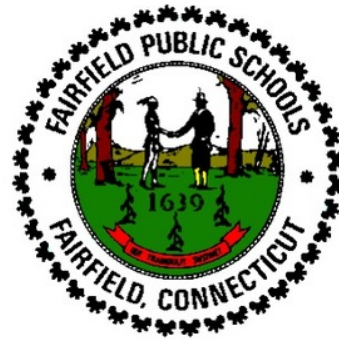


# Fairfield Public Schools Language Arts Curriculum

Reading, Writing, Speaking, and Listening

## Grade 2



## Fairfield Public Schools Comprehensive Literacy Model

### Grade 2 Language Arts Overview

Students in the Fairfield Public Schools are immersed in literacy through rich and varied experiences in reading, writing, speaking, listening, and viewing. Students access the curriculum through a variety of instructional practices including interactive, guided, and independent reading and writing, as well as oral, visual, and technological communication, phonics, spelling, and word study.

During the year, students will be given the opportunity to read, write, and listen to a variety of literary genres that promote deep thinking and understanding of topics, cultures, and people. Students receive explicit instruction and practice in the five areas recommended by the National Reading Panel, 2000 (comprehension, phonics, vocabulary, phonemic awareness, and fluency). Reading and writing are taught as reciprocal processes. Extended literary experiences ensure that students can understand and write in a variety of genres. Students will continually develop their ability to choose topics, plan, draft, revise, and edit their writing. The curriculum helps young writers continually expand their learning of craft, conventions, and the writing process in narrative, nonfiction, and poetry.

Word study encompasses multiple approaches to how words work. The sequence of lessons is built upon the Literacy Continuum (Fountas & Pinnell, 2007). The study of words enables students to develop automaticity and comprehension in reading and writing. This process allows them to grow in their ability to read, understand, and write more complex texts over time.

### Grade 2 Language Arts Year at a Glance

Pacing Guide									
1 <sup>st</sup> Marking Period			2 <sup>nd</sup> Marking Period				3 <sup>rd</sup> Marking Period		
Launching the Year in Reading, Writing, and Word Study	Reading Fiction-Story Elements and Writing Personal Narrative-Small Moments	Reading - Retelling Stories and Writing Personal Narrative (continued)	Reading Comprehension Strategies and Writing Like a Mentor Author	Revisiting Reading Behaviors and Fluency, Writing to a Narrative Prompt, and Learning to Use a Writing Notebook	Reading Nonfiction and Writing About Reading	Studying Mentor Author in Reading and Writing Nonfiction	Summarizing in Reading and Writing Like a Mentor Author	Reading Poetry, Writing Poetry, and Revisiting Narrative Prompts	Reflecting as Readers and Writers (Making Summer Plans for Literacy)

#### Reading Resources

*FPS Units of Study for Reading Workshop*  
*Mentor Texts* (common texts used for modeling)

#### Writing and Word Study Resources

*Units of Study in Primary Writing* by L. Calkins (Heinemann)  
*FPS Word Study Units*  
*Mastering the Mechanics Grades 2-3* by L. Hoyt and T. Therriault  
*Month by Month Phonics* by D. Hall and P. Cunningham  
*Phonics Lessons: Letters, Words, and How They Work* by I. Fountas and G.S. Pinnell

## Grade 2 Overview: Reading, Writing, and Word Study

Central Understandings	Essential Questions	Assessments
<p>Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed, and heard.</p> <p>Students listen and speak to communicate ideas clearly.</p> <p>Students express, develop, and substantiate ideas and experiences through their own writing and artistic and technical presentations.</p>	<ul style="list-style-type: none"> <li>• How do readers and writers learn the expectations and routines within reading and writing workshop as they form the habits of highly effective readers and writers?</li> <li>• How do readers use story elements, comprehension strategies, and important summary details to read fluently and to strengthen comprehension of text?</li> <li>• How does retelling a story help readers comprehend what they have read?</li> <li>• How do readers build stamina and improve reading habits?</li> <li>• How do readers and writers use specific strategies and text features to read and write nonfiction?</li> <li>• How do readers and writers analyze the works of an author to deepen their understanding of text and to improve their writing?</li> <li>• How does the author’s use of language convey to the reader the meaning and feeling in poetry? How do writers use features of poetry to create their own poems?</li> <li>• How do writers use skills and strategies of the writing process to clearly communicate their stories to their audience?</li> <li>• How do writers use writing notebooks to record their thoughts/ideas?</li> <li>• How do writers choose and stretch a small moment from their personal experiences to write across several pages?</li> <li>• How does attending to sounds and letters help build more flexible readers and writers?</li> <li>• How did I grow as a reader and a writer? What are my summer reading and writing plans?</li> </ul>	<p><u>Universal Assessments</u></p> <ul style="list-style-type: none"> <li>• DRA2</li> <li>• FPS Writing Prompts</li> </ul> <p><u>Targeted Assessments</u></p> <ul style="list-style-type: none"> <li>• Core Reading Words</li> <li>• Core Writing Vocabulary</li> <li>• Sentence Dictation</li> </ul>
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Common Core State Standards</li> </ul>		

## Launching the Year in Reading, Writing, and Word Study

### Unit Overview

Launching Reading and Writing was developed to familiarize students and teachers with both workshop models as, “It is important to maintain a simple, predictable structure because it is the work students do that will be changing and complex” (Calkins, 2001, page 66). The goals of reading and writing instruction are to create independent and responsible readers and writers. Students understand that they are the most vital and essential component of their community and classroom of learners.

Launching Reading and Writing is built upon the framework of practiced rituals and routines. These rituals and routines enable teachers and students to use class time productively. One important goal of this unit is to begin to create a classroom community of learners that supports students’ learning and movement about their classrooms with purpose. Second graders learn the daily routines for reading and writing workshop, discover personal and shared interests, and explore classroom libraries and writing tools. The structure of this unit is meant to be a positive, enjoyable, and intense social experience that will support and empower students in the efficient, effective, and confident use of all classroom resources.

### Reading Big Ideas

- Understand the rules and routines of reading time to work independently and in partnerships (e.g., being able to use the classroom library efficiently and to practice careful handling of books)
- Develop strategies to monitor for meaning while reading
- Learn to record thoughts about books read, based on teacher modeling during read alouds
- Read with focused thinking around a topic and important parts of a text
- Recognize and select a just-right book
- Participate in thinking around shared texts
- Use knowledge of sound symbol relationships to decode words accurately and with fluency

### Writing Big Ideas

- Understand the rules and routines of writing time to work independently and in partnerships
- Use writing tools: word wall, folder, and paper choice
- Explore writing possibilities: lists, letters, and real-world purposes
- Edit and revise writing using a checklist
- Learn spelling strategies to stretch and write words
- Develop strategies for learning onsets and rimes, high frequency words, consonant blends, compound words, and a variety of word patterns to improve writing
- Develop a strong spelling consciousness
- Review handwriting and verbal path from Grades K-1

### Assessments and Progress Indicators

\*DRA2      \*FPS Writing Sample      \*Spelling Inventory      \*Reader Response

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR LITERATURE

#### Key Ideas and Details

**CC.2.R.L.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

#### Integration of Knowledge and Ideas

**CC.2.R.L.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting,

#### WRITING STRAND:

#### Text Types and Purposes

**CC.2.W.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.

**CC.2.W.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

or plot.

**READING FOR INFORMATION**  
**Key Ideas and Details**  
**CC.2.R.I.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**FOUNDATIONAL SKILLS**  
**Phonics and Word Recognition**  
**CC.2.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.  
**CC.2.R.F.3a** Distinguish long and short vowels when reading regularly spelled one-syllable words.  
**CC.2.R.F.3c** Decode regularly spelled two-syllable words with long vowels.  
**CC.2.R.F.3.f** Recognize and read grade-appropriate irregularly spelled words.

**Fluency**  
**CC.2.R.F.4** Read with sufficient accuracy and fluency to support comprehension.  
**CC.2.R.F.4.a** Read grade-level text with purpose and understanding.  
**CC.2.R.F.4.b** Read grade-level text orally with accuracy, appropriate rate, and expression.  
**CC.2.R.F.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

closure.

**Production and Distribution of Writing**  
**CC.2.W.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**SPEAKING AND LISTENING STRAND:**  
**Comprehension and Collaboration**  
**CC.2.SL.1.a** Follow agreed-upon rules 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).  
**CC.2.SL.1.b** Build on others’ talk in conversations by linking their comments to the remarks of others.

**Presentation of Knowledge and Ideas**  
**CC.2.SL.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**LANGUAGE STRAND:**  
**Conventions of Standard English**  
**CC.2.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**CC.2.L.2b** Use commas in greetings and closing of letters  
**CC.2.L.2e.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Knowledge of Language**  
**CC.2.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
**CC.2.L.3.a** Compare formal and informal uses of English.

**Vocabulary Acquisition and Use**  
**CC.2.L.4a** Use sentence-level context as a clue to the meaning of a word or phrase.  
**CC.2.L.4d** Use knowledge of the meaning of individual words to predict the meaning of compound words.

## Reading Fiction-Story Elements, Writing Personal Narratives-Small Moments, and Word Study

### Unit Overview

Stories enrich our lives. In this unit, second graders learn to identify and discuss the elements of narrative stories, as well as theme and point of view. Students continue developing strategies to comprehend text. They learn to form stronger opinions using schema and text evidence as support for conclusions.

Second graders are immersed in the writing of a small moment story. The goal of this writing unit is for students to retell a sequence of events with precise detail and to write in such a way that readers can follow those events. As writers, students contribute to the community by sharing personal stories, and by learning author’s craft to improve their own writing. Students also have an opportunity to analyze other narrative texts and incorporate techniques of writing to create focused vignettes from their lives (*Small Moments: Personal Narrative Writing*, 2003, page V).

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> <li>Identify and find evidence of time, place, character, character’s point of view, problem, solution, and theme of the story</li> <li>Recognize and discuss change that happens in story elements throughout the text and its impact on the plot</li> <li>Use text evidence to support an opinion or conclusion</li> <li>Determine and analyze the theme of a text based on evidence from the text</li> <li>Develop strategies for learning high frequency words, onsets and rimes, consonant clusters, syllables, and long and short vowel patterns</li> <li>Develop strategies to understand word meanings such as synonyms, possessives, and past tense</li> </ul>	<ul style="list-style-type: none"> <li>Examine the structure of writing a small moment to expand one’s own small moment writing</li> <li>Incorporate details about external structures (actions) and internal structures (thoughts and feelings) in one’s writing</li> <li>Learn to write close-in story endings</li> <li>“Storytell,” revise and edit with partners to establish long-term partnerships</li> <li>Develop a piece of writing through the writing process: brainstorming, planning, drafting, revising, editing, and publishing</li> <li>Develop strategies for learning high frequency words, onsets and rimes, consonant clusters, syllables, and long and short vowel patterns to improve writing</li> <li>Learn to edit for legibility in writing</li> </ul>
<b>Assessments and Progress Indicators</b> *Running/Reading Records      *Writing Sample (Personal Narrative)      *Reader Response	

### Common Core Standards Emphasized During Unit

**READING STRAND:  
READING FOR LITERATURE**  
**Key Ideas and Details**  
**CC.2.R.L.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  
**CC.2.R.L.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
**CC.2.R.L.3** Describe how characters in a story respond to major events and challenges.  
**Craft and Structure**

**WRITING STRAND:  
Text Types and Purposes**  
**CC.2.W.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  
**Production and Distribution of Writing**  
**CC.2.W.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  
**CC.2.W.6** With guidance and support from adults, use a variety of digital

**CC.2.R.L.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**CC.2.R.L.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**Integration and Knowledge of Ideas**

**CC.2.R.L.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**CC.2.R.L.9** Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.

**FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

**CC.2.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.2.R.F.3.a** Distinguish long and short vowels when reading regularly spelled one-syllable words.

**CC.2.R.F.3.c** Decode regularly spelled two-syllable words with long vowels.

**CC.2.R.F.3.e** Identify words with inconsistent but common spelling-sound correspondences.

**CC.2.R.F.3.f** Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

**CC.2.R.F.4** Read with sufficient accuracy and fluency to support comprehension.

**CC.2.R.F.4.a** Read grade-level text with purpose and understanding.

**CC.2.R.F.4.b** Read grade-level text orally with accuracy, appropriate rate, and expression.

**CC.2.R.F.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SPEAKING AND LISTENING STRAND:**

**Presentation of Knowledge and Ideas**

**CC.2.SL.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CC.2.SL.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**CC.2.SL.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

**CC.2.W.8** Recall information from experiences or gather information from provided sources to answer a question.

**LANGUAGE STRAND:**

**Conventions of Standard English**

**CC.2.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CC.2.L.1.f** Produce, expand, and rearrange complete simple and compound sentences.

**CC.2.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CC.2.L.2.c** Use an apostrophe to form contractions and frequently occurring possessives.

	<p><b>Knowledge of Language</b> <b>CC.2.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>Vocabulary Acquisition and Use</b> <b>CC.2.L.5</b> Demonstrate understanding of word relationships and nuances in word meanings. <b>CC.2.L.5.b</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
--	--



## Reading-Retelling Stories, Writing Personal Narratives-Small Moments (continued), and Word Study

### Unit Overview

It is important for students to develop their listening and speaking skills by learning how to retell a story. In this unit, students read fictional stories and apply what they have learned in the previous unit (Story Elements) in order to give an accurate retelling of the story. Using text vocabulary and sequencing, students learn to retell a story by stating what is important. This unit helps students learn to comprehend what they have read and how to go back into the text to elaborate their retelling.

Second graders are immersed in the identification of a small moment story. The goal of this writing unit is for students to retell a sequence of events with precise detail and to write in such a way that readers can follow those events. As writers, students contribute to the community by sharing personal stories, and learning author’s craft to improve their own writing. Students also have an opportunity to analyze other narrative texts and incorporate techniques of writing to create focused vignettes from their lives (*Small Moments: Personal Narrative Writing*, 2003, page V).

### Reading Big Ideas

- Incorporate story elements and text vocabulary to give an accurate retelling of the story
- Determine importance and effectively communicate thinking
- Use evidence from the text to support thinking and refer back to text to check retellings for omissions
- Retell texts in a variety of settings, such as individually, in partnerships, in small group and in whole class
- Develop strategies to understand word meanings such as antonyms and plurals

### Writing Big Ideas

- Understand the structure of writing a small moment and expand one’s own small moment writing
- Incorporate details about external structures (actions) and internal structures (thoughts and feelings) in one’s writing
- Learn to write close-in story endings
- “Storytell,” revise, and edit with partners to establish long-term partnerships
- Develop a piece of writing through the writing process: brainstorm, planning, drafting, revising, editing, publishing
- Develop strategies for learning high frequency words, onsets and rimes, consonant clusters, r-controlled vowels, vowel teams, syllables, the y sound, and the silent e pattern
- Write legibly for an audience

### Assessments and Progress Indicators

\*Running/Reading Records

\*Writing Samples (Personal Narrative)

\*Reader Response

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR LITERATURE

#### Key Ideas and Details

**CC.2.R.L.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CC.2.R.L.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

#### WRITING STRAND:

#### Text Types and Purposes

**CC.2.W.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><b>FOUNDATIONAL SKILLS</b></p> <p><b>Phonics and Word Recognition</b></p> <p><b>CC.2.R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>CC.2.R.F.3.b</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>CC.2.R.F.3.f</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>Fluency</b></p> <p><b>CC.2.R.F.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>CC.2.R.F.4.a</b> Read grade-level text with purpose and understanding.</p> <p><b>CC.2.R.F.4.b</b> Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><b>CC.2.R.F.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Production and Distribution of Writing</b></p> <p><b>CC.2.W.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>CC.2.W.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge</b></p> <p><b>CC.2.W.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>SPEAKING AND LISTENING STRAND:</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>CC.2.SL.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>CC.2.SL.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>CC.2.SL.6</b> Produce complete sentences when appropriate to task and situation in order to provide detail or clarification</p>	<p><b>LANGUAGE STRAND:</b></p> <p><b>Conventions of Standard English</b></p> <p><b>CC.2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.2.L.1.f</b> Produce, expand, and rearrange complete simple and compound sentences.</p> <p><b>CC.2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CC.2.L.2e.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>

## Reading Comprehension Strategies, Writing Like a Mentor Author, and Word Study

### Unit Overview

The ultimate goal of reading is to make meaning. This unit teaches students how to self-monitor in order to make meaning of what they read. In this unit, students will become more strategic readers so that they can enhance their understanding of the story. The comprehension strategies of visualizing, making connections, and questioning are specifically taught in this unit. As second graders develop these strategies, they will understand how, when, and where to apply a particular strategy in order to understand the text more deeply.

During writing, students emulate different writing techniques observed in the author’s work. Students continue to study an author as a mentor, but the second graders study the author’s work in a more sophisticated way. For example, students notice how the author uses a variety of sentence lengths, transitional phrases, and dialogue. Once students learn to use a mentor author in this scaffolded process, we hope they continue to mentor themselves, for they have learned to think as writers.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> <li>Learn and apply comprehension strategies such as visualizing, making connections, and asking questions to comprehend text</li> <li>Infer and form interpretations of the text</li> <li>Activate prior knowledge before, during, and after reading to support comprehension</li> <li>Distinguish between connections that are meaningful and relevant and those that are not</li> <li>Support connections with specific evidence from one’s life and the text</li> <li>Develop strategies to understand word meanings such as synonyms and antonyms, and contractions</li> </ul>	<ul style="list-style-type: none"> <li>Learn and apply craft techniques that an author uses in a story (e.g., transitional phrases, variety of sentence lengths, sentences representing one thought, dialogue, internal story, and many moments structure)</li> <li>Develop a piece of writing through the writing process: brainstorming, planning, drafting, revising, editing, and publishing</li> <li>Develop strategies for learning high frequency words, onsets and rimes, consonant clusters, double vowels (ee), double letters, double consonants in the middle of words, and medial consonant sounds and letters</li> <li>Learn how to attempt unknown words to develop spelling awareness</li> <li>Use single and double subjects to vary writing</li> </ul>
<b>Assessments and Progress Indicators</b> *DRA2      *Reader Response	

### Common Core Standards Emphasized During Unit

<p><b>READING STRAND:</b>  <b>READING FOR LITERATURE</b>  <b>Key Ideas and Details</b>  <b>CC.2.R.L.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>CC.2.R.L.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  <b>Integration of Knowledge and Ideas</b></p>	<p><b>WRITING STRAND:</b>  <b>Text Types and Purposes</b>  <b>CC.2.W.3</b> 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.  <b>Production and Distribution of Writing</b>  <b>CC.2.W.5</b> With guidance and support from adults and peers, focus on a</p>
--	---

<p><b>CC.2.R.L.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>FOUNDATIONAL SKILLS</b>  <b>Phonics and Word Recognition</b></p> <p><b>CC.2.R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>CC.2.R.F.3.b</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>CC.2.R.F.3.f</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>Fluency</b></p> <p><b>CC.2.R.F.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>CC.2.R.F.4.a</b> Read grade-level text with purpose and understanding.</p> <p><b>CC.2.R.F.4.b</b> Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><b>CC.2.R.F.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>topic and strengthen writing as needed by revising and editing.</p> <p><b>CC.2.W.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p><b>SPEAKING AND LISTENING STRAND:</b>  <b>Comprehension and Collaboration</b></p> <p><b>CC.2.SL.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>CC.2.SL.3</b> 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><b>Presentation of Knowledge and Ideas</b></p> <p><b>CC.2.SL.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>CC.2.SL.6</b> Produce complete sentences when appropriate to task and situation in order to provide detail or clarification</p>	<p><b>LANGUAGE STRAND:</b>  <b>Conventions of Standard English</b></p> <p><b>CC.2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.2.L.1.e</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>CC.2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CC.2.L.2c</b> Use an apostrophe to form contractions and frequently occurring possessives</p> <p><b>CC.2.L.2.d</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>

## Revisiting Reading Behaviors Fluency, Writing to a Narrative Prompt, Learning to Use a Writing Notebook, and Word Study

### Unit Overview

The Reading Behaviors unit is designed to review particular behaviors and routines that were established in the Launch Reading unit. At this time of year, it is often necessary and helpful for teachers to revisit behaviors and routines so that students can continue to build their reading stamina and focus while reading. The purpose of the Fluency unit is for students to practice reading books with prosody. The unit focuses on reading with expression, attending to punctuation, and using inflection and phrasing based on tone and mood of the text. Various structures that support reading fluency are used (e.g., reader’s theater, choral reading, shared reading, and independent reading).

Students learn how to apply the skills and strategies learned throughout their instruction in the writing process in order to write to a prompt within a timed setting. Students learn how to pace themselves within each aspect of the writing process, as well as how to address a particular prompt that is given. At this time of year, second graders are introduced to using a Writing Notebook. They begin to live and record their ideas, thoughts, and observations in a Writing Notebook to be later used as seed ideas for writing stories.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> <li>• Revisit reading behaviors such as selecting just-right books, working in partnerships, setting higher quantity goals, making reading plans, and staying focused</li> <li>• Choose appropriate text for fluency practice by focusing on punctuation, phrasing, expression, and inflection</li> <li>• Practice developing fluency with a variety of structures: readers’ theater, choral reading, shared reading, independent reading</li> <li>• Develop strategies for learning high frequency words, known word parts, consonant clusters, consonants with two sounds (c, g, and th), and double vowels (oo) for reading fluently</li> <li>• Develop strategies to understand word meanings such as contractions, comparisons, past tense, and adding –er</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the structure of a narrative prompt and apply it in one’s own writing (beginning, setting, main event, problem/solution or experience/adventure, and ending)</li> <li>• Learn narrative prompt scoring rubric to improve writing</li> <li>• Learn to write to a prompt within a timed setting</li> <li>• Use Writing Notebooks as a place to generate topics for writing</li> <li>• Reread Writing Notebooks and select seed ideas for personal narrative stories</li> <li>• Develop strategies for learning high frequency words, known word parts, consonant clusters, consonants with two sounds (c, g, and th), and double vowels (oo) to improve writing and spelling</li> <li>• Write fluently and legibly</li> </ul>
<p><b>Assessments and Progress Indicators</b></p> <p>*Running/Reading Records      *Writing Samples (Narrative Prompt)      *Reader Response</p>	

### Common Core Standards Emphasized During Unit

**READING STRAND:  
READING FOR LITERATURE  
Craft and Structure**

**CC.2.R.L.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**CC.2.R.L.6** Acknowledge differences in the points of view of characters,

**WRITING STRAND:**

**Text Types and Purposes**

**CC.2.W.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**Production and Distribution of Writing**

<p>including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>FOUNDATIONAL SKILLS</b></p> <p><b>Phonics and Word Recognition</b></p> <p><b>CC.2.R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>CC.2.R.F.3.b</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>CC.2.R.F.3.d</b> Decode words with common prefixes and suffixes.</p> <p><b>CC.2.R.F.3.f</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>Fluency</b></p> <p><b>CC.2.R.F.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>CC.2.R.F.4.a</b> Read grade-level text with purpose and understanding.</p> <p><b>CC.2.R.F.4.b</b> Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><b>CC.2.R.F.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>CC.2.W.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>CC.2.W.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge</b></p> <p><b>CC.2.W.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>SPEAKING AND LISTENING STRAND:</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>CC.2.SL.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.2.SL.1.a</b> Follow agreed-upon rules 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).</p> <p><b>CC.2.SL.1.b</b> Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p><b>CC.2.SL.1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>CC.2.SL.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>LANGUAGE STRAND:</b></p> <p><b>Conventions of Standard English</b></p> <p><b>CC.2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.2.L.1.d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p><b>CC.2.L.1.f</b> Produce, expand, and rearrange complete simple and compound sentences.</p> <p><b>CC.2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CC.2.L.2.c</b> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p><b>CC.2.L.4</b> 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.</p> <p><b>CC.2.L.4.b</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p>

## Reading Nonfiction, Writing about Reading, and Word Study

### Unit Overview

Research has shown that 85 percent of the texts read by adults are nonfiction, but in our schools our children are being exposed to nonfiction only 30 to 40 percent of the time (P. Allyn, *The Complete Year in Reading and Writing*, 2008). Even very young children can read and write nonfiction (Caswell and Duke, 1998), and these early experiences establish a strong base for reading more sophisticated nonfiction in later grades (Newkirk, 1989; Pappas, 1991). In this unit, students are immersed in nonfiction texts to learn how to read nonfiction for the purpose of getting information. Text features are identified and analyzed in order to show students how to navigate nonfiction texts. Strategies such as questioning, note taking, and determining importance prepare students for real life reading as well as for standardized testing.

Students need to see writing as a way to make and communicate meaning and to share stories within the Writing Workshop. Once that foundation is established, this unit then focuses on the conventions of writing so that others can read their stories. Students continue the writing process that they have learned and applied in the previous units; however, mini lessons are focused on the conventions of writing as well as the craft of revising. Revising techniques such as “show, don’t tell” and adding/deleting dialogue are examples of techniques that students will use to revise their writing.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> <li>• Identify the elements of nonfiction in a variety of texts to distinguish between the purpose for reading nonfiction and the purpose for reading fiction</li> <li>• Use features of nonfiction to locate and gather information in order to identify and defend the main idea</li> <li>• Use questioning to deepen understanding of nonfiction reading</li> <li>• Analyze how authors craft nonfiction to engage readers</li> <li>• Begin to infer topics or big ideas in nonfiction</li> <li>• Practice the skills of skimming and scanning to gather information</li> <li>• Develop strategies for learning high frequency words, onsets and rimes</li> <li>• Develop strategies to understand word meanings such as suffixes, past tense, homophones, and compound words</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to reading in creative ways</li> <li>• Learn how to write persuasive thinking about books</li> <li>• Plan one’s message to prepare to write effectively</li> <li>• Use revision strategies such as adding into the middle of text, adding dialogue, revising leads and endings, and showing not telling</li> <li>• Confer with partners about writing and incorporate feedback in order to improve one’s writing</li> <li>• Learn how to capitalize for emphasis, use commas, transitional words, and spacing to facilitate author’s message</li> <li>• Write fluently and legibly</li> </ul>
<p><b>Assessments and Progress Indicators</b>                      *Running/Reading Records      *Writing Samples      Reader Response</p>	

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR INFORMATION

#### Key Ideas and Details

**CC.2.R.I.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CC.2.R.I.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**CC.2.R.I.3** Describe the connection between a series of historical events,

#### WRITING STRAND:

#### Text Types and Purposes

**CC.2.W.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.

#### Production and Distribution of Writing

scientific ideas or concepts, or steps in technical procedures in a text.

**Craft and Structure**

**CC.2.R.I.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**CC.2.R.I.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.

**CC.2.R.I.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Integration of Knowledge and Ideas**

**CC.2.R.I.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**CC.2.R.I.8** Describe how reasons support specific points the author makes in a text.

**CC.2.R.I.9** Compare and contrast the most important points presented by two texts on the same topic.

**FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

**CC.2.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.2.R.F.3.b** Know spelling-sound correspondences for additional common vowel teams.

**CC.2.R.F.3.f** Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

**CC.2.R.F.4** Read with sufficient accuracy and fluency to support comprehension.

**CC.2.R.F.4.a** Read grade-level text with purpose and understanding.

**CC.2.R.F.4.b** Read grade-level text orally with accuracy, appropriate rate, and expression.

**CC.2.R.F.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SPEAKING AND LISTENING STRAND:**

**Comprehension and Collaboration**

**CC.2.SL.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.

**Presentation of Knowledge and Ideas**

**CC.2.SL.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**CC.2.SL.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**CC.2.W.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CC.2.W.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

**CC.2.W.8** Recall information from experiences or gather information from provided sources to answer a question.

**LANGUAGE STRAND:**

**Conventions of Standard English**

**CC.2.L.1.c** Use reflexive pronouns.

**CC.2.L.2.e** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Vocabulary Acquisition and Use**

**CC.2.L.4.d** Use knowledge of the meaning of individual words to predict the meaning of compound words.

**CC.2.L.4.e** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.



## Studying a Mentor Author, Writing Nonfiction, and Word Study

### Unit Overview

In this unit, students deepen their understanding of texts by reading and analyzing the works of a particular author. Students read various texts by the same author in order to make connections about the author’s crafts/techniques as well as theme and message. By being immersed in the study of one author, students develop and support opinions about the texts and the author’s life.

Now that second grade students have had an opportunity to explore a variety of nonfiction texts, they now have the opportunity to use their knowledge of how nonfiction texts are organized and written in order to construct their own informational piece (All About books). When children write informational texts, they learn that authors can be teachers. They learn to tell others information that they feel is valuable and share that information in order to teach someone else. Students research a topic of their choice and use text features in order to clearly communicate information that has been gathered.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> <li>• Develop a deep understanding of an author by analyzing the texts written by that author</li> <li>• Make connections and conclude big ideas or topics across texts</li> <li>• Determine and analyze big idea/theme in and across texts</li> <li>• Gather and synthesize information from texts by one author in order to make connections, develop opinions, and identify author’s craft elements and style</li> <li>• Develop strategies for learning high frequency words, vowel combinations, consonant clusters, and phonograms</li> <li>• Develop strategies to understand word meanings such as homophones, comparatives (-er and -est), and plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Create nonfiction texts with facts that inform and engage readers</li> <li>• Use research as a way to craft nonfiction texts</li> <li>• Understand and use features of nonfiction in writing (table of contents, chapter titles, subheadings, captions, diagrams, glossary, index, graphs, charts, maps, and bibliography)</li> <li>• Develop a piece of writing through the writing process: brainstorming, planning, drafting, revising, editing, and publishing</li> <li>• Work with suffixes, endings, and plurals to help develop stronger word choice</li> <li>• Write fluently and legibly</li> </ul>
<b>Assessments and Progress Indicators</b> *Running/Reading Records      *Writing Samples (Nonfiction)      *Reader Response	

### Common Core Standards Emphasized During Unit

<p><b>READING STRAND: READING FOR LITERATURE</b>  <b>Key Ideas and Details</b>  <b>CC.2.R.L.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>CC.2.R.L.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  <b>Craft and Structure</b>  <b>CC.2.R.L.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  <b>CC.2.R.L.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p><b>WRITING STRAND:</b>  <b>Text Types and Purposes</b>  <b>CC.2.W.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  <b>Production and Distribution of Writing</b>  <b>CC.2.W.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  <b>CC.2.W.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  <b>Research to Build and Present Knowledge</b></p>
---	---

**Integration of Knowledge and Ideas**

**CC.2.R.L.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**FOUNDATIONAL SKILLS****Phonics and Word Recognition**

**CC.2.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.2.R.F.3.b** Know spelling-sound correspondences for additional common vowel teams.

**CC.2.R.F.3.f** Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

**CC.2.R.F.4** Read with sufficient accuracy and fluency to support comprehension.

**CC.2.R.F.4.a** Read grade-level text with purpose and understanding.

**CC.2.R.F.4.b** Read grade-level text orally with accuracy, appropriate rate, and expression.

**CC.2.R.F.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CC.2.W.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).

**SPEAKING AND LISTENING STRAND:****Comprehension and Collaboration**

**CC.2.SL.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**CC.2.SL.1.a** Follow agreed-upon rules 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).

**CC.2.SL.1.b** Build on others' talk in conversations by linking their comments to the remarks of others.

**CC.2.SL.1.c** Ask for clarification and further explanation as needed about the topics and texts under discussion.

**CC.2.SL.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**CC.2.SL.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.

**Presentation of Knowledge and Ideas**

**CC.2.SL.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**CC.2.SL.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**LANGUAGE STRAND:****Conventions of Standard English**

**CC.2.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CC.2.L.1.a** Use collective nouns (e.g., *group*).

**CC.2.L.1.b** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

**CC.2.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CC.2.L.a** Capitalize holidays, product names, and geographic names.

**CC.2.L.2.d** Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

**CC.2.L.2.e** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Knowledge of Language**

**CC.2.L.3** Use knowledge of language and its conventions when writing, speaking, reading or listening.

**Vocabulary Acquisition**

**CC.2.L.4.a** Use sentence level context as a clue to the meaning of a word or a phrase.

**CC.2.L.5** Demonstrate understanding of word relationships and nuances in word meanings.

**CC.2.L.5.a** Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

## Summarizing in Reading, Writing Like a Mentor Author, and Word Study

### Unit Overview

In kindergarten and first grade, readers learn about story elements and how to retell a story. By second grade, students need to go beyond identifying story elements, and learn how to summarize. Summarizing encompasses higher level thinking skills that include sequencing the events, determining importance, generalizing, noticing details, and identifying the theme of a story. In this unit, students practice writing and presenting a summary, both orally and in written format.

During Writing, students emulate different writing techniques observed in the author’s work. Students continue to study an author as a mentor, but the second graders study the author’s work in a more sophisticated way. For example, students notice how the author uses a variety of sentence lengths, transitional phrases, and dialogue. Once students learn to use a mentor author in this scaffolded process, we hope they continue to mentor themselves, for they have learned to think as writers.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> <li>• Recognize and identify main characters, settings, main events, and determine the most important events</li> <li>• Determine important information presented in a text</li> <li>• Learn how to sequence information in text</li> <li>• Use story evidence to create a summary orally and in written form</li> <li>• Develop strategies for learning high frequency words, consonant clusters, vowel teams, and long vowels</li> <li>• Develop strategies to understand word meanings such as plurals, homophones, and homographs</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and apply craft and techniques that an author uses in a story (e.g., see-saw text structure, fairytale beginning, short sentences, repetition of sentences, adjectives to describe, stories from the picture, changing text structure to signal story climax, using commas to build suspense, and story without words).</li> <li>• Develop a piece of writing through the writing process: brainstorming, planning, drafting, revising, editing, and publishing</li> <li>• Learn how adjectives improve writing</li> <li>• Revise writing for subject verb agreement</li> </ul>
<b>Assessments and Progress Indicators</b> *Running/Reading Records      *Writing Samples (student choice)      *Reader Response	

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR LITERATURE

##### Key Ideas and Details

**CC.2.R.L.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

##### Craft and Structure

**CC.2.R.L.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

##### Integration of Knowledge and Ideas

**CC.2.R.L.7** Use information gained from the illustrations and words in a

#### WRITING STRAND:

##### Text Types and Purposes

**CC.2.W.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

##### Production and Distribution of Writing

**CC.2.W.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CC.2.W.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

print or digital text to demonstrate understanding of its characters, setting, or plot.

### **READING FOR INFORMATION**

#### **Key Ideas and Details**

**CC.2.R.I.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CC.2.R.I.2** Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.

**CC.2.R.I.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe

### **FOUNDATIONAL SKILLS**

#### **Phonics and Word Recognition**

**CC.2.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.2.R.F.3b** Know spelling-sound correspondence for additional common vowel teams.

**CC.2.R.F.3.f** Recognize and read grade-appropriate irregularly spelled words.

#### **Fluency**

**CC.2.R.F.4** Read with sufficient accuracy and fluency to support comprehension.

**CC.2.R.F.4.a** Read grade-level text with purpose and understanding.

**CC.2.R.F.4.b** Read grade-level text orally with accuracy, appropriate rate, and expression.

**CC.2.R.F.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **SPEAKING AND LISTENING STRAND:**

#### **Comprehension and Collaboration**

**CC.2.SL.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### **LANGUAGE STRAND:**

#### **Conventions of Standard English**

**CC.2.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CC.2.L.1.b** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

**CC.2.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CC.2.L.2.d** Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

#### **Vocabulary Acquisition**

**CC.2.L.4c** Use a root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**CC.2.L.6** Use words and phrases acquired through conversation, reading and being read to, and responding to texts, including adjectives and adverbs to describe.

## Reading Poetry, Writing Poetry, Revisiting Narrative Prompts, and Word Study

### Unit Overview

Second grade students are immersed in the genre of poetry. Poetry helps children ponder, observe, ask questions, discover sights, sounds, and feelings, as well as visualize. Students observe the world in order to read and write poetry, using details, and precise vocabulary. They also have the opportunity to listen to poetry in order to respond both orally and in written format. Students learn to employ poet’s tools such as line breaks, similes, and repetition. Students read poetry aloud to convey meaning and practice fluency.

In the prompt study unit, second grade students review and apply the skills and strategies learned throughout their instruction in the writing process in order to write to a prompt within a timed setting. Students pace themselves within each aspect of the writing process as well as address the particular prompt that is given.

Reading Big Ideas	Writing Big Ideas
<ul style="list-style-type: none"> <li>Read poems aloud to reflect meaning</li> <li>Gain an understanding of how poets’ crafts and techniques (e.g., word choice, similes, repetition) affect the meaning of poems</li> <li>Internalize how the structure of a poem influences its meaning</li> <li>Make connections to demonstrate understanding of a poem / poetry</li> <li>Use the strategy of visualizing for deepening the understanding of a poem</li> <li>Identify and provide evidence of feelings evoked by poetry</li> <li>Develop strategies for learning high frequency words, open and closed syllables, vowel combination spelling patterns, and long ‘a’ vowel sounds</li> <li>Develop strategies to understand word meanings such as homographs</li> </ul>	<ul style="list-style-type: none"> <li>Choose a topic or object that evokes strong feelings to write a poem</li> <li>Employ poet’s craft to write poetry (e.g., line breaks, rhythm, word choice, repetition, poetry voice, patterns, metaphors, similes, and personification)</li> <li>Develop a piece of writing through the writing process: brainstorming, planning, drafting, revising, editing, and publishing</li> <li>Learn the structure of a narrative prompt and apply the structure in writing (beginning, setting, main event, problem/solution, or experience/adventure, and ending)</li> <li>Learn and apply narrative prompt scoring rubric to stories</li> <li>Learn to write to a prompt within a timed setting</li> </ul>
<b>Assessments and Progress Indicators</b> *Running/Reading Records      *Writing Samples (Narrative Prompt)      *Reader Response	

### Common Core Standards Emphasized During Unit

<p><b>READING STRAND:</b>  <b>READING FOR LITERATURE</b>  <b>Craft and Structure</b>  <b>CC.2.R.L.4</b> 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><b>FOUNDATIONAL SKILLS</b>  <b>Phonics and Word Recognition</b>  <b>CC.2.R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>WRITING STRAND:</b>  <b>Text Types and Purposes</b>  <b>CC.2.W.3</b> 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><b>Production and Distribution of Writing</b>  <b>CC.2.W.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  <b>CC.2.W.6</b> With guidance and support from adults, use a variety of digital</p>
--	--

<p><b>CC.2.R.F.3.c</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>CC.2.R.F.3b</b> Know spelling-sound correspondence for additional common vowel teams.</p> <p><b>CC.2.R.F.3d</b> Decode words with common prefixes and suffixes.</p> <p><b>CC.2.R.F.3.f</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>Fluency</b></p> <p><b>CC.2.R.F.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>CC.2.R.F.4.a</b> Read grade-level text with purpose and understanding.</p> <p><b>CC.2.R.F.4.b</b> Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><b>CC.2.R.F.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge</b></p> <p><b>CC.2.W.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>SPEAKING AND LISTENING STRAND:</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>CC.2.SL.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>CC.2.SL.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>CC.2.SL.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>LANGUAGE STRAND:</b></p> <p><b>Conventions of Standard English</b></p> <p><b>CC.2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.2.L.1.f</b> Produce, expand, and rearrange complete simple and compound sentences.</p> <p><b>CC.2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CC.2.L.2.d</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>Vocabulary Acquisition and Use</b></p> <p><b>CC.2.L.5b</b> Distinguish shades of meaning among closely related verbs and closely related adjectives.</p>

## Reflecting as Readers and Writers (Making Summer Plans for Literacy) and Word Study

### Unit Overview

Students think about how they have grown as readers and writers by reflecting on books they have read, strategies they have learned, and stories and poems they have written and shared. This is the time of year for students to identify goals for continuing their work in the summer. They share their reading, the reading goals they have met, and how they will become stronger readers and writers for next year by planning to continue to use the strategies they have learned about reading, writing, and how words work.

### Reading Big Ideas

- Review and reflect on strategies used, on books of interest that are just-right books, and on how thinking and talking about books has helped us grow as readers
- Develop personal reading goals
- Reflect on how readers have grown in reading stamina and thinking
- Develop a plan to read independently (stamina, problem solving, etc.)

### Writing Big Ideas

- Review writing across the year to reflect on growth as a writer
- Develop personal writing goals
- Plan how to choose stories and topics that are worth writing about
- Develop strategies to revise and edit writing independently

### Assessments and Progress Indicators

\*DRA2

\*Writing Samples

\*Spelling Inventory

### Common Core Standards Emphasized During Unit

#### READING STRAND:

#### READING FOR LITERATURE

#### Range of Reading and Level of Text Complexity

**CC.2.R.L.10** By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### READING FOR INFORMATION

#### Range of Reading and Level of Text Complexity

**CC.2.R.I.10** By the end of 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.

#### FOUNDATIONAL SKILLS

#### Phonics and Word Recognition

**CC.2.R.F.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CC.2.R.F.3.f** Recognize and read grade-appropriate irregularly spelled words.

#### Fluency

**CC.2.R.F.4** Read with sufficient accuracy and fluency to support comprehension.

#### WRITING STRAND: WRITING STANDARDS:

#### Text Types and Purposes

**CC.2.W.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### Production and Distribution of Writing

**CC.2.W.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**CC.2.W.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

<p><b>CC.2.R.F.4.a</b> Read grade-level text with purpose and understanding.</p> <p><b>CC.2.R.F.4.b</b> Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><b>CC.2.R.F.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<p><b>SPEAKING AND LISTENING STRAND:</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>CC.2.SL.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>CC.2.SL.1.a</b> Follow agreed-upon rules 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).</p> <p><b>CC.2.SL.1.b</b> Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p><b>CC.2.SL.1.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>CC.2.SL.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>LANGUAGE STRAND:</b></p> <p><b>Conventions of Standard English</b></p> <p><b>CC.2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Knowledge of Language</b></p> <p><b>CC.2.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>