



Assessed on the Common Assessment

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Introduce Narrative Writing: Small Moments	Introduce Informational Chapter Books, continue other genres	Introduce Opinion Writing: Book Reviews and Informational: Biographies. Continue other genres	Introduce Poetry, continue other genres
Science Content: My Place on the Map/ Local Communities/ Berwyn (Local Government)	Science Content: Habitat Connections Between Plants and Animals	Social Studies Content: People in the Past	Social Studies Content: Maps & Economics (in Fairy Tales)
<p>Unit 0: Set up a Reader's and Writer's Workshop</p> <ul style="list-style-type: none"> Develop stamina for reading Set up workshop/centers/Daily 5 routines Learning skills to help decode unknown words Reading fluently Monitoring for comprehension <p>Unit 1 Content: This is a literature based unit.</p> <ul style="list-style-type: none"> RF.2.4 Read to understand and monitor for comprehension in longer books RF.2.3 Use sentence level context clues, self-correct and reread RL.2.1 Ask and answer questions about a text RL.2.2 Recount a story RL.2.5 Describe the overall structure of a story, including B/M/E 	<p>Unit 2 Content: This is an informational text based unit.</p> <ul style="list-style-type: none"> RI.2.5 Identify text features. RI.2.5 Know the purpose for the text features, and use them while reading. RI.2.1 Ask and answer questions while they are reading nonfiction texts. RI.2.2 Identify the main topic of a paragraph or short text RI.2.1/ RI.2.2 Find the key details in the text to support the topic RI.2.4 Use the content vocabulary of the books they read when writing and speaking RI.2.7 Explain how images contribute to/ clarify a text RI.2.9 Compare and contrast the most important points presented by two texts on the same topic 	<p>Unit 3 Content: This is a CHARACTER unit.</p> <ul style="list-style-type: none"> RL.2.3 Character analysis (including traits and feelings) RL.2.3 Character response to a events/ challenges RL.2.2 Recounting RL.2.1 Visualizing RL.2.1 Predicting RL.2.4 Literary language Strategies for reading longer books RL.2.6 Reading with expression and fluency to show different characters POV SL.2.1 Talking about books/ book clubs <p>Unit 3B Content: This unit is a research unit using biographies.</p> <ul style="list-style-type: none"> RI.2.1 Ask and answer different types of questions during and after reading. RI.2.2 Read and find the main topic and key details of a text RI.2.5 Use text features to add meaning to the text RI.2.3 Make connections between concepts and events RI.2.8/2.9 Draw conclusions from research, and discuss them in research clubs RI.2.6 Explore author's purpose for writing RI.2.4 Use content specific vocabulary RI.2.9 Research across a two text set on one topic 	<p>Unit 4 Content: This is a fairy tale/fable unit.</p> <ul style="list-style-type: none"> RL.2.2/ RL.2.5 Analyze the genre of fairy tales/ fables and look for key characteristics they have in structure. RL.2.6 Put yourself in the character's shoes by speaking as the character fluently RL.2.6 See different points of views of characters RL.2.3 Pay attention to character's feelings RL.2.3 Ask questions about characters to come up with bigger ideas L.2.4 Understand literary language/ phrases to comprehend the story RL.2.2 Determine lessons that the character has learned SL.2.1 Critically discuss/ think about lessons that character has learned RL.2.9 Compare and contrast books that have the same lesson

***Standards/strategies/skills that are highlighted in yellow are assessed on the Common Assessment for that quarter. All other expectations should be formatively and/or summatively assessed using tools created by the teacher or grade level teams.



***Standards/strategies/skills that are highlighted in yellow are assessed on the Common Assessment for that quarter. All other expectations should be formatively and/or summatively assessed using tools created by the teacher or grade level teams.