

## 2<sup>nd</sup> Grade ELA Overview - Quarter 1

<p>Reading Unit: <b>Own Your Reading</b></p>	<p>Writing Unit: <b>Launching Writing Workshop and Writing Small Moments</b></p>
<p><b>Unit Overview:</b> This unit begins by reminding children that they need to develop habits as readers and they need to read often. Students will have to make a lot of choices about what to read and how to read texts on their own this year. Students will help to establish clear procedures and expectations for whole group, independent, and partner work. A primary focus of this unit is to teach students how to ask and answer questions while reading narrative and then informational text. Reviewing story structure with multiple intelligence (rope, theatre, lyric).</p>	<p><b>Unit Overview:</b> This initial writing unit is designed to teach students the structure and routines of Writing Workshop. This unit is also designed to reintroduce the small moment narrative writing, a genre students experienced in first grade.</p>
<p>Reading Unit: <b>Tackling the Tricky Parts</b></p>	<p>Writing Unit: <b>Improving Narrative Writing with Small Moments</b></p>
<p><b>Unit Overview:</b> Students will be encouraged to be observant readers by noticing different ways authors of narrative text convey meaning and feelings (e.g., illustrations, rhymes, repeated lines, powerful word choice). In addition, students will notice ways authors of informational text convey information through images (e.g., photographs, diagrams, maps, charts). Students will learn to expect hard parts when reading a book. When they encounter these hard parts, instead of sitting paralyzed and waiting, good readers “roll up their sleeves” and use a variety of strategies to read and understand both narrative and informational text.</p>	<p><b>Unit Overview:</b> This is a four-week unit designed to expand each student’s proficiency with writing small moment stories. Students will examine mentor texts and apply their techniques into their own writing. Students will work in partnerships to revise. Finally, students will edit their stories to share in celebration with each other and possibly additional audiences.</p>
<p><b>Reading Common Core Standards:</b> <b>Note: Focus Standards are bolded.</b> <u>Key Ideas and Details</u> <b>RL2.1 – Ask and answer, such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b> <b>RI2.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b> <u>Craft and Structure</u> RL2.4 – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RI2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <b>RL2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b> <u>Integration of Knowledge and Ideas</u> <b>RL2.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b> <b>RI2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</b> <u>Reading Foundational Skills</u> RF2.3a – Know and apply grade-level phonics and word analysis in decoding words.</p>	<p><b>Writing Common Core Standards:</b> <b>Note: Focus Standards are bolded.</b> <u>Text Types and Purposes</u> <b>W2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</b> <u>Production and Distribution of Writing</u> <b>W2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b>  L2.1a – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group). L2.2b – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closing of letters. L2.3a Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.</p>

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Distinguish long and short vowels when reading regularly spelled one-syllable words.  
 RF2.3b – Know and apply grade-level phonics and word analysis in decoding words.  
 Know spelling-sound correspondences for additional common vowel teams.  
 RF2.4a – Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.  
 RF2.4c – Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Theater Standards:

- 2.C.2.2 Interpret stories from previously-read texts by acting them out.
- 2.A.1.1 Distinguish the setting, characters, sequence of events, main idea, problem, and solution for a variety of stories.
- 2.A.1 Analyze literary texts and performances.
- 2.A.1.2 Analyze the relationships between events, characters, and settings.
- 2.CU.2.1 Illustrate how to share focus with others in a group setting.

**The standards below may be observed and assessed within any content area throughout the day.**

Comprehension and Collaboration

**SL2.1a – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**

SL2.2 -- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas

SL2.4 – Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

SL2.6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3.)

Knowledge of Language

L2.3a - Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L2.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a - Use sentence-level context as a clue to the meaning of a word or phrase.

d - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).

L2.5 – Demonstrates understanding of word relationships and nuances in word meanings.

a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

b - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).