



GRADE 2 LITERACY IN SOCIAL STUDIES: WHERE IS HOME?

UNIT OVERVIEW

This task is embedded in a unit that supports students with reading and writing informational texts. In this initial unit that parallels the NYC Social Studies scope and sequence [p. 24 of NY State’s Core Curriculum, Core Part 1, 1999] for Grade 2, students will be immersed in informational texts about urban, suburban, and rural communities through read-alouds and shared, guided, and independent reading & writing. Students will participate in the creation of whole class essay about one community. Guided practice will support students to then write independently on one of the two remaining communities. The unit lasts for four weeks with the culminating task occurring in the final week.

Task Name: Where Is Home?

Grade: 2

Subject: Social Studies

Depth of Knowledge: 3

Task Description: The task requires students to independently write an informational piece on a community of their choice after reading and responding to informational texts about rural, suburban, and urban communities. Throughout the unit of study, students are supported in charting information from shared and independently read texts and are involved in guided and interactive practice on how to group ideas in writing. While students have read many of the texts with support in class, in Grade 2 the standards allow for “scaffolding as needed.”

Standards Assessed:

RI.2.10

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.

W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Materials needed: Books (informational, non-chronological texts on urban, suburban, and rural communities) suitable for read-alouds and shared, guided, and independent reading. See suggested list of titles in the Learning Plan on pages 35-36.



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The task and instructional supports in the following pages are designed to help educators understand and implement Common Core–aligned tasks that are embedded in a unit of instruction. We have learned through our pilot work that focusing instruction on units anchored in rigorous Common Core–aligned assessments drives significant shifts in curriculum and pedagogy. Callout boxes and Universal Design for Learning (UDL) support are included to provide ideas regarding how to include multiple entry points for diverse learners.

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Acknowledgments: The task and unit included were developed by AUSSIE (Australian United States Services In Education), teachers at PS48 (06M048) and PS33 (10X033) and the NYC DOE Common Core Fellows.



GRADE 2 LITERACY IN SOCIAL STUDIES:

WHERE IS HOME?

PERFORMANCE TASK

Culminating Performance Task: Where is Home?

The culminating task was reviewed for alignment to the Common Core Learning Standards using a process developed and refined by Achieve, Inc., with input from the Common Core Fellows.

Culminating Task:

Which community interests you most? Write an informational piece about that community. In your informational piece, begin by introducing the community you chose and explain where that type of community is located. Organize your information into sections, making sure to include facts about the community. Use information from the texts you are reading and the texts we have read together to write your informational essay. Write a conclusion for your essay. Remember to create a glossary of important words for the community you chose.

NB: See Teacher Guidelines on page 37 for an explanation of how this task is embedded in the unit and for suggestions on implementation.



GRADE 2 LITERACY IN SOCIAL STUDIES:
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RUBRIC

PERFORMANCE TASK RUBRIC – GRADE 2 – INFORMATIONAL WRITING

| Grade 2 Writing Rubric | Level 1: Novice | Level 2: Intermediate | Level 3: Proficient | Level 4: Above Proficient |
|--|--|--|---|---|
| <p>Focus/Genre Students write informative/explanatory texts about a topic.</p> | <p>When asked to write an informational text that teaches people important information and ideas about a topic, the writer writes an opinion and/or story in an attempt to write factual information. The information given is likely to be tangentially related to the topic.</p> | <p>When asked to write an informational text that teaches people important information and ideas about a topic, the writer chooses a topic he or she knows about and includes some information about the topic. Most of the information is related to the topic although the writer may include a narrative statement in the piece as if it is a fact.</p> | <p>When asked to write an informational text that teaches people important information and ideas about a topic, the writer chooses a topic in which he or she has some knowledge and provides important and/or interesting information to support that topic.</p> | <p>When asked to write an informational text that teaches people important information and ideas about a topic, the writer provides main points that not only support the topic but also begin to raise an idea or concept about the topic.</p> |
| <p>Organizes Information Students write informative/explanatory texts in which they categorize related information.</p> | <p>The writer provides information, although he or she does not categorize the information into subtopics.</p> | <p>The writer gestures toward dividing his or her larger topic into subtopics; however, the subtopics are too narrow to hold up as entire categories.</p> | <p>The writer divides his or her larger topic into subtopics. Each subtopic is addressed in a different section of the text. Most (or all) of the information within each section relates to the subtopic.</p> | <p>The writer categorizes information into subtopics that not only include related information about the topic, but also ideas or concepts.</p> |
| <p>Introduction Students write informative/explanatory texts in which they introduce a topic.</p> | <p>The writer does not name the topic he or she is writing about.</p> | <p>The writer names the topic that he or she is writing about.</p> | <p>The writer includes an introduction to the topic.</p> | <p>The writer includes an introduction to the topic, which provides a preview of the main points.</p> |
| <p>Development Students write informative/explanatory texts in which they use facts and definitions to develop points..</p> | <p>The writer includes a sparse collection of information drawn primarily from personal experiences to develop his or her topic.</p> | <p>The writer develops his or her topic with examples, feelings, and/or facts drawn primarily from personal experiences.</p> | <p>The writer develops his or her topic with examples, feelings, and facts as well as definitions. This information is drawn from at least one outside source that relates to the topic.</p> | <p>The writer develops his or her topic with facts, definitions, and other details to convey ideas and concepts. This information is drawn from at least one outside source that relates to the topic.</p> |
| <p>Conclusion Students write informative/explanatory texts in which they provide a concluding statement or section.</p> | <p>The writer ends abruptly without providing a conclusion.</p> | <p>The writer provides a general concluding statement that could apply to any topic, rather than relating to the specific topic.</p> | <p>The writer provides a concluding statement or section that fits with the topic or at least some of the information.</p> | <p>The writer includes a concluding statement or section, restating and/or building on the topic and main points.</p> |



GRADE 2 LITERACY IN SOCIAL STUDIES: WHERE IS HOME?

ANNOTATED STUDENT WORK

Annotated student work in this section contains student work at a range of score points. The student work shows examples of student understandings and misunderstandings of the task. The work is annotated against the standards cited for the task. The summaries explain how each example was scored against the Common Core-aligned rubric, and the next steps suggest possible instructional moves a teacher could take with each student.

Student A

I like to live in a suburban community
Written By: Student A
Level 3

I like to live in a
suburban community

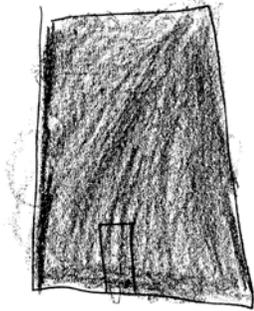


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Introduction



I want to live in a
suburban community. I want
to live in this community
because it has backyards. This
community has houses, malls
and houses. There things I going
to give you more information
about is places to live, places
to visit and Jobs.

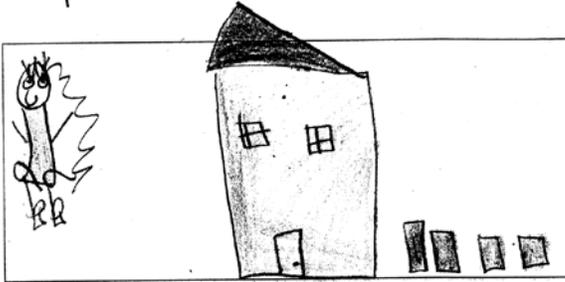
2

Introduction

I want to live in a suburban community. I want to live in this community. because it has backyards. This community has houses, malls, and houses. There things I going to give you more information about is places to live, places to visit and Jobs.

Comment [ss1]: Student introduces topic by naming the topic, "I want to live in an suburban community," and by previewing the information that will follow. Student gives examples of features of a suburban community "backyards, malls, house's." [W.2.2]

Places to Visit



These are many places to visit in a suburban community. In a suburban community you can visit shopping centers, cemeteries, park, lakes, restaurants, neighbors and wineries. The suburbs are nice places to visit because of all these places we can go to.

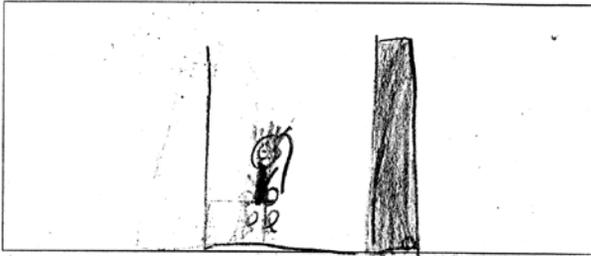
3

Places to Visit

There are many places to visit in a suburban community. In a suburban community you can visit shopping centers, cemeteries, park, lakes, restaurants, neighbors and wineries. The suburbs are nice places to visit because of all these places we can go to.

Comment [ss2]: Student uses facts in the form of a list "shopping centers, cemeteries, park, lakes, restaurants, neighbors and wineries" in order to begin to **develop the point** that there are multiple places to visit in a suburban community

Jobs



There are many jobs in a
suburban community. There's a
lot of jobs you can work at
the malls, you can work at salons,
cleaners and restaurants.

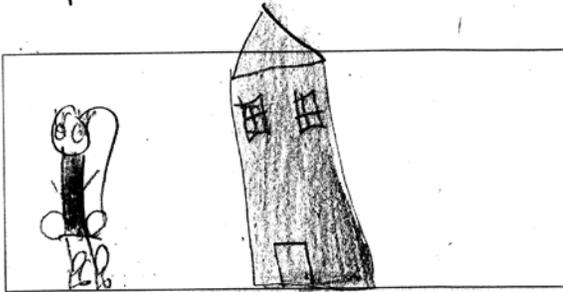
4

Jobs

There are many jobs in a suburban community. There's a lot of jobs. you can work at the malls, you can work at salons, cleaners and restaurants.

Comment [ss3]: Student lists locations where one can work in a suburban community, "malls", "salons", "cleaners", "restaurants." [W.2.2]

Places to live



You can live in a townhouse.
houses or some apartments.
Some people live in mobile
homes too!

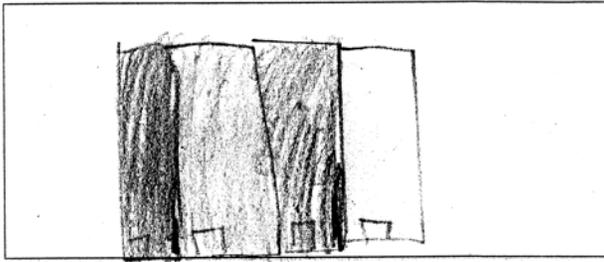
5

Places to live

You can live in a townhouse's or some apartments. Some people live in mobile homes too!

Comment [ss4]: Student provides some factual information, "live in townhouse's or some apartments" as well as details that are not supported by the provided texts, "some people live in mobile homes too!" [RI.2.10; W.2.2]

Transportation

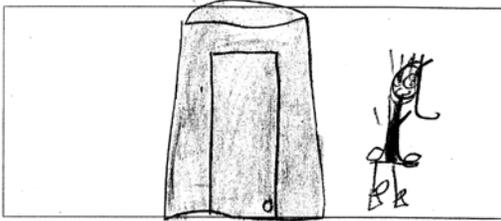


There are many ways to travel
in a suburban community because
there are a lot of cars, trucks,
buses, trains.

There are many ways to travel in a suburban community because ⁶ there are a lot of cars, trucks, buses, trains.

Comment [15]: The details in this section do not give enough information to distinguish a suburban community from a rural or urban community. [W.2.2]

Conclusion



I want to live in
suburban community I want
to live in a suburban community
because you can go shopping
and you are surrounded by a
lot of houses and that's
why I want to live there
Do you live in a suburban
community.

7

Conclusion

I want to live in suburban community I want to live in suburban community because you can go shopping and you are surrounded by a lot of houses and that's why I want to live there Do you live in a suburban community.

Comment [16]: Student provides a **concluding section**, restating the opinion that he/she would like to live in a suburban community. Student supports this conclusion by providing examples of life in a suburban community from the different categories detailed in the body of the essay. [W.2.2]

Grade 2 Literacy in Social Studies: Where Is Home?
Annotated Student Work

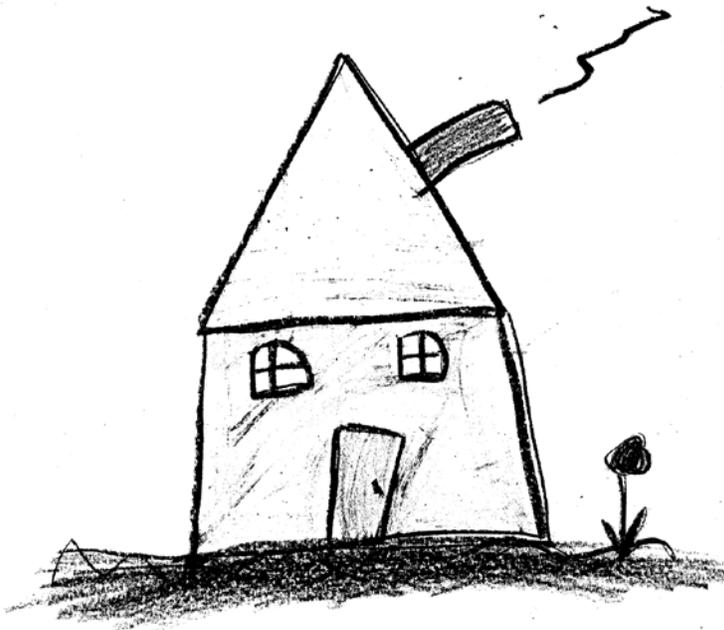
The overall rating for this piece is 3. Student demonstrates performance that is meeting expectations as described in the targeted Common Core standards.

| Component of W.2.2 | Summary | Next Steps |
|--|--|--|
| Introduce a topic | This student provides an attempt at an introduction by naming the topic, providing an opinion, and giving an example of a unique feature of a suburban community to support the stated opinion, "because it has bakeyards." | Student could further develop the introduction by elaborating on his/her opinion, in contrast to other communities: urban and rural. Having students complete venn diagrams during the reading and note-taking stage will help facilitate an understanding of compare/contrast. |
| Use facts and definitions to develop points | Student uses four sub-topics, places to visit, jobs, places to live, and transportation, to begin to use facts to develop the topic. The supporting evidence, as seen in examples of places to visit, jobs one might hold, places to live, or modes of transportation, are written in a list format that lacks definitions for domain-specific vocabulary. Student varies sentence structure which demonstrates an understanding of linking ideas in a paragraph form as opposed to listing. | Student could practice elaborating on facts by providing qualifying details, such as, suburbs contain malls, <i>where people can shop for clothes</i> . Additionally, a glossary (as noted in the task), would have addressed the lack of definition for the wealth of domain-specific vocabulary that the student provided. Guidance for this can be seen in the learning plan. |
| Provide a concluding statement or section | Student writes a concluding statement. The conclusion begins with a restatement of the student's opinion with details to help summarize. | |

Student B

All about the suburbs
Written By: Student B
Level 2

All about the Suburbs



Introduction



I want to live in a suburban
community. I want to live in this
community because I love townhouses
This community does not have a lot of
traffic and it has room for houses. Also
the suburbs have some open land the
three things I am going to give you more
information about is to live in jobs, and
space.

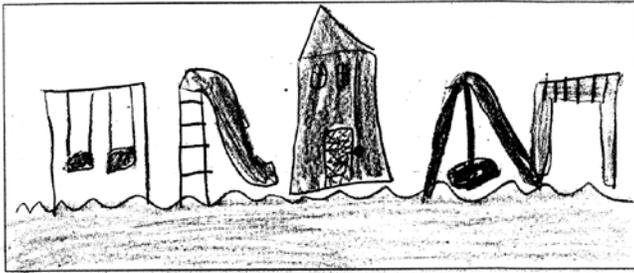
2.

Introduction

I want to live in a suburban community. I want to live in this community because I love townhouses. This community does not have a lot of traffic and it has room for houses. Also the suburbs have some open land the three things I am going to give you more information about is to live in jobs, and space.

Comment [17]: Student introduces topic and gives examples of key features. Student previews information that follows. [W.2.2]

Homes to live in



There are many types of homes in an
suburban community to live in. There
are houses to live in. There are
townhouses to live in. There are
also apartments to live in. There are trailer
homes to live in. There are houses
that have playgrounds and parks.

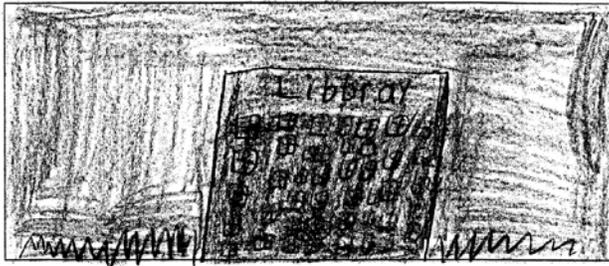
3

Homes to live in

There are many types of homes in an suburban community to live in. There are houses to live in. There are townhouses to live in. There are also apartments to live in. There are trailer homes to live in. There are houses that have playgrounds and parks.

Comment [18]: Student identifies the fact that there are multiple types of homes in a suburban community and elaborates on the fact by listing types of homes one may find. Student attempts to **define** key terms by noting that "there are houses that have playgrounds and parks." However, this suggests an incomplete understanding of suburban homes. Additionally, "trailer homes" is not in any of the informational texts and is therefore not textual evidence. [W.2.2]

Jobs



There are many Jobs to work in.
There are offices in a suburb
to work in. There are schools and
malls to work in. There are little
stores to work in. There are
Libbraes to work in.

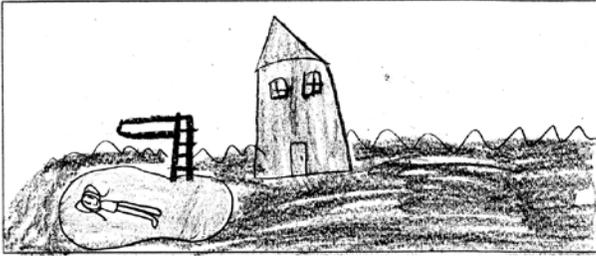
4

Jobs

There are many Jobs to work in. There are Offices in a suburb to work in. There are schools and malls to work in. There are little stores to work in. There are Libbraes to work in.

Comment [19]: Student repeats the same phrase in each sentence, thus providing more of a list than a paragraph with varying sentence structures.

Space



A suburban community is an interesting place. There isn't a lot of traffic. There are room for other houses. There are townhouses and there are Back yards. and it has Pools.

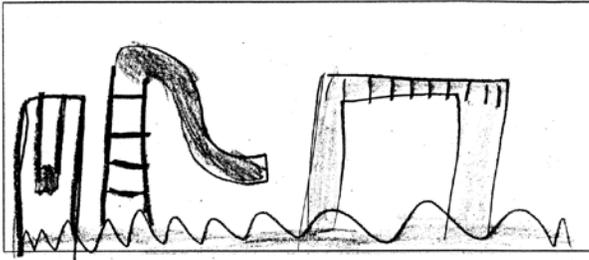
5

Space

A suburban community is an interesting Place. There isn't a lot of traffic. There are room for other houses. There are townhouses and there are Back yards. and it has Pools.

Comment [110]: Student provides an opinion and uses **facts** to support this opinion: "a suburban community is an interesting place. There isn't a lot of traffic." [W.2.2]

Conclusion



I want to live in a suburban
community because there are
pools in the back of the
house. There are roofs
to look out, there are also
parks. I like the suburban
community because there are pools,
parks, playgrounds. Do you live in a
suburban community?

6

Conclusion

I want to live in a suburban community because there are pools in the back of the house. There are roofs to look out. there are also Parks. I like the suburban community because there are Pools, Parks, Playgrounds. Do you live in a suburban community?

Comment [I11]: Student provides a **concluding statement** by restating the original opinion, "I want to live in a suburban community" and restates details from the body of the essay. [W.2.2]

Grade 2 Literacy in Social Studies: Where Is Home?
Annotated Student Work

The overall rating for this piece is 2. Student demonstrates performance that is working toward expectations, but is not consistently meeting them as described in the targeted Common Core standards.

| Component of W.2.2 | Summary | Next Steps |
|--|---|--|
| Introduce a topic | Student introduces topic, "I want to live in a suburban community," and overarching details. | To further develop this introduction, the student could include language that connects the feature to the community. Having students complete venn diagrams during the reading and note-taking stage will help facilitate an understanding of compare/contrast. |
| Use facts and definitions to develop points | Student provides three categories in body of essay. Many of the facts and details are listed with repetitive sentence structures. | Next step for student could be to practice linking using linking words to help vary sentence structure. Student could elaborate and provide definitions for domain-specific vocabulary. A glossary (as noted in the task) would have addressed this element. Guidance for this can be seen in the learning plan. |
| Provide a concluding statement or section | Student concludes the writing piece by restating the original opinion of wanting to live in a suburban community. | |

Student C

Life in a suburban Community
Written By: Student C
Level 2

2 Life in a Suburban community



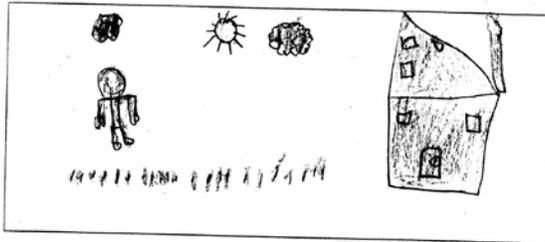
Grade 2 Literacy in Social Studies: Where Is Home?
Annotated Student Work

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Introduction



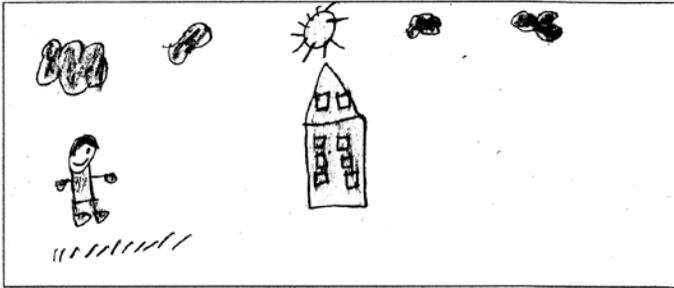
I want to live in a suburban community.
I want to live in a suburban community
because I want to live in a
townhouse. This community has less
traffic and a lot of townhouse. Let
me tell you more information
about jobs and space.

Introduction

I want to live in a suburban community. I want to live in a suburban community because I want to live in a townhouse. This community has less traffic and a lot of townhouse. Let me tell you more information about jobs and space.

Comment [A12]: Student introduces topic "I want to live in a suburban community" and leads reader into the rest of the text. [W.2.2]

Jobs



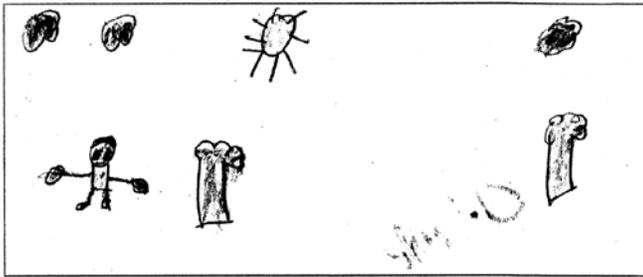
There are many jobs you can
have in a suburb community.
People can build things in a suburb
community. People can work in a suburb
school and they can work at
a mall and they can work at a restaurant
too!

There are many jobs you can have in a suburb community. People can build things in a suburb community. People can work in a suburb school and they can work at a mall and they can work at a restaurant too!

Comment [I13]: Student begins to develop topic by providing four facts, but lacks qualifying phrases that would help define or explain key terminology, e.g., a mall, where you can buy clothes, people can build things such as _____ because there is more space for tool sheds. [W.2.2]

Grade 2 Literacy in Social Studies: Where Is Home?
Annotated Student Work

space



A suburban community is an interest
place. It is interest because it
has lots of trees they have
beautiful homes to visit they
have meadows and parks
with a lot of space run arand

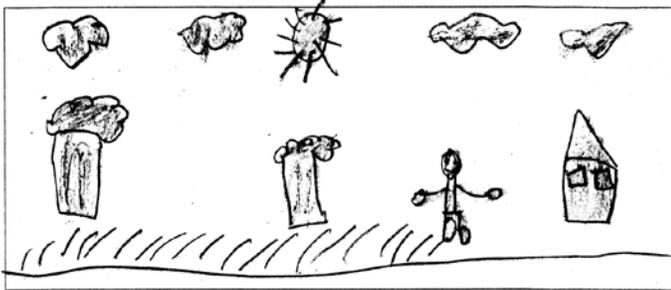
Space

A suburban community is an interest Place. It is interest because it has lots of trees they have beautiful homes to visit they have meadows and Parks with a lot of space run arand

Comment [A14]: Student provides facts "trees", "meadows," "beautiful homes." [W.2.2]

Comment [A15]: "With a lot of space run arand," shows emerging use of details to define/explain but this could be more developed [W.2.2]

conclusion



I want to live in suburban
community? would you
want to live here too?

Conclusion

I want to live in suburban community would you want to live here too?

Comment [A16]: Student provides a sense of closure but gives no concluding summary. [W.1.2]

Grade 2 Literacy in Social Studies: Where Is Home?
Annotated Student Work

The overall rating for this piece is a level 2 on the low end of the range. Student demonstrates performance that is working toward expectations but demonstrates inconsistent and emerging ability to meet the standard as described in the targeted Common Core standards.

| Component of W.2.2 | Summary | Next Steps |
|--|---|--|
| Introduce a topic | This student attempts an introduction by naming the topic, Suburban Communities, and providing details. | Student would benefit from viewing sample essays and practicing grouping details in a graphic organizer that relate to appropriate sections of an essay. |
| Use facts and definitions to develop points | Student provides only two categories for the body of their essay. Some of the details do not explain how the suburbs are different: "people can work in a suburban school." There is also emerging use of detail ("they have meadows and parks with a lot of space to ran arand") but this skill is still inconsistent. | A glossary (as required by the task) was not provided by the student. This suggests more support is needed around the purpose of a glossary and how to create one. Guidance for this can be seen in the learning plan. Creating a glossary would support the student in transferring more details and definitions into the body of the essay. |
| Provide a concluding statement or section | Student attempts to write a concluding statement. However, the language of the conclusion falls short of the grade standard, and aligns more closely with the Grade 1 standard, that "student provides a sense of closure," than the elaboration expected in 2nd grade. | |



GRADE 2 LITERACY IN SOCIAL STUDIES: WHERE IS HOME?

INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include the following items:

- 1) A unit outline with essential questions, enduring understandings, and formative assessments. The unit outline format was informed by Wiggins and McTighe's *Understanding By Design*.
- 2) Guidelines for teachers that describe a sequence of instruction for the 4-week unit.
- 3) A Text and Tasks Set with suggested text-dependent questions.

Teachers may use these resources as they are described, integrate parts into a currently existing curriculum unit, or use as a model or checklist for a currently existing unit on a different topic.

Unit Outline - Grade 2 Literacy in Social Studies

INTRODUCTION: This unit outline provides an example of how to integrate performance tasks into a unit. *Teachers may (a) use this unit outline as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic. The length of the unit includes suggested time spent on the classroom instruction of lessons and administration of assessments. Please note that this framework does not include individual lessons.*

Grade 2 Literacy in Social Studies: Where Is Home?

UNIT TOPIC AND LENGTH:

This unit supports students with reading and writing informational texts. It addresses the NYC Social Studies scope and sequence [p. 24 of NY State’s Core Curriculum, Core Part 1, 1999] for Grade 2 and will immerse students in informational texts about urban, suburban, and rural communities through read-alouds and shared, guided, and independent reading. In Grade 2 Social Studies students will, over the course of an extended time of study during the year, learn that there is a complex relationship between human beings and the environments within which they live and work. Students will use the text features of informational texts while at the same time recording and sharing facts they have learned about different types of communities during shared and independent reading. Students will decide which type of community to write about and collaborate on writing an essay together. They will group facts under headings and collaboratively write to demonstrate how to group facts. They will be introduced to the idea of grouping ideas in paragraphs with a concluding sentence. Guided practice will support students to then write independently on the topic. The unit lasts for four weeks with the final, independent writing task occurring in the fourth.

COMMON CORE LEARNING STANDARDS:

RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.10

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.

W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

| | |
|--|--|
| <p>BIG IDEAS/ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ➤ Reading and researching informational text can increase understanding of a topic. ➤ Writers can teach about the world through informational text. ➤ Social studies: There is a complex relationship between human beings and the environment within which they live and work. | <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ➤ Given what we've learned from the texts on communities, what makes a community unique? ➤ What are the characteristics of an effective informational text? |
| <p>CONTENT:</p> <ul style="list-style-type: none"> ➤ Key details of text ➤ Comprehension of informational text ➤ Topics ➤ Facts/definitions ➤ Conclusions ➤ Features of informational text | <p>SKILLS:</p> <ul style="list-style-type: none"> ➤ <u>Examine</u> a topic by reading informational/ explanatory texts. ➤ <u>Draw conclusions</u> from informational text. ➤ <u>Listen to and comprehend</u> informational text. ➤ <u>Write</u> in an informational text structure. ➤ <u>Introduce</u> a topic. ➤ <u>Develop</u> points using facts and definitions. ➤ <u>Provide</u> a concluding statement or section. |
| <p>VOCABULARY/KEY TERMS: Communities, urban, rural, suburban, text features, table of contents, headings, bold words, glossary, content words from various texts</p> | |
| <p>FORMATIVE ASSESSMENT: Students could:</p> <ol style="list-style-type: none"> 1. Populate a graphic organizer with key ideas and details from a text (DOK 2) 2. Write paragraphs for topic sections (DOK 2) 3. Share responses with partners to questions posed by teacher around basic comprehension, interpretation, and analysis questions (DOK 1 & 2) | |

FINAL PERFORMANCE TASK:

Students independently write in response to the following prompt:

Which community interests you most? Write an informational piece about that community. In your informational piece, begin by introducing the community you chose and explain where that type of community is located. Organize your information into sections, making sure to include facts about the community. Use information from the texts you are reading and the texts we have read together to write your informational essay. Write a conclusion for your essay. Remember to create a glossary of important words for the community you chose.

LEARNING PLAN AND ACTIVITIES:

The instructional supports in this unit contain a series of learning activities to use throughout the unit building toward the final performance task. There are call-out boxes that provide suggestions for students who need extra support. These suggestions are based on student need and might be helpful for English Language Learners (ELLs), Students with Disabilities (SWDs), as well as other students who need support with particular aspects of the content and skills taught. For more ideas on how to support [ELLs](#) and [SWDs](#), visit the “About the Tasks” section of the Common Core Library.

In addition to this unit overview there are:

- 1) Guidelines for teachers that describe sequence of instruction that builds towards the culminating assessment, to be administered in the fourth week. Within these guidelines are callout boxes that provide suggestions for students who need extra support. These suggestions are based on student need and might be helpful for ELLs and SWDs, as well as other students who need support with particular aspects of the content and skills taught.
- 2) A Text and Tasks Set with sample text-dependent questions.

RESOURCES:**The following texts are within the complexity band for Grades 2-3:**

Miller, J. *Who’s Who in an Urban Community*. Rosen Publishing, 2005. (also available as an e-book)

Miller, J. *Who’s Who in a Rural Community*. Rosen Publishing, 2005. (also available as an e-book)

Miller, J. *Who’s Who in a Suburban Community*. Rosen Publishing, 2004. (also available as an e-book)

The following texts are below are the complexity band for Grades 2-3:

Carroll, L. *Places We Call Home; Explorations*. Okapi Publishing. (also available as a big book)

Sterling, K. *Living in Urban Communities*; First Step Nonfiction. Lerner Publications, 2007.

Sterling, K. *Living in Rural Communities*; First Step Nonfiction. Lerner Publications, 2007.

Sterling, K. *Living in Suburban Communities*; First Step Nonfiction. Lerner Publications, 2007.

Trumbauer, L. *Living in a Rural Area*. Capstone Press, 2006.

Trumbauer, L. *Living in a Suburb*. Capstone Press, 2006.

Trumbauer, L. *Living in a City*. Capstone Press, 2006.

Trumbauer, L. *Communities*. Yellow Umbrella Books, 2000.

Teacher Guidelines

Beginning the Unit

Grade 2 students will be emergent/early fluent readers and writers and may still need support with gathering and organizing information for writing. R.2.10 asserts that by the end of the year, students should be able to read and comprehend grade level text “with scaffolding as needed at the high end of the range.” It is not until the end of Grade 3 that the Common Core standards expects students to be reading grade level text “independently and proficiently.” It is recommended that teachers refer to the foundational skills for more specific guidelines around the expectations for emerging reading skills for Grade 2. Additionally, writing standard 10, that describes the expectations for “writing routinely,” does not begin until Grade 3.

WEEK 1

READING: During the first week of the unit students are immersed in informational texts about different types of communities through read-alouds and shared, guided, and independent reading. This is when the class will be gathering and categorizing information on each of the three communities—urban, suburban, and rural—to use throughout the writing process.

In daily shared reading, the teacher:

- focuses students’ attention on the text features of informational texts.
- uses the 5 Ws to develop generic questions about the different types of communities, e.g., who lives in an [urban, suburban, or rural] community? what types of transport are in an [urban, suburban, or rural] community?
- models how to take notes from the shared reading text, e.g. with sticky notes or a graphic organizer.
- creates shared charts, using the research questions, listing facts that the students have learned about each type of community for each new text.
- maintains a separate chart for “tricky” words or content-specific vocabulary that the students identify in the texts.

Additional Supports:

Students who struggle with vocabulary may benefit from the use of highlighter tape when specific vocabulary words appear in a text.

- makes/refers to charts of the different types of communities about which they have been reading and writing, with some key facts from each community grouped under the research questions.
- categorizes information.

Additional Supports:

Students who struggle with organization may benefit from color-coding when categorizing information.

WEEKS 2–3

GUIDED STUDENT WRITING:

During the second and third weeks of this unit the teacher and students continue reading and focus on one of the three types of communities during writing—perhaps one that the children do not have much prior knowledge about, as this will be a guided process.

- Teacher refers back to the model text (read aloud) from the previous week and reviews the process the students will use to write their own informational piece.
- The class decides which type of community they will write about. The other charts will be used when students choose an independent topic during week four of the unit.
- Students review the facts they have about the focus type of community.
- The teacher demonstrates how to write an introduction.
- Students decide on categories, e.g., housing in a [urban, suburban, or rural] community or transportation in a [urban, suburban, or rural] community, based on the questions used to guide their research and learning.
- Students plan with a buddy and decide what category they are going to focus on first.
- Teacher demonstrates through shared and modeled writing how to use the facts and information gathered under each question to write a paragraph/section.
- Teacher introduces appropriate paper choices, including picture boxes with lines below, four picture boxes with caption lines, fully lined paper, etc., and students begin drafting.

Additional Supports:

Students who struggle with organization may benefit from the use of a smaller selection of paper choices or pre-made booklets.

- Students reread facts, adding any other facts they have learned under each section.
- Teacher models how to write a concluding statement for each section.
- Teacher uses the vocabulary list to model creating a glossary of important words for the focus community.
- Students reread the writing with a buddy, clarifying anything that is not clear or missing.
- Students, with support from the teacher, reread what they have written to check:
 - a. that their writing makes sense;
 - b. that their information is grouped together correctly;
 - c. that they've provided a concluding statement;
 - d. that important words have been identified in a glossary;
 - e. if more details need to be added, or information taken out;
 - f. punctuation;
 - g. words they are not sure how to spell.
- Students publish their work.

Additional Supports:

Students who struggle with the writing process may benefit from small-group guided writing instruction or small-group strategy instruction. Additionally, students may benefit from individual conferences.

WEEK 4

PERFORMANCE TASK ADMINISTRATION:

The culminating writing piece will be done independently. Ask each student to choose one of the two communities that was not previously written about. The children will independently read a text that is at grade level complexity for the end of 2nd grade. Students will have the opportunity to write an informational piece following the organizational structure previously modelled. Information gathered from both the independent text and class charts made throughout the unit can be used for this task by the students. The following is a list of grade-level texts:

Who's Who in a Rural Community by Jake Miller

Who's Who in a Suburban Community by Jake Miller

Who's Who in an Urban Community by Jake Miller

Day 1: Introduction to the Task

The teacher will read the task with the students and explain what the expectations are for their writing. Any questions that students might have will be clarified during this time. Students will choose the community that they will be writing about and receive the corresponding text to be used independently.

Additional Supports:

Students who are having difficulty reading independently may read the texts in the grades 2-3 text complexity band with scaffolding as needed, which is represented in RI.2.10.

Days 2–5: Independent Reading and Writing an Informational Text

The students will read their text and follow the organizational structure for writing an informational piece. The task states what components are necessary. Each day, students will be expected to read a section of their text and write a section of their informational piece.

Additional Supports:

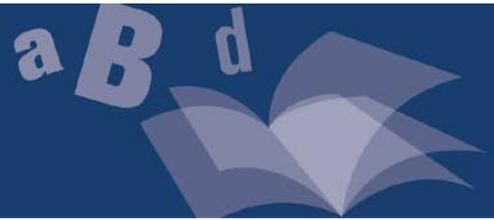
Students who struggle with organization of writing may benefit from the use of graphic organizers or other supports prior to writing their independent piece.

Text and Tasks Set

The following is one sample of how a teacher might sequence texts and develop text-dependent questions. Teachers can adapt this resource depending on the individual needs of students.

| | | | | |
|--|---|--|--|--|
| <p>Overarching questions present the big inquiries of a unit. These text-based questions reach across and connect all unit texts. Each text allows students to deepen responses to the overarching questions.</p> | <p>Overarching Questions</p> <p>Given what we've learned from these texts, what makes a community unique?</p> <p>What are the characteristics of an effective informational text?</p> | | | |
| <p>Sequenced Texts: Texts cohere around the same content/topic as assessment texts. Texts allow for Common Core-based work that parallels assessments and are sequenced to prompt retrospective work, and at least one provides a model of the kind of writing required by the culminating assessment.</p> | <p>Text 1:</p> <p><i>Communities</i> by Lisa Trumbauer</p> | <p>Text 2:</p> <p><i>Living in a City</i> by Lisa Trumbauer</p> | <p>Text 3:</p> <p><i>Living in Urban Communities</i> by Kristin Sterling</p> | <p>Text 4:</p> <p><i>Living in a Suburb</i> by Lisa Trumbauer</p> |
| <p>Instructional Tasks: Text-based questions/tasks to guide multiple readings of each text. The questions (a) are sequenced to move learners from literal comprehension to higher-level thinking about a text, and (b) mirror the assessment tasks in order to provide support for students to learn the content, habits, and skills they need to successfully and independently complete the unit's assessment tasks. Embedded Assessment Tasks: List any along-the-way assessment tasks students will engage in before culminating assessment.</p> | <p>Instructional Tasks:</p> <p><u>Access Prior Knowledge and Build Background:</u> What is a community? What do you already know about communities?</p> <p><u>Comprehension:</u> What are the types of communities? How are they similar? How are they different?</p> <p><u>Structure/Analysis:</u> What is the structure of the book? What features does the book have?</p> | <p>Instructional Tasks:</p> <p><u>Access Prior Knowledge:</u> What is an urban community? What do you already know about urban communities?</p> <p><u>Comprehension:</u> What is an urban community? Who lives in an urban community? What jobs do people have in an urban community? What do people do for fun in an urban community?</p> <p><u>Structure/Analysis:</u> What is a table of contents? Why did the author include one? How was it organized?</p> | <p>Instructional Tasks:</p> <p><u>Access Prior Knowledge:</u> What is an urban community? What do you already know about urban communities?</p> <p><u>Comprehension:</u> How do they live? What types of transportation do people use?</p> <p><u>Interpretive:</u> Why do people live in an urban area?</p> | <p>Instructional Tasks:</p> <p><u>Access Prior Knowledge:</u> What is a suburban community? What do you already know about suburban communities?</p> <p><u>Comprehension:</u> What is a suburban community? Who lives in a suburban community? What jobs do people have in a suburban community? Where do they live? What types of transportation do people use?</p> <p><u>Interpretive:</u> Why do people live in a suburban area?</p> <p><u>Structure/Analysis:</u> How are</p> |

| | | | | |
|---|--|--|--|---|
| | <p><u>Assessment Task:</u> Students make a graphic organizer of types of communities and what all communities have.</p> | <p>Why were these topics included?</p> <p><u>Assessment Task:</u> Students make a graphic organizer for details about urban communities.</p> | <p><u>Structure/Analysis:</u> What is a glossary? How was it organized? Why did the author include these words?</p> | <p>these books set up? What did the author include? How do we know they are informational?</p> <p><u>Assessment Task:</u> Students make a graphic organizer for details about suburban communities.</p> |
| <p>Text 5: <i>Living in Suburban Communities</i> by Kristin Sterling</p> | <p>Text 6: <i>Living in a Rural Area</i> by Lisa Trumbauer</p> | | <p>Text 7: <i>Living in Rural Communities</i> by Kristin Sterling</p> | |
| <p>Instructional Tasks: <u>Access Prior Knowledge:</u> What is a suburban community? What do you already know about suburban communities?</p> <p><u>Comprehension:</u> What is a suburban community? Who lives in a suburban community? What jobs do people have in a suburban community? What do people do for fun in a suburban community?</p> <p><u>Structure/Analysis:</u> What is a table of contents? Why did the author include one? How was it organized? Why were these topics included?</p> <p><u>Assessment Task:</u> Students make a graphic organizer for details about suburban communities.</p> | <p>Instructional Tasks: <u>Access Prior Knowledge:</u> What is a rural community? What do you already know about urban and suburban communities? How do they compare?</p> <p><u>Comprehension:</u> What is a rural community? Who lives in a rural community? What jobs do people have in a rural community? What do people do for fun in a rural community?</p> <p><u>Structure/Analysis:</u> What is a table of contents? Why did the author include one? How was it organized? Why were these topics included?</p> <p><u>Assessment Task:</u> Students make a graphic organizer for details about rural communities.</p> | | <p>Instructional Tasks: <u>Access Prior Knowledge:</u> What is a rural community? What do you already know about rural communities?</p> <p><u>Comprehension:</u> How do they live? What types of transportation do people use?</p> <p><u>Interpretive:</u> Why do people live in a rural area?</p> <p><u>Structure/Analysis:</u> What is a glossary? How was it organized? Why were these words included?</p> | |
| <p>Common Core standards: List the standard number(s) related to that text (i.e., standards that can be addressed by tasks related to text).</p> | <p>Common Core standards: RI.2.1, RI.2.2, RI.2.10, W.2.2, W.2.8</p> | | | |
| <p>Culminating Assessment Task</p> | <p>Culminating Assessment Task: Write an informational book/text about a community. In your informational piece, begin by introducing the community you chose, explaining where that type of community is located. Organize your information into sections, making sure to include facts about the community. Use information for the texts we have read to write your informational text. Remember to create a glossary of important words for the community you chose.</p> | | | |



GRADE 2 LITERACY/SOCIAL STUDIES: WHERE IS HOME? TEXT SUPPORTS

The following resources include:

- 1) A template for recording individual student running records.
- 2) A sample protocol and text analysis for *Who's Who in a Rural Community* by Jake Miller.

The reading rubric for running records is designed to be used both when working independently with the student and during small-group guided work. The description of the kindergarten level of text complexity is included on the rubric.

- a) **RI.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. This standard will be able to be assessed in individual conferences as students talk about their texts, as well as during shared and/or guided reading as students respond to texts. This is the questioning domain on the Reading Rubric.
- b) **RI.2.10** 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. This will be assessed by running records and retelling. The running records will give information for the reading strategies, and retelling domains. Fluency is assessed by listening to the child read as you are taking the running record.

Texts at the Grade 2 level of complexity (Level M, Fountas and Pinnell) can have more than 500 words and may be read over more than one reading session. Some of the settings and contexts are outside most of the students' direct experience and involve shifts in time and place. This requires students to make connections to aspects of the text that are familiar to help them build a bridge to the new information.

Compared with texts at the Grade 1 level of complexity, texts at Grade 2 level are longer and more complex. They are commonly organized into paragraphs, and the information and ideas are stated less explicitly and have less support from illustrations. This means that students need to identify and keep track of ideas and information across longer sections of text and look for connections between ideas and information. In nonfiction texts, students use such features as subheadings, diagrams, maps, text boxes, footnotes, glossaries, and indexes, along with the running text, to help them identify key points and understand new ideas. Students continue to draw on their developing spelling and language knowledge to decode and make sense of new vocabulary and of language used in unfamiliar ways. With teacher guidance, students are beginning to use texts more often to meet demands across the curriculum.

The text-complexity rubric and protocol for text analysis have been provided by AUSSIE.

| | | | | | | |
|-------------|--|--------|--|-------|--|------------------|
| Text Title: | | Level: | | Date: | | Pink highlight |
| Text Title: | | Level: | | Date: | | Yellow highlight |

| | | Level 1 Well Below Grade Standard | Level 2 Approaching Grade Standard | Level 3 At Grade Standard | Level 4 Exceeds Grade Standard |
|--------------------------------|---|--|---|---|--|
| From Running Records | Reading Strategies | – has control over using a return sweep with multiple lines of text | – has all concepts of print in place | – has all concepts of print in place | – flexibly uses all early reading strategies in “self-winding” way |
| | | – makes some attempts at unknown words mainly using initial sounds and illustrations | – uses meaning structure and visual cues to solve unknown words | – uses all cueing systems in an integrated way | |
| | | – rereads when prompted | – rereads text to check further sources of information | – rereads to check meaning | |
| | | – self-corrects when prompted | – is beginning to self-monitor reading and self-corrects errors that affect meaning | – monitors their own reading and self-corrects where necessary | |
| | Fluency | – reads word by word | – reads in two-word phrases with occasional three- or four-word phrases | – some smaller phrases may be present but most of the reading sounds fluent | – reading sounds fluent |
| | | – can use expression when rereading familiar texts | – reads with appropriate expression or intonation when prompted | – most of the text is read with appropriate expression and intonation | – reads with expression and intonation. |
| Retelling | – can include one or two events in own language when prompted | – provides a partial summary that includes some relevant information. | – provides an adequate summary that includes relevant information | – connects important ideas to each other | |
| | – sometimes includes details in response to questions | – includes details in response to questions | – retells major content from text | – retells major content and uses text to support comments | |
| | – may describe illustrations | – may connect one or two sections of the text when prompted | – connects one or two sections of the text | – integrates information with prior understandings | |
| From Shared and Guided Reading | Questions | – attempts to answer questions when prompted | – attempts to ask and answer questions about the text | – asks and answers questions from information on key details | – asks and answers questions from information from the text as a whole |
| | | – with guidance and support is beginning to ask questions | – is able to ask one or two questions related to the text | – is able to ask questions that focus the reading and gather information | – asks questions to focus and monitor reading and gather information |
| | | | – answers questions from own experience and may not reflect the text | – notices when answers to questions are clearly stated in the text | – infers answers to questions using text evidence and own knowledge |

Gradients in Complexity: Informational Texts

| | Simple Texts | Somewhat Complex Texts | Complex Texts | Very Complex Texts |
|---------------------------------|---|--|--|---|
| Layout | Consistent placement of text, regular word and line spacing, often large plain font | May have longer passages of uninterrupted text, often plain font | Longer passages of uninterrupted text may include columns or other variations in layout, often smaller more elaborate font | Very long passages of uninterrupted text that may include columns or other variations in layout, often small densely packed print |
| | Graphics and pictures that directly support and help interpret the written text | Graphs, pictures, tables, charts that directly support the text | Essential integrated graphics, tables, charts, formula (necessary to make meaning of text) | Extensive, intricate, essential integrated tables, charts, formulas necessary to make meaning of text |
| | Simple indexes, glossaries | Indexes, glossaries, occasional quotes, references | Quotes, concluding appendices, indexes, glossaries, bibliography | Abstracts, footnotes, citations and detailed indexes, appendices, bibliography |
| | Supportive signposting and enhancements | Reduced signposting and enhancements | Minimal signposting and/or enhancements | Integrated signposting conforming to disciplinary formats. No enhancements |
| Purpose and Meaning | A single or simple purpose conveying clear or factual information | Purpose involves conveying a range of more detailed information | Purpose includes explaining or interpreting information | Purpose may include examining/evaluating complex, sometimes theoretical and contested information |
| | Meaning is clear, concrete with a narrow focus | Meaning is more involved with a broader focus | Meaning includes more complex concepts and a higher level of detail | Meaning is intricate, with abstract theoretical elements |
| Structure | The organization of the text is clear or chronological and/or easy to predict | The organization of the text may include a thesis or reasoned explanation in addition to facts | The organization of the text may contain multiple pathways, more than one thesis and/or several genres | The organization of the text is intricate or specialized for a particular discipline |
| | One text type is evident | May include different text types | May include different text types of varying complexity | May include sustained complex text types and/or specialized, hybrid text types |
| Language Features | Mainly simple sentences | Simple and compound sentences with some more complex constructions | Many complex sentences with increased subordinate phrases and clauses or transition words | Mainly complex sentences, often containing multiple concepts |
| | Simple language style, sometimes with narrative elements | Increased objective style and passive constructions with higher factual content | Objective/passive style with higher conceptual content and increasing nominalization | Specialized disciplinary style with dense conceptual content and high nominalization |
| | Vocabulary is mostly familiar | Vocabulary includes some unfamiliar, context-dependent words | Includes much academic vocabulary and some domain specific (content) vocabulary | Includes extensive academic and domain specific (content) vocabulary |
| Knowledge Demands Informational | General topic is familiar, with details known by reader | General topic is familiar, with some details new to reader | General topic is somewhat familiar but with many details unknown to reader | General topic is mostly unfamiliar with most details unknown to reader |
| | Simple, concrete ideas | Both simple and more complicated, abstract ideas | A range of recognizable ideas and challenging abstract concepts | Many new ideas and/or complex, challenging, abstract and theoretical concepts |