

Grade 2 ELA Module 1 Unit 1
Canterbury Public Schools

Subject	ELA
Grade Level	Grade 2
Unit Title	Foundational Reading/Writing
Unit Goals	<p>Phonics: Identify and apply spelling patterns in order to encode and decode Build fluency of grade appropriate words Recognizing patterns within multi-syllabic and unknown words(understand syllable types) Master blends</p> <p>Writing: Narrative; students will produce a narrative piece of text when appropriate students will produce an opinion piece of writing based on a read-aloud text.</p> <p>Reading: Learn and apply taught reading skills to decode familiar and unfamiliar texts.</p>
Pacing (# of weeks)	Year long
Standards	<p>Reading Literature: 2.1-Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.2-Recount stories, including fables, and folktales, from diverse cultures, and determine their central message, lesson ,or moral with 2.3- Describe how characters in a story respond to major events and challenges 2.4- Describe how words and phrases supply rhythm and meaning in a s tory, poem, or song 2.5- Describe how the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 2.6- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud 2.7- Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot 2.8- N/A 2.9- Compare and contrast two or more versions of the same story by different authors or from different cultures 2.10- By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>

Foundational Skills:

- RF 2.3 know and apply grade-level phonics and word analysis skills in decoding words
- 2.3a distinguish long and short vowels when reading regularly spelled one-syllable words
- 2.3b know spelling sound correspondences for additional common vowel words
- 2.3c decode regularly spelled two syllable words with long vowels
- 2.3d decode words with common prefixes and suffixes
- 2.3e identify words with inconsistent but common spelling sound correspondences
- 2.3f recognize and read grade- appropriate irregularly spelled words

Fluency:

- RF 2.4- Read with sufficient accuracy and fluency to support comprehension.
- 2.4a Read on-level text with purpose and understanding.
- 2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.3

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

CCSS.ELA-LITERACY.W.2.5

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

CCSS.ELA-LITERACY.W.2.6

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

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).

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

Reading Informational :

CCSS.ELA-LITERACY.RI.2.1

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

CCSS.ELA-LITERACY.RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-LITERACY.RI.2.3

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

CCSS.ELA-LITERACY.RI.2.4

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CCSS.ELA-LITERACY.RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-LITERACY.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSS.ELA-LITERACY.RI.2.7

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

CCSS.ELA-LITERACY.RI.2.8

Describe how reasons support specific points the author makes in a text.

CCSS.ELA-LITERACY.RI.2.9

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

CCSS.ELA-LITERACY.RI.2.10

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.

Language:

CCSS.ELA-LITERACY.L.2.1

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

CCSS.ELA-LITERACY.L.2.1.A

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

CCSS.ELA-LITERACY.L.2.1.B

Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

CCSS.ELA-LITERACY.L.2.1.C

Use reflexive pronouns (e.g., myself, ourselves).

CCSS.ELA-LITERACY.L.2.1.D

Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

CCSS.ELA-LITERACY.L.2.1.E

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

CCSS.ELA-LITERACY.L.2.1.F

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.2.2.A

Capitalize holidays, product names, and geographic names.

CCSS.ELA-LITERACY.L.2.2.B

Use commas in greetings and closings of letters.

CCSS.ELA-LITERACY.L.2.2.C

Use an apostrophe to form contractions and frequently occurring possessives.

CCSS.ELA-LITERACY.L.2.2.D

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

CCSS.ELA-LITERACY.L.2.2.E

Consult reference materials, including beginning dictionaries, as needed to check

and correct spellings.

CCSS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.2.3.A

Compare formal and informal uses of English

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

CCSS.ELA-LITERACY.L.2.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.2.4.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*).

CCSS.ELA-LITERACY.L.2.4.C

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

CCSS.ELA-LITERACY.L.2.4.D

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

CCSS.ELA-LITERACY.L.2.4.E

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use (e.g., *describe*

foods that are spicy or juicy).

CCSS.ELA-LITERACY.L.2.5.B

Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Speaking and Listening:

CCSS.ELA-LITERACY.SL.2.1

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

CCSS.ELA-LITERACY.SL.2.1.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).

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.2.2

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

CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CCSS.ELA-LITERACY.SL.2.4

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

CCSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays

	<p>to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CCSS.ELA-LITERACY.SL.2.6</p> <p>Produce complete sentences when appropriate to the task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>
<p>Content/Conceptual Knowledge (know)</p>	<p><u>Phonics:</u> Magic e Digraphs Blends Words are made up of sounds that can be manipulated to form other words Use word analysis skills Identify that some words begin and end with silent letters/apply (<u>know</u>, <u>phonics</u>, <u>write</u>, <u>thumb</u>)</p> <p><u>Writing:</u> Narratives follow a pattern (plot) beginning, middle and end to focus on an event or topic That there is a writing process that helps with creating a piece of text</p> <p><u>Reading:</u> Know and understand the parts of a book and concepts of print.</p>
<p>Skills (be able to do)</p>	<p><u>Phonics:</u> Analyze words for fluency and understanding of syllable types Distinguish long and short vowels Know spelling- sound correspondences for additional common vowel terms Decode Write words using the phonics skill taught</p> <p><u>Writing:</u> Use the writing process to complete a piece of text Write using the Conventions of English Language(Capitals, periods, grammar, usage, syntax, etc.)</p> <p><u>Reading:</u> Use and apply phonics skills to read and decode texts.</p>
<p>Essential Questions</p>	<p>How do good readers use phonics skills to read and scaffold comprehend text? What skills and strategies can a writer use to produce a narrative text? How do good writers capture their reader’s attention?</p>

Enduring Understandings	<p>That good readers can use phonics skills to read, write, and understand unknown text. Good writers use colorful details and imaginative words to engage their readers. Writing is a process.</p>
Vocabulary	<p>Phonics: Digraph, vowel, syllable, blend, magic e, open/closed, silent letter, consonant, letter/sound correspondence, tongue, mouth,</p> <p>Writing: Beginning, middle, and end, elaborate details, sequence, transition words, Conventions of English, capitals, periods, commas, time order, setting, plot, solution, who, what, when, where, why, SWSBS, first, next, then, ... Subject, predicate, topic, title, illustrator, main idea, character, problem, conflict, Action, dialogue, thought,</p>
Common Learning Experiences broken down by standard addressed in the unit	<p>Phonics: Word lines: Imagine It! program word lines Spelling: Imagine It! word lists, activity sheets, spelling centers, Imagine It! Decodables</p>
Assessments	<p>(formative/summative; Words Their Way, Spelling tests, dictation (use spelling or other words in sentence form)</p> <p>DRA/TC Writing: writing prompts, daily writing, DOL, journals, projects,</p>
Resources	<p>(technology) Imagine It on line resources, ABC Mouse(Lexia-like) Chrome Books Lexia Tumble Books Brain Pop Jr. Reading A - Z</p> <p>Writing:</p>
Student Resources	<p>Texts, notebooks, decodables, journals Copies of Fry list, teacher-selected resources as appropriate to student needs</p>

	Writing: notebook, journal, reminders, sight word dictionaries word walls, posters
Teacher Resources	<p>Fry lists, manuals, on-line resources, Guided reading Reading A - Z,</p> <p>Writing: Empowering Writers/ Writers Workshop/ diamond/posters for reference, Mentor texts,</p> <p>Suggested Titles: Miraculous Journey of Edward Tulane The Reading Strategies Book CORE Titles on the Imagine It! list</p>
Strategies	<p>Phonics: tap out words, word lines, reading strategies such as: chunky monkey stretchy snake, flip the fish, eagle eye, skippy frog, flip the dolphin, tryin lion, helpful hippo,</p> <p>Patterning, rhyming, phrasing, alliteration,</p> <p>Empowering Writers: Magic of three, elaborative descriptions of people and places, transitional words and phrases, Use of mentor texts: for example, Brave Irene, Owl Moon, Gingerbread Man,</p> <p>Read alouds Story Grammar</p>
Behaviors	<p>Follow directions, stamina, attend to task, dispositional behaviors, focus/ attention to teacher and task, be engaged, participate, use/apply learning in new situations,, use hands/tools appropriately in activities</p> <p>Accept criticism and use it for improvement</p> <p>Writing: use correct letter formation, use one of the three beginnings taught to engage a reader;include an elaborative middle, and an extended ending</p>