

Course of Study English Language Arts Grade 2- September 2021

Module 1: A Season of Change

<p>Standards</p> <p>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.</p> <p>RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>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.</p> <p>RI.2.2 - Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>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.</p> <p>W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>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.</p> <p>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).</p> <p>SL.2.1.b - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>L.2.1.e --Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.f - Produce, expand, and rearrange complete simple and compound sentences.</p>	<p>Module Learning Goals</p> <p>Knowledge Goals</p> <ul style="list-style-type: none"> ■ Define <i>change</i> as the process of becoming different than before. ■ Use key words <i>first, then, finally</i> to identify the process of change. ■ Recognize that friends can help people manage change. ■ Identify the impact of weather on leaves in autumn. ■ Identify how changes in fall weather impact people, plants, and animals.
	<p>How Assessed?</p> <ul style="list-style-type: none"> ● Focusing Question Tasks ● New Read Assessments ● Socratic Seminars ● End-of Module Task (Expository paragraph) ● Vocabulary Assessment

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Materials:

CORE TEXTS

Poetry

- "Weather," Eve Merriam
- Picture Book (Informational)
- How Do You Know It's Fall?, Lisa M. Herrington
- Why Do Leaves Change Color?, Betsy Maestro
- Sky Tree, Thomas Locker

Picture Book (Literary)

- The Little Yellow Leaf, Carin Berger
- A Color of His Own, Leo Lionni

SUPPLEMENTARY TEXTS

Paintings

- Autumn Landscape, Maurice de Vlaminck
- Bathers at Asnières, Georges Seurat
- Hunters in the Snow, Pieter Bruegel the Elder
- Paris Street, Rainy Day, Gustave Caillebotte

Websites

- "ASL Sign for: stop," American Sign Language Dictionary
- "ASL Sign for: linked," American Sign Language Dictionary
- "ASL Sign for: same," American Sign Language Dictionary

How Re-Taught?

- Teacher-directed instruction

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Module 2: The American West

Learning Standards: Reading Literature

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

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

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.

Reading Informational Text

RI.2.4-Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.

Writing

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.

W.2.5- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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.

W.2.8- Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

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.

SL.2.6- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Language

L.2.1.a- Use collective nouns (e.g., group).

L.2.1.b- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.2.a- Capitalize holidays, product names, and geographic names.

L.2.4.a- Use sentence-level context as a clue to the meaning of a word or phrase.

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).

Module Learning Goals Knowledge Goals

- Recognize change over time in the West.
- Build understanding of the interrelationships between people and nature.
- Identify characteristics of life and challenges faced by the pioneers and Native Americans in the West.
- Recognize that stories can contain important life lessons.

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<p>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).</p>	
<p>Materials: CORE TEXTS Picture Book (Informational)</p> <ul style="list-style-type: none"> • The Buffalo Are Back, Jean Craighead George • Journey of a Pioneer, Patricia J. Murphy • Plains Indians, Andrew Santella <p>Picture Book (Literary)</p> <ul style="list-style-type: none"> • Johnny Appleseed, Steven Kellogg • John Henry: An American Legend, Ezra Jack Keats • John Henry, Julius Lester • The Legend of the Bluebonnet, Tomie dePaola • The Story of Johnny Appleseed, Alike <p>SUPPLEMENTARY TEXTS Images</p> <ul style="list-style-type: none"> • "American Indians and the Alaskan Natives in the United States," United States Census Bureau • Oregon Trail Map, Legends of America • USA Territorial Growth, Wikimedia Commons <p>Websites</p> <ul style="list-style-type: none"> • "Who was Johnny Appleseed?" Scholastic News • John Henry and the Coming of the Railroad, NPS • "Legend," Encyclopedia Britannica <p>Videos</p> <ul style="list-style-type: none"> • American History to 1920 - Children's Video Project • The Donner Party, History Channel • "Comanche Warrior- Documentary Excerpt, Part 1" • "Buffalo Dusk," YouTube. <p>Painting</p> <ul style="list-style-type: none"> • Among the Sierra Nevada, California, Albert Bierstadt <p>Poetry</p> <ul style="list-style-type: none"> • "Buffalo Dusk," Carl Sandburg 	<p>How Assessed?</p> <p>Focusing Question Tasks</p> <ul style="list-style-type: none"> • New Read Assessments • Socratic Seminars • End of Module Task (Write an Informative Paragraph) • Vocabulary Assessment <p>How Re-Taught?</p> <ul style="list-style-type: none"> • Teacher-directed instruction

Module 3: Civil Rights Heroes

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<p>Learning Standards: Reading Literary Text</p> <p>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.</p> <p>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.</p> <p>Reading Informational Text</p> <p>RI.2.7- Explain how specific images contribute to and clarify a text.</p> <p>RI.2.9- Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Writing</p> <p>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.</p> <p>W.2.8-Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p> <p>SL.2.1.c- Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>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.</p> <p>Language</p> <p>L.2.1.e- Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.f- Produce, expand, and rearrange complete simple and compound sentences.</p> <p>L.2.4.d- Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>L.2.5.b- Distinguish shades of meaning among closely related verbs and closely related adjectives.</p>	<p>Module Learning Goals: Knowledge Goals</p> <ul style="list-style-type: none"> ■ Recognize how people responded to injustices in the United States. ■ Understand the Civil Rights Movement in the United States and the changes that resulted. ■ Identify leaders who fought against segregation. ■ Recognize that speeches are an important type of literary text.
	<p>How Assessed? Focusing Question Task New Read Assessments Socratic Seminar End of Module Task (Narrative- POV) Vocabulary Assessments</p>

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<p>Materials: CORE TEXTS Picture Books (Informational)</p> <ul style="list-style-type: none"> • I Have A Dream, Dr. Martin Luther King, Jr.; paintings, Kadir Nelson • Martin Luther King, Jr. and the March on Washington, Frances E. Ruffin; illustrations, Stephen Marchesi • Ruby Bridges Goes to School: My True Story, Ruby Bridges • The Story of Ruby Bridges, Robert Coles; illustrations, George Ford • Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation, Duncan Tonatiuh <p>SUPPLEMENTARY TEXTS Photography</p> <ul style="list-style-type: none"> • Selma to Montgomery March, Alabama, 1965, James Karales • U.S. Marshals Escorting Ruby Bridges, Associated Press • Civil rights march on Wash[ington], D.C., Library of Congress • Woman with camera and crowd at the March on Washington, 1963, Library of Congress • Ruby Bridges and the Civil Rights Movement Slide Show, Scholastic <p>Poetry</p> <ul style="list-style-type: none"> • "Words like Freedom," Langston Hughes • "Dreams," Langston Hughes <p>Videos</p> <ul style="list-style-type: none"> • "Civil Rights - Ruby Bridges" • "A Man Who Changed America" • "Ruby Bridges Interview" • "Sylvia Mendez and Sandra Mendez Duran" <p>Music</p> <ul style="list-style-type: none"> • "Ain't Gonna Let Nobody Turn Me Around," Stephen Griffith • "Ain't Gonna Let Nobody Turn Me Around," The Freedom Singers • "This Little Light of Mine," Stephen Griffith • "America (My Country Tis of Thee)," Stephen Griffith <p>Articles</p> <ul style="list-style-type: none"> • "Different Voices," Anna Gratz Cockerille • "When Peace Met Power," Laura Helweg 	<p>How Re-Taught?</p> <ul style="list-style-type: none"> • Teacher-directed instruction
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Module 4: Good Eating

<p>Learning Standards:</p> <p>Reading Literature 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.</p> <p>Reading Informational Text</p> <p>RI.2.3- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure.</p> <p>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>RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8- Describe how reasons support specific points the author makes in a text.</p> <p>Writing</p> <p>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.</p> <p>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).</p> <p>W.2.8- Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p> <p>SL.2.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Language</p> <p>L.2.1.c- Use reflexive pronouns.</p> <p>L.2.2.b- Use commas in greetings and closings of letters.</p> <p>L.2.2.c- Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.d- Generalize learned spelling patterns when writing words.</p> <p>L.2.2.e- Consult reference materials, including beginning dictionaries, as needed to check and</p>	<p>Module Learning Goals:</p> <p>Knowledge Goals</p> <ul style="list-style-type: none"> ■ Understand the process of digestion and the specific function of some organs. ■ Conceptualize that food gives our body nutrients that we need to live. ■ Identify the steps in the process of growing food (on a small and large farm). ■ Recognize that communities come together around food for nourishment, too.
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<p>correct spellings.</p> <p>L.2.3.a- Compare formal and informal uses of English.</p> <p>L.2.4.e- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5.a- Identify real-life connections between words and their use.</p>	
<p>Materials: CORE TEXTS</p> <p>Picture Book (Informational)</p> <ul style="list-style-type: none"> • The Digestive System, Christine Taylor-Butler • The Digestive System, Jennifer Prior • Good Enough to Eat: A Kid's Guide to Food and Nutrition, Lizzy Rockwell • The Vegetables We Eat, Gail Gibbons <p>Picture Book (Literary)</p> <ul style="list-style-type: none"> • Bone Button Borscht, Aubry Davis • Stone Soup, Marcia Brown <p>SUPPLEMENTARY TEXTS</p> <p>Videos</p> <ul style="list-style-type: none"> • "Food and Family," Nadine Burke • "My Food Journey," Nadine Burke • "Try Something New," Jamie Oliver • "Planting Seeds: The White House Garden and a Brooklyn School Farm" • "Fruit Veggie Swag" <p>Visual Art</p> <ul style="list-style-type: none"> • The Beaneater, Annibale Carracci • Cakes, Wayne Thiebaud • Two Cheeseburgers, with Everything (Dual Hamburgers), Claes Oldenberg <p>Articles</p> <ul style="list-style-type: none"> • "Can Milk Make You Happy?" Faith Hickman Byrnie • "Debate! Should Sugary Drinks Be Taxed?" TIME for Kids • "Eating Your A,B,C's..." Kids Discover 	<p>How Assessed?</p> <ul style="list-style-type: none"> • Focusing Questions Tasks • New -Read Assessments • Socratic Seminar • End of Module Task: Opinion Paragraph • Vocabulary Assessments <p>How Re-Taught?</p> <ul style="list-style-type: none"> • Teacher-directed instruction