

## 2<sup>nd</sup> Grade ELA Overview - Quarter 3

<b>Reading Unit:</b> <b>Connecting More Deeply with Characters</b>	<b>Writing Unit:</b> <b>Authors as Mentors</b>
<b>Unit Overview:</b> In this unit the focus shifts from informational texts to fiction. Students will focus on characters and how readers connect to them. In week one, students will learn to carefully attend to characters and notice how they respond to what happens in the plot. Week two will move students from thinking about characters' actions and responses, to considering their feelings. The second half of the unit focuses on character points of view. The unit concludes with a celebration and opportunities for students to share about their learning.	<b>Unit Overview:</b> This unit is designed to be a close study of the craft of writing using a single piece of text from a specific author. Students will closely study one text to see how an author gets the reader engaged. Then students will attempt to do the same in their own writing. Students will be working on ways to build and strengthen their own narrative stories in the same way as their selected author.
<b>Reading Unit:</b> <b>Sharing Books and Ideas in Reading Clubs</b>	<b>Writing Unit:</b> <b>Writing and Revising Realistic Fiction</b>
<b>Unit Overview:</b> In this unit students will explore series books and work in book clubs. During the first few weeks of the unit, students will focus on comparing narrative texts. Students will look at <b>comparing how the</b> same story is told in different cultures. Students will also compare and contrast texts by the same author.  Then students will shift their focus to informational texts. Students will build on their understanding of comparing and contrasting by considering how ideas in informational texts are presented in different ways.  As the unit draws to a close, students will have opportunities to recount and retell what they have learned.	<b>Unit Overview:</b> This is a realistic fiction unit. This means students will be developing a main character, approximately the same age, as they are, who has a problem and an eventual solution. The goal of this unit is for students to write well-elaborated short stories. The expectation of the English Language Arts Common Core State Standards is that second graders will write well-elaborated, sequenced narratives that include details to describe actions, thoughts and feelings as well as provide a sense of closure.

**Reading Common Core Standards:**

**Note:** Focus Standards on Elementary Report Card are bolded.

Key Ideas and Details

**RL2.3 – Describe how characters in a story respond to major events and challenges.**

Craft and Structure

**RL2.6 – Acknowledge differences in the points of view of characters, including by speaking in different voice for each character when reading dialogue aloud.**

Integration of Knowledge and Ideas

**RI2.9 – Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**

RI2.9 - Compare and contrast the most important point presented by two texts on the same topic.

Foundational Skills

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

Decode words with common prefixes and suffixes.

RF2.3f – Know and apply grade phonics and word analysis in decoding words.

Recognize and read grade-appropriate irregularly spelled words.

RF2.4 – Read with sufficient accuracy and fluency to support comprehension.

b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing Common Core Standards:**

**Note:** Focus Standards on Elementary Report Card are bolded.

Text Types and Purposes

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.

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

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

c - Use reflexive pronouns (e.g., myself, ourselves).

**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).**

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

- SL2.1c– 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.
- SL2.5 - Create audio recordings of stories or poems, add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL2.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **L2.4b - 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. Determine the meaning of the new word formed when a prefix is added to a known word (e.g., happy/unhappy; tell/retell).**
- L2.5b- Demonstrates understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L2.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).