

2nd Grade ELA Overview - Quarter 2

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| <p>Reading Unit: Readers Develop Expertise in Science/Social Studies</p> | <p>Writing Unit: Writing Like a Scientist</p> |
| <p>Unit Overview: This unit will encourage readers to read for the authentic purpose of learning about a topic(s) in Science/Social Studies. Readers will be motivated by their own interests and curiosity. At the beginning of the unit, students will learn to read informational texts deeply and collect information about a topic. Readers will then broaden their understanding of their topic by comparing/contrasting informational texts on the same topic. Finally, they will learn to further engage in the text by asking power questions as they read. The unit will conclude with a celebration of students' learning of content and their growth as readers.</p> | <p>Unit Overview: The focus of this unit is to encourage students not just to write like a scientist, but to also do the work of a scientist. They will learn to record, question, hypothesize, observe and teach others. Students will be encouraged to follow the scientific process of making a hypothesis, conducting experiments, recording observations through writing and sketches, and drawing conclusions. They will write a second grade version of a lab report.</p> |
| <p>Reading Unit: Reading Informational Text, Reading the World</p> | <p>Writing Unit: Research and Report Writing</p> |
| <p>Unit Overview: This unit builds on the previous unit. Students will continue to focus on informational texts and will continue to learn strategies to support their reading. This unit will be closely aligned with Social Studies and Science. Students will begin by learning more about author's purpose, followed by further investigation of text features. Readers will expand vocabulary by noticing and learning content specific words and will revisit comparing/contrasting informational texts on the same topic. The unit will conclude with a celebration and reflection on their new learning, likely in conjunction with a celebration in Writers' Workshop.</p> | <p>Unit Overview: Students will be encouraged to choose topics that they are interested in and to organize their writing to teach others about the topic. Mentor texts will be used to show students different ways to organize and write their pieces. During this unit, students will write lots and lots of drafts of books, about two to four per week. One piece will be published mid-way through the unit and a second at the end of the unit. Students will be expected to apply skills and strategies learned during the process with the published books.</p> |

Reading Common Core Standards:

Note: Focus Standards on Elementary Report Card are bolded.

Key Ideas and Details

RI.2 – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Craft and Structure

RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI 2.7 – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.9 – Compare and contrast the most important point presented by two texts on the same topic.

Reading Foundational Skills

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

- b – Know spelling-sound correspondences for additional common vowel teams.
- c – Decode regularly spelling two-syllable words with long vowels.
- e - Identify words with inconsistent but common spelling-sound correspondences.
- f –Recognize and read grade-appropriate irregularly spelled words.

Language

L2.4e - 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 glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Writing Common Core Standards:

Note: Focus Standards on Elementary Report Card are bolded.

Text Types and Purposes

W2.2 - Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Production and Distribution of Writing

W2.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W2.7 – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report, record science observations).

W2.8 – Recall information from experiences or gather information from provided sources to answer a question.

Language

L2.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

f - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a - Capitalize holidays, product names, and geographical names.

d - Generalize learned spelling patterns when writing word (e.g., cage – badge; boy – boil).

e - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

- SL2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - b - Build on others’ talk in conversations by linking their comments to the remarks of others.**
 - c - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed 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.
- SL2.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL2.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L2.3a- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare formal and informal uses of English.
- L2.4c – 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 a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).