**2nd Grade ELA Module Overviews**

*The modules act as overarching themes throughout the year. They align to the major shifts of Common Core and encompass all priority and supporting state standards in a cyclical fashion. They are offered as a flexible curriculum map across the year and as a guide for whole group reading and writing instruction, part of a comprehensive literacy model as detailed in the GCR2 Literacy Blueprint. Small group and independent reading and writing while not detailed in the modules should be a regular part of the literacy block and more responsive to student needs. While module 1 needs to be done in the fall in one chunk, modules 2, 3, and 4 can be switched around and could be done in 2 cycles; cycle 1 as an introduction and cycle 2 taking it deeper. The suggested time lines are meant for the 2 cycle approach of modules 2-4.*

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| **Module** | **Overview** | **Possible Time Line for 2015-2016:** |
| **Module 1**Launching Your ELA Workshop and Baseline Assessments& Introducing “Close Reading and Writing to Learn” | **The Focus of Module 1 is to:**1. Establish routines and rituals for a readers and writers or ELA workshop.
2. Build a strong classroom community and supportive culture; essential elements in order for students to trust one another, share their thinking, and take risks with new skills and strategies to accelerate growth.
3. Identify children’s strengths and challenges and set goals to kick off the year long journey of becoming increasingly literate people. Both district assessments and classroom formative reading and writing measures can support the collection of evidence as baseline data to draw from. Both teachers and students engage in assessment and goal setting.
* *Ideally teachers will find times to administer assessments while maintaining established routines. For example, giving one F&P assessment a day during an independent reading time, or doing an on-demand writing prompt during independent writing time.*
1. Introduce Close Reading routines that help all students’ access, grapple with, and share their thinking about complex high-interest texts after multiple interactions with appropriate scaffolds.
2. Establish reading journals, interactive notebooks, and learning logs across subjects as a means of capturing new thinking and growing ideas in short bursts.
 | September 2-October 16:30 days |
| **Module 2**“Developing as critical readers, thinkers, and writers of narrative text”**Module 2 Cont.** | **The Focus of Module 2 is to:**1. Use stories, fables, and folktales to guide students as critical readers, thinkers, and writers of narrative text and illustrations.
2. Compare and contrast different versions of similar stories.
3. Study narrative text structures, plot development, and themes through a variety of narrative genres and Mentor Texts.
4. Engage in authentic, meaningful conversations with peers around high interest complex narrative texts using evidence to support thinking.
5. Write strong narratives using what student’s have learned from the 2nd grade narrative Mentor Texts as an anchor for writing from a reader’s perspective (after reading from a writer’s perspective).
6. Use peer and teacher feedback as well as specific tools to improve revision and editing skills.
7. Develop strategies for deciphering and understanding academic vocabulary in reading and selecting appropriate words in writing and speaking in reference to narratives.
 | **Cycle 1:** An Introduction to NarrativesOctober 19-November 25:25 days**Cycle 2:** Taking a deeper look at Narratives – March 14-April 13:18 days |
| **Module 3**“Learning Through Research” | **The Focus of Module 3 is to:** 1. Introduce students to informational structures, genres, and strategies that allow them to better access and communicate information in an intentional way.
2. Engage in authentic, meaningful conversations with peers around high interest complex informational texts using evidence to support thinking.
3. Participate in research projects that directly build on informational reading skills, as students learn to reference both digital and print sources.
4. Learn best practices for locating information, note taking, sorting and relaying information.
5. Write informational pieces drawing from the evidence students have collected to clearly communicate information about a topic in accordance with purpose and audience.
6. Utilize transition techniques to provide an appropriate sequence of events or processes and to create ease and flow for the reader.
7. Use peer and teacher feedback as well as tools to improve revision and editing skills.
8. Develop strategies for deciphering and understanding academic vocabulary in reading and selecting appropriate words in writing and speaking in reference to informational texts.

\*This module lends itself perfectly to partnering with a social studies or science unit. All district designed science, social studies and GLAD units pair content with literacy. Teachers may need to enhance the units by adding lessons that focus on the designated standards for this module. | **Cycle 1:** An introduction to informational texts November 30-January 27:32 days**Cycle 2:** Taking a deeper look at informational texts-April 18-May 13:19 days |
| **Module 4**“Forming Positions” | **The Focus of Module 4 is to:**1. Identify differing points of view in literature
2. Determine author’s purpose and describe supporting points in informational text.
3. Use reasoning to support opinions and draw upon both narrative and informational sources to support their positions.
4. Support students in formulating their own opinion on a selected topic, support their thinking using evidence from text, and present opinion in paragraph form.
5. Use peer and teacher feedback and tools to improve revision and editing skills.
6. Understand reading, writing, speaking, and listening play equal roles in laying the foundation for argumentation.

\*Again the teacher may want to pair at least one cycle of this module with a science, social studies, or GLAD unit giving students an opportunity to use what they have learned about a topic to take a stand on an issue directly related to it.  | **Cycle 1:** An introduction to evidenced based reading, writing, and thinkingFebruary 1- March 10:27 days**Cycle 2:** Taking a deeper look at forming positions-May 16-June 10:18 days |

**Second Grade Module Proposed Focus Standards Chart**

Modules 2, 3, and 4 do not separate standards into cycle 1 and 2 as these standards are simply repeated at a more sophisticated level in the second cycle.

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|  | **Standard** | Once a standard is a “focus” it may be practiced or reviewed in appropriate following modules |
| **Module 1** | **Module 2** | **Module 3** | **Module 4** | **All Modules** |
| Reading Literature | ℗2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. | X |  |  |  |  |
| ℗2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |  | X |  |  |  |
| 2. RL.3 Describe how characters in a story respond to major events and challenges. |  | X |  |  |  |
| 2. RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  |  |  |  |  | X |
| 2. RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |  | X |  |  |  |
| 2. RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |  |  |  | X |  |
| 2. RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |  | X |  |  |  |
| 2. RL.8 N/A to literature |  |
| ℗2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |  | X |  |  |  |
| 2. RL.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. | Striving to apply skills in a benchmark level or above | X |
| Reading Informational | ℗2.RI.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. | X |  |  |  |  |
| ℗2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | X |  |  |  |  |
| 2. RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |  |  | X |  |  |
| 2. RI.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.  |  |  |  |  | X |
| ℗2.RI.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. |  |  | X |  |  |
| 2. RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |  |  |  |  | X |
| 2. RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |  |  | X |  |  |
| 2. RI.8 Describe how reasons support specific points the author makes in a text. |  |  |  | X |  |
| ℗2.RI.9 Compare and contrast the most important points presented by two texts on the same topic. |  |  | X |  |  |
| 2. RI.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. | Striving to apply skills in a benchmark level or above | X |
| ReadingFoundations | ℗2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |  | X |
| ℗2.RF.4 Read with sufficient accuracy and fluency to support comprehension. |  |  |  |  | X |
| Writing | ℗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. |  |  |  | X |  |
| ℗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. |  |  | X |  |  |
| ℗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. |  | X |  |  |  |
| 2.W.4 Begins in 3rd |  |
| 2. W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |  |  |  |  | X |
| 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. |  |  | X |  |  |
| 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). |  |  |  |  | X |
| 2.W.8 Recall information from experiences or gather information from provided sources to answer a question. | X |  |  |  |  |
| 2.W.9 Begins in 4th |  |
| 2.W.10 Begins in 3rd |  |

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|  | **Standard** | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **All Modules** |
| Language | ℗2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |  |  |  |  | X |
| ℗2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |  |  |  |  | X |
| 2. L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |  |  |  | X |
| ℗2.L.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. | X |  |  |  |  |
| ℗2.L.5 Demonstrate understanding of word relationships and nuances in word meanings |  |  |  |  | X |
| ℗2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g. *When other kids are happy that makes me happy*). | X |  |  |  |  |
| Speaking and Listening | ℗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.  |  |  |  |  | X |
| 2. SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | X |  |  |  |  |
| 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. |  |  | X |  |  |
| 2. SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | X |  |  |  |  |
| 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. |  | X |  |  |  |
| ℗2.SL.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 for specific expectations.) |  |  |  |  | X |