

2nd Grade English Language Arts Year-At-A-Glance – Writing

Unit: Launching Writers' Workshop	Unit 2: Narrative Writing	Unit 3: Informative/Explanatory Writing	Unit 4: Opinion Writing
<p>Essential Standard(s): 2_W_1 The student will understand and apply the structure of the workshop model.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 2_W_1_A Explain and demonstrate the work of a writer (K, S) 2_W_1_B Identify the purpose of the three components within the workshop model: crafting, composing, reflecting 2_W_1_C Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R) 2_W_1_D Understand and demonstrate the procedures and routines during Writers' Workshop (K, S) 2_W_1_E Identify the ways that writers get their ideas (K) 2_W_1_F Use a writer's notebook (i.e. folder, binder, composition notebook) 2_W_2_A Follow a writing process to plan writing by using pre-writing strategy, revise and edit a draft with the help of others, and use a variety of formats, including digital formats, to publish writing (P) (W.2.5,6) 	<p>Essential Standard(s): 2_W_2 The student will apply a writing process to produce various forms and types of writing to convey a message. 2_W_3 The student will apply the conventions of Standard English grammar and usage in writing.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 2_W_2_B Write narratives that describe actions, thoughts, and feelings (P) (W.2.3) 2_W_2_C Write narratives that place story events in a logical order (P) (W.2.3) 2_W_2_D Write narratives that use words to show changes in time (P) (W.2.3) 2_W_2_E Write narratives that provide some sense of closure (P) (W.2.3) 2_W_3_J Create simple and compound sentences (R) (L.1f) 2_W_3_C Capitalize proper nouns (e.g. holidays, product names and geographic names) when writing (R) (L.2.2a) 2_W_3_D Use common spelling patterns when writing words (R) (L.2.2d) 2_W_3_H Use adjectives and adverbs when writing (R) (L.2.1e) 2_W_3_E Use reference materials (beginning dictionaries) to check and correct spelling (R) (L.2.2e) 	<p>Essential Standard(s): 2_W_2 The student will apply a writing process to produce various forms and types of writing to convey a message. 2_W_3 The student will apply the conventions of Standard English grammar and usage in writing.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 2_W_2_F Write informational & explanatory texts that identify one topic to share (P) (W.2.2) 2_W_2_H Write informational & explanatory texts that include a closing statement or section (P) (W.2.2) 2_W_3_F Form and use irregular plural nouns (R) (L.2.1b) 2_W_3_G Use reflexive pronouns (R) L.2.1c) 2_IL_1_A Participate in shared research and writing projects 2_IL_1_B Recall information from experiences or gather information from provided sources to answer a question (W.2.8) 2_W_3_I Use the past tense of frequently occurring irregular verbs (R) (L.2.1d) 	<p>Essential Standard(s): 2_W_2 The student will apply a writing process to produce various forms and types of writing to convey a message. 2_W_3 The student will apply the conventions of Standard English grammar and usage in writing.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 2_W_2_I Write opinion pieces that identify the opinion on a topic or book (P) (W.2.1) 2_W_2_J Write opinion pieces that support opinion with reasons (P) (W.2.1) 2_W_2_K Write opinion pieces that link opinions and reasons with connecting words (P) (W.2.1) 2_W_2_L Write opinion pieces that provide a concluding statement or section (P) (W.2.1) 2_W_3_B Use commas in greetings and closings of letters (K) (L.2.2b) 2_W_3_A Use an apostrophe to form contractions and common possessives correctly (R) (L.2.2c) 2_W_3_K Expand and rearrange simple and compound sentences. (R) (L.2.1f) 2_W_3_A Use an apostrophe to form contractions and common possessives correctly (R) (L.2.2c)

2nd Grade English Language Arts Year-At-A-Glance – Reading

Unit 1: Launching Readers' Workshop	Unit 2: Monitoring for Meaning	Unit 3: Using and Creating Schema	Unit 4: Using Sensory Images
<p>Essential Standard(s): 2_R_1 The student will apply the structure of the workshop model.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 2_R_1_A Explain and demonstrate the work of a reader (K, S) 2_R_1_B Identify the purpose of the three components within the workshop model: crafting, composing, reflecting 2_R_1_C Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R) 2_R_1_D Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading (R) 2_R_1_E Understand and demonstrate the procedures and routines during Reader's Workshop (K, S) 2_R_1_F Communicate about reading in a variety of ways (S) 2_SL_1 Follow agreed-upon rules for discussions and speaking. (S) (SL.2.1a) 2_R_1_G Select appropriate personal goals as a reader to monitor progress (K) 2_R_4_B Read grade level text orally with accuracy and appropriate rate (S) (RFS.2.4b) 	<p>Essential Standard(s): 2_R_4 The student will read with sufficient accuracy and fluency to support comprehension 2_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 2_R_4_A Recognize and self-correct when a word does not make sense within grade level text (S) (RFS.2.4c) 2_R_5_L Recognize when understanding becomes unclear (R) 2_R_5_A Use illustrations and words in print or digital text to describe literary elements (K) (RL.2.3,7) 2_R_5_C Retell the sequence of events including important events from the beginning, middle and end (K) (RL.2.5) 	<p>Essential Standard(s): 2_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 2_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 2_R_5_H Make connections and explain how the connections help with understanding the literary text (R) 2_R_6_E Make connections and explain how the connections help with understanding the informational text (R) 	<p>Essential Standard(s): 2_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 2_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text. 2_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 2_SL_1_D Use visual displays, audio recordings, video, or graphics when appropriate to clarify ideas, thoughts, and feelings (S) (SL.2.5) 2_R_5_I Create sensory images while reading a literary text (R) 2_R_6_H Create sensory images while reading an informational text. (R)
Unit 5: Asking Questions	Unit 6: Determining Importance	Unit 7: Inferring	Unit 8: Synthesizing
<p>Essential Standard(s): 2_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 2_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text. 2_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 2_R_5_D Ask and answer questions such as who, what, where and when to demonstrate understanding of key details in a literary text and allow for deeper understanding (K) (RL.2.1) 2_R_6_C Ask and answer such questions as who, what, where and when to demonstrate understanding of key details in informational text and allow for deeper understanding (K) (RI.2.1) 2_SL_1_B Ask and answer questions in order to seek help, get information, or clarify something that is not understood (S) (SL.2.1c) 	<p>Essential Standard(s): 2_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 2_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text. 2_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 2_R_5_F Define the central message, lesson, and/or moral of a text (overall idea an author is trying to share) (R) (RL.2.2) 2_R_5_E Compare and contrast two or more versions of the same story (R) (RL.2.9) 2_R_6_A Identify the main idea of a text and the main idea of specific paragraphs (R) (RI.2.2) 2_R_6_F Locate and apply information from text features (R) (RI.2.5) 2_R_6_G Compare and contrast the most important points between two texts on the same topic (R) (RI.2.9) 2_SL_1_C Tell a story, recount an experience, or report on a topic with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (S) (SL.2.4) 2_R_5_J Determine what is important when reading a literary text. (R) 	<p>Essential Standard(s): 2_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 2_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text. 2_R_4 The student will read with sufficient accuracy and fluency to support comprehension.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 2_R_6_B Identify the purpose of a text, including what the author wants to answer, explain, or describe (R) (RI.2.6) 2_R_5_B Identify the differences in the points of view of characters (R) (RL.2.6) 2_R_4_A Recognize and self-correct when a word does not make sense within grade level text (S) (RFS.2.4c) 2_R_5_G Describe how words and phrases supply rhythm and meaning (alliteration, rhymes, repeated lines) (R) (RI.2.4) 	<p>Essential Standard(s): 2_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 2_R_6 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 2_R_6_D Describe the connection between, a series of historical events, scientific ideas or concepts, or steps in a technical procedures in a text (R) (RI.2.3) 2_R_5_K Monitor overall meaning of a literary text (R) 2_R_6_I Monitor overall meaning of informational text (R)

2nd Grade English Language Arts Year-At-A-Glance – Word Work

Unit 1: Word Work	Unit 2: Word Work	Unit 3: Word Work	Unit 4: Word Work
<p>Essential Standard(s): 2_R_2 The student will know and apply grade-level phonics and word analysis skills in decoding words. 2_R_3 The student will determine the meaning of words and phrases in a text relevant to second grade topics or subject areas.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 2_R_2_B Decode and write words with short vowels (R) (RFS.2.3a) • 2_R_2_A Decode and write words with long vowel patterns (R) (RFS.2.3a) • 2_R_2_F Decode and write words with consonant blends (R) (RFS.2.2) • 2_R_2_C Decode and write grade appropriate irregularly spelled words (R) (RF.2.3.f) • 2_R_3_B Determine meaning of unknown words and phrases using context clues (K) (L.2.4a) • 2_R_4_C Read high frequency words fluently (P) 	<p>Essential Standard(s): 2_R_2 The student will know and apply grade-level phonics and word analysis skills in decoding words. 2_R_3 The student will determine the meaning of words and phrases in a text relevant to second grade topics or subject areas.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 2_R_2_G Decode and write words with consonant digraphs. (R) • 2_R_2_H Decode and write words with r controlled vowels (R) (RFS.2.3b) • 2_R_2_B Decode and write words with vowel sound teams (R) (RFS.2.3.b) • 2_R_2_I Decode and write words with hard and soft sounds (R) • 2_R_2_C Decode and write grade appropriate irregularly spelled words (R) (RF.2.3.f) • 2_R_3_E Determine the meaning of compound words using knowledge of individual words (K) (L.2.4d) • 2_R_4_C Read high frequency words fluently (P) 	<p>Essential Standard(s): 2_R_2 The student will know and apply grade-level phonics and word analysis skills in decoding words. 2_R_3 The student will determine the meaning of words and phrases in a text relevant to second grade topics or subject areas.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 2_R_2_J Decode and write words with silent letters (R) • 2_R_3_G Determine meaning of words that are closely related or are opposite (synonyms/antonyms) (K) (L.2.5b) • 2_R_2_D Decode and write words with words with similar spelling patterns that create different sounds (R) (RFS.2.3.e) • 2_R_2_E Decode and write words with multi-syllables (R) (RFS.2.3c) • 2_R_2_C Decode and write grade appropriate irregularly spelled words (R) (RF.2.3.f) • 2_R_3_F Use glossaries and beginning dictionaries (print and digital) to determine or clarify the meaning of words and phrases (K) (L.2.4e) • 2_R_4_C Read high frequency words fluently (P) 	<p>Essential Standard(s): 2_R_2 The student will know and apply grade-level phonics and word analysis skills in decoding words. 2_R_3 The student will determine the meaning of words and phrases in a text relevant to second grade topics or subject areas.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 2_R_3_A Determine meaning of unknown and multiple meaning words based on second grade reading and content. (K) (L.2.4) • 2_R_3_C Determine the meaning of the new word formed when a known prefix is added to a known word (happy/unhappy) (K) (L.2.4b) • 2_R_3_D Determine the meaning of the new word formed when a suffix is added to a known word (joy/joyful) (K) (L.2.4c) • 2_R_2_C Decode and write grade appropriate irregularly spelled words (R) (RF.2.3.f) • 2_R_4_C Read high frequency words fluently (P)