



Department: English Language Arts, Grade 2
 Course Name: Reading and Writing Units of Study
 Course Description:

The goal of the English language arts curriculum is to provide students multiple opportunities to read, create, discuss, and analyze varied text through multiple genres. Students in the Milford Public Schools engage in a balanced literacy approach to reading and writing. Through the readers and writers workshop students participate in interactive read alouds, guided reading, independent reading and writing, bookclubs, reading conferences and writing conferences. In kindergarten, first, and second grade students participate in foundational work that teaches phonemic awareness, phonics, fluency, comprehension and vocabulary using the *Wilson Foundations Program*.

UNIT 1 Reading	
Unit Title: Launching the Year in Reading	
LEARNING GOALS	
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Reading empowers us to think and learn with purpose and enthusiasm. • Readers are willing to share their thinking and to respect the ideas and opinions of others. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How are we building a reading community? • How do readers take responsibility for getting stronger? • How can partners talk about books to grow ideas?
<p>Content and Skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Build the classroom expectations and routines for reading workshop. • Make decisions to increase their reading stamina. • Use what they know about themselves as readers to choose just right books. • Use partnerships to talk about books and to grow ideas. • Understand that readers build strategies to think before, during, and after reading 	
<p>Standards Addressed:</p> <p>Connecticut Core Standards:</p> <p>CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>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.</p> <p>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</p>	

of the range.

CCSS.ELA-Literacy.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.2.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.2.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.2.10

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.

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.

Unit 2

Unit Title: Print Strategies

LEARNING GOALS

Enduring Understanding(s):

- Readers are active problem-solvers who use a variety of strategies to read and understand tricky words.
- Readers use a variety of strategies to help them read for meaning.

Essential Question(s):

- How do we use a variety of strategies in flexible ways to read and understand tricky words?
- How do reading strategies help us read for meaning?

Content and Skills:

- Use a variety of strategies to decode unknown words.
- Use a variety of strategies to monitor and self-correct while reading for meaning.

Standards Addressed:

Connecticut Core Standards:

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.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.RF.2.3

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

CCSS.ELA-Literacy.RF.2.3.a

Distinguish long and short vowels when reading regularly spelled one-syllable words.

CCSS.ELA-Literacy.RF.2.3.b

Know spelling-sound correspondences for additional common vowel teams.

CCSS.ELA-Literacy.RF.2.3.c

Decode regularly spelled two-syllable words with long vowels.

CCSS.ELA-Literacy.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.2.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.2.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.2.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.d

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

Unit 3 Reading

Unit Title: Reading with a Focus on Character

LEARNING GOALS

Enduring Understanding(s):

- Analyzing a character's actions, traits and feelings gives the reader an opportunity to understand the big ideas in the story.
- Providing direct evidence from a text makes conversations deeper.

Essential Question(s):

- How does the study of character make us more thoughtful readers of fiction?
- How do partnership conversations expand our own understanding of characters?

Content and Skills:

- Identify a character's problem
- Track the character's actions across a text.
- Describe character traits and feelings.

- Use character’s problems, actions, traits and feelings to draw conclusions about the big ideas or lessons in the story.
- Use textual evidence to support their thinking.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RL.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.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-Literacy.RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.2.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.2.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.2.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS.ELA-Literacy.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

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*).

UNIT 4 Reading

Unit Title: Navigating Nonfiction

LEARNING GOALS

Enduring Understanding(s):

- We read informational texts to gain knowledge that helps us to understand our world.
- Nonfiction text features and images help us understand and interpret important information.

Essential Question(s):

- How can reading informational text help us to explore and understand our world?
- How can we use text features and images in informational text to help us understand and interpret important information?
- How do we talk about and share information we have learned?

Content and Skills:

Students will be able to:

- Use the features of informational text to understand how the parts go together.
- Use illustrations and words to clarify and deepen understanding of informational text.
- Ask questions to clarify and deepen understanding of informational text.
- Use a variety of strategies to determine the meaning of unknown words in informational text.
- Compare and contrast information on the same topic in different books.
- Share information with others through speaking, writing, and drawing.

Standards Addressed:

Connecticut Core Standards:

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.2.4

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.2.9

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

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.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.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.2.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.2.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.2.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

UNIT 5 Reading

Unit Title: Getting Hooked on a Series

LEARNING GOALS

Enduring Understanding(s):

- Reading series books helps readers grow an understanding of character development, story structure and prediction.
- Reading series books helps readers think comparatively across books and between series. Reading series books facilitates collaborative reading club conversations that deepen an understanding of text

Essential Question(s):

- How does reading series books grow our reading stamina and focus?
- How does noticing and using the patterns in series books make us stronger readers of fiction texts?
- How do readers engage in thoughtful conversations about books?

Content and Skills:

Students will be able to:

- Understand and accumulate a story across the pages and/or chapters of series books.
- Notice and use the patterns in series books to understand characters and events across several books.
- Participate in collaborative conversations and build on one another's thoughts and ideas. Develop an awareness of their reading preferences.

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RL.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.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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

CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Standards for 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.2.5 Demonstrate understanding of word relationships and nuances in word meanings. o

CCSS.ELA-Literacy.L.2.5b 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).

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.2.1a 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). o

CCSS.ELA-Literacy.SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others. o

CCSS.ELA-Literacy.SL.2.1c 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 in order 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.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CCSS.ELA-Literacy.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.2.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.2.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.2.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LEARNING GOALS

Enduring Understanding(s):

- We read informational texts to gain knowledge that helps us to understand our world.
- The features of informational text help us deepen our understanding and interpretation of important information.
- We can work individually and collaboratively to learn more about topics of interest.
- We can share our learning with the world in a variety of ways.

Essential Question(s):

- How can reading informational text help us to explore and understand our world?
- How can we use features of informational texts to help us understand and interpret important information?
- How do we investigate topics of interest?
- How do we talk about and share information we have learned?

Content and Skills:

Students will be able to:

- Use features of informational text to determine the main topic and the supporting details of a section of text
- Determine the author's purpose
- Use illustrations and words to add their own thinking as they read informational text
- Use two or more sources to research a topic of interest
- Work collaboratively to research a topic of interest
- Build research skills by following a research process
- Share information with others through speaking, writing, and drawing

Standards Addressed:

Connecticut Core Standards:

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.2.9

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.
 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.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.2.3

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.
 CCSS.ELA-Literacy.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.
 CCSS.ELA-Literacy.RF.2.4.a

Read grade-level text with purpose and understanding.
 CCSS.ELA-Literacy.RF.2.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 CCSS.ELA-Literacy.RF.2.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

UNIT 7 Reading

Unit Title: Folktales and Fairy Tales

LEARNING GOALS

Enduring Understanding(s):

- We read folktales and fairy tales for enjoyment and to learn lessons that may apply to our own lives.
- We use all that we know about folktales and fairy tales to determine a lesson.
- Reading versions of the same folktale or fairy tale helps us deepen our understanding of stories.

Essential Question(s):

- Why do we read folktales and fairy tales?
- How do we use all that we know about folktales and fairy tales to determine a lesson?
- How does comparing and contrasting two versions of the same folktale or fairy tale help us to deepen our understanding of stories?

Content and Skills:

Students will be able to:

- Describe how characters respond to major events
- Understand the story elements and special features of folktales and fairy tales
- Determine a lesson in a folktale or fairy tale
- Compare and contrast two versions of the same folktale or fairy tale

Standards Addressed:

Connecticut Core Standards:

CCSS.ELA-Literacy.RL.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.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.RL.2.4

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

CCSS.ELA-Literacy.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-Literacy.RL.2.6

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

CCSS.ELA-Literacy.RL.2.7

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

CCSS.ELA-Literacy.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

CCSS.ELA-Literacy.RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.2.3

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

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.2.6

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*).

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.2.3

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.

CCSS.ELA-Literacy.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.2.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.2.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.2.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

*Note: Writing unit overviews are adapted from the Schoolwide Writing Fundamentals Units of Study (2013).

UNIT 1 Writing

Unit Title: How Writers Work

LEARNING GOALS

Enduring Understanding(s):

- We are all part of a writer's community.
- Writers open themselves up to the world around them and write down their thoughts and ideas.

Essential Question(s):

- What are the expectations of writers workshop?
- What tools do writers use during writers workshop?
- Why do we write?

Content and Skills:

Students will be able to:

- Learn the rituals, routines, and resources for writing workshop.
- Identify reasons why writers write.
- Establish a community of writers who listen, share, and respond to each other's thoughts, stories, and ideas.
- Follow agreed-upon rules for discussions, and build upon each other's ideas and thinking.
- Recognize how writing is a process that takes hard work and time to create pieces of writing that are meaningful.
- Discuss writing workshop expectations and tools.
- Use mentor texts as inspiration for writing.
- Recognize different purposes for writing.
- Reflect on their own writing identities.
- Personalize their Writers' Notebooks or folders.

- Understand the purposes of the various writing process states.
- Create a published piece of writing using the stages of the writing process.

Standards Addressed:

Connecticut Core Standards:

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.2.7

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).

CCSS.ELA-Literacy.W.2.8

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

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 in order 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.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.2.4

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.2.5

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.2.6

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*).

UNIT 2 Writing

Unit Title: Personal Narrative

LEARNING GOALS

Enduring Understanding(s):

- Writers talk about their ideas.
- A story needs a beginning, a middle, and an end.
- Writers learn from mentor text.

Essential Question(s):

- How can other authors help me be a better writer?
- What can I include in my story to make it sound like other stories?
- What is a personal narrative?

Content and Skills:

Students will be able to:

- Identify features of personal narrative writing through independent and teacher-supported reading and exploration of mentor texts.
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.
- Demonstrate an understanding of the purpose behind personal narrative writing through active participation in immersion activities and the writing process.
- Begin to use what they have learned and notices about personal narrative to generate their own ideas for writing personal narrative in their Writers' Notebooks and for publication purposes.
- Publish a narrative in which they recount a well-elaborated event or short sequence of events that includes details to describe actions, thought, and feelings.

Standards Addressed:

Connecticut Core Standards:

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.

CCSS.ELA-Literacy.W.2.8

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

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 in order 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 to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-Literacy.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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.2.2

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.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.2.4

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.2.5

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*).

UNIT 3 Writing

Unit Title: Author Study: Gail Gibbons

LEARNING GOALS

Enduring Understanding(s):

- People can be both authors and illustrators.
- Writers explore the world around them to choose topics to write about.

Essential Question(s):

- What do I need to do to write informational (non-fiction) text?
- What non-fiction techniques can I use in my writing?
- How do I find facts to include in my non-fiction writing?

Content and Skills:

Students will be able to:

- Learn about a mentor author as a writer, illustrator, and person.
- Participate in collaborative conversations with partners and small groups about various non-fiction topics and features.
- Identify how authors' use life experiences, curiosity, interests, and observations about the world around her to generate ideas for writing.
- Name the non-fiction techniques and features the mentor author uses in her texts to develop topics and present information (mixing genres, speaking directly to readers, using labels, defining words in context, including extra-textual information in the back, detailed illustrations).
- Begin to use what they have learned from the mentor author as inspiration for their own writing and drawing in their Writers' Notebooks.
- Select a topic to focus on and strengthen their writing as needed by revising and editing.
- Use a variety of digital tools and sources to research, gather information, and produce writing.
- Publish an informative/explanatory piece in which the students introduce a topic, use facts and definitions to develop points, and provide a concluding section.
- Incorporate the mentor author's non-fiction text features in their own published work, such as visuals that inform, bold print, captions, a glossary with definitions, and a "fun facts" page.

Standards Addressed:

Connecticut Core Standards:

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.2.5

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.

CCSS.ELA-Literacy.W.2.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

CCSS.ELA-Literacy.W.2.8

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

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 in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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.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.c

Use an apostrophe to form contractions and frequently occurring possessives.

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.2.5

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*).

UNIT 4 Writing

Unit Title: Letter Writing

LEARNING GOALS

Enduring Understanding(s):

- There are different kinds of letters both formal and informal.
- A letter specific parts that include a greeting, a body and a closing.
- Letters can be used to persuade someone of the author's opinion.

Essential Question(s):

- Why do people send letters?
- What are the different kinds of letters that people read and write?
- What are the parts of a letter?
- What kind of language can I use to make my opinion strong and convincing?

Content and Skills:

Students will be able to:

- Discuss and learn about multiple reasons for writing and receiving letters.
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and large groups.
- Identify common features of letters.
- Write individual and class letters for a read audience.
- Experiment with different types of letters for various purposes with various styles, including

informative/explanatory letters, persuasive letters, epistolary/narrative letters, and thank you letters.

- Focus on a letter writing topic and strengthen writing as needed by revising and editing.
- Incorporate linking words to connect opinions and reasons within their letters.
- Understand the structure and tone of both formal and informal letters.
- Publish a letter that expresses their opinion on a topic or book, uses reasons and examples that support the opinion, and provides a concluding statement.

Standards Addressed:

Connecticut Core Standards:

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.2.5

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.

CCSS.ELA-Literacy.W.2.8

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

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.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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.2.2

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.2.4

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*).