

Grade 2 ELA Curriculum

Subject	Language Arts		
Grade/Course	Grade 2		
Unit of Study	Unit 3: Bigger Books Mean Amping Up Reading Power (Book 3)/ Writing About Reading (Book 3)		
Pacing	<p>January-Mid February</p> <p>This content should be taught in the middle of the year. The reading & writing topics unfold over 17 & 19 sessions, respectively, with a suggested timeline of approximately 6 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.</p>		
Unit CT Core Content Standards			
<u>Reading Foundational Skills</u>			
<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. (r-controlled syllable type)</p> <p>RF.2.3.d Decode words with common prefixes and suffixes.</p> <p>RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.a Read grade-level text with purpose and understanding.</p> <p>RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>			
<u>Reading Literature and Information</u>	<u>Writing</u>	<u>Speaking/Listening</u>	<u>Language</u>
<p>RL.2.1 Ask/answer who, what, when, where why, how questions about details</p> <p>RL.2.2 Recount stories for central message, moral or lesson</p> <p>RL.2.3 Character response to major event, challenge</p>	<p>W.2.1 Introduce, state opinion, linking words, reasons, conclusion</p> <p>W.2.3 Narrative with elaboration/short sequenced events, details, temporal words, closure</p> <p>W.2.5 Focus on topic, edit and</p>	<p>SL.2.1 Participate in collaborative conversations with peers and adults in small and large groups</p> <p>SL.2.4 Tell a story/experience with facts, details, speaking audibly</p> <p>SL.2.6 Produce complete sentences to provide 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>L.2.2 Capitalize holidays/product/geographic names, commas, apostrophes, generalize learned spelling patterns, consult reference materials to check</p>

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<p>RL.2.5 Beginning and ending structure of story</p>	<p>revise to strengthen</p> <p>W.2.6 Produce, publish with digital tools</p>		<p>spelling</p> <p>L.2.3 Knowledge of language: compare formal and informal use of English</p> <p>L.2.6 Use words/phrases acquired through conversation/reading including adjectives/adverbs</p>
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> 1. How do readers read fluently? 2. How do readers keep track of their books? 3. How can readers help each other? 4. How do writers write an opinion with supporting details? 			<ol style="list-style-type: none"> 1. Readers start by focusing on the voice inside their head. They read focusing on pace, phrasing, and prosody by taking clues from dialogue tags and character feels/mood. 2. They pay attention to main events, problems, and answer questions to track important parts of their books. 3. Book clubs help readers to retell stories, track the important parts of the story, and read fluently. They coach and support each other to achieve their reading goals. 4. Writers formulate an opinion with supporting reasons using details from a text to support their claims. Opinions are elaborated by rereading to find further evidence and details.
Unit Summary			
Reading Bends		Writing Bends	
<p>Bend 1: In this bend, students will focus on reading and rereading with the three p's of fluency: pace, phrasing, and prosody. The bend begins by focusing on the voice inside their head and then paying attention to their voices aurally. Students will focus on character voice through dialogue tags, noticing mood, and altering their pace.</p>			<p>Bend 1: Bend one begins with students writing letters about characters they've met in their books, formulating opinions, supporting ideas with reasons, and using details from the text to support claims. Students also write about favorite scenes, illustrations, and lessons learned. They learn to state opinions clearly, retell stories so their opinions make sense, and revise their letters.</p>

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<p>Bend 2: Students learn that authors write with figurative language called, ‘playful language.’ They need to use what’s happening in story to think about what would make sense. You will teach that authors make comparisons (such as similes and metaphors), and support this learning by reading aloud. At the end of the bend, students will sticky note literary language in their books and a to their own writing.</p> <p>Bend 3: This bend will launch same-book partnerships where students serve as a resource for helping each other a keeping track of what is happening in longer texts. Students will be introduced to sticky notes to track their reading and to remember all the important events and problems in their longer books.</p> <p>Bend 4: Students begin by self-assessing and setting goals for their reading work. You will set up students to work in clubs that share similar goals, replacing partner time. Throughout the bend, children will coach and support one another in reaching their goals. They’ll gather resources, ideas, make plans, use tools, and practice strategies as they collaborate.</p>	<p>Bend 2: In bend two, students deepen their thinking to elaborate their opinions. Students reread closely to develop more ideas for opinions, more details and evidence to support opinions, and fun conventions to make their writing interesting. Students engage in a punctuation inquiry and work to incorporate conventions into their own writing.</p> <p>Bend 3: During bend three, students write to persuade others that their favorite books are worthy of awards. They learn to incorporate quotations to supply further evidence, make comparisons, and add introductions and conclusions. Students participate in a class book fair where visitors can listen to students’ book awards as a celebration.</p>
Teaching Points	
Reading	Writing
<p>Bend I:</p> <ol style="list-style-type: none"> 1. Reread aloud and in your head 2. Scoop words into longer phrases 3. Talk like the characters, noticing dialogue tags 4. Make your voice match the mood 5. Read with a just-right pace <p>Bend II:</p> <ol style="list-style-type: none"> 6. Pay attention to special language 7. When two things are compared, think about how they’re alike 8. Figure out what playful language REALLY means 9. Reading as a writer-focusing on special 	<p>Bend I:</p> <ol style="list-style-type: none"> 1. Write to share ideas 2. Talk before writing 3. Use pictures to help develop opinions 4. Retell to gain understanding 5. Write with audience in mind 6. Set goals using a checklist <p>Bend II:</p> <ol style="list-style-type: none"> 7. Writers plan write more 8. Use details to grow new ideas 9. Search for evidence to support opinions 10. Use capitals 11. Writers add to entertain

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<p>language</p> <p>Bend III:</p> <ol style="list-style-type: none"> 10. Setting up routines for same-book partners 11. Determine what’s important (major events and problems) 12. When you get off track, stop, reread, and answer questions 13. Write notes to help you keep track <p>Bend IV:</p> <ol style="list-style-type: none"> 14. Readers self-assess and set goals 15. Goal clubs create a plan and talk together 16. Readers give feedback to group members 17. Celebration 	<p>Bend III:</p> <ol style="list-style-type: none"> 12. Support opinions with reasons and details 13. Use evidence to support thinking 14. Make comparisons to support opinions 15. Use punctuation to highlight ideas 16. Use a mentor text to write introductions and conclusions 17. Evaluate writing using a checklist 18. Re-examine writing and set new goals 19. Celebration
Word Study Topics	
<p>Unit 7 (week 3 of 3)*:</p> <ul style="list-style-type: none"> ● suffixes y, ly, ty ● y as a vowel ● combining two closed syllables ● Trick Words: night, carry, something <p>Unit 8 (1 week)*:</p> <ul style="list-style-type: none"> ● r-controlled syllable type ● sounds of ar and or ● combining r-controlled syllables with other syllable types ● sample words: fort, part, orbit, party ● Trick words: world, answer, different <p>Unit 9 (2 weeks)*:</p> <ul style="list-style-type: none"> ● sound of er, ir and ur ● spelling option procedure for /er/ sound ● combining r-controlled syllables with er, ir and us with other syllable types ● dictionary skills ● sample words: burst, termite, dirty ● Trick words: picture, learn, earth, father, brother, mother <p>Foundations Unit Test Scoring Guidelines</p>	

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Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.

*Units referenced come from Foundations Program.

For additional sample words refer to the unit resource pages at the end of each unit in the Foundations teacher's manual. This provides examples for drill sounds/warm-up, echo sounds, review and current unit trick words, review and current unit words/nonsense words, and unit dictation sentences.

Evidence of Learning - Assessment

[TC High Leverage Reading Assessment](#)

[Teachers College Reading and Writing Project Teacher Resources and Guidebook for Levels A-K Reading Level Assessments](#)

**See Heinemann Online Resources for copies. District may designate the use of another version of assessment.*

Smarter Balanced Assessment Resources

The following link will provide rubrics, student checklists and Writing Portfolio Guides with anchor sets to use in the holistic scoring of narrative, opinion, and informational writing:

[CT Writing Portfolio Resources for Grades K-2](#)

The [Style Guide](#), which aligns with the expectations of Smarter Balanced Assessments, will support the creation of unit- and standard-aligned items for instructional use.

Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
<ul style="list-style-type: none"> ● Foundations unit test ● High-frequency word lists <p>Reading:</p> <ul style="list-style-type: none"> ● Reading learning progressions, found in the Reading Pathways, Grades 3-5: Performance Assessments and Learning Progressions resource* <p>Pre/Post-assessment: Collect data on comprehension skills; you may want to use a read aloud text that students are familiar with so that they have been exposed to the entire storyline. You could ask students to jot in their Reader's Notebook</p>	<ul style="list-style-type: none"> ● Running Records (including Checklist of Reading Behaviors)* ● WPM rate benchmark chart ● Opinion Writing Learning Progression* 	<ul style="list-style-type: none"> ● Foundations Dictation Check-Ups within Unit <p>Reading:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation of small group work ● F&P Continuum of Literacy Question Stems by GRL ● Exit tickets ● Daily reading log sheet <p>Writing:</p> <ul style="list-style-type: none"> ● Opinion Writing Checklist* ● Conferring notes ● Conferring Scenarios Opinion Writing* ● Student work samples ● Observations of small and whole group

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about their understanding of what is happening in the story and key story details across the text. For example, you might ask students about how the story or characters in the story change from the beginning or end. At the end of the unit, you can conduct a similar assessment to measure students' growth. Your second assessment can pose the same questions you asked at the beginning of the unit, using either the same text or one that is similar and at the same level of text complexity.

Writing:

Pre/Post assessment -

- [On-demand performance assessment prompt*](#)
- [Opinion Writing Checklist*](#)
- Presentation & Performance Rubrics*
- *Writing Pathways:* performance assessments for Opinion*:
 - [writing rubrics](#)
 - [checklists](#)
 - student writing sample
 - [writing developed through the progression](#)

Learning Plan

Researched-based Instructional Resources and Methods

The Reading and writing workshop model is a [researched-based instructional model](#):

See *A Guide to the Reading Workshop Model: Primary Grades*, (2015), Calkins et. al. and *A Guide to the Common Core Writing Workshop*, 2012, Calkins et. al. included in the series component bundle.

The Heinemann Online Resources includes a study guide for the *Units of Study for Teaching Reading* under "Latest News and General Information." This resource provides step by step instructions for

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implementing the workshop model, including guiding questions and detailed explanations of:

- The Architecture of the Mini-lesson: connection (teaching point), direct instruction and active engagement, link
- The Architecture of a Conference and small group work: mid-workshop teaching
- Share/whole group processing
- Setting up and Provisioning the Reading Workshop

The Heinemann Online Resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.

Anchor Charts

Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.

Reading	Writing
Making Your Reading More Fluent Color / B&W	Uncovering Our Opinions About Books Writers Can Study. . . Color / B&W
Partners Reread Together to... Color / B&W	Make it Stronger, Longer and More Convincing! Color / B&W
Understanding Literary Language Color / B&W	
Keeping Track of Longer Books Color / B&W	
Working Together in Goal Clubs Color / B&W	

Instructional Moves

Taberski, Sharon D.; Burke, James (Jim) R. (Robert). *The Common Core Companion: The Standards Decoded, Grades K-2: What They Say, What They Mean, How to Teach Them* (Corwin Literacy). SAGE Publications.

Possible Student Challenges	Teacher Moves
Read with sufficient accuracy and fluency to support comprehension	<ol style="list-style-type: none"> 1. Give students daily opportunities to read and write. Doing so builds vocabulary more swiftly and surely than decontextualized memorization of word lists. 2. Highlight sight words when you come across them in shared-reading texts; play games with sight words; give students a book of sight words to use as they write, or engage them in making their own; and provide wipe-off and magnetic boards for students to practice making these common words. 3. Liken the connection between fluency and comprehension to a bridge over which students move back and forth: the more students understand the text, the better

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	<p>they're able to read fluently, and the more fluently they read the more deeply they're able to understand what the text says.</p> <p>4. Provide audiobooks for students to listen to and follow along with.</p>
Knowing the 'r' takes control of the vowel	<p>1. Provide systematic, explicit phonics instruction. Give students voluminous opportunities to practice developing skills with fiction and nonfiction books, songs and rhymes.</p> <p>2. Conduct lots of letter and sound searches.</p>
Supporting opinions with reasons	<p>3. Start by teaching students what it means to have an opinion. Make a statement such as "I love rainy days", and invite them to agree or disagree, give a reason and explain why.</p> <p>4. Brainstorm a class "Wish List" of all the things students would love to change. Have students work in pairs and select one idea from the "Wish List" to discuss. Encourage them to come up with several reasons for their opinions and give them opportunities to share with the class. Post the "Wish List" prominently in the classroom so that you and your students can add to it regularly and discuss selected items.</p> <p>5. Make a bar graph to represent student's responses to a question that relates to a science or social studies topic from a list of three or four choices. Once students' responses have been graphed, give each student a note card. On one side have them write, "I want to learn about ___ because ___." Then on the other side of the note card have them write one reason or several. Sort the cards into categories and, one category at a time, have students read what they wrote.</p>
Mentor, Demonstration, Read-aloud, Shared Texts <small>*Included in the Grade 2 Trade Pack</small>	
Reading	Writing
<p>May include other similar texts of the appropriate grade level band</p> <p>Demonstration Texts <i>*Owl Moon</i> by Jane Yolen</p>	<p>Mentor Texts <i>*Mercy Watson To the Rescue</i> by Kate DiCamillo <i>Pinky and Rex and the Bully</i> by James Howe</p> <p>Additional Texts and Resources</p>

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<p><i>*Houndsley and Catina</i> by James Howe <i>*Come On, Rain!</i> by Karin Hesse (Grade 3 trade pack) <i>When Sophie Gets Angry—Really, Really Angry . . .</i> by Molly Bang <i>Amelia Bedelia Goes Camping</i> by Peggy Parish <i>The King Who Rained</i> by Fred Gwynne <i>*Katie Woo Has the Flu</i> by Fran Manushkin <i>Beezus and Ramona</i> by Beverly Cleary</p> <p>Read-Aloud and Shared Reading Texts <i>*Minnie and Moo Go Dancing</i> by Denys Cazet <i>*Happy Like Soccer</i> by Maribeth Boelts “<i>You Are My Sunshine</i>” by Jimmie Davis and Charles Mitchell “<i>Chicken Soup with Rice</i>” from <i>Chicken Soup with Rice</i> by Maurice Sendak</p> <p>Suggested Texts and Resources <i>*Mercy Watson</i> by Kate DiCamillo “<i>Way Down in the Music</i>” from Honey <i>I Love and Other Love Poems</i> by Eloise Greenfield <i>Pinky and Rex</i> by James Howe “<i>Lullaby</i>” from <i>Old Elm Speaks: Tree Poems</i> by Kristine O’Connell George <i>Climb Inside a Poem</i> by Georgia Heard and Lester Laminack <i>Iris and Walter</i> by Elissa Haden Guest <i>Lilly’s Purple Plastic Purse</i> by Kevin Henkes <i>It’s Raining Pigs and Noodles</i> by Jack Prelutsky <i>Ruthie and the (Not So) Teeny Tiny Lie</i> by Laura Rankin “<i>Aquarium</i>” by Valerie Worth</p>	<p>Ivy and Bean series by Annie Barrows <i>The Twits</i> by Roald Dahl <i>My Weird School</i> by Dan Gutman <i>Pinky and Rex Go To Camp</i> by James Howe Horrible Harry series by Suzy Kline Frog and Toad series by Arnold Lobel <i>Stink and the Incredibly Super-Galactic Jawbreaker</i> by Megan McDonald Judy Moody series by Megan McDonald The Magic Tree House series by Mary Pope Osborne <i>Amelia Bedelia and the Baby</i> by Peggy Parish <i>Ruby the Copycat</i> by Margaret Rathman and Peggy Rathman Henry and Mudge series by Cynthia Rylant <i>Mr. Putter & Tabby Bake the Cake</i> by Cynthia Rylant <i>Poppleton</i> by Cynthia Rylant <i>Nate the Great</i> by Marjorie Weinman Sharmat <i>Tales for Very Picky Eaters</i> by Josh Schneider <i>Frankly Frannie</i> by A.J. Stern Geronimo Stilton series by Geronimo Stilton <i>Knuffle Bunny</i> by Mo Willems <i>*Own Moon</i> by Jane Yolen <i>Harry the Dirty Dog</i> by Gene Zion</p> <p>Resources for Teachers <i>Choice Words</i> by Peter H. Johnston <i>The Child that Books Built: A Life in Reading</i> by Francis Spufford</p>
Read-Aloud & Shared Reading	
<p>Read-Aloud goals Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and re-reading Process the text Whole-class book talk</p> <p>Read-Aloud process: Before You Read (introduce book, title, author, wonder about the title) As You Read (look at pictures, read with prosody, retell) After You Read (whole class book talk)</p>	

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<p>Shared reading goals Practice using meaning, structure, visuals (MSV) to solve new words</p> <p>Shared reading process: Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
Vocabulary	
Tier 2 (Academic Vocabulary)	Tier 3 (Domain Specific Vocabulary)
<p>audience compare/comparison convince/convincing feedback rehearse routine self-assess</p>	<p>capital letter character conclusion detail/key detail dialogue tag draft elaboration evidence/specific evidence figurative language/literary language fluent/fluency introduction “just-right” pace/pace mid-sentence punctuation mood opinion phrasing prosody publish quotation mark retell scooping (words into phrases)</p>
Suggestions for Differentiation, Scaffolding and Intervention	
<p>CT Dept. of Education Evidence-based Practice Guides – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”</p> <p>Use individual student performance data to inform intervention in small group and conferring work.</p> <p>Effective Intervention Strategies for Teachers</p> <ul style="list-style-type: none"> ● Use grouping ● Use feedback, reinforcement and recognition ● Use similarities and differences ● Use advanced organizers such as graphic organizers ● Provide feedback ● Use summary and note taking 	

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- Use hands-on, non-linguistic representations

Meeting Students' Needs Through Scaffolding

- Identify, bold, and write in the margins to define words that cannot be understood through the context of the text
- Chunk long readings into short passages, (literally distributing sections on index cards, for example), so that students see only the section they need to tackle
- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

Supporting Struggling Readers

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

Assistive Technology

Writing:

- Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines.
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write.

If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

English Learners

Colorin Colorado

CT English Learner Proficiency Standards, Linguistic Supports

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing

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- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames

Enrichment strategies

P. Wood, 2008. "Reading Instruction with Gifted & Talented Readers."

- Use of more advanced trade books
- Independent reading and writing choices
- Focus on developing higher level comprehension skills, along with higher level questioning
- Opportunities for book discussions – critical reading & creative reading
- Use of technology and the web

Interdisciplinary Connections

Social Studies Grade 2 Topic - Making a Difference (local/state/national/international): Examining the people that make, and have made a difference. Examining the concept that ALL people can make a difference. Consider opportunities for students to read/write texts that address these topics.

NGSS Science Grade 2 Topics - Structure and Properties of Matter, Interdependent Relationships in Ecosystems, and Earth's Systems: Processes that Shape the Earth; Consider opportunities for students to read and write on these topics.

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