



## G-E-T Elementary Curriculum

Align, Explore, Empower

Scope and Sequence

English Language Arts - Grade 2

Unit 0

*Establishing a Literate Life*

~ 4 Weeks

### WORD STUDY

In this unit, students will be assessed according to the *Words Their Way* Primary Spelling Inventory. Teachers will model the *Words Their Way* rotations for the year.

### READING

In this unit, students will learn and practice the routines and procedures of reading workshop. Included in this unit are:

- Lessons on getting a good fit book
- Building stamina for independent reading
- Classroom library procedures
- Location of books
- Setting reading goals for the year
- Establishing nightly routines for reading
- Making students aware of the conferring routine
- Transition expectations

### WRITING

In this unit, students will be introduced to the routines and procedures of writing workshop. Included in this unit are:

- Finding their writing spots
- Making students aware of the conferring routine
- Building stamina for independent writing
- Finding writing materials; notebooks, etc.

- Transition expectations

Unit 1

*Reading Growth Spurts/Improving Narrative Writing*

~ 6 weeks

### **WORD STUDY**

In this unit, students will continue to engage in the *Words Their Way* differentiated program as well as receive explicit instruction of grade level phonics skills including differentiating short and long vowel sounds, vowel teams, and decoding two syllable words while learning common prefixes and suffixes (Prefixes: dis, in, im, il, ir, re, un. Suffixes: ed, ing, ly, s, es.)

### **READING**

In this unit, students will focus on increasing their reading volume. Students will practice fluent reading and work to increase their reading stamina. Most importantly, students will discover that comprehension is the most important goal in becoming a proficient reader. Students will begin the process of taking ownership for their reading lives by choosing their books. Also in this unit, students are explicitly taught strategies for decoding challenging words.

This unit includes the following:

- Establishing habits of how to read a book; reading longer phrases, deciding on how the book wants to be read
- Continuing to develop stamina for independent reading
- Setting and reaching goals
- Sharing and practicing decoding strategies for challenging words
- Understanding the value of reading with partners
- Thinking about the story as they read

### **WRITING**

In this unit, students will begin by writing about a familiar topic; themselves. They will develop small moment stories based upon real events that occurred in their own lives. This builds on first grade small moment writing pieces by adding more details and focusing more specifically on one moment in time. Students experiment with stretching out their ideas. Students begin to use figurative language in their writing.

This unit includes the following:

- Utilizing a plan for writing through various tools to gather ideas
- Developing a beginning, middle and ending for stories; story order
- Utilizing mentor texts to gain ideas for author's craft
- Identifying characteristics of narrative writing (e.g. setting, details to aid visualization)
- Editing stories using a checklist
- Preparing stories for publishing

### LANGUAGE

In this unit, students will gain a greater understanding, through their writing, of the importance of appropriate capitalization, the use of time order words and how to produce, expand, and rearrange sentence order to add variety and enhance meaning.

### UNIT 1 WISCONSIN STANDARDS FOR ELA

Unit 2

*Reading Nonfiction/ The How-To Guide for Nonfiction Writing*

~ 6 weeks

### WORD STUDY

In this unit, students will continue to engage in the *Words Their Way* differentiated program as well as receive explicit instruction of grade level phonics skills including differentiating short and long vowel sounds and vowel teams. Students will continue to refine their skill of decoding two syllable words while continuing to master the meaning attached to common prefixes and suffixes (Prefixes: dis, in, im, il, ir, re, un. Suffixes: ed, ing, ly, s, es.)

### READING

In this unit, students will learn how to read a nonfiction book. Students know that when reading nonfiction they will be reading about a topic. Students will gain an understanding of the relationship between text features and how those features aid comprehension of the book. Finally, students will be given the opportunity to read many books on the same topic.

This unit includes the following:

- Explicit instruction about nonfiction text features; table of contents, photographs, headings, bolded words, index, and glossaries
- Utilizing meaning structures and visual clues to solve unknown words
- Thinking about how information is connected throughout many texts on the same topic
- Presenting information to peers about a topic

## **WRITING**

In this unit, students will create information texts to teach their readers about a topic of their choice. Students will incorporate their own knowledge to write about familiar topics. This unit explores the idea of hooking your audience through various writing craft moves.

This unit includes the following:

- Selecting time-order words (first, then, next, last)
- Adding details to expand ideas
- Establishing clear and purposeful information
- Setting goals to make nonfiction books better
- Using text features to convey meaning
- Editing and revising text to enhance quality; focus on spelling

## **LANGUAGE**

In this unit, students will gain a greater understanding, through their writing, of the importance of appropriate capitalization, the use of time order words and how to produce, expand, and rearrange sentence order to add variety and enhance meaning. Students will begin using past tense of irregular verbs; (e.g. sat, hid, told) correctly. Students will begin to use an apostrophe to form contractions and possessives; (can't, Tom's).

## **UNIT 2 WISCONSIN STANDARDS FOR ELA**

Unit 3 *Bigger Books Mean Amping Up Reading Power / Poetry - Big Thoughts in Small Packages* ~ 6 weeks

## **WORD STUDY**

In this unit, students will continue to engage in the *Words Their Way* differentiated program as well as receive explicit instruction of grade level phonics skills including differentiating short and long vowel sounds and vowel teams. Students will continue to refine their skill of decoding two syllable words while continuing to master the meaning attached to common prefixes and suffixes (Prefixes: dis, in, im, il, ir, re, un. Suffixes: ed, ing, ly, s, es.) Begin explicit instruction surrounding words with inconsistent common spelling sound correspondences (e.g. ough, oo, ow, ew, ue). Students will be introduced to the use of resources (beginning dictionaries and word walls) to check and correct spelling. Recognize and read grade-appropriate irregularly spelled words.

## **READING**

In this unit, students will focus on becoming a more fluent and accurate reader. Through fluent and accurate reading students monitor their comprehension while reading longer books. In this unit, students begin to read chapter books that carry the storyline across the entire text. Students continue their learning of literary language in addition to setting up book partners and setting reading goals. Students continue to integrate strategies to solve challenging words. Students also continue to use strategies to monitor their comprehension of longer books.

This unit includes the following:

- Recognizing the story's voice (e.g. scary, funny)
- Practicing strategies for fluent and accurate reading with prosody to enhance comprehension
- Implementing reading strategies for clarification and importance (e.g. Stop and Jots, rereading)
- Learning how to set goals and talk about books with a partner (bridge to Book Clubs)

## **WRITING**

In this unit, students will explore looking at objects through the eyes of a poet, explore looking deeper into how to use the language to create sound and meaning, and finally explore different poetry forms and structures.

This unit includes the following:

- Writing poems with strong feelings and details
- Understanding that poems can be about any topic and convey any type of mood
- Listening for line breaks in a poem help to support meaning
- Comparing to clarify feelings and ideas

## LANGUAGE

In this unit, students will gain a greater understanding, through their writing, of the importance of appropriate capitalization, and how to produce, expand, and rearrange sentence order to add variety and enhance meaning. Similes and metaphors are explicitly taught and students are encouraged to use them in their poetry writing.

## UNIT 3 WISCONSIN STANDARDS FOR ELA

Unit 4

*Series Book Clubs/Writing about Reading*

~ 6 weeks

## WORD STUDY

In this unit, students will continue to engage in the *Words Their Way* differentiated program as well as receive explicit instruction of grade level phonics skills including differentiating short and long vowel sounds and vowel teams. Students will continue to refine their skill of decoding two syllable words while continuing to master the meaning attached to common prefixes and suffixes (Prefixes: dis, in, im, il, ir, re, un. Suffixes: ed, ing, ly, s, es.) Begin explicit instruction surrounding words with inconsistent common spelling sound correspondences (e.g. ough, oo, ow, ew, ue). Students will be introduced to the use of resources (beginning dictionaries and word walls) to check and correct spelling. Recognize and read irregularly spelled words.

This unit includes the generalization of spelling patterns when writing words.

## READING

In this unit, students will analyze the main character (how they look, act, and feel) across a book series (e.g. Frog and Toad books). Student look for how the main character changes, students make predictions about character's actions. In addition to analyzing the main character in a series, students continue to focus on author's craft (e.g. paint pictures with words, use precise words, use literary language). Finally, students share reading they love with their friends.

This unit includes the following:

- Establishing book club expectations; active listening, coming prepared, everyone gets a chance to speak
- Selecting books of interest
- Setting goals for their reading club
- Sharing their reading with their club
- Using Stop and Jots to note questions and make connections

## **WRITING**

In this unit, students will write a friendly letter to express their opinion about their favorite book. Students will express their opinion about a character and/or important or favorite part from a particular book. Finally, students will nominate and create awards for their books. Students will write reasons in support of their book receiving a particular award.

This unit includes the following:

- Understanding the parts of a friendly letter; date, greeting, body, closing
- Selecting favorite books to share ideas about characters
- Gathering evidence to support opinions
- Understanding book awards and why books receive awards
- Incorporating craft moves (capital letters, introductions and conclusions that captivate)

## **LANGUAGE**

In this unit, students will gain a greater understanding, through their writing, of the importance of appropriate capitalization, the use of time order words and how to produce, expand, and rearrange sentence order to add variety and enhance meaning. Students will begin using past tense of irregular verbs; (e.g. sat, hid, told) correctly. Students will receive explicit instruction in the correct use of commas in the greeting and closing of a letter.

## **UNIT 4 WISCONSIN STANDARDS FOR ELA**

**WORD STUDY**

In this unit, students will continue to engage in the *Words Their Way* differentiated program as well as receive explicit instruction of grade level phonics skills including differentiating short and long vowel sounds and vowel teams. Students will continue to refine their skill of decoding two syllable words while continuing to master the meaning attached to common prefixes and suffixes (Prefixes: dis, in, im, il, ir, re, un. Suffixes: ed, ing, ly, s, es.) Begin explicit instruction surrounding words with inconsistent common spelling sound correspondences (e.g. ough, oo, ow, ew, ue). Students will be introduced to the use of resources (beginning dictionaries and word walls) to check and correct spelling. Recognize and read irregularly spelled words.

This unit includes the generalization of spelling patterns when writing words.

**READING**

In this unit, students will explore a multitude of fairy tales, folktales, fables, and fantasy texts. Students will examine characters, continue to make sense of author's use of literary language, and determine the lesson the author includes in the text.

This unit includes the following:

- Stepping into the shoes of a character to infer how characters feel
- Comparing and contrasting various texts and the lessons that are in each story
- Discovering predictable roles that characters play
- Understanding and making sense of complex language; figurative language, idioms, and vocabulary of the genre

**WRITING**

In this unit, students will receive explicit instruction of the lowercase cursive alphabet.

## **LANGUAGE**

In this unit, students will gain a greater understanding, through their writing, of the importance of appropriate capitalization, the use of time order words and how to produce, expand, and rearrange sentence order to add variety and enhance meaning. Students will begin using past tense of irregular verbs; (e.g. sat, hid, told) correctly.

## **UNIT 5 WISCONSIN STANDARDS FOR ELA**