Greenwich Public Schools Curriculum Overview

Grade 2: Humanities (Reading, Writing, & Social Studies)

Families as Partners in Learning

In Reading, Writing, and Social Studies, GPS students study other writers and thinkers, contemporary and historical, in order to develop their own abilities to read, write, speak, and think critically and globally.

The GPS Humanities Program is grounded in the workshop model and inquiry. The workshop model includes explicit strategy instruction through mini-lessons and conferring, an emphasis on providing student choice and the time for independent application of skills alongside peers, consistent conferring time in one-on-one or small group settings, and a structured "share" time to highlight student progress and products.   Students also participate in inquiry-based learning as well as thematic studies which focus on incorporating and applying knowledge of civics, economics, geography and history to particular concepts, events, or topics.

The English Language Arts and Reading (ELAR) curriculum is aligned to the Connecticut Core Standards as delineated in each of the College and Career Readiness Anchor Standards: Reading: Literature, Reading: Informational Texts, Reading: Foundational Skills, Writing, Speaking and Listening, and Language.

The Social Studies Curriculum is aligned to the Connecticut Elementary and Secondary Social Studies Frameworks and College, Career, and Civic Life (C3) Framework.

Second grade students at Cos Cob School, Hamilton Avenue School, Julian Curtiss School, and New Lebanon School participate in Wilson Fundations as our adopted early literacy learning program. Please click here to review Grade 2 Fundations Curriculum Outcomes.

Unit	Student Learning Expectations
Unit 1: Readers Read to Learn, Revving Up Writing Muscles, Rights and Responsibilities of Citizens	**Students Will Do:** ● Explain how words and phrases supply a particular meaning to a story/text ● "Scoop" words in order to ensure effective oral reading rate and fluency

Enduring Understandings:
- Words have meanings and the meanings can change.
- Good readers can effectively and efficiently re-tell what they've read.
- Readers make sure they understand what they are reading
- Self-correction is an important skill for good readers to have
- Sequence is an important part of story-telling
- Several ways to attack unknown words
- Authors choose their words carefully in order to convey specific meaning/s within a story/text
- A story has a beginning, middle, and end
- Stories can teach readers a lesson about life
- You are a citizen.
- Citizens have rights, responsibilities and roles.
- American ideas impact your community.
- Everyone is responsible for promoting democratic principles

- Attack unknown words in order to ensure understanding in the following ways:
- Identify and use context clues (including images)
- Analyze known word parts
- Use prefixes and suffixes
- Use known root words/ word families
- Reread in order to confirm or self-correct word meaning/s
- Identify what the author wants the reader to learn from a story (fiction) and text (nonfiction)
- Write like a known author, practicing craft
- Revise writing with peers
- Publish writing with help from peers
- Retell a story/text in sequential order
- Describe the beginning, middle, and end of a story/text
- Read fiction and nonfiction texts with improved fluency and comprehension
- Explain what it means to be a "good" citizen in class, at school, and in town
- Understand how American ideas such as equality, liberty, and fairness, impact my class, school and town
- Explain how are people who uphold American ideas are like me, my family, and my class

Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.

Unit 2: Resilient Readers, Writing Lessons from the Masters, People and Groups Who We Remember

Enduring Understandings:
- Readers use strategies to understand what they are reading.

Students Will Do:
- Demonstrate a deeper understanding by using dey details to create a movie in their mind
- Create illustrations to explain the movie in their mind
- Use word-attack strategies independently in order to improve reading comprehension
- Engage with a text in order to understand it more deeply
- Employ strategies to improve comprehension
- Write narratives to recount an event or short sequence of events, include details to

- Readers are resilient.
- Writers use craft language to appeal to a reader's senses.
- Readers "see" what they're reading in their mind
- Readers use meaning, structure, and visual information to make sure they understand what they read.
- Readers self-monitor for meaning (rereading, pausing, searching the page for clues).
- Readers make attempts and check their attempts in order to decode tricky words.
- People can make a difference in their community in a variety of ways.

describe actions, thoughts, and feelings, use transition words, and provide a sense of closure
- Focus on a topic and strengthen writing as needed by revising and editing
- Answer open-ended questions by recalling information from experiences and gathering information from provided sources
- Use adjectives and adverbs to describe
- Use events from you own life to get ideas for stories
- Replicate an author's style (from a favorite book or story)
- Study of how people both past and present have made a difference in their community and beyond

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Unit 3: Becoming Reading Experts, Writing Nonfiction

Enduring Understandings:
- Readers of nonfiction study, notice details, and question texts as they read
- Nonfiction readers put pages of information together to deepen their understanding.
- Nonfiction readers preview a text to determine how the text will go and what they will learn about.
- Readers grow their knowledge about a topic when they read multiple texts on the same topic.
- Just as readers can learn from

Students Will Do:
- Read texts to learn about a topic
- Use text features such as headings, to figure out what the text is mostly about, the main topic and key details
- Be flexible and persistent when solving words, understanding concepts, and learning domain specific vocabulary
- Preview texts to determine the topic of the book
- Compare and contrast information within a text and across multiple texts
- Write! Write! Write several mini nonfiction books
- Teacher peers about a favorite topic through their writing
- Write with clear details
- Prepare to write by generating ideas and organizing information
- Use and create Tables of Contents

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books, writers can teach others. ● Writers use details to clearly share their message.	
Unit 4: Studying Characters, Writing Gripping Fictional Stories, Remembering the Past *Enduring Understandings:* ● Readers can get to know characters in fiction text by carefully studying how they respond to major events and challenges. ● Characters in books can often have differing points of view. ● Readers pay attention to authors' clues to determine points of view. ● Stories have rhythms and predictable patterns. ● Events are sequenced in chronological order. ● People have tried to improve their communities over time. ● Places have specific environmental and cultural characteristics. ● Humans affect the culture and environment of places/region.	**Students Will Do:** ● Identify the message, lesson, or moral that author wants to communicate to the reader ● Identify how the main character's actions change from the beginning, in the middle, and at the end of the story ● Infer and explain why the main character's behavior changes from the beginning of the story to the end ● Determine the turning point of the story, when the main character does something or understands something that helps solve the problem ● Make inferences about characters by studying character actions ● Study author's craft to improve your own writing ● Understand story structure and use that understanding to determine the components of a good short story ● Write fictional stories that include a sequence of events ● Use language to denote the passage of time ● write a conclusion that brings the story together ● Stretch out the most important part of a story (focus) ● Explore how communities evolve as time and culture progress ● Compare life past and present and how people tell the same story differently ● Generate questions and reasons for events ● Identify sources and origins of sources ● Use geographic representations to identify places ● Explain human impact on places Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.
Unit 5: Reading Bigger Books, Writing Poetry *Enduring Understandings:* ● Good readers re-read to better	**Students Will Do:** ● Tackle new vocabulary and tricky words with greater effort and skill ● Visualize and make predictions about the characters and the story ● Explain the importance of the details in a story ● Participate in book clubs to reflect on what we are learning

understand what they are reading.
- Readers notice when an author uses special language to enhance the reader's experience.
- Readers visualize and predict while they read.
- Readers read with voice and meaning even when they are reading silently.
- Poetry is inspired by objects and feelings transferred into words.
- Line breaks and word placement are essential in poetry.
- Poetry can take many forms, story poems, back and forth structure, and list poems.
- Poets revise their poems for careful language, edit and celebrate their poems in many ways.
- Conventional spelling promotes common understanding.

- Read with voice and meaning
- identify and use the special language that authors use in their text to better visualize
- Re-read in order to better understand a story or topic
- Use line breaks to create the rhythms and phrasing for their poems
- Draft one poem several ways
- Edit their poems for spelling
- Understand how poets use language to convey meaning
- Think deeply about their word choice to find words that convey the meanings of their poems
- Understand how poets use repetition to convey meanings or feelings
- Read their poems aloud to a partner to find opportunities for revision
- Study the structure of poems to replicate what other authors have tried

Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.

Unit 6: Nonfiction Book Clubs, Nonfiction Writing

Enduring Understandings:
- Nonfiction readers understand more about a topic by reading more books about the topic.
- Readers talk about what they are learning from books.
- Writers pose questions and seek to answer those questions.
- Scientists write.
- Writers communicate clearly, so others can learn from their writing.

Students Will Do:
- Read more complex texts that provide more information and detail, in order to grow bigger ideas about texts, topics, and author's craft
- Compare and contrast ideas across texts
- Take turns sharing information, listen to each other, and respond in relevant ways to grow their ideas about a topic beyond fact sharing
- Think and then revise their thinking when reading independently and after talking with their clubs.
- Use what they already know how to do to build on the new nonfiction reading and writing work
- Use tools to keep track of the knowledge they are gaining and the ideas they are growing
- Study science books as a model to recreate this genre of writing
- Understand that a scientist must ask and record a question
- Reflect and internalize scientific procedures and writing processes so you can teach

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others
- Understand that precise writing procedures are important so your experiments can be replicated
- Write with domain-specific vocabulary
- Revising to include new vocabulary.
- Write an information book that teaches readers all about a topic that the writer knows well

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Unit 7: Series Book Clubs, Writing About Reading

Enduring Understandings:
- Knowing the difference between effectively using facts and opinions is essential to persuasive writing.
- Writers are able to effectively interest a variety of audiences on different informational topics.
- Writing has many purposes (to entertain, inform, persuade, and express emotions and feelings) depending on the audience.
- Stories have rhythms and predictable patterns.
- Reading helps us stretch our imagination.

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Students Will Do:
- Question what you read and why the author made certain decisions
- Study an author's word choices
- Perform parts of the text like a storyteller.
- Engage with and celebrates the literary language you find in texts
- Understand plot, how characters respond to trouble, and how the main characters interact with secondary characters
- Use partnerships and clubs to talk across texts and to build an understanding of story and character
- Read texts closely and consider what an author might be trying to show or do through his or her word choice and use of literary language
- Share your opinions and love of books with others
- Readers will become experts not only on the characters, but also on the authors themselves
- Develop insights and make comparisons across a book series
- Write about your ideas and support your ideas with reasons
- Generate thoughts and ideas that can be supported with examples from the text
- Organize ideas so they are clear and easy for the reader to follow
- Use transition words
- Write to persuade your audience

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