

2nd Grade ELA Overview - Quarter 1

Reading Unit: Setting Goals as Readers	Writing Unit: Launching Writers' Workshop
Unit Overview: 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.	Unit Overview: This initial writing unit is designed to teach students the structure and routines of Writers' Workshop. Students will be writing up a storm on self-selected topics and then selecting pieces to make better through revision.
Reading Unit: Tackling the Tricky Parts	Writing Unit: Narrative Writing with Small Moments
Unit Overview: 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.	Unit Overview: This is a four-week unit designed to reintroduce the small moment narrative writing, a genre students experienced in first grade, through the use of mentor texts. Students will work on selecting a story that they can show rather than tell. Elaboration through the use of adjectives will enhance the showing. Students will work in partnerships to revise. Finally, students will edit their stories to share in celebration with each other and possibly additional audiences.
Reading Common Core Standards: Note: Focus Standards on Elementary Report Card are bolded. <u>Key Ideas and Details</u> RL2.1 – Ask and answer, such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI2.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Writing Common Core Standards: Note: Focus Standards on Elementary Report Card are bolded. <u>Text Types and Purposes</u> 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.

Craft and Structure

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.

RL2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Integration of Knowledge and Ideas

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.

RI2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Reading Foundational Skills

RF2.3a – Know and apply grade-level phonics and word analysis in decoding words. 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.

Production and Distribution of Writing

W2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Language

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.

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

- **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).**
- SL2.4 – 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.)
- L2.3a - Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.
- 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 - 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. 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).