







2 <sup>nd</sup> Grade Units	Summary	Essential Questions	Exemplar Texts From Appendix B of the Common Core State Standards
	<p><b>Unit 1</b> A Season for Chapters</p>	<p><b>6 week unit</b></p> <p>Students focus on the beauty of language- in chapter books, informational texts, and poetry- all related to the four seasons.</p>	<p><b>When is language beautiful?</b></p> <p><b>Stories</b> <i>Poppleton in Winter</i>, Cynthia Rylant <b>Poems</b> "Autumn", Emily Dickinson "Something Told the Wild Geese", Rachel Field "Who Has Seen the Wind", Christina Rossetti "Weather", Eve Merriam "Knoxville, Tennessee", Nikki Giovanni "Stopping by Woods on a Snowy Evening", Robert Frost</p>
	<p><b>Unit 2</b> The Wild West</p>	<p><b>6 week unit</b></p> <p>Students read literature set in the Wild West: chapter books, informational texts, songs, tall tales, and fairy tales.</p>	<p><b>How does setting affect a story?</b></p> <p><b>Stories</b> <i>Cowgirl Kate and Cocoa</i>, Silverman and Lewin <b>Informational Books</b> <i>Wild Tracks! A guide to Nature's Footprints</i>, Jim Arnosky</p>
	<p><b>Unit 3</b> Building Bridges with Unlikely Friends</p>	<p><b>6 week unit</b></p> <p>Students explore literal and figurative language through the theme of building bridges.</p>	<p><b>Why do authors use figurative language?</b></p> <p><b>Stories</b> <i>Henry and Mudge</i>, Cynthia Rylant <i>Fire Cat</i>, Esther Holden Averill <b>Stories (Read Aloud)</b> <i>The Cricket in Times Square</i>, George Selden <i>Charlotte's Web</i>, E.B. White</p>

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	<b>Unit 4</b> A Long Journey to Freedom	<b>6 week unit</b>  Students read informational text and fictionalized accounts of the African American journey to freedom.	<i>What is challenging about writing a narrative?</i>	<b>Informational Books</b> <i>Martin Luther King Jr. and the March on Washington (1963)</i> , Frances E. Ruffin <i>Lincoln: A Photobiography (1809- 1865)</i> , Russell Freedman <i>The Story of Ruby Bridges (1960)</i> , Robert Coles
	<b>Unit 5</b> Hand-Me-Down Tales from Around the World	<b>6 week unit</b>  Students practice opinion and narrative writing as they read the poetry of Robert Louis Stevenson and a wide variety of legends, folktales, and informational books from around the world.	<i>How are stories and poems alike?</i>  <i>How are they different?</i>	<b>Stories</b> <i>The Treasure</i> , Uri Shulevitz <b>Stories (Read Aloud)</b> <i>The Thirteen Clocks</i> , James Thurber <i>"How the Camel Got His Hump" in Just So Stories</i> , Rudyard Kipling <b>Poems</b> <i>"The Pied Piper of Hamelin"</i> , Robert Browning <b>Informational Books</b> <i>Art Around the World</i> , Heather Leonard
	<b>Unit 6</b> Taking Care of Ourselves	<b>6 week unit</b>  Students will enjoy a wide range of reading and practice informative/explanatory writing while studying human body systems.	<i>Why should we support our opinions with reasons?</i>	(none in this unit)

