Curriculum Development Course at a Glance
## Planning for 2nd Grade Reading, Writing, and Communicating

Content Area	Reading, Writing, and Communicating	Grade Level	2nd Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)		GLE Code
1. Oral Expression and Listening	1.	Discussions contribute and expand on the ideas of self and others	RWC10-GR.2-S.1-GLE.1
	2.	New information can be learned and better dialogue created by listening actively	RWC10-GR.2-S.1-GLE.2
2. Reading for All Purposes	1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text	RWC10-GR.2-S.2-GLE.1
	2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text	RWC10-GR.2-S.2-GLE.2
	3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology	RWC10-GR.2-S.2-GLE.3
3. Writing and Composition	1.	Exploring the writing process helps to plan and draft a variety of literary genres	RWC10-GR.2-S.3-GLE.1
	2.	Exploring the writing process helps to plan and draft a variety of simple informational texts	RWC10-GR.2-S.3-GLE.2
	3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing	RWC10-GR.2-S.3-GLE.3
4. Research and Reasoning	1.	Reference materials help us locate information and answer questions	RWC10-GR.2-S.4-GLE.1
	2.	Questions are essential to analyze and evaluate the quality of thinking	RWC10-GR.2-S.4-GLE.2

Colorado 21st Century Skills
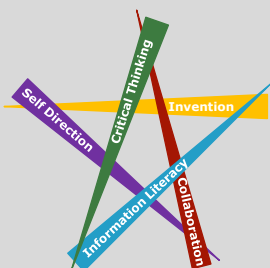
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Common Core Reading Foundational Standards

Phonics and Word Recognition: CCSS.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
CCSS.RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
CCSS.RF.2.3c Decode regularly spelled two-syllable words with long vowels.
CCSS.RF.2.3d Decode words with common prefixes and suffixes.
CCSS.RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
CCSS.RF.2.3f Recognize and read grade-appropriate irregularly spelled words.

Fluency: CCSS.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
CCSS.RF.2.4a Read grade-level text with purpose and understanding.
CCSS.RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
CCSS.RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Friendship	4-6 Weeks	1
Helping Hands	4-6 weeks	2
Imagination	4-6 weeks	3
Our World	4-6 weeks	4
Explorers	4-6 weeks	5

Unit Title	Friendship		Length of Unit	4-6 Weeks

Focusing Lens(es)	Interactions	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.2-S.1-GLE.1 RWC10-GR.2-S.1-GLE.2 RWC10-GR.2-S.2-GLE.1	RWC10-GR.2-S.3-GLE.1 RWC10-GR.2-S.4-GLE.1 RWC10-GR.2-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	- Why is using precise vocabulary (or "word choice") important? (RWC10-GR.2-S.1-GLE.1-IQ.1) and (RWC10-GR.2-S.1-GLE.1-RA.1) - How do people respond to things they feel are unfair? (RWC10-GR.2-S.1-GLE.2-IQ.2) - How do our relationships and background influence our interactions with others? (RWC10-GR.2-S.2-GLE.1-EO.e) - What does it mean to be fair-minded? (RWC10-GR.2-S.4-GLE.3-IQ.3)			
Unit Strands	Oral Expression & Listening – Reading for all Purposes – Writing and Composition – Research and Reasoning			
Concepts	**In content:**	**In reading:**	**In writing:**	
	interactions, communication, structure, cause/effect, emotion, influence, characteristics, discussion	phonics, fluency, phonological awareness, comprehension, vocabulary	phonics, fluency, phonological awareness, comprehension, vocabulary, spelling	

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills. (RWC10-GR.2-S.2-GLE.3-EO.b)*	Have students developed the required facility with early reading skills?	Have students developed the required facility with early reading skills?
Knowledge of complex spelling patterns and word roots helps readers with spelling, decoding, and vocabulary (RWC10-GR.2-S.2-GLE.3-EO.a.i)*	Does a word's morphology give us clues as to its meaning? Give examples.	How might I use a word's spelling to determine its meaning? How might I use a word's spelling to determine other related words?
Appropriate usage of spelling patterns, conventions, and grammar, and punctuation represent the hallmarks of effective writing. (RWC10-GR.2- S.3-GLE.3)*	Name all of the end marks used in standard English. What meaning do they imply?	Why is effective punctuation, spelling, and grammar important?

People's interpersonal communications must take into account audience and other contextual variables in order to maximize effectiveness (RWC10-GR.2-S.1-GLE.2-N.1)	Are the way you speak to family (parents), friends, teachers, and strangers all the same? Explain the differences. (RWC10-GR.2-S.1.GLE.2-EO.a.ii; c) and (RWC10-GR.2-S.2-GLE.1-EO.e) If you have heard something about a person or a group of people (good or bad) do you talk to them differently based on that background knowledge?(RWC10-GR.2-S.1-GLE.2-EO.a.ii)	How would you determine what is fair? (RWC10-GR.2-S.4-GLE.2-IQ.3) and (RWC10-GR.2-S.1-GLE.2-RA.1)
Listeners use background knowledge and various questioning strategies to accurately recall, recount and utilize new information. (RWC10-GR.2-S.1-GLE.2-EO.b) and (RWC10-GR.2-S.1-GLE.2-EO.c) and (RWC10-GR.2-S.1-GLE.2-RA.2) and (RWC10-GR.2-S.1-GLE.2-N.1)	Do you learn more by talking or listening? Why? If you were asked a question, how is an answer found? (RWC10-GR.2-S.1-GLE.2-EO.a.iii) and (RWC10-GR.2-S.1-GLE.2-EO.b) Can you answer a question using only your background knowledge? Explain. What makes a good communicator? (RWC10-GR.2-S.1-GLE.1-EO.a.c.e.f) and (RWC10-GR.2-S.1-GLE.1-IQ.1.4) and (RWC10-GR.2-S.1-GLE.1-RA.1) and (RWC10-GR.2-S.1-GLE.1-N.1)	Why do we need basic rules for discussions? (RWC10-GR.2-S.1-GLE.2-EO.a.i)
Precise vocabulary and speaking facilitates clear understandings in listeners/readers. (RWC10-GR.2-S.1-GLE.1-EO.a.e.f) and (RWC10-GR.2-S.2-GLE.1-IQ.2) and (RWC10-GR.2-S.2-GLE.1-N.1) and (RWC10-GR.2-S.2-GLE.1-EO.a.i)	If the speaker does not speak audibly, what can happen? Explain. (RWC10-GR.2-S.1-GLE.1-EO.a) and (RWC10-GR.2-S.1-GLE.1-IQ.4) and (RWC10-GR.2-S.1-GLE.1-N.1) Why should vocabulary that is specific about what you are talking about be used? (RWC10-GR.2-S.1-GLE.1-EO.f) and (RWC10-GR.2-S.1-GLE.1-IQ.1) and (RWC10-GR.2-S.1-GLE.1-RA.1)	How do you understand a presentation if you cannot hear what the speaker is saying or they aren't using vocabulary that goes with what the topic is? (RWC10-GR.2-S.1-GLE.2-EO.a; c) and (RWC10-GR.2-S.1-GLE.2-RA.2)
Rules to guide group discussions can increase understandings of one another and diverse perspectives (RWC10-GR.2-S.1-GLE.2-a.i.ii) and (RWC10-GR.2-S.1-GLE.2.N.1)	What are rules that we should follow as we are having discussions? (RWC10-GR.2-S.1-GLE.2-EO.a.i) and (RWC10-GR.2-S.1-GLE.1-IQ.1) What should we do before we ask a question about what is being presented? (RWC10-GR.2-S.1-GLE.2-RA.2) Should we ask questions to clarify or get additional information? (RWC10-GR.2-S.1-GLE.2-EO.c) Should we listen to others' questions to help us understand their perspective(s)? Explain. (RWC10-GR.2-S.1-GLE.2-EO.a.ii; c) and (RWC10-GR.2-S.1-GLE.2-N.1)	How do we know when to jump in with a question or wait for a little bit to hear more before asking a question? (RWC10-GR.2-S.1-GLE.2-IQ.1) and (RWC10-GR.2-S.1-GLE.2-EO.c) and (RWC10-GR.2-S.1-GLE.2-RA.2) and (RWC10-GR.2-S.1-GLE.2-N.1)

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Grade-level phonics and word analysis skills. CCSS: RF.2.3 (RWC10-GR.2-S.2-GLE.3-EO.a) • Participatory ways to develop a topic. (RWC10-GR.2-S.1-GLE.1-EO.b) • That text can present diverse perspectives. (RWC10-GR.2-S.2-GLE2.EO.c.ii) • A variety of uses of English in reading and speaking. (RWC10-GR.2-S.2-GLE.1-EO.e) • Organizing structures in reading and writing is crucial to effective communication. (RWC10-GR.2-S.3-GLE.1.EO.c) • Vocabulary related to the unit. (RWC10-GR.2-S.1-GLE.1.EO.f) • Ways to increase reading fluency. (RWC10-GR.2-S.2-GLE.1.EO.b.ii).	• Distinguish long and short vowels when reading regularly spelled one-syllable words. CCSS: RF.2.3a (RWC10-GR.2-S.2-GLE.3-EO.a.i) • Know spelling-sound correspondences for additional common vowel teams. CCSS: RF.2.3b (RWC10-GR.2-S.2-GLE.3-EO.a.ii) • Decode regularly spelled two-syllable words with long vowels. CCSS: RF.2.3c (RWC10-GR.2-S.2-GLE.3-EO.a.iv) • Decode words with common prefixes and suffixes. CCSS: RF.2.3d (RWC10-GR.2-S.2-GLE.3-EO.a.v) • Identify words with inconsistent but common spelling-sound correspondences. CCSS: RF.2.3e (RWC10-GR.2-S.2-GLE.3-EO.a.vi) • Recognize and read grade-appropriate irregularly spelled words. CCSS: RF.2.3f (RWC10-GR.2-S.2-GLE.3-EO.a.vii) • Read with sufficient accuracy and fluency to support comprehension. CCSS: RF.2.4 (RWC10-GR.2-S.2-GLE.3-EO.b) • Read grade-level text with purpose and understanding. CCSS: RF.2.4a (RWC10-GR.2-S.2-GLE.3-EO.b.i) • Read grade-level text orally with accuracy, appropriate rate, and expression. CCSS: RF.2.4b (RWC10-GR.2-S.2-GLE.3-EO.b.ii) • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS: RF.2.4c (RWC10-GR.2-S.2-GLE.3-EO.b.iii) • Contribute to knowledge to a small group or class discussion to develop a topic (RWC10-GR.2-S.1-GLE.1-EO.b) • Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups (RWC10-GR.2-S.1-GLE.2-EO.a.i-iii) • Recount or describe key ideas or details from text read aloud or information presented orally or through other media (RWC10-GR.2-S.1-GLE.2.EO.b) • Describe how reasons support specific points he author makes in a text (RWC10-GR.2-S.2-GLE2.EO.c.ii) • Compare formal and informal uses of English (RWC10-GR.2-S.2-GLE.1.EO.e) • Organize ideas using pictures, graphic organizers, or story maps (RWC10-GR.2-S.3-GLE.1.EO.c) • Use content-specific vocabulary to ask questions and provide information (RWC10-GR.2-S.1-GLE.1.EO.f) • Read high-frequency words with accuracy and speed (RWC10-GR.2-S.2-GLE.1.EO.b.ii) • Recall information from experiences or gather information from provided sources to answer questions (RWC10-GR.2-S.4-GLE.1.EO.e) • Use text to support an answer. (RWC10-GR.2-S.1-GLE.2-EO.g

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*"When I read Frog and Toad are Friends I saw that their friendship got stronger when they learned to see things from one another's perspective."*
Academic Vocabulary:	Identify, inference, relationship, problem-solve, perspective, cause & effect, fact, behavior, characteristic, background, fair-minded, interact, communicate, fair, unfair, self-monitoring, slang, transparent/transparency
Technical Vocabulary:	Genre, schema, word choice(s), mood, tone, spelling patterns

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Unit Title	Helping Hands		Length of Unit	4-6 weeks
Focusing Lens(es)	Influence	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.2-S.1-GLE.1 RWC10-GR.2-S.2-GLE.2 RWC10-GR.2-S.2-GLE.3	RWC10-GR.2-S.3-GLE.3 RWC10-GR.2-S.4-GLE.1 RWC10-GR.2-S.4-GLE.2

Inquiry Questions (Engaging-Debatable):	• How does helping others influence your life? (RWC10-GR.2-S.1-GLE.1-EO.a) • Can you simply help someone by listening? (RWC10-GR.2-S.1-GLE.2-IQ.1) • When you help others, what types of vocabulary would you need to use? (RWC10-GR.2-S.1-GLE.1-EO.f) and (RWC10-GR.2-S.1-GLE.1-IQ.1) and (RWC10-GR.2-S.1-GLE.1-IQ.3) and (RWC10-GR.2-S.1-GLE.1-N.1) • Can values affect the way you react to a situation? (RWC10-GR.2-S.1-GLE.2-IQ.2) and (RWC10-GR.2-S.1-GLE.2-RA.1)
Unit Strands	Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning

Concepts	**In content:**	**In reading:**	**In writing:**
	emotion, influence, values, cause/effect, perceptions, point of view, charity	phonics, fluency, vocabulary, phonological awareness, comprehension	phonics, fluency, vocabulary, phonological awareness, comprehension, spelling

Generalizations **My students will Understand that…**	**Guiding Questions**	
	Factual	**Conceptual**
Reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills. (RWC10-GR.2-S.2-GLE.3-EO.b)*	Have students developed the required facility with early reading skills?	Have students developed the required facility with early reading skills?
Knowledge of complex spelling patterns and morphology help readers with greater spelling, decoding, and vocabulary (RWC10-GR.2-S.2-GLE.3-EO.a.i)*	Does a word's morphology give us clues as to its meaning? Give examples.	How might I use a word's spelling to determine meaning? How might I use a word's spelling to determine other related words?
Appropriate usage of spelling patterns, conventions, and grammar, and punctuation represent the hallmarks of effective writing. (RWC10-GR.2- S.3-GLE.3)*	Name all of the end marks used in English. What meaning do they imply?	Why is effective punctuation, spelling, and grammar important?
Interactions can be positively or negatively influenced by the emotional state of the participants. (RWC10-GR.2-S.2-GLE.1-EOa.ii) and (RWC10-GR.2-S.2-GLE.1-EOa.iv) and (RWC10-GR.2-S.2-GLE.1-IQ.2.3) and (RWC10-GR.2-S.2-GLE.1-N.1)	What actions in the story indicate that the character needs help?	What can we learn from the interactions we see in this text? How can we relate these interactions to our own lives? (RWC10-GR.2-S.2-GLE.1-EOb.iv) and (RWC10-GR.2-S.2-GLE.1-RA.3)

The act of helping others demonstrates positive interpersonal values and improves social relationships. (RWC10-GR.2-S.2-GLE.2-EO.a.i) and (RWC10-GR.2-S.2-GLE.2-EO.b.iii) and (RWC10-GR.2-S.2-GLE.2-IQ.4) and (RWC10-GR.2-S.2-GLE.3-EO.e)	What values are demonstrated by the character(s)? (RWC10-GR.2-S.2-GLE.2-EO.a.i) and (RWC10-GR.2-S.3-GLE.1-N.1) and (RWC10-GR.2-S.3-GLE.2-N.1) Did the culture impact the way they were helped? (RWC10-GR.2-S.2-GLE.2-EOa.ii) and (RWC10-GR.2-S.4-GLE.1-EO.e) and (RWC10-GR.2-S.4-GLE.1-N.2)	Why are values important? (RWC10-GR.2-S.2-GLE.2-EO.a)
Positive social interactions help build and strengthen interpersonal relationships. (RWC10-GR.2-S.1-GLE.1-EOa.b) and (RWC10-GR.2-S.1-GLE.1-IQ.3) and (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.1-GLE.2-EO.b)	Why do you think positive relationships help create more positive interactions?	Why do people sometimes regret their words or actions?

Critical Content: My students will **Know…**	**Key Skills:** My students will be able to **(Do)…**
• Grade-level phonics and word analysis skills. CCSS: RF.2.3 (RWC10-GR.2-S.2-GLE.3-EO.a) • Story structure's relationship to the writing process • Adjusting reading rate can help facilitate comprehension • Reading and writing short and long vowel sounds in one syllable words CCSS: RF.2.3a (RWC10-GR.2-S.2-GLE.3-EO.a) and CCSS: RF.2.3c (RWC10-GR.2-S.2-GLE.3-EO.a.iv) • Figurative language, word relationships, and word roots (RWC10-GR.2-S.2-GLE.3-EO.d) • Standard English conventions, grammar, and word usage when reading and speaking (RWC10-GR.3-S.3-EO.a)	• Distinguish short and long vowels in one-syllable words when reading regularly spelled one-syllable words. CCSS: RF.2.3a (RWC10-GR.2-S.2-GLE.3-EO.a) • Decode regularly spelled two-syllable words with long vowels. CCSS: RF.2.3c (RWC10-GR.2-S.2-GLE.3-EO.a.iv) • Decode words with common prefixes and suffixes. CCSS: RF.2.3d (RWC10-GR.2-S.2.-GLE.3-EO.a.v) • Identify words with inconsistent but common spelling-sound correspondences. CCSS: RF.2.3e (RWC10-GR.2-S.2-GLE.3-EO.a.vi) • Recognize and read grade-appropriate irregularly spelled words. CCSS: RF.2.3f (RWC10-GR.2- S.2-GLE.3-EO.a.vii) • Read with sufficient accuracy and fluency to support comprehension. CCSS: RF.2.4 (RWC10-GR.2- S.2-GLE.3-EO.b) • Read grade-level text with purpose and understanding. CCSS: RF.2.4a (RWC10-GR.2- S.2-GLE.3-EO.b.i) • Read grade-level text orally with accuracy, appropriate rate, and expression. CCSS: RF.2.4b (RWC10-GR.2-S.2-GLE.3-EO.b.ii) • Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences to clarify ideas, thoughts and feelings (RWC10-GR.2-S.1-GLE.1-EO.d) • Use content specific vocabulary to generate questions and provide information (RWC10-GR.2-S.1-GLE. 1-EO.f)

	• Describe the overall structure of a story, including describing how the beginning introduces the story and ending concludes the action (RWC10-GR.2-S.2-GLE.1.EO.a.iii) • Adjust reading rate to according to type of text and purpose for reading (RWC10-GR.2-S.2-GLE.2.EO.d.i) • Expand sentences and vary the beginnings while spelling high-frequency words correctly (RWC10-GR.2-S.3-GLE.3-EOa.vii-ix) • Determine or clarify the meaning of unknown words or multiple meaning words based on grade 2 reading and content (RWC10-GR.2-S.2-GLE.3-EO.c)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.		
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*		
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):		*"The main character's values impacted how he/she helped _____ in the story_____."* *"I had to slow down and adjust my reading rate to understand _____ part of the story."* *"The structure of the story shows me where to look for _____."*
Academic Vocabulary:		value, emotion, influence, impact, determine, demonstrate, pattern, culture, challenge, strengths, weaknesses, background knowledge, cause and effect
Technical Vocabulary:		noun, verb, pronoun, past tense, irregular verb, collective noun, reading rate, vowel, consonant, characters, main character

 *These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Unit Title	Imagination		**Length of Unit**	4-6 Weeks
Focusing Lens(es)	Perspective	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.2-S.1-GLE.1 RWC10-GR.2-S.1-GLE.2 RWC10-GR.2-S.2-GLE.1 RWC10-GR.2-S.2-GLE.2	RWC10-GR.2-S.2-GLE.3 RWC10-GR.2-S.3-GLE.1 RWC10-GR.2-S.4-GLE.1 RWC10-GR.2-S.4-GLE.2

Inquiry Questions (Engaging-Debatable):	- What are the characteristics of "traditions"? / What makes something a "tradition"? (RWC10-GR.2-S.2-GLE.1-EO.a.i.iii) and (RWC10-GR.2-S.2-GLE.1-EO.b.iv) and (RWC10-GR.2-S.2-GLE.1-N.1; 2) - Why are traditions (and traditional stories) important? (RWC10-GR.2-S.1-GLE.2-EO.a.ii) and (RWC10-GR.2-S.2-GLE.1-EO.a.iii) and (RWC10-GR.2-S.2-GLE.2-EO.a.iii) and (RWC10-GR.2-S.2-GLE.2-RA.1) - What do folk tales, fairy tales, fables reveal about a culture's perspectives/values/traditions? (RWC10-GR.2-S.2-GLE.1) and (RWC10-GR.2-S.2-GLE.1.N.1; 2) and (RWC10-GR.2-S.3-GLE.1-RA.2)

Unit Strands	Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning

Concepts	In content:	In reading:	In writing:
	perspective, regions, civilization, culture, laws/rules, communities, expressions, traditions, beliefs, values	phonics, fluency, vocabulary, phonological awareness, comprehension	phonics, fluency, vocabulary, phonological awareness, comprehension, spelling

Generalizations My students will **Understand** that…	**Guiding Questions**	
	Factual	**Conceptual**
Reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills. (RWC10-GR.2-S.2-GLE.3-EO.b)*	Have students developed the required facility with early reading skills?	Have students developed the required facility with early reading skills?
Knowledge of complex spelling patterns and morphology provides readers with greater spelling skill, decoding ability, and vocabulary? (RWC10-GR.2-S.2-GLE.3-EO.a.i)*	Does a word's morphology give us clues as to its meaning? Give examples.	How might I use a word's spelling to determine it's meaning? How might I use a word's spelling to determine other related words?
Appropriate usage of spelling patterns, conventions, and grammar, and punctuation represent the hallmarks of effective writing. (RWC10-GR.2- S.3-GLE.3)*	Name all of the end punctuation marks used in English. What meaning do they imply?	Why is effective punctuation, spelling, and grammar important?

Cultural traditions shape citizen's perspectives. (RWC10-GR.2-S.2-GLE.1-EO.c.i) and (RWC10-GR.2-S.2-GLE.1-IQ.1-4)	What is a tradition? (RWC10-GR.2-S.3-GLE.2-EO.e.f) and RWC10-GR.2-S.4-GLE.1-EO.a.b) and (RWC10-GR.2-S.4-GLE.1-IQ.2) and (RWC10-GR.2-S.4-GLE.1-RA.1) What is a civilization?	Why are traditions important? (RWC10-GR.2-S.4-GLE.1-N.2) How do traditions shape a civilization?
Laws/rules vary within and across communities and regions and reflect unique beliefs and values (RWC10-GR.2-S.1-GLE.2-EO.b) and (RWC10-GR.2-S.2-GLE.1-EO.a.i.ii) and (RWC10-GR.2-S.2-GLE.2-EO.a.i.ii.iv)	What laws/rules do we have in our classroom community? (RWC10-GR.2-S.1-GLE.1-EO.b.c.f) and (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.1-GLE.2-EO.a.ii) What laws/rules do we have in our school community? (RWC10-GR.2-S.1-GLE.1-EO.b.c.f) and (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.1-GLE.2-EOa.ii) and (RWC10-GR.2-S.4-GLE.1-EO.c.d) and (RWC10-GR.2-S.4-GLE.2-EO.a)	Why are laws/rules important and do we need them? (RWC10-GR.2-S.2-GLE.3-EO.c) Are there some laws or rules that you feel are unfair? Why? (RWC10-GR.2-S.1-GLE.2-IQ2; RWC10-GR.2-S.2-GLE.3-EOc; RWC10-GR.2-S.4-GLE.2-IQ.1.3.4.5)
Traditions express and reflect cultural beliefs and, in turn, influence individual behaviors. (RWC10-GR.2-S.2-GLE.1-EO.a.iii.iv)	What traditions do you have/celebrate? (RWC10-GR.2-S.1-GLE.1-EO.b.c.f) and (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.1-GLE.2-EO.a.ii) What traditions are celebrated in our community? (RWC10-GR.2-S.1-GLE.1-EO.b.c.f) and (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.1-GLE.2-EO.a.ii) and (RWC10-GR.2-S.4-GLE.1-N.2)	Could traditions be all the same throughout the world? (RWC10-GR.2-S.1-GLE.2-EOa.ii) and (RWC10-GR.2-S.2-GLE.1-EO.a.iii) and (RWC10-GR.2-S.2-GLE.1-EO.d) and (RWC10-GR.2-S.2-GLE.2-EO.a.iii) and (RWC10-GR.2-S.2-GLE.2-RA.1) Are there traditions we should get rid of? Explain. (RWC10-GR.2-S.1-GLE.2-IQ.2) and (RWC10-GR.2-S.2-GLE.3-EO.c) and (RWC10-GR.2-S.4-GLE.2-IQ.1.3.4.5)
Stories, like cultural traditions, reflect the communities and regions from which the originate and/or which they portray (RWC10-GR.2-S.2-GLE.1-EO.a.iii.iv)	What are the similarities and differences in the two stories we covered in class? Compare and Contrast (RWC10-GR.2-S.2-GLE.1-EO.c.ii)	If you were the author, how might you change a story in order to show a new perspective on the same situation or topic? (RWC10-GR.2-S.3-GLE.1-EO.b.e.f.g)

Critical Content:	**Key Skills:**
My students will Know…	**My students will be able to (Do)…**
• Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology CCSS: RF.2.3 (RWC10-GR.2-S.2-GLE.3.EO.d.i-ii) and (RWC10 GR.2-S.2-GLE.3.EO.e) • Grade-level phonics and word analysis skills CCSS: RF.2.3 (RWC10-GR.2-S.2-GLE.3-EO.a) • Specific vocabulary related to topics being studied	• Distinguish short and long vowels in one-syllable words when reading regularly spelled one-syllable words. CCSS: RF.2.3a (RWC10-GR.2-S.2-GLE.3-EO.a) • Decode regularly spelled two-syllable words with long vowels. CCSS: RF.2.3c (RWC10-GR.2-S.2-GLE.3-EO.a.iv) • Decode words with common prefixes and suffixes. CCSS: RF.2.3d (RWC10-GR.2-S.2.-GLE.3-EO.a.v)

- Nouns, verbs and adjectives to create precise writing
- A variety of writing structures and the appropriate uses
- Appropriate resources to use when gathering information when answering questions
- Ways to contribute and expand on the ideas of self and others (RWC10-GR.2-S.1-GLE.1.EO.a-b) and (RWC10-GR.2-S.1-GLE.1-EO.e-f)
- Active listening strategies to gain new information (RWC10-Gr.2-S.1-GLE.2-EOa-iii) and (RWC1-=GR.2-S.1-GLE.2-EO.b-c)
- Skills and strategies used to increase reading fluency (RWC10-GR.2-S.2-GLE.1-EO.a.i-iii)
- All steps of the writing process (RWC10-GR.2-S.3-GLE.1.EO.c-g) and (RWC10-GR.2-S.3-GLE.2-EO.a) and (RWC10-GR.2-S.3-GLE.2.EO.c-g)
- Appropriate spelling, capitalization, grammar and punctuation (RWC10-GR.2-S.3-GLE.3.EO.b.i-v)

- Identify words with inconsistent but common spelling-sound correspondences. CCSS: RF.2.3e (RWC10-GR.2-S.2-GLE.3-EO.a.vi)
- Recognize and read grade-appropriate irregularly spelled words. CCSS: RF.2.3f (RWC10-GR.2- S.2-GLE.3-EO.a.vii)
- Read with sufficient accuracy and fluency to support comprehension. CCSS: RF.2.4 (RWC10-GR.2- S.2-GLE.3-EO.b)
- Read grade-level text with purpose and understanding. CCSS: RF.2.4a (RWC10-GR.2- S.2-GLE.3-EO.b.i)
- Read grade-level text orally with accuracy, appropriate rate, and expression. CCSS: RF.2.4b (RWC10-GR.2-S.2-GLE.3-EO.b.ii)
- Reference materials help us locate information and answer questions (RWC10-GR.2-S.4-GLE.1.EO.a) and (RWC10-GR.2-S.4-GLE.1.EO.c)
- Write simple, descriptive poems (RWC10-GR.2-S.3-GLE.1-EO.d)
- Identify main idea
- Compare and contrast two texts on the same topic (RWC10-GR.2-S.2-GLE.1-EO.c)
- Demonstrate command of the conventions of standards English – capitalization, punctuation, and spelling (RWC10-GR.2-S.3-GLE.3.EO.b)
- Focus on a topic in writing / revise and edit as needed (with support) (RWC10-GR.2-S.3-GLE.3-EO.c)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*The traditions shown in _____ text are the same as/different than our traditions.* *The Real Story of the Three Little Pigs shows the story from the perspective of the wolf, and taught me that different people/characters see things in different ways.*
Academic Vocabulary:	compare, contrast, figurative language, expand, traditions, analyze, describe
Technical Vocabulary:	adjectives, adverbs, nouns, multisyllabic words, context clues, culture, main idea, supporting details

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Unit Title	Our World		Length of Unit	4-6 weeks

Focusing Lens(es)	Innovation	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.2-S.1-GLE.1 RWC10-GR.2-S.2-GLE.1 RWC10-GR.2-S.2-GLE.2	RWC10-GR.2-S.3-GLE.1 RWC10-GR.2-S.3-GLE.2 RWC10-GR.2-S.3-GLE.3 RWC10-GR.2-S.4-GLE.1 RWC10-GR.2-S.4-GLE.2

Inquiry Questions (Engaging-Debatable):	• How do people know if information is relevant, significant, and accurate? (RWC10-GR.2-S.4-GLE.1-EO.a) and (RWC10-GR.2-S.4-GLE.1-IQ.1) • Which innovator do you think impacted our world the most? Explain why. (RWC10-GR.2-S.2-GLE.2-N.1) and (RWC10-GR.2-S.3-GLE.1-EO.a) and (RWC10-GR.2-S.3-GLE.2-EO) and (RWC10-GR.2-S.3-GLE.2-N.3.4)

Unit Strands	Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Research and Reasoning

Concepts	In content:	In reading:	In writing:
	innovation, space, interdependence, cause/effect, order, communication, energy, change, systems	phonics, fluency, comprehension, vocabulary, phonological awareness	phonics, fluency, comprehension, vocabulary, phonological awareness, spelling

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills. (RWC10-GR.2-S.2-GLE.3-EO.b)*	Have students developed the required facility with early reading skills?	Have students developed the required facility with early reading skills?
Knowledge of complex spelling patterns and morphology provides readers with greater spelling skill, decoding ability, and vocabulary? (RWC10-GR.2-S.2-GLE.3-EO.a.i)*	Does a word's morphology give us clues as to its meaning? Give examples.	How might I use a word's spelling to determine its meaning? How might I use a word's spelling to determine other related words?
Appropriate usage of spelling patterns, conventions, and grammar, and punctuation represent the hallmarks of effective writing. (RWC10-GR.2- S.3-GLE.3)*	Name all of the end punctuation marks used in English. What meaning do they imply?	Why is effective punctuation, spelling, and grammar important?
Innovators and the impact of their inventions are often powerfully communicated through informational text (RWC10-GR.2-S.1-GLE.2-EO.b) and (RWC10-GR.2-S.1-	What are innovators? (RWC10-GR.2-S.4-GLE.1-EO.a) Can you be considered an innovator? (RWC10-GR.2-S.4-GLE.1-EO.e) and (RWC10-GR.2-S.4-GLE.1-N.1)	How are different literary genres different in form and substance (RWC10-GR.2-S.3-GLE.1-IQ.1.3) and (RWC10-GR.2-S.2-GLE.1-EO.b.v)

GLE.2-RA.5) and (RWC10-GR.2-S.1-GLE.2-N.1)	What are innovations that were made to travel to space? (RWC10-GR.2-S.2-GLE.1-E.a.i) and (RWC10-GR.2-S.2-GLE.1-EO.d.i) and (RWC10-GR.2-S.2-GLE.1-RA.3) and (RWC10-GR.2-S.2-GLE.2-EO.a.iii)	Which innovator do you think impacted our world the most? Explain why. (RWC10-GR.2-S.2-GLE.2-N.1) and (RWC10-GR.2-S.3-GLE.1-EO.a) and (RWC10-GR.2-S.3-GLE.2-N.3.4)
Systems often depend upon the maintenance of relationships in order to run/function successfully. (RWC10-GR.2-S.1-GLE.2-EO.a.iii) and (RWC10-GR.2-S.1-GLE.2-EO.b) and (RWC10-GR.2-S.1-GLE.2-N.1) and (RWC10-GR.2-S.2-GLE.2-EO.d)	What causes the planets to move in our solar system? (RWC10-GR.2-S.2-GLE.2-EO.a.i.iv) and (RWC10-GR.2-S.2-GLE.2-EO.b.i.ii) and (RWC10-GR.2-S.2-GLE.2-EO.d) and (RWC10-GR.2-S.2-GLE.2-N.1.2) Are farmers' innovators who are dependent upon others? (RWC10-GR.2-S.1-GLE.2-EO.a.iii) and (RWC10-GR.2-S.1-GLE.2-EO.b) and (RWC10-GR.2-S.1-GLE.2-N.1) and (RWC10-GR.2-S.2-GLE.2-EO.d)	How would the orbit of the planets change if the sun had no gravitational pull? (RWC10-GR.2-S.4-GLE.1-EO.d) and (RWC10-GR.2-S.3-GLE.2-EO.a.c.e.f.g) What other systems can you think of that are interdependent?(RWC10-GR.2-S.3-GLE.2-EO.d)
Innovators, like authors, must understand purpose and audience in order to communicate effectively. (RWC10-GR.2-S.1-GLE.1-EO.f) and (RWC10-GR.2-S.3-GLE.2-EO.a)	Was Thomas Edison an innovator, did he communicate his idea? How? (RWC10-GR.2-S.3-GLE.2-N.1) and (RWC10-GR.2-S.3-EO.a) Were the Wright Brothers innovators? How did their idea get communicated?	What form of communication do you consider to be the best? (RWC10-GR.2-S.3-GLE.3-EO.b) Who would you write a letter to asking how they came up with their idea? (RWC10-GR.2-S.3-GLE.2-EO.b) What would your new innovation be? (RWC10-GR.2-S.1-GLE.1-IQ.4) and RWC10-GR.2-S.4-GLE.1-EO.b; N.1)
English conventions represent a system that writers understand and employ to communicate with various audiences. (RWC10-GR.2-S.3-GLE.3)	How does the spelling change the meaning of a word? (RWC10-GR.2-S.3-GLE.3-IQ.1) How can the use of punctuation change the meaning of a sentence? (RWC10-GR.2-S.3-GLE.3-IQ.2) Why are uppercase/capital letters important in writing? (RWC10-GR.2-S.3-GLE.3-IQ.5)	What would happen if everyone wrote in their own way? (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.2-GLE.1-EO.e)

Critical Content: My students will **Know…**	**Key Skills:** My students will be able to **(Do)…**
- Grade-level phonics and word analysis skills. CCSS: RF.2.3 (RWC10-GR.2-S.2-GLE.3-EO.a) - Specific vocabulary related to topic. (RWC10-GR.2-S:1-GLE.1-EO.f) - Key ideas from text to support and extend understanding. (RWC10-GR.2-S:1-GLE.2.EO.b) - Formal and informal English and appropriate usage. (RWC10-GR.2-S.2-GLE.1-EO.e)	- Distinguish long and short vowels when reading regularly spelled one-syllable words. CCSS: RF.2.3a (RWC10-GR.2-S.2-GLE.3-EO.a.i) - Know spelling-sound correspondences for additional common vowel teams. CCSS: RF.2.3b (RWC10-GR.2-S.2-GLE.3-EO.a.ii) - Decode regularly spelled two-syllable words with long vowels. CCSS: RF.2.3c (RWC10-GR.2-S.2-GLE.3-EO.a.iv)

• Various text features that explain, describe, or answer a question. (RWC10-GR.2-S.2-GLE.2-EO.b.ii) • Ways diagrams and other images support the text. (RWC10-GR.2-S.2-GLE.2-EO.c.i) • The appropriate occasions to use questioning techniques (such as *who, what, where, when, why,* and *how)* (RWC10-GR.2-S.2-GLE.2-EOa.i)	• Decode words with common prefixes and suffixes. CCSS: RF.2.3d (RWC10-GR.2-S.2.-GLE.3-EO.a.v) • Identify words with inconsistent but common spelling-sound correspondences. CCSS: RF.2.3e (RWC10-GR.2-S.2-GLE.3-EO.a.vi) • Recognize and read grade-appropriate irregularly spelled words. CCSS: RF.2.3f (RWC10-GR.2- S.2-GLE.3-EO.a.vii) • Read with sufficient accuracy and fluency to support comprehension. CCSS: RF.2.4 (RWC10-GR.2- S.2-GLE.3-EO.b) • Read grade-level text with purpose and understanding. CCSS: RF.2.4a (RWC10-GR.2- S.2-GLE.3-EO.b.i) • Read grade-level text orally with accuracy, appropriate rate, and expression. CCSS: RF.2.4b (RWC10-GR.2-S.2-GLE.3-EO.b.ii) • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS: RF.2.4c (RWC10-GR.2-S.2-GLE.3-EO.b.iii) • Describe connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in text. (RWC10-GR.2-S.2-GLE.2-EOa.iii) • 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 (RWC10-GR.2-S.2-GLE.2-EO.b.ii) • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (RWC10-GR.2-S.2-GLE.2-EO.e) • Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text (RWC10-GR.2-S.2-GLE.2-EO.c.i) • Write informative/explanatory texts in which they introduce a topic, use acts and definitions to develop points and provide a concluding statement or section (RWC10-GR.2-S.3-GLE2.EO.a) • Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page) (RWC10-GR.2-S.4-GLE.1-EO.a) • Identify a specific question and gather information for purposeful investigation and inquiry (RWC10-GR.2-S.4-GLE.1-EO.b) • Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type) (RWC10-GR.2-S.4-GLE.1-EO.c) • Use a variety of multimedia sources to answer questions of interest (RWC10-GR.2-S.4-GLE.1-EO.d) • Recall information from experiences or gather information from provided sources to answer a question (RWC10-GR.2-S.4-GLE.1-EO.e)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*"_____ was an innovator because _____(provide text-based evidence here)_____."* *"I am an innovator and communicated my invention by _____."* *"If a poem gives information, it can also be called a nonfiction text."*
Academic Vocabulary:	order, interdependent, planet, orbit, gravity, communication, innovation, evaluation, research
Technical Vocabulary:	automaticity, prosody, reading fluency, point(s) of view, narrator

 *These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Unit Title	Explorers		Length of Unit	4-6 weeks

Focusing Lens(es)	Structure/function	**Standards and Grade Level Expectations Addressed in this Unit**	RWC10-GR.2-S.2-GLE.1 RWC10-GR.2-S.2-GLE.2 RWC10-GR.2-S.2-GLE.3 RWC10-GR.2-S.3-GLE.1	RWC10-GR.2-S.3-GLE.3 RWC10-GR.2-S.4-GLE.1 RWC10-GR.2-S.4-GLE.2

Inquiry Questions (Engaging-Debatable):	• How does the structure of something (animal – etc.) reflect its function? • How are structure (or form) and function related? (RWC10-GR.2-S.2-GLE.1-IQ.1) and (RWC10-GR.2-S.2-GLE.2-EO.b.ii) and (RWC10-GR.2-S.2-GLE.2-IQ.1)

Unit Strands	Oral Language and Communication, Reading for all Purposes, Writing and Composition, Research and Reasoning.

Concepts	In content:	In reading:	In writing:
	space, civilization, organisms, order, interactions, patterns, transformation, interdependence, systems, structure, function	phonics, fluency, phonological awareness, vocabulary, comprehension	phonics, fluency, phonological awareness, vocabulary, comprehension, spelling

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Developing reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills. (RWC10-GR.2- S.2-GLE.3-EO.b)*	Have students developed the required facility with early reading skills?	Have students developed the required facility with early reading skills?
Developing knowledge of complex spelling patterns and morphology provides readers with greater spelling skill, decoding ability, and vocabulary? (RWC10-GR.2-S.2-GLE.3-EO.a.i)*	Does a word's morphology give us clues as to its meaning? Give examples.	How might I use a word's spelling to determine meaning? How might I use a word's spelling to identify related words?
Appropriate usage of spelling patterns, conventions, and grammar, and punctuation represent the hallmarks of effective writing. (RWC10-GR.2- S.3-GLE.3)*	Name all of the end punctuation marks used in English. What meaning do they imply?	Why are effective punctuation, spelling, and grammar important?

Structure typically reflects function and provides clues as to how something works (e.g. animals, texts – etc). (RWC10-GR.2-S.2-GLE.2-EO.a.i) and (RWC10-GR.2-S.2-GLE.2-EOa.ii) and (RWC10-GR.2-S.2-GLE.2-EO.c.ii)	What are basic needs of living things? (RWC10-GR.2-S.2-GLE.2-EO.c.i.ii) and (RWC10-GR.2-S.2-GLE.2-EO.d) and (RWC10-GR.2-S.2-GLE.2-EO.d.ii) and (RWC10-GR.2-S.2-GLE.2-RA.1) What adaptations are needed to survive in different regions/areas of the world? (RWC10-GR.2-S.2-GLE.2-EO.c.ii) and (RWC10-GR.2-S.2-GLE.2-EO.d)	Are some basic needs more important than others? (RWC10-GR.2-S.3-GLE.1-EO.a.d.e; IQ.4)
Transformations often follow specific patterns. (RWC10-GR.2-S.4-GLE.1-EO.e) and (RWC10-GR.2-S.4-GLE.1-RA.1) and (RWC10-GR.2-S.4-GLE.1-N.1)	What is the life cycle of_____? (RWC10-GR.2-S.2-GLE.1-IQ.1) and (RWC10-GR.2-S.2-GLE.1-N.2) and (RWC10-GR.2-S.2-GLE.2-EO.a.iii) and (RWC10-GR.2-S.2-GLE.2-EO.a.iv) Identify patterns of change you see in _____. (RWC10-GR.2-S.2-GLE.2-EO.b.i) and (RWC10-GR.2-S.2-GLE.2-EO.d.ii)	Are the changes in _____ good/bad? Why? (RWC10-GR.2-S.3-GLE.1-EO.a) and (RWC10-GR.2-S.3-GLE.2-EO.a) and (RWC10-GR.2-S.3-GLE.2-EO.c)
Patterns and strategies exist to help readers decode unknown words. (RWC10-GR.2-S.2-GLE.3-EO.a.iv) and (RWC10-GR.2-S.2-GLE.3-EO.a.v) and (RWC10-GR.2-S.2-GLE.3-N.1)	How can you figure out a word that has an inconsistent spelling pattern? (RWC10-GR.2-S.2-GLE.3-EOa.i) and (RWC10-GR.2-S.2-GLE.3-EO.a.ii) and (RWC10-GR.2-S.2-GLE.3-EO.c.ii) and (RWC10-GR.2-S.2-GLE.3-RA.1) How do you read irregularly spelled words? (RWC10-GR.2-S.2-GLE.3-EO.a.i.ii)	What strategy is best when decoding a word you don't know? (RWC10-GR.2-S.2-GLE.3-EO.a.ii) and (RWC10-GR.2-S.2-GLE.3-EO.a.vii) and (RWC10-GR.2-S.2-GLE.3-IQ.3) What strategy is best when decoding multisyllabic words? Create a list of words that you know that don't follow the phonics rule. (RWC10-GR.2-S.2-GLE.3-IQ.2)
The conventions of text indicate and provide clues that facilitate the ability to read with fluency and comprehension. (RWC10-GR.2-S.2-GLE.1-EO.b.ii) and (RWC10-GR.2-S.2-GLE.1-IQ.3)	Does it help to reread something that doesn't sound right? (RWC10-GR.2-S.2-GLE.1-EO.a.i) and (RWC10-GR.2-S.2-GLE.1-N.2) and (RWC10-GR.2-S.2-GLE.2-EO.d) Is it ok to stop and ask questions if what you are reading doesn't make sense?	Why is it important to reread a text if you are uncertain? (RWC10-GR.2-S.2-GLE.1-EO.a.i) (RWC10-GR.2-S.2-GLE.1-N.2) and (RWC10-GR.2-S.2-GLE.2-EO.d.i) What self-monitoring strategy works best when you are reading?

Critical Content: My students will **Know…**	Key Skills: My students will be able to **(Do)…**
• Grade-level phonics and word analysis skills. CCSS: RF.2.3 (RWC10-GR.2-S.2-GLE.3-EO.a) • The use of craft and structure to comprehend text (RWC10-GR.2-GLE.1-EO.b.i) • All the steps of the writing process (e.g. identifying topics of multi-paragraph texts and summarizing main ideas and significant information) • Why an author wrote a specific text. • The importance and purpose of reading multiple texts on the same topic	• Distinguish long and short vowels when reading regularly spelled one-syllable words. CCSS: RF.2.3a (RWC10-GR.2-S.2-GLE.3-EO.a.i) • Know spelling-sound correspondences for additional common vowel teams. CCSS: RF.2.3b (RWC10-GR.2-S.2-GLE.3-EO.a.ii) • Decode regularly spelled two-syllable words with long vowels. CCSS: RF.2.3c (RWC10-GR.2-S.2-GLE.3-EO.a.iv) • Decode words with common prefixes and suffixes. CCSS: RF.2.3d (RWC10-GR.2-S.2.-GLE.3-EO.a.v) • Identify words with inconsistent but common spelling-sound correspondences. CCSS: RF.2.3e (RWC10-GR.2-S.2-GLE.3-EO.a.vi) • Recognize and read grade-appropriate irregularly spelled words. CCSS: RF.2.3f (RWC10-GR.2- S.2-GLE.3-EO.a.vii) • Read with sufficient accuracy and fluency to support comprehension. CCSS: RF.2.4 (RWC10-GR.2- S.2-GLE.3-EO.b) • Read grade-level text with purpose and understanding. CCSS: RF.2.4a (RWC10-GR.2- S.2-GLE.3-EO.b.i) • Read grade-level text orally with accuracy, appropriate rate, and expression. CCSS: RF.2.4b (RWC10-GR.2-S.2-GLE.3-EO.b.ii) • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS: RF.2.4c (RWC10-GR.2-S.2-GLE.3-EO.b.iii) • Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning to a story, poem, or song. (RWC10-GR.2-S.2-GLE.1-EO.b.i) • Identify how word choice (sensory details, figurative language) enhances meaning in poetry. (RWC10-GR.2-S.2-GLE.1-EO.b.v) • Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text (RWC10-GR.2-S.2-GLE.2-EO.a.ii) • Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud (RWC10-GR.2-S.2-GLE.2.EO.a.iv) • Identify the main purpose of a text, including what the author wanted to answer, explain, or describe (RWC10-GR.2-GLE.2-EO.b.iii) • Read text to perform a specific task (Such as follow a recipe, play a game)(RWC10-GR.2-S.2-GLE 2-EO.b.iv) • Compare and Contrast the most important points presented by two texts on the same topic (RWC10-GR.2-S.2-GLE.2-EO.c.iii)

	- 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 (RWC10-GR.2-S.2-GLE.2-EO.d.ii) - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (RWC10-GR.2- S.3-GLE.3-EO.c) - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. (RWC10-GR.2- S.3-GLE.3-EO.d) - Identify a specific question and gather information for purposeful investigation and inquiry. (RWC10-GR.2-S4-GLE.1-EO.b) - Use a variety of multimedia sources to answer questions of interest. (RWC10-GR.2-S.4-GLE.1-EO.d)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*After researching camels in two books, I know that some have one hump and some have two. I also learned that the humps are made of fat, not water and that the humps help camels survive.*
Academic Vocabulary:	Information, space, research, fluent, technology, digital, media, transition, decode, self-monitoring, thrive
Technical Vocabulary:	Civilization, interdependence, transformation, structure, interaction, pattern, thrive, maintain, adequate, adaptations, living, non-living, strategy

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.