

2nd Grade: Language Arts Curriculum

Reading Unit: Launching Readers Workshop		Time: September-October	Standards:
Essential Questions <ul style="list-style-type: none">• What are the Reader Workshop routines?• How do you select just right books?• How do readers build stamina?• How do you generate thoughts before, during, and after reading?• What are ways to discuss reading with partners?	Enduring Understandings <ul style="list-style-type: none">• I can pick out books that I can read by myself.• I can get better at my reading by reading faster and picking harder books.• I can think about what I am reading at different parts in a book.• I can read with a partner and talk about different parts of the book.	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">• Read grade-level text with purpose and understanding.• Read grade-level text orally with accuracy, appropriate rate, and expression.• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p>	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT read with sufficient accuracy and fluency to support comprehension. This will be assessed tri-annually using the Pearson Developmental Reading Assessment. RF.2.4➤ SWBAT read grade-level text with purpose and understanding. This will be assessed twice a year using the Pearson Developmental Reading Assessment. RF.2.A➤ SWBAT read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. This will be assessed twice a year using the Pearson Developmental Reading Assessment. RF.2.B➤ SWBAT use context to confirm or self-correct word recognition and understanding, rereading as necessary. This will be assessed twice a year using the Pearson Developmental Reading Assessment. RF.2.C➤ SWBAT read and comprehend literature in the grades 2-3 text complexity band proficiently. This will be assessed twice a year using the Pearson Developmental Reading Assessment. RL.2.10		Other Assessments <ul style="list-style-type: none">✓ Observations✓ Accountable Talk✓ Running Records✓ Reading conferences✓ Reading Responses	
		Materials <ul style="list-style-type: none">• How to Choose a Just Right Book poster• Five Finger Rule poster• How to Choose a Just Right Book bookmark• Selection of various leveled texts• DRA	

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SUGGESTED ACTIVITIES

- Explain readers' responsibilities in a reading workshop. This includes handling books, no dog ears, taking care of books, storing books in their book pockets. Teacher uses book posters as students read along explaining how to pick a just right book and the five finger rule. Readers try on just right books by reading smoothly and accurately.
- Readers use bookmarks to keep track of their place in the book.
- Readers take a second to reread the place where they left off to ready their minds for reading more.
- Readers set goals/resolutions for their reading.
- Readers monitor their reading goals using reading logs, book bags, and at home reading charts.
- Readers think while reading and write their thoughts on post its.
- Readers think and record ideas onto post it notes before, during, and after reading.
- Readers use the front cover, back cover, and the pictures to generate thoughts and record ideas before reading using the following thinking strategies:
 1. I am noticing....
 2. I am thinking....
 3. I am wondering....
 4. I am predicting....
 5. I am seeing.....
 6. This reminds me of.....
 7. I am feeling....
- Readers use the characters' thoughts, feeling, and experiences to generate thoughts and record ideas during reading using the previous thinking strategies.(1-7)
- Readers use their own reactions, emotions, and feelings towards a completed book to generate thoughts and records ideas using the previous thinking strategies. (1-7)
- Grown up readers read in the company of others to better their reading lives by sharing their thoughts, feeling, and reactions with their reading partners.
- To make reading partnerships the best they can be, readers need to listen carefully in order to react/respond to what the partner is telling us. Partners sit facing partner, knee to knee, eyes on the speaker, do not interrupt.)
- Readers respond to what their partner is saying by:
 - A. Tell me more
 - B. What do you mean by that?
 - C. Can you give me another example of that?
 - D. I'm confused when you said... can you explain that again in a different way?
 - E. Reading partners are friends and friends recommend books to each other so they have more to talk about (start with the title, tell a little about the characters or subject that you found interesting, and why you think they would enjoy it)
- Teacher will teach a mini lesson on completing a reading response using a mentor text. Readers complete a reading response sheet after their text is read that responds to who, what, where, when, and why.

REINFORCEMENT

- Teacher assists students to select appropriate leveled texts to read
- Teacher highlights
- One on one or small group guidance for learning new strategies (sorting words, isolating sounds, choosing 'just right' books, etc)
- Draw pictures to describe the character in a book and the teacher can write a description for the student
- Allow student to use a tablet or computer to play games that reinforce skills being taught in class (letter sounds, character traits, etc.)
- Teacher may write for the student if they can explain their answers orally, but have difficulty writing their ideas down

ENRICHMENT

- Students select high leveled reading texts
- Have students write more to describe their characters, or choose a second character
- Students may work with a partner to create a word, and have their partner change the beginning, middle or end sound to create a new word. Repeat.
- Allow student to read independently when their work is complete
- Allow student to use a tablet or computer to play games that enrich skills being taught in class (letter sounds, character traits, etc.)
- They can buddy read, after they both have completed their work

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- Use the “glove” that lists the 5 W’s, one on each finger to recall details

Suggested Websites

- www.tumblebooks.com
- www.readworks.org
- www.timeforkids.com
- www.razkidsplus.com

Suggested Materials

- *Practical Strategies for Meeting Your Rigorous State Standards for Reading* by Bureau of Education and Research

Cross-Curricular Connections

21st Century Skills

CRP11: Use technology to enhance productivity

Technology

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments. (RAZ Kids Website)

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. (recounting events from listening center story)

8.1.2.D.1 Develop an understanding of ownership of print and non print information.

SEL

(Self-Management) Recognize the skills needed to establish and achieve personal and educational goals

(Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Science

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States. (using the 5 w’s through a variety of informational texts)

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Reading Unit: Text and Characters

Time: October-December

Standards:

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

Essential Questions

- What are the strategies for figuring out the meaning of unfamiliar words and phrases?
- How can we increase the amount of sight words that are known with automaticity?
- How can we get to think about our characters' traits and feelings?
- How can we find deeper meaning in books?
- How can we deepen our understanding of the characters by talking with partners?
- How can I use my voice to speak like the characters in the story?

Enduring Understandings

- I can sound out words that I don't know.
- I can reread the words and look at the pictures for clues.
- If I don't know a word, I know I can look at the words around it to help me.
- I know how to look for word chunks and rhyme the word.
- I know the characters I am reading about by finding places in the book that tell about them.
- I can listen to my partner talk about a book and ask them more questions about it.
- I can use my voice to speak like the characters in a story.

Benchmark Assessment(s)

- SWBAT acknowledge differences in the points of view of characters, including speaking in a different voice of each character when reading dialogue aloud. The student will be assessed with observation and participation in a Reader's Theater Project. A grade level rubric will be used to assess this benchmark. R.L.2.6
- SWBAT describe how characters in a story respond to major events and challenges aloud. The student will be assessed with observation and participation in a Reader's Theater Project. A grade level rubric will be used to assess this benchmark. RF.2.3
- SWBAT apply phonics and word analysis skills when reading their guided reading books. Throughout the unit, the teacher will address the following phonics skills as whole group minilessons: common vowel teams, two-syllable words with long vowels, common prefixes and suffixes, words with inconsistent but common spelling-sound

Other Assessments

- ✓ Teacher observation
- ✓ Running records
- ✓ Reading conferences
- ✓ Reading logs

Materials

- Chart paper/markers for modeling
- Classroom library leveled texts

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correspondences, and recognizing irregularly spelled words. The teacher will complete a phonics checklist to assess whether the students are able to decode words with these spelling patterns while reading aloud. RF.2.3

- SWBAT use illustrations and printed words to gain better understanding of the characters, setting, and plot in a story. These concepts will be explicitly modeled during a minilesson and will be assessed during guided reading using a checklist. RL.2.7
- SWBAT describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. These concepts will be explicitly modeled during a minilesson and will be assessed during guided reading using a checklist. RL.2.5

- Students' Individual Book Box
- P. Cunningham Words Your Way and Early Literacy Reference books

SUGGESTED ACTIVITIES

- Reference Early Literacy by Pat Cunningham to display 37 basic rhymes to assist students to further reading and spelling over 500 primary level words.
- Use Words Your Way by Pat Cunningham for word practice activities. Discuss that readers are problem solvers. They notice and name the troubles they are having while reading. When they try to problem solve and it doesn't work, they try something else. Readers can look at words and think about whether there are words they know inside the word that can help them understand that new word.
- Read aloud the book Charlotte's Web by E.B. White to the class. After the text is read, have the students connect with the characters in the book by writing friendly letters. Students should choose one of the characters in Charlotte's Web and write the character a letter. Prompt the students by explaining that they will write a letter to one of the characters of their choice. They will explain why they chose the character, what they liked about him or her, and ask the character a question. Proper use of punctuation and formation of letters are required. Revise the letters by conferencing with the student. Have the students trade letters and write back to a classmate as if they were the classmate's chosen character. Example would be if a student receives a letter addressed to Wilbur, they would write a letter back as if they were Wilbur and answer the question asked.

REINFORCEMENT

- Use color coding to help students identify meanings /word families.
- Give page numbers for locating character traits, setting, and plots.
- One on one or small group guidance for learning new strategies.
- Allow student to use a tablet or computer to play games that reinforce skills being taught in class (predictions, main idea, story elements, summarizing, etc.)
- Provide comprehension building activities: re-reading, anticipation guides, questioning, story map, story board.
- Oral language building activities, if necessary. Look at a picture and have student describe it in different ways (orally describe, write single words, write sentences, etc.)
- Teacher may write for the student if they can explain their answers orally, but have difficulty writing their ideas down.

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ENRICHMENT

- Students use a wordless book for them to “read” to a partner using their own words.
- Students can write a paragraph describing their character, the setting, and plot.
- Students read text and record themselves at the listening center to be later used by class.
- Allow student to use a tablet or computer to play games that enrich skills being taught in class (predictions, main idea, story elements, summarizing, etc.)
- Allow student to read independently when their work is complete.

Suggested Websites

- www.brainpop.com
- www.storylineonline.com
- www.readingandwritingproject.com

Suggested Materials

Listening Center with CD's and books
Big Books
Word Wall
Charlotte's Web
Pointers

Cross-Curricular Connections

21st Century Skills

9.2.4.A.4 Explain the knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

CRP11: Use technology to enhance productivity

Technology

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

SEL

(Self-Management) Recognize the skills needed to establish and achieve personal and educational goals

(Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Science, Social Studies, or Math

6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. (Readers's Theatre)

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Reading Unit: Reading Literature	Time: January-March	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none">• What are fables and folktales?• How can I compare and contrast two texts on the same topic?• How can I use adverbs and adjective?• How can I describe the structure of a story?• How can I describe the details of a story?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• I know the difference between a fable and a folktale.• I can tell the moral or lesson in fables or folktales.• I can read and understand different kinds of reading.• I can understand books that have different language like when characters speak and don't use the correct words.• I know how to use adjective and adverbs.• I can describe the structure of a story.• I can describe details from a story.	<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>L.2.3. Use knowledge of language and its or listening conventions when writing, speaking, reading, A. Compare formal and informal uses of English</p> <p>L.2.6. 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., <i>When other kids are happy that makes me happy</i>).</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. 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.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none">➤ SWBAT retell the main points in a story as well as determine the central message from various types of texts. The teacher will model this skill during a minilesson and students will apply it to their reading. They will be assessed during Guided Reading observation with a grade level checklist. RL.2.2➤ SWBAT compare and contrast two or more versions of the same story by different authors or from different cultures (i.e., Goldilocks and the Three Bears, Cinderella, The 3 Little Pigs, etc.). The teacher will read both texts aloud to the class. Students will complete a venn diagram and include at least 3 facts that are the same and 3 that are different. Students will discuss their facts with a partner and ask and answer questions about the text. RL.2.9, SL.2.2, SL.2.3➤ SWBAT differentiate between formal and informal English during their guided reading groups. The teacher will present the students with a text that includes formal and informal usage of the English language. The students will identify		<p>Other Assessments</p> <ul style="list-style-type: none">✓ Teacher observation✓ Writing Portfolio Binders✓ Venn Diagrams <p>Materials</p> <ul style="list-style-type: none">• The Book Of Fables and Folktales• Books with formal/informal usage of English (i.e., Junie B. Jones, Pippi Longstocking books, Amelia Bedelia)• The Grammar Book Grade 2• Different books about the same story (i.e., “Santa and the Three Bears” & “Goldilocks and the Three Bears”)• Chart paper/markers• Retelling sheet

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the two and explain when you would use each. The teacher will assess this benchmark using a grade level checklist. L.2.3

- SWBAT describe key events from a text by describing the beginning, middle, and ending with illustrations on a retelling sheet. SL.2.5
- SWBAT use words and phrases acquired through reading (especially adjectives and adverbs). The students will review adjectives and adverbs in a minilesson. Then the students will choose adverbs and adjectives from their guided reading book to help summarize the text. This will be assessed using a grade level created checklist. L.2.6

SUGGESTED ACTIVITIES

- Read Santa and the Three Bears and Goldilocks and the Three Bears and discuss. Model Venn Diagram on the mimio together, then assign students to complete with partners.(RL.2.9)
- Teacher reads Goldilocks and the Three Bears to the class. Display on the mimio the retelling page for the text. Students will provide details beginning with the story and concluding with the ending. Teacher will provide instruction as how each action identifies how each successive part builds on earlier sections. Students will further provide examples to show their understanding: Goldilocks eating porridge/sitting in chairs/sleeping in beds.
- Students will reread the text, Goldilocks and the Three Bears by speaking in a different voice for each character to demonstrate the point of views.
- Students will work with partners using a retelling sheet to describe the details of the text Goldilocks and the Three Bears. They will include a beginning, middle, and ending with illustrations. They will include 3-6 sentences for each section with the illustration matching their written paragraphs.
- Implement a mini lesson on adverbs and adjectives in guided reading groups. As group texts are being read orally, students will clap their hands/or raise them every time they identify an adjective or adverb in their reading. Group clarifies if it is correct.
- Students will practice reading non-fiction texts and retelling details of the story by reading about African American mathematician, Katherine Goble. Students will read information on what she did and the contributions she made to our country. Then students will identify main details from the story to create a summary. The discussion should include the difficulties she faced because of the color of her skin. (Amistad Commission Lesson)

REINFORCEMENT

- Give the student a list of vocabulary ahead of time.
- Have the student use sticky notes or an erasable highlighter to mark key points in the text.
- Let the student use a book at a lower grade level. This can let the student pay more attention to the details.

ENRICHMENT

- Students write their own fable, clearly stating the moral/lesson.
- Students can write a story about a character from their favorite fable getting lost in another fable's story. They will have to decide what the character will do and who they will meet as they try to get back to their own story.

Suggested Websites

- www.readworks.org

Suggested Materials

- *Santa and the Three Bears*
- *Goldilocks and the Three Bears*

Cross-Curricular Connections

21st Century Skills-

CRP11: Use technology to enhance productivity

9.2.4.A.4 Explain the knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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Technology

8.1.2.A.2: Create a document using a word processing application.

8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaboration tools and social media.

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

SEL

(Self-Management) Recognize the skills needed to establish and achieve personal and educational goals

(Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Science 2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly. (Use a variety of fiction and non fiction texts and recall the main points and central message.)

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Reading Unit: Reading Informational Text

Time: April-June

Essential Questions

- Why do readers ask and answer questions about a text?
- How do readers find the main ideas of text?
- How do readers make connections between historical events, scientific ideas, or concepts?
- How do text features help you to read and understand the text?
- How can you compare facts from two different books about the same topic?
- How do the pictures in a text help me to understand it better?

Enduring Understandings

- I can ask and answer questions about what I am reading to help me understand it better.
- I can figure out the main idea of the text by paying attention to the main details.
- I can look at the pictures and better understand the book.
- I can ask questions such as who, what, when, where, why, and how to help me understand what I am reading.
- I know that question words help me to identify key details in the text.
- I can identify the main idea of the text.
- I know that there are details that support the main idea of the text.
- I can make connections between historical events, scientific ideas, or concepts.
- I can tell what the steps are in a procedural (how-to) text.
- I can identify text features and tell why how they help me to read an informational text.
- I can read compare and contrast important facts from two books about the same thing.
- I can read informational books about all subject areas.

Standards:

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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.

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

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

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

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

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Benchmark Assessment(s)

- SWBAT listen to the teacher read a story about Martin Luther King Jr. The teacher should prompt the students to think about the following questions as they listen: who, what, where, when, why, and how. After reading, they will complete a cut and paste activity where they will identify and glue the correct answer to the 5 w's on the appropriate page of a flip book. They should include an illustration for each page that directly relates to that detail of the story. Students should include the connection between Martin Luther King Jr.'s story and the historical context. This will be assessed using a grade level created rubric. RI.2.1. RL.2.3 (Amistad Commission Lesson)
- SWBAT read and comprehend an informational text in the 2-3 text complexity band in their guided reading groups. While reading the text, students should be able to identify the main topic as well as the focus of each paragraph, determine meanings of unknown words, use text features to glean information (e.g., captions, bold print, subheadings, glossaries), identify the author's purpose, identify how an image contributes to the text, and identify how the author uses facts to support points in the text. Students will be assessed using a grade level created checklist. RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.10
- SWBAT compare and contrast the most important points presented by two texts on the same topic. They will be assessed with Guided Reading observation checklist. RI.2.9

Other Assessments

- ✓ Teacher observation
- ✓ Conferencing one on one
- ✓ Peer editing
- ✓ Writing Rubric

Materials

- How to Choose a Just Right Book poster
- Five Finger Rule poster
- How to Choose a Just Right Book bookmark
- Selection of various leveled texts

SUGGESTED ACTIVITIES

- Begin a class discussion by asking the students: "If a real hippopotamus had no other companions, what other kind of animal could you imagine her having for a friend?" Be sure to require good reasons for their opinions as they answer: Read the book Owen and Mzee: The True Story of a Remarkable Friendship (Isabella Hatkoff) aloud. When you are finished reading, have the students discuss what the author (a six year old girl) wanted to accomplish by publishing a book, using questions such as: "What did she want to explain? Describe? What questions did she want to answer? Why are there so many photographs?" Ask students to write a paragraph explaining how the two animals in the story became friends. (i.e., Owen and Mzee), write a paragraph explaining how the two animals in the story became friends. (S.L.2.6, W.2.2, RI.2.6., RI.2.3, RI.2.7)

REINFORCEMENT

- Repeat and simplify instructions for the student.
- Give the student a list of vocabulary ahead of time.
- Have the student use sticky notes or an erasable highlighter to mark key points in the text.
- Let the student use a book at a lower grade level. This can let the student pay more attention to the details.

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- Read a how-to book, then follow the instructions and make the item.(RI.2.10, RI.2.8)
- Read a Weekly Reader as a class. Visit the website where the issue is and display it on the mimio. Highlight and discuss text features, explaining each one. Students will pair up with a partner and locate each feature, discuss the main purpose, and determine the meaning of words and phrases in the text.(RI.2.4,)
- Mini lesson- main idea activity 1, 2, 3 Pyramid Top Triangle block-state main idea
- 2nd row blocks-write 2 facts about the character
- 3rd row blocks-write 3 vocabulary words

ENRICHMENT

- Have students write a “How To” book on their topic of choice. The book must contain step by step instructions and illustrations.
- Have students write a factual paragraph about their favorite person in history, celebrity, or family member

Suggested Websites

- www.goodreads.com

Suggested Materials

- *Owen and Mzee: The True Story of a Remarkable Friendship* by Isabella Hatkoff

Cross-Curricular Connections

21st Century Skills

9.2.4.A.4 Explain the knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Technology

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

SEL

(Self-Management) Recognize the skills needed to establish and achieve personal and educational goals

(Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Social Studies-6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. (Benchmark)

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Writing Unit: Launching Writers' Workshop	Time: September-October	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none">• What is the Writer's Workshop?• What is the routine of the Writer's Workshop?• How do writers work independently during Writer's Workshop?• How can you use the writer's checklist to help revise and edit your work?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• I can be a part of a community of writers in my classroom.• I can learn and follow the routines of writer's workshop.• I can practice strategies to be a better writer.• I can use the writer's checklist to help me remember to use capital letters, periods, and complete sentences in my writing.	<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize holidays, product names, and geographic names.</p> <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p><i>Other standards addressed: W.2.3, W.2.5</i></p>
<p>Benchmark Assessment(s)</p> <p>➤ SWBAT write a small moment narrative story about their summer vacation. Narratives should be at least 3 paragraphs and should be written in complete sentences. The paragraphs will be broken up into what happened before, during, and after the small moment. During conferencing, the teacher will ask the students to identify a simple and compound sentence. The students will be required to combine 2 simple sentences into a compound sentence. Then, the students will be asked to rearrange a compound sentence into two simple sentences. Writing should include proper capitalization of holidays, product names, and/or geographic names. During revising, students should be able to choose more descriptive verbs and adjectives to describe their story. Teachers will use a checklist to assess these skills. L.2.2.A, L.2.2.1, SL.2.6, L.2.1.F, L.2.5.B</p>		<p>Other Assessments</p> <ul style="list-style-type: none">✓ Teacher observations✓ Student writing folders✓ Writing conference✓ Oral assessments when speaking✓ Final drafts of writing <p>Materials</p> <ul style="list-style-type: none">• Writing Portfolio Binders• Writing Rubric

2nd Grade: Language Arts Curriculum

SUGGESTED ACTIVITIES

- Teachers prompt students to discuss and chart what makes a great writer.
- Teacher lists responses and discusses each one in detail.
- Teacher displays a written paragraph on the mimio. Teacher and students read the rubric together and check off each one that is competed.
- Teacher explains the rubric is the guideline that will be followed for their writing.
- Students state what components make a good sentence.
- Minilessons on the following topics: Writer's Workshop, the writing process (brainstorming, drafting, revising, editing, publishing), Narrative writing, small moments, complete sentences, capitalization of holidays/product names/geographic locations, conferencing.

REINFORCEMENT

- The teacher will individually conference with each student to address specific needs of the writer.
- Have students bring in an item to prompt a memory of a small moment
- Provide students with examples of small moment writing
- Provide graphic organizers to help visualize the beginning, middle, and ending (students can draw pictures before writing)

ENRICHMENT

- Peer to peer editing and revising
- Have students add dialogue to their writing
- Students can add a bold beginning and ending to their story

Suggested Websites

- www.brainpopjr.com (writing and grammar)
- <http://www.readwritethink.org>
- http://commoncore.org/maps/unit/grade_2_unit_3

Suggested Materials

- Chart Paper
- Writer's Workshop Anchor Chart to explain procedures and expectations
- Mentor texts
- Interactive Language Notebook (Sentences and Capitalization)

Cross-Curricular Connections

21st Century Skills

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP11: Use technology to enhance productivity.

Technology

8.1.2.A.2: Create a document using a word processing application.

8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaboration tools and social media.

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

SEL

(Self-Management) Recognize the skills needed to establish and achieve personal and educational goals

(Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Social Studies- 6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. Students will explain personal beliefs and traditions in small moment personal narrative writings.

2nd Grade: Language Arts Curriculum

Writing Unit: Narrative Writing		Time: October-December	Standards:
Essential Questions <ul style="list-style-type: none">• What is a small moment?• How do writers generate small moment topics?• What is the writing process?• How do you discuss your writing with a partner?• How do writers revise their writing and get it ready to publish?• How can students determine the correct words to use when writing?• How can students determine the correct tense words when writing?• How can students use commas and apostrophes to enhance their writing?	Enduring Understandings <ul style="list-style-type: none">• I can read and write small moment stories about my own life.• I can think of small moment topics on my own.• I can organize my writing into a beginning, middle, and end.• I can revise and edit my writing.• I can talk with my peers about our writing.• I can use the word wall to help me spell hard words.• I can use the writer's checklist to help me get my writing ready to publish and share with my peers.• I can use the correct word(s) when I write.• I can use the correct tense words when I write.• I can use commas and apostrophes correctly.	<p>W.2.3. 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.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).D. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">B. Use commas in greetings and closings of lettersC. Use an apostrophe to form contractions and frequently occurring possessives.D. Generalize learned spelling patterns when writing words (e.g., <i>cage -> badge; boy -> boil</i>).E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spelling. <p><i>Other standards addressed: SL.2.4, SL.2.2</i></p>	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT write a narrative about a small moment in their life using the writing process. The narrative should include descriptive details, their thoughts and feelings, temporal words to show order (i.e. first, next, then, etc.), and a closing. Students will use a graphic organizer to recall information from the event. They should use the writer's checklist in their writing binder to check for complete sentences. The students should achieve at least a 3 out of 4 on the grade level writing rubric. (W.2.3, W.2.5, W.2.8, SL.2.6)➤ SWBAT write the correct irregular plural noun on their morning work page. (1 knife, 2 _____). The teacher will go around the room to check for correct answers.L.2.1B		Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Conferencing one on one✓ Peer Editing✓ Writers Checklist/Rubric	

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- SWBAT identify the reflexive pronouns in a short paragraph on their morning work page. They will also tell who it is referring to. (Sam made a sandwich by herself. Reflexive pronoun = herself, referring to = Sam). The teacher will go around the room to check for correct answers. L.2.1C
- SWBAT draw lines to connect the irregular past tense verb with its present tense verb on their morning work. The teacher will go around the room to check for correct answers. (sat – sit, hid – hide, told, tell).L.2.1D
- SWBAT write a friendly letter to soldiers wishing them a happy holiday. They should remember to use a comma after “Dear _____,” and at the end “From, _____”.L.2.2.B
- SWBAT write the missing apostrophe in a short paragraph on their morning work. The teacher will go around the room to check for correct answers. The students can also volunteer to read their paragraph outloud saying ‘apostrophe’ where it was needed. L.2.2.C
- SWBAT demonstrate learned spelling patterns when writing words and use dictionaries to check and correct spelling when they are creating a writing piece. L.2.2.D, L.2.2.E

Materials

- Writing Portfolio Binder
- Chart Paper

SUGGESTED ACTIVITIES

- Writers get an idea for a small moment by:
- Writing the big idea on a watermelon organizer and the smaller ideas on the seeds. Then they pick one of the seeds and write a story about that one time.
- Thinking of one time they (or looking at their first seed list of one time they):
 - were with a special person
 - were doing something they loved
 - had a strong feeling or emotion(A time they were scared, embarrassed, hurt, happy, proud, nervous, mad, excited, sad, injured, tickled, disappointed)
 - were at a special place
 - did something for the first time
- Teacher will model how to write a small moment on the mimio. The teacher will follow the writing rubric. Students will also follow the rubric as she writes and check off each one as it is done.
- Talk about experiences, thoughts, feelings(ideas) and narrow down to one topic.
- Draw an appropriate illustration that carries the print.
- Review the conventions of spelling high frequency words correctly, using capital letters, using periods, question marks, exclamation marks, and placing other punctuation correctly
- Discuss the importance of staying with one topic(main idea) with supporting details by using a graphic organizer. Discuss ways to begin their small moment. Include before, during, and after words in each paragraph to inform the reader of what stage the small moment is happening. With student input and a thesaurus, use interesting words. Model what complete sentences look/sound like (they flow smoothly/not run on) As teacher conferences with

REINFORCEMENT

- Students bring in a photograph from home and write a small moment.
- Students bring in a token piece from vacation and write a small moment.
- One on one conferencing
- Peer editing

ENRICHMENT

- Reading a text and selecting a small moment then writing about it
- Using a picture prompt to elaborate on a small moment
- Peer to peer editing
- Revising

2nd Grade: Language Arts Curriculum

students, proofread for meaning, reinforce what has been done correctly, and engage in self evaluation for future independent writing.

- As students begin the writing process, students will demonstrate the learned spelling patterns in their writing by using their Reading Notebook. They will also reference their dictionaries to check correctly used spelling patterns if needed.

Suggested Websites

- www.welcometowritersworkshop.com
- www.busyteacherscafe.com
- www.readwritethink.org

Suggested Materials

- **Mentor Texts:** *Fireflies* by Julie Brinkloe, *Owl Moon* by Jan Yolen, *Lily's Purple Plastic Purse* by Kevin Henkes, *The Relatives Came* by Cynthia Rylant, *Tops and Bottoms* by J. Stevens, *The Fire Cat* by E. Averill, *The Raft* by J. LaMarche
- *Common Core Writing to Text-Grade 2* pgs. 30-41

Cross-Curricular Connections

21st Century Skills

CRP7: Employ valid and reliable research strategies.

CRP11: Use technology to enhance productivity.

Technology

8.1.2.A.2: Create a document using a word processing application.

8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaboration tools and social media.

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

SEL

(Self-Management) Recognize the skills needed to establish and achieve personal and educational goals

(Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Social Studies

6.1.4.D.18 *Explain how an individual's beliefs, values, and traditions may reflect more than one culture. Students will explain personal beliefs and traditions in small moment personal narrative writings.*

2nd Grade: Language Arts Curriculum

Writing Unit: Lab Reports		Time: January-February	Standards:
Essential Questions <ul style="list-style-type: none">• What is the scientific process?• How can I write like a scientist?	Enduring Understanding <ul style="list-style-type: none">• I can do science experiments to find out how things happen.• I can ask questions about how the world works.• I can record a hypothesis.	<p>W.2.7 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).</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence based facts and definitions to develop points, and provide a conclusion.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none">A. Follow agreed-upon norms 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).B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.C. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none">E. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT accurately answer a scientific question upon observing and conducting a scientific investigation. Students will be required to record their science observations in their writing binders. Throughout the research project, students will be required to collaborate with their classmates. Norms for discussions will be created as a class and followed throughout the project. Students will also engage in conversation with their peers regarding the research. The teacher will assess this benchmark using a grade level checklist and anecdotal notes. (W.2.7, SL.2.1)➤ SWBAT write about a toy car to explain whether the car will travel further on the carpet or the tile floor. Student writing should include an introduction of the topic, scientific facts, and a conclusion. Students writing will be assessed using a grade level created rubric. (W.2.2)		Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Student participation✓ Lab report page✓ Science rubric	
		Materials <ul style="list-style-type: none">• Ramp/Car/Tile Floor/Carpet• Ruler• Lab report page• Forces and Motion book by John Graham	

2nd Grade: Language Arts Curriculum

SUGGESTED ACTIVITIES

- Bring class to the rug and explain to the students that they will be observing an experiment. Introduce vocabulary as to what an observation and conclusions are. Students will observe and write a lab report and record their findings in their writing binder. Students will record their hypothesis, materials, observations, and conclusions onto their lab report page.
- Students will use dictionaries to determine or clarify the meaning of words.

REINFORCEMENT

- Provide picture flashcards to introduce vocabulary.
- Provide graphic organizers to organize information.
- Use beginner dictionaries, or allow students to use dictionary.com

ENRICHMENT

- Students pose additional inquiries, stating “what if” sentences.

Suggested Websites

- www.brainpop.com
- www.billnyescienceguy.com

Suggested Materials

- Student made “ Science Lab Coat”

Cross-Curricular Connections

21st Century Skills

CRP7: Employ valid and reliable research strategies.

CRP11: Use technology to enhance productivity.

Technology

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8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaboration tools and social media.

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

SEL

(Self-Management) Recognize the skills needed to establish and achieve personal and educational goals

(Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Science

2-PS1-2: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. Students will write a report about which material a toy car travel further on (carpet or tile).

2nd Grade: Language Arts Curriculum

Writing Unit: Opinion/Persuasive		Time: March-April	Standards:
Essential Questions <ul style="list-style-type: none">• What is a persuasive review?• How can reviewers grab people’s attention?• How can writers persuade their audience?• How can writers use illustrations to display their ideas?	Enduring Understandings <ul style="list-style-type: none">• I know what the word persuade means.• I can use certain words to convince my friends.• I can use things to show reasons why they would like it.• I can answer questions about my writing.• I can draw pictures to show ideas.	<p>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 conclusion.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>S.L.2.3 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</p>	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT write opinion pieces about why they should stay up later at night. Student writing should include a clear opinion with reasons to support the opinion, linking words (e.g., because, and, also) to connect opinions and reasons, and a conclusion. Students will go through the writing process to complete this writing piece and will publish their writing in Microsoft Word.W.2.1, W.2.6➤ SWBAT answer questions about their writing to clarify comprehension and/or deepen understanding of a topic or issue. SL.2.3		Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Student participation Materials <ul style="list-style-type: none">• I Want an Iguana book• Writing portfolio binders• Computers	
SUGGESTED ACTIVITIES			

2nd Grade: Language Arts Curriculum

- Teacher calls students to the rug and reads I Want an Iguana, and watch Youtube video of Audi commercial, my dad is a space alien. Discuss persuasive tone of each. Teacher will assign a persuasive writing where the students are writing to the parents for them to stay up late. They should include four reasons with supporting details.
- Students will answer 2-3 questions about their opinion writing from the audience to clarify comprehension and/or deepen their understanding of the topic discussed.

REINFORCEMENT

- The teacher will individually conference with each student to address specific needs of the learner.
- Teacher will provide additional review of facts v. opinion.

ENRICHMENT

- The writer writes several persuasive reviews with their audience in mind.
- The student creates a commercial stating an opinion.

Suggested Websites

- www.brainpop.com
- www.youtube.com

Suggested Materials

- Language Arts Binder Pages (TPT)

Cross-Curricular Connections

21st Century Skills

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Technology

Technology

8.1.2.A.2: Create a document using a word processing application.

8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students from other classes, schools, or countries using various media formats such as online collaborative tools and social media.

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

SEL

(Self-Management) Recognize the skills needed to establish and achieve personal and educational goals

(Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Science, Social Studies, or Math

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

2nd Grade: Language Arts Curriculum

Writing Unit: Poetry

Time: May-June

Standards:

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., *group*).

E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

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.

L.2.5 Demonstrate understanding of figurative language, 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*).

SL.2.4 Tells a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

L.2.4. 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 a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

B. Use commas in greetings and closings of letters.

C. Use an apostrophe to form contractions and frequently occurring possessives.

D. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Essential Questions

- What are the elements/ingredients of a poem?
- How are poems different from other genres of writing?
- How is similes/metaphors used in poetry?
- How can I describe how the words supply rhythm in a poem?
- How can I identify unknown words?

Enduring Understandings

- I can write a poem.
- I know how a poem is different from other things I read.
- I can what a simile is in poetry.
- I know what a metaphor is in poetry.
- I can describe how the words give rhythm in a poem.
- I can use root words to find out the meaning of new words.

Benchmark Assessment(s)

- SWBAT write poems that utilize elements of poetry (such as beats, alliteration, rhyme, repetition). Poems should include at least one simile and one metaphor. Students will use adjectives and adverbs in their poems to describe real-life people, places or things as well as use collective nouns appropriately. The students will compile their work in a poetry folder. Writing folders will be assessed with a grade level checklist. Students will choose one poem to present to an audience. L.2.1.A, L.2.1.E, RL.2.4, L.2.5.A, SL.2.4
- SWBAT determine and/or clarify the meaning of unknown words by identifying the root word, context clues, meaning of the prefix, and the knowledge of individual words within a compound word. Students should refer to a glossary or dictionary to assist in finding the meaning of unknown words. This will be assessed using a grade level checklist. L.2.4

Other Assessments

- ✓ Teacher observations
- ✓ Writing conferences

Materials

- Writing portfolio binders
- Poetry books

2nd Grade: Language Arts Curriculum

SUGGESTED ACTIVITIES

- Teacher will begin by immersing students in poetry. Create a chart...What are the elements/ingredients of poems?
- Include:
 - Poets write using line breaks (beats).
 - Poets reread their poems making their voice support the meaning in them.
 - Poets choose subjects that matter to them as poem topics.
 - Poets convey strong feelings by creating images in their writing with similies/metaphors.
 - Poets invigorate their poems with poetic language and voice.
 - Poets use comparisons to express big feelings (similes).
 - Poets use comparisons and artful language to convey sounds, images, observations, and ideas (metaphors).
 - Poets revise their poems by reading them aloud to themselves and their partners. They listen for beats.
 - Poets use everything they know about editing to edit their poems.
 - Poets present their favorite poems to their peers.
 - Poets will clarify the meaning of unknown words by identifying the root word and using that clue to determine the meaning of the new word. They may reference their Reader's Notebook, pgs 16, 17, that list common prefixes/suffixes with the meanings and examples.

REINFORCEMENT

- The teacher will individually conference with each student to address specific needs of the learner.

ENRICHMENT

- The student will further the study of poetry by creating several longer, detailed poems.

Suggested Websites

- www.shelsilverstein.com
- www.brainpop.com
- www.youtube.com

Suggested Materials

- Poetry Packet (TPT)

Cross-Curricular Connections

21st Century Skills

CRP7: Employ valid and reliable research strategies.

CRP11: Use technology to enhance productivity.

Technology

8.1.2.A.2: Create a document using a word processing application.

8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaboration tools and social media.

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

SEL

(Self-Management) Recognize the skills needed to establish and achieve personal and educational goals

(Relationship Skills) Utilize positive communication and social skills to interact effectively with others.

Social Studies

6.1.4.D.12 *Explain how folklore and actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American National Heritage. (Read and discuss a poem about a historical figure.)*