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| **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 |
| 1. New information can be learned and better dialogue created by listening actively | | | | | | RWC10-GR.2-S.1-GLE.2 |
| 1. 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 |
| 1. Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text | | | | | | RWC10-GR.2-S.2-GLE.2 |
| 1. Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology | | | | | | RWC10-GR.2-S.2-GLE.3 |
| 1. 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 |
| 1. Exploring the writing process helps to plan and draft a variety of simple informational texts | | | | | | RWC10-GR.2-S.3-GLE.2 |
| 1. Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing | | | | | | RWC10-GR.2-S.3-GLE.3 |
| 1. Research and Reasoning | 1. Reference materials help us locate information and answer questions | | | | | | RWC10-GR.2-S.4-GLE.1 |
| 1. Questions are essential to analyze and evaluate the quality of thinking | | | | | | RWC10-GR.2-S.4-GLE.2 |
| **Colorado 21st Century Skills** | | **Common Core Reading Foundational Standards** | | | | | |
| **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* | | **Phonics and Word Recognition:** [CCSS.RF.2.3](http://www.corestandards.org/ELA-Literacy/RF/2/3/) Know and apply grade-level phonics and word analysis skills in decoding words.  [CCSS.RF.2.3a](http://www.corestandards.org/ELA-Literacy/RF/2/3/a/) Distinguish long and short vowels when reading regularly spelled one-syllable words.  [CCSS.RF.2.3b](http://www.corestandards.org/ELA-Literacy/RF/2/3/b/) Know spelling-sound correspondences for additional common vowel teams.  [CCSS.RF.2.3c](http://www.corestandards.org/ELA-Literacy/RF/2/3/c/) Decode regularly spelled two-syllable words with long vowels.  [CCSS.RF.2.3d](http://www.corestandards.org/ELA-Literacy/RF/2/3/d/) Decode words with common prefixes and suffixes.  [CCSS.RF.2.3e](http://www.corestandards.org/ELA-Literacy/RF/2/3/e/) Identify words with inconsistent but common spelling-sound correspondences.  [CCSS.RF.2.3f](http://www.corestandards.org/ELA-Literacy/RF/2/3/f/) Recognize and read grade-appropriate irregularly spelled words.  **Fluency:** [CCSS.RF.2.4](http://www.corestandards.org/ELA-Literacy/RF/2/4/) Read with sufficient accuracy and fluency to support comprehension.  [CCSS.RF.2.4a](http://www.corestandards.org/ELA-Literacy/RF/2/4/a/) Read grade-level text with purpose and understanding.  [CCSS.RF.2.4b](http://www.corestandards.org/ELA-Literacy/RF/2/4/b/) Read grade-level text orally with accuracy, appropriate rate, and expression.  [CCSS.RF.2.4c](http://www.corestandards.org/ELA-Literacy/RF/2/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | | **Length of Unit** |  | | |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** | |  | | | |  |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | | | | |
| **Unit Strands** |  | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **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):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |