

2021-2022 Second Grade Reading & Writing Units of Study YAG

Second Grade Digital Classroom Library

*Refer to Word Study Scope & Sequence for pacing of the Units of Study in Phonics

Dates	Cluster	UoS for Teaching Reading	UoS for Teaching Writing
8/12-9/24 6 weeks + 2 days	Cluster 1: Reading: Foundations Writing: Narrative	Grade 2: Unit 1: Second Grade Reading Growth Spurt (17 sessions)	Grade 2: Unit 1: Lessons from the Masters: Improving Narrative Craft (19 sessions)
9/27-11/5 6 weeks	Cluster 2: Informational	Grade 2: Unit 2: Becoming Experts: Reading Nonfiction (18 sessions)	Grade 2: How-To Guide for Nonfiction Writing (19 sessions)
11/8-12/17 5 weeks	Cluster 3: Reading: Foundations Writing: Poetry	Grade 2: If...Then...Curriculum: Growing Word Solving Muscles (18 sessions)	Grade 2: Unit 4: Poetry: Big Thoughts Small Packages (17 sessions)
1/4-2/4 5 weeks	Cluster 4: Reading: Foundations Writing: Narrative	Grade 2: Unit 3: Bigger Books Mean Amping Up Reading Power <i>(Includes poetry)</i> (17 sessions)	Grade 2: If...Then...Curriculum: Writing Gripping Fictional Stories with Meaning and Significance (14 sessions)
2/7-3/18 5 weeks	Cluster 5: Reading: Fiction Writing: Opinion	Grade 2: Unit 4: Series Book Clubs (17 sessions)	Grade 2: Unit 3: Writing About Reading (19 sessions)
3/21-4/22 5 weeks	Cluster 6: Informational	Grade 2: If...Then...Curriculum: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (19 sessions)	Grade 2: If...Then...Curriculum: Nonfiction Writing Projects (18 sessions)
4/26-5/20 4 weeks	Cluster 7: Reading: Fiction & Drama Writing: Multiple Genres	Grade 2: If...Then...Curriculum: Reading and Role-Playing: Fairy Tales, Folktales, Fables, and Fantasy (15 sessions)	Grade 2: If...Then...Curriculum: Independent Writing Projects (16 sessions)

Cluster 1: Reading: Foundations
Writing: Narrative
Writing District Snapshots

Cluster 1: Reading: Foundations Writing: Narrative Suggested Pacing: 8/12-9/24 6 weeks +2 days	Reading		Writing	
	Knowledge & Skills <i>*Essential</i>	2.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Knowledge & Skills	2.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
Knowledge & Skills	2.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming	
	2.2(A)(ii) demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable and multi-syllable words		2.11(B)(i) develop drafts into a focused piece of writing by: organizing with structure	
	2.2(B)(i) demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends		2.11(B)(ii) develop drafts into a focused piece of writing by: developing an idea with specific and relevant details	
	2.2(B)(iii) demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;		2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences	
	2.2(B)(vi) demonstrate and apply phonetic knowledge by: decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est		2.11(D)(i) edit drafts using standard English conventions, including: complete sentences with subject-verb agreement	

	2.2(B)(vii) demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list		2.11(D)(ix) edit drafts using standard English conventions, including: capitalization of months, days of the week, and the salutation and conclusion of a letter
Knowledge & Skills	2.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		2.11(D)(x) edit drafts using standard English conventions, including: end punctuation, apostrophes in contractions, and commas with items in a series and in dates
<i>*Essential</i>	2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words		2.11(D)(xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	2.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context		2.11(E) publish and share writing
Knowledge & Skills	2.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	Knowledge & Skills	2.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	2.6(G) evaluate details read to determine key ideas	<i>*Essential</i>	2.12(A) compose literary texts, including personal narratives and poetry
	2.6(H) synthesize information to create new understanding		
	2.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
Knowledge & Skills	2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	2.7(B) write brief comments on literary or informational texts that demonstrate an understanding of the text		

	2.7(C) use text evidence to support an appropriate response	
	2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order	
	2.7(E) interact with sources in meaningful ways such as illustrating or writing	
	2.7(F) respond using newly acquired vocabulary as appropriate	
Knowledge & Skills	2.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
	2.10(A) discuss the author's purpose for writing text	
	2.10(B) discuss how the use of text structure contributes to the author's purpose	
	2.10(C) discuss the author's use of print and graphic features to achieve specific purposes	
	2.10(D) discuss the use of descriptive, literal, and figurative language	
Knowledge & Skills	2.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
	2.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	
	2.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	
	2.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	
	2.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	

**Cluster 2: Informational
Writing District Snapshots**

		Reading			Writing
Cluster 2: Informational Suggested Pacing: 9/27-11/5 6 weeks	Knowledge & Skills	2.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	2.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
	Knowledge & Skills <i>*Essential</i>	2.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		2.2(C)(iii) demonstrate and apply spelling knowledge by: spelling compound words, contractions, and common abbreviations	
	Knowledge & Skills	2.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		2.2(C)(iv) demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns	
	<i>*Essential</i>	2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words	Knowledge & Skills	2.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills	2.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming	
		2.6(A) establish a purpose for reading assigned and self-selected text		2.11(B)(i) develop drafts into a focused piece of writing by: organizing with structure	

	2.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information		2.11(B)(ii) develop drafts into a focused piece of writing by: developing an idea with specific and relevant details
	2.6(E) make connections to personal experiences, ideas in other texts, and society		2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentence
<i>*Essential</i>	2.6(F) make inferences and use evidence to support understanding		2.11(D)(x) edit drafts using standard English conventions, including: end punctuation, apostrophes in contractions, and commas with items in a series and in dates
	2.6(G) evaluate details read to determine key ideas		2.11(D)(xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	2.6(H) synthesize information to create new understanding		2.11(E) publish and share writing
	2.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	Knowledge & Skills	2.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
Knowledge & Skills	2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	<i>*Essential</i>	2.12(B) compose informational texts, including procedural texts and reports
	2.7(A) describe personal connections to a variety of sources		
	2.7(C) use text evidence to support an appropriate response		
	2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order		
	2.7(F) respond using newly acquired vocabulary as appropriate		
Knowledge & Skills	2.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly		

	complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
<i>*Essential</i>	2.9(D)(i) recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance	
<i>*Essential</i>	2.9(D)(ii) recognize characteristics and structures of informational text, including: features and graphics to locate and gain information	
	2.9(D)(iii) recognize characteristics and structures of informational text, including: organizational patterns such as chronological order, cause and effect stated explicitly	
Knowledge & Skills	2.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
	2.13(A) generate questions for formal and informal inquiry with adult assistance	
	2.13(B) develop and follow a research plan with adult assistance	
	2.13(C) identify and gather relevant sources and information to answer the questions	
	2.13(E) demonstrate understanding of information gathered	
	2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	
Knowledge & Skills	2.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
	2.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	
	2.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	
	2.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	

Cluster 3: Reading: Foundations
Writing: Poetry
 Writing District Snapshots

		Reading			Writing
Cluster 3: Reading: Foundations Writing: Poetry Suggested Pacing: 11/8-12/17 5 weeks	Knowledge & Skills <i>*Essential</i>	2.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Knowledge & Skills	2.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills	2.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming	
		2.2(A)(ii) demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable and multi-syllable words		2.11(B)(i) develop drafts into a focused piece of writing by: organizing with structure	
		2.2(B)(i) demonstrate and apply phonetic knowledge by: decoding words with short, long, or variant vowels, trigraphs, and blends		2.11(B)(ii) develop drafts into a focused piece of writing by: developing an idea with specific and relevant details	
		2.2(B)(iii) demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;		2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentence	
		2.2(B)(vi) demonstrate and apply phonetic knowledge by: decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est		2.11(D)(x) edit drafts using standard English conventions, including: end punctuation, apostrophes in contractions, and commas with items in a series and in dates	

	2.2(B)(vii) demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list		2.11(D)(xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
Knowledge & Skills	2.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		2.11(E) publish and share writing
<i>*Essential</i>	2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words	Knowledge & Skills	2.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	2.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	<i>*Essential</i>	2.12(A) compose literary texts, including personal narratives and poetry
Knowledge & Skills	2.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
	2.6(G) evaluate details read to determine key ideas		
	2.6(H) synthesize information to create new understanding		
	2.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		
Knowledge & Skills	2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	2.7(B) write brief comments on literary or informational texts that demonstrate an understanding of the text		

	2.7(C) use text evidence to support an appropriate response	
	2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order	
	2.7(E) interact with sources in meaningful ways such as illustrating or writing	
	2.7(F) respond using newly acquired vocabulary as appropriate	
Knowledge & Skills	2.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
	2.10(A) discuss the author's purpose for writing text	
	2.10(B) discuss how the use of text structure contributes to the author's purpose	
	2.10(C) discuss the author's use of print and graphic features to achieve specific purposes	
	2.10(D) discuss the use of descriptive, literal, and figurative language	
Knowledge & Skills	2.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
	2.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	
	2.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	
	2.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	

Cluster 4: Reading: Reading Foundations
Writing: Narrative
Writing District Snapshots

		Reading			Writing
Cluster 4: Reading: Foundations Writing: Narrative Suggested Pacing: 1/4-2/4 5 weeks	Knowledge & Skills	2.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	2.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills <i>*Essential</i>	2.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming	
	Knowledge & Skills	2.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		2.11(B)(i) develop drafts into a focused piece of writing by: organizing with structure	
	<i>*Essential</i>	2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words		2.11(B)(ii) develop drafts into a focused piece of writing by: developing an idea with specific and relevant details	
	Knowledge & Skills	2.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentence	
		2.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information		2.11(D)(i) edit drafts using standard English conventions, including: complete sentences with subject-verb agreement	

	<i>*Essential</i>	2.6(F) make inferences and use evidence to support understanding		2.11(D)(ix) edit drafts using standard English conventions, including: capitalization of months, days of the week, and the salutation and conclusion of a letter
		2.6(G) evaluate details read to determine key ideas		2.11(D)(x) edit drafts using standard English conventions, including: end punctuation, apostrophes in contractions, and commas with items in a series and in dates
		2.6(H) synthesize information to create new understanding		2.11(D)(xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
		2.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down		2.11(E) publish and share writing
	Knowledge & Skills	2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	Knowledge & Skills	2.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
		2.7(B) write brief comments on literary or informational texts that demonstrate an understanding of the text	<i>*Essential</i>	2.12(A) compose literary texts, including personal narratives and poetry
		2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order		
		2.7(E) interact with sources in meaningful ways such as illustrating or writing		
	Knowledge & Skills	2.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		

	<i>*Essential</i>	2.8(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	
	Knowledge & Skills	2.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student is expected to:	
		2.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	
		2.9(B) explain visual patterns and structures in a variety of poems	
		2.9(C) discuss elements of drama such as characters, dialogue, and setting	
		2.9(E)(i) recognize characteristics of persuasive text, including: stating what the author is trying to persuade the reader to think or do	
		2.9(E)(ii) recognize characteristics of persuasive text, including: distinguishing facts from opinion	
	Knowledge & Skills	2.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
		2.10(A) discuss the author's purpose for writing text	
		2.10(B) discuss how the use of text structure contributes to the author's purpose	
		2.10(D) discuss the use of descriptive, literal, and figurative language	
		2.10(F) identify and explain the use of repetition	
	Knowledge & Skills	2.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
		2.13(B) develop and follow a research plan with adult assistance	

	2.13(E) demonstrate understanding of information gathered
	2.13(F) cite sources appropriately
Knowledge & Skills	2.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
	2.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
	2.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions
	2.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
	2.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

Cluster 5: Reading: Fiction
Writing: Opinion
 Writing District Snapshots

		Reading			Writing
Cluster 5: Reading: Fiction Writing: Opinion Suggested Pacing: 2/7-3/18 5 weeks	Knowledge & Skills	2.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	2.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills <i>*Essential</i>	2.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming	
	Knowledge & Skills	2.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		2.11(B)(i) develop drafts into a focused piece of writing by: organizing with structure	
		2.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information		2.11(B)(ii) develop drafts into a focused piece of writing by: developing an idea with specific and relevant details	
		2.6(C) make, correct or confirm predictions using text features, characteristics of genre, and structures		2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentence	
		2.6(D) create mental images to deepen understanding		2.11(D)(ix) edit drafts using standard English conventions, including: capitalization of months, days of the week, and the salutation and conclusion of a letter	
	<i>*Essential</i>	2.6(F) make inferences and use evidence to support understanding		2.11(D)(x) edit drafts using standard English conventions, including: end punctuation, apostrophes in contractions, and commas with items in a series and in dates	

	2.6(G) evaluate details read to determine key ideas		2.11(E) publish and share writing
	2.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	Knowledge & Skills	2.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
Knowledge & Skills	2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		2.12(C) compose correspondence such as thank you notes or letters
	2.7(B) write brief comments on literary or informational texts that demonstrate an understanding of the text		
	2.7(C) use text evidence to support an appropriate response		
Knowledge & Skills	2.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
	2.8(A) discuss topics and determine the basic theme using text evidence with adult assistance		
<i>*Essential</i>	2.8(B) describe the main character's (characters') internal and external traits		
<i>*Essential</i>	2.8(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently		
	2.8(D) describe the importance of the setting		
Knowledge & Skills	2.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly		

		complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
		2.9(C) discuss elements of drama such as characters, dialogue, and setting	
Knowledge & Skills		2.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
		2.10(B) discuss how the use of text structure contributes to the author's purpose	
		2.10(D) discuss the use of descriptive, literal, and figurative language	
Knowledge & Skills		2.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
		2.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	
		2.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	
		2.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	
		2.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	

**Cluster 6: Informational
Writing District Snapshots**

		Reading			Writing
Cluster 6: Informational Suggested Pacing: 3/21-4/22 5 weeks	Knowledge & Skills	2.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	2.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills <i>*Essential</i>	2.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming	
	Knowledge & Skills	2.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		2.11(B)(i) develop drafts into a focused piece of writing by: organizing with structure	
		2.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information		2.11(B)(ii) develop drafts into a focused piece of writing by: developing an idea with specific and relevant details	
		2.6(E) make connections to personal experiences, ideas in other texts, and society		2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentence	
		2.6(H) synthesize information to create new understanding		2.11(D)(ix) edit drafts using standard English conventions, including: capitalization of months, days of the week, and the salutation and conclusion of a letter	
	Knowledge & Skills	2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		2.11(D)(x) edit drafts using standard English conventions, including: end punctuation, apostrophes in contractions, and commas with items in a series and in dates	

	Knowledge & Skills	2.7(B) write brief comments on literary or informational texts that demonstrate an understanding of the text		2.11(D)(xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
		2.7(C) use text evidence to support an appropriate response		2.11(E) publish and share writing
		2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order	Knowledge & Skills	2.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
		2.7(E) interact with sources in meaningful ways such as illustrating or writing	<i>*Essential</i>	2.12(B) compose informational texts, including procedural texts and reports
		2.7(F) respond using newly acquired vocabulary as appropriate		
	Knowledge & Skills	2.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
	<i>*Essential</i>	2.9(D)(i) recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance		
	<i>*Essential</i>	2.9(D)(ii) recognize characteristics and structures of informational text, including: features and graphics to locate and gain information		
		2.9(D)(iii) recognize characteristics and structures of informational text, including: organizational patterns such as chronological order and cause and effect stated explicitly		
	Knowledge & Skills	2.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
		2.13(A) generate questions for formal and informal inquiry with adult assistance		

	2.13(C) identify and gather relevant sources and information to answer the questions
	2.13(E) demonstrate understanding of information gathered
	2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

Cluster 7: Reading: Fiction & Drama
Writing: Multiple Genres
 Writing District Snapshots

		Reading			Writing
Cluster 7: Reading: Fiction & Drama Writing: Multiple Genres Suggested Pacing: 4/26-5/20 4 weeks	Knowledge & Skills	2.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	2.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	Knowledge & Skills <i>*Essential</i>	2.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming	
	Knowledge & Skills	2.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		2.11(B)(i) develop drafts into a focused piece of writing by: organizing with structure	
	<i>*Essential</i>	2.8(B) describe the main character's (characters') internal and external traits		2.11(B)(ii) develop drafts into a focused piece of writing by: developing an idea with specific and relevant details	
	<i>*Essential</i>	2.8(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently		2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentence	
		2.8(D) describe the importance of the setting		2.11(D)(i) edit drafts using standard English conventions, including: complete sentences with subject-verb agreement	

Knowledge & Skills	2.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		2.11(D)(ix) edit drafts using standard English conventions, including: capitalization of months, days of the week, and the salutation and conclusion of a letter
	2.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales		2.11(D)(x) edit drafts using standard English conventions, including: end punctuation, apostrophes in contractions, and commas with items in a series and in dates
	2.9(C) discuss elements of drama such as characters, dialogue, and setting		2.11(D)(xi) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
			2.11(E) publish and share writing
		Knowledge & Skills	2.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
		<i>*Essential</i>	2.12(A) compose literary texts, including personal narratives and poetry
		<i>*Essential</i>	2.12(B) compose informational texts, including procedural texts and reports
			2.12(C) compose correspondence such as thank you notes or letters
Knowledge & Skills	2.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
	2.10(D) discuss the use of descriptive, literal, and figurative language		
	2.10(E) identify the use of first or third person in a text		
	2.10(F) identify and explain the use of repetition		