

2nd Grade ELA Overview - Quarter 4

<p>Reading Unit: Taking a Deeper Look at Informational Texts in Book Clubs</p>	<p>Writing Unit: Opinion Writing</p>
<p>Unit Overview: This unit will continue students’ work in book clubs. However, in this unit book clubs will be created based on common interests. Book club partners will come together because they want to learn more about a certain topic. Book clubs will work cooperatively, with specific roles for collecting information and developing new understandings. Many of the themes and standards addressed have been introduced before. At this point in the year, students will be deepening and expanding their understanding of concepts previously introduced.</p>	<p>Unit Overview: The goal of this unit is to teach students that we often read reviews in our daily lives to help us make decisions about which books to read, what movies to see, and which restaurants/places to go. Students will learn how to write reviews for books they have read, movies they have seen, and restaurants or places they have been. They will learn how to express their opinion about a topic and then provide reasons and examples in an attempt to persuade their readers to want to read, see, or try whatever they are reviewing.</p>
<p>Reading Unit: Performing with Fiction, Folktales and Fairy Tales</p>	<p>Writing Unit: Imaginative Writing</p>
<p>Unit Overview: This final unit provides students the chance to pull together many of the skills and strategies that they have learned. During this unit, students will be reading fictional texts and thinking about how reading can turn into performing. By adding in the element of performance, students can explore retelling, point of view, and fluency. In addition, students will revisit character exploration and will think about the reading/writing connection, as they write their own readers’ theater scripts.</p>	<p>Unit Overview: Students will write adaptations of fairy tales or folktales that the class has read and reread multiple times. In essence, students will write their own versions of these stories using different characters or settings. Some students may even choose to rewrite a story from the viewpoint of another character such as the troll in <i>Three Billy Goats Gruff</i>.</p>
<p>Reading Common Core Standards: <i>Note: Focus Standards on Elementary Report Card are bolded.</i> <u>Key Ideas and Details</u> RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.3 – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><u>Craft and Structure</u> RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Writing Common Core Standards: <i>Note: Focus Standards on Elementary Report Card are bolded.</i> <u>Text Types and Purposes</u> W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 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. W.2.3 – Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions,</p>

<p><u>Integration of Knowledge and Ideas</u></p> <p>RI2.8 – Describe how reasons support specific points the author makes in a text.</p> <p>RI2.9 - Compare and contrast the most important point presented by two texts on the same topic.</p> <p>RI2.10 - 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.</p> <p><u>Reading Foundational Skills</u></p> <p>RF2.3d - Know and apply grade-level phonics and word analysis in decoding words. Decode words with common prefixes and suffixes.</p> <p>RF2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>a - Read on-level text with purpose and understanding.</p> <p>b – Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><u>Production and Distribution of Writing</u></p> <p>W2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Language</u></p> <p>L2.1e - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L2.2c - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives.</p>
<p style="text-align: center;">The standards below may be observed and assessed within any content area throughout the day.</p> <ul style="list-style-type: none"> • 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. • SL2.4 – 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. • L2.3a – Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English. • L2.5a - Demonstrates understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). • 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). 	