: Read aloud informational/expository text and literary/narrative text, attending to intonation.

- CT.2.R.22: Identify the elements of genre to aid in comprehension (e.g., biography, personal narrative, expository, folktales, fables).
- 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.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 such as titles, table of contents, chapter headings and illustrations to locate information in stories.
- CT.2.R.30: Identify the speaker in a poem and the narrator in a story.
- CT.2.R.32: Identify elements of author’s craft (e.g., construction of beginning, sequence of events, conclusion).
- CT.2.R.35: Respond to oral and written questions about story elements (e.g., characters, setting, plot, theme, conflict and point of view).
- CT.2.R.37: Identify rhythm, rhyme, alliteration and assonance in poetry.
- CT.2.R.39: Compare similarities and differences of characters in a story.
- 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 personal and text-based responses.
- CT.2.R.46: Identify what is important to an author based on the content of text (e.g., central message, lesson, moral).
- CT.2.R.47: Synthesize information from a text to extend meaning.
- CT.2.R.48: Select “just right” books of different genres for independent reading and explain why the book choice was appropriate.
- CT.2.R.49: Independently read for a variety of purposes, including literacy experience, to gain information, to perform a task, for enjoyment and to build fluency.
- CT.2.R.50: Identify what good readers do and identify own good reader behaviors.
- 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.27: Write personal and fictional narratives that consist of one paragraph or more, including elaborative details or descriptions, sequenced events and provide a sense of closure.
- CT.2.W.28: Use transition words and temporal words to indicate sequence or passage of time.

Priority Standards:

- **CC.2.R.L.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.L.3:** Describe how characters in a story respond to major events and challenges.
- **CC.2.R.L.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **CC.2.W.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.

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
Questions to demonstrate understanding	Ask and answer	Understanding
How characters respond to major events and challenges	Describe	Remembering
Overall structure of a story	Describe	Remembering
Narratives that include well-elaborated or sequenced events, details, temporal words and a sense of closure	Write	Creating

Essential Questions	Big Ideas
What is the purpose of narrative text?	The purpose of narrative text is to entertain the reader.
How does narrative text entertain the reader?	Narrative text entertains by telling a story from different perspectives about characters in a specific place involving a problem and its solution.