

Second Grade Fourth Nine Weeks Unit 5 Readers and Writers Use Strategies to Refine Their Craft		
	Reading	Writing
Unit Overview	Students continue to use reading strategies to strengthen comprehension.	Students apply writing strategies to craft poetry and research.
Topics	Poetry Drama Sensory Language Media	Poetry Inquiry Research
Concept	Strategies	
Generalizations/ Enduring Understandings	Students will understand that: <ul style="list-style-type: none"> ● Strategies have a process. ● Strategies are used to solve problems. ● Different strategies can be used to solve the same problem. ● It can take more than one strategy to reach your goal. ● Strategies are tools. 	
Guiding/ Essential Questions	<ul style="list-style-type: none"> ● How do I decide which strategies I need to use? ● Why did I choose this strategy? ● How and why do authors choose their strategies? ● How can I apply my reading strategies to my writing? 	

Learning Targets	Performance Levels	Learning Progressions	Performance Levels	Learning Progressions
	<ol style="list-style-type: none"> 1. Identifies the critical attributes of poetry 2. Identifies the critical attributes of drama 3. Makes connections to self, world, and other texts and specifies text evidence to support the connections 	<ol style="list-style-type: none"> 1. make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and nonliteral meanings (e.g., take steps) 2. Understands the structure and components of drama 	<ol style="list-style-type: none"> 1. Engages in the writing process (planning, drafting, revising, editing, and publishing) to compose poetry. 2. Engages in the inquiry process to compose research. 	<ol style="list-style-type: none"> 1. The student is making progress towards independently engaging in all steps of the writing process 2. Develops questions, seeks credible sources of information, and determines a structure for one's research <p>Shares new learning with appropriate audience</p> <p>Click here for HPISD Literacy Document</p>
Formative Assessments (FOR learning)	small groups, conferencing, observations, anecdotal notes, reading responses, running records Click here for specific FPA Assessments Click here for HPISD Elementary ELA assessments.		journal writing, classroom observation, conferences, anecdotal notes	
Summative Assessments (OF learning)	See Teacher/Parent Guide on Curriculum Website Fountas and Pinnell Assessments, MAP		See Teacher/Parent Guide on Curriculum Website District Writing Samples	

<p>TEKS (Introduced during this nine weeks.)</p> <p>Reading/Comprehension Skills Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p> <p>Click here for Second Grade ELA TEKS Matrix</p>	<p>(2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:</p> <p><i>(iii) final stable syllable (e.g., sta-tion, tum-ble);</i></p> <p>(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.</p> <p>(8) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from the text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.</p> <p>(11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and nonliteral meanings (e.g., take steps).</p> <p>(16) Reading/Media Literacy. Students use comprehension skills to analyze how words,</p>	<p>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(B) write short poems that convey sensory details.</p> <p>(19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(C) write brief comments on literary or informational texts.</p> <p>(24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and</p> <p>(B) decide what sources of information might be relevant to answer these questions.</p> <p>(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and</p> <p>(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).</p>
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	<p>images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) recognize different purposes of media (e.g., informational, entertainment);</p> <p>(B) describe techniques used to create media messages (e.g., sound, graphics); and</p> <p>(C) identify various written conventions for using digital media (e.g., e-mail, website, video game).</p>	<p>(26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.</p> <p>(27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.</p>
Language of Instruction	Purpose, media, persuasion	Poetry, sensory details, persuasive, narrative, expository, writing process,
State Assessment Connections	STAAR	
Resources	<ul style="list-style-type: none"> ● <i>The Continuum of Literacy Learning: A Guide to Teaching</i> (Fountas & Pinnell) ● <i>Fountas and Pinnell Benchmark Assessments</i> ● <i>Lucy Calkins Reading and Writing Units of Study</i> ● <i>ABYDOS Resources</i> ● Texas Education Agency (TEA) Website 	
Textbook Correlation Textbook	Journeys	

Correlation	
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