

English Language Arts – Grade 2 Unit Plan – Unit 1

Unit 1: Launching the Reading & Writing Workshops

Duration: September (3-4 weeks)

Essential Questions:

- Why is it important to be able to read, write, listen and speak independently?
- What strategies do independent readers and listeners use to understand language and content?
- What strategies do independent writers and speakers use to express themselves and what they know about content through language?

Enduring Understandings:

- As second graders, they will work throughout the year to grow and develop as independent readers, writers, listeners, and speakers for multiple purposes.
- Independent readers and listeners rely on the use of effective strategies to decode, comprehend, read fluently, and respond to texts to learn across the content areas and in our personal lives.
- Independent writers and speakers rely on the use of effective strategies to communicate, express ideas, and respond to texts to convey ideas about content areas and personal experience.
- We learn to read, write, listen, and speak for authentic academic and social reasons by collaborating and communicating with others around texts.

Knowledge:

Students will know...

- How to think aloud about the literacy processes they practice.
- Second graders and others read, write, listen, and speak for academic, personal, and job-related reasons.
- How to use basic literacy strategies to negotiate second-grade-level texts.
- How to analyze one-syllable words with basic patterns to distinguish long and short vowels within the context of texts.
- The overall structure of a story.
- Important components of retelling a story.
- Vocabulary terms related to texts.
- How to read orally with meaning and purpose, accuracy, and appropriate expression.
- Key conventions of standard English grammar and usage when writing and speaking.
- The importance of reflecting on literacy processes through writing

Skills:

Students will be skilled at...

- Determining which decoding strategies to use to read unfamiliar words within texts.
- Reading one-syllable words containing long vowels and reading one-syllable words containing short vowels within texts.
- Using context and rereading to identify words and understand texts.
- Asking and answering questions such as who, what, where, when, why, and how to demonstrate understanding of text.
- Recalling and retelling the key components of a story.
- Using rereading to practice reading fluently.
- Applying basic revising and editing strategies to respond in writing to open-ended questions about texts.
- Listening actively when others are speaking or reading out loud.
- Using vocabulary from texts as they follow agreed-upon rules for discussions about the texts.

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and drawing.

Standards

Reading Literature:

RL2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL2.10: 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.

Reading Informational Text:

RI2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI2.10: 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.

Writing:

W2.3: 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.

W2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W2.8: Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

SL2.1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL2.3: 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.

SL2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 36–37 for specific expectations.)

Language:

L2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L2.4: 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.

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

L2.6 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.,

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When other kids are happy that makes me happy).

Foundational Skills:

RF2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF2.4: Read with sufficient accuracy and fluency to support comprehension.

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

Reading 3-5 short texts	Reading 1 extended text	Writing Routine writing	Writing 4-6 Analyses	Research Project 1 Research project	Narrative 1-2 Narratives
Examples:		Examples: Writer’s Notebook	Examples: Reader’s Response		

Resources including activities

Writing Workshop:

Author: A True Story, Helen Lester

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Reading Workshop:

Reading Makes You Feel Good, Todd Parr

Summative Performance Assessment/Task: (This is not necessarily a unit 'test'. It may be a performance task with a rubric. The summative assessment should assess the students' *application* of knowledge and skills. Choose a few key standards to measure.)

SAMPLE