

## SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

**Curriculum Area:** Reading/Language Arts

**Course Length:** Full Year

**Grade:** 2nd

**Date Last Approved:** June 2015; **Reviewed** Spring 2021

### Stage 1: Desired Results

#### **Course Description and Purpose:**

Second grade literacy focuses on refining foundational language skills to develop motivated, strategic, fluent and independent readers, writers, and communicators. The emphasis is on continued development of oral language abilities and comprehension strategies to analyze various fiction and nonfiction texts. The comprehension strategies include using schema and making connections, retelling, visualizing, wondering/questioning, using text features, making inferences, and determining important ideas. In writing, students will develop their skills in different genres. Students will be expected to use word skills to show understanding of correct spelling and grammar. Writing will be used to clearly communicate thinking.

**Swallow School Reading and Language Art Curriculum across all grade levels includes: Reader's Workshop, Spelling/Word Study, Disciplinary Literacy, Vocabulary, Keyboarding, Handwriting, and Writing**

#### **Enduring Understanding(s):**

1. Reading expands understanding of the world, people and oneself.
2. Effective readers use strategies to construct and extend meaning.
3. Various types of texts and media are used to communicate ideas.
4. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives.
5. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas.
6. Control of mechanics and proper grammar promote effective spoken and written communication.
7. Listening and speaking skills are critical for learning and communicating.

#### **Essential Question(s):**

1. What can be learned from reading?
2. How do readers know when they are understanding text?
3. How do authors influence reading and writing ideas?
4. How do writers express their thoughts and feelings?
5. How does audience and purpose influence the format of my writing?
6. What is the purpose of applying correct grammar and mechanics to writing?
7. In what ways are ideas effectively communicated orally?

#### **Learning Targets:**

1. Students can evaluate fiction text including a variety of genres and formats. (Reasoning) (R)
2. Students can evaluate nonfiction text including a variety of genres and formats. (Reasoning) (R)
3. Students can create written work for a variety of tasks, purposes, and audiences. (Product) (W)
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language. (Product) (W/S/L)
5. Students can organize and communicate ideas to others. (Product) (R/W/S/L)

R=Reading  
W=Writing  
S=Speaking  
L=Listening

## Stage 2: Learning Plan

### I. Using Schema / Making Connections

- A. Definition: activate prior knowledge to make text connections.
- B. How to:
- a. Mentor Text
  - b. Teacher Modeling
  - c. Classroom discussions
  - d. Oral responses
  - e. Written Response
- C. What tools can help
- a. Various texts
  - b. graphic organizers
  - c. multimedia
- D. Student application and reflection

**Standards:**

**CCSS:** RL 2.9, RI 2.3, RI 2.9, R.L. 2.1  
**CCRA:** R.2, R.9, R.10, SL.1, W.9

**Learning Targets Addressed:** Target 1, Target 2

**Key Unit Resources**

- Making Meaning implemented via the workshop model

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> <li>• teacher modeling</li> <li>• class discussions</li> <li>• partner talk</li> </ul>
Formative	Knowledge Reasoning	<ul style="list-style-type: none"> <li>• graphic organizers</li> <li>• written response</li> </ul>
Summative	Knowledge Reasoning	<ul style="list-style-type: none"> <li>• informal conferences</li> <li>• written responses</li> </ul>

### II. Retelling

- A. Definition: identify important text elements to respond in a new way
- B. How to
- a. Mentor Text
  - b. Teacher Modeling
  - c. Classroom Discussions
  - d. Oral Responses
  - e. Written Responses
- C. What tools can help
- a. graphic organizers
  - b. Story element cues
  - c. Various texts
  - d. Multimedia
  - e. Text Pictures
- D. Student application and reflection

**Standards:**

**CCSS:** R.L 2.2, R.L. 2.3, RL 2.7, RI 2.2, RI 2.8  
**CCRA:** R.2, R.5, R.10, SL.2, SL.1

**Learning Targets Addressed:** Target 1, Target 2

**Key Unit Resources**

- Making Meaning implemented via the workshop model

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> <li>• teacher modeling</li> <li>• class discussions</li> <li>• partner practice</li> </ul>
Formative	Knowledge	<ul style="list-style-type: none"> <li>• graphic organizers</li> </ul>
Summative	Knowledge	<ul style="list-style-type: none"> <li>• written response</li> <li>• informal conference</li> </ul>

### III. Visualizing

- A. Definition recall or form mental

**Standards:**

**CCSS:** RL. 2.7, RL 2.4, SL 2.2  
**CCRA:** R.2, R.6, R.10, SL.2

- images or pictures.
- B. How to
- Mentor Text
  - Teacher Modeling
  - Classroom Discussions
  - Oral Responses
  - Written Responses
  - Movie in your head
- C. What tools can help
- Various Text
  - graphic organizer
  - multimedia
- D. Student application and reflection

**Learning Targets Addressed:** Target 1, Target 2

<b>Key Unit Resources</b>
<ul style="list-style-type: none"> <li>Making Meaning implemented via the workshop model</li> </ul>

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> <li>whole group modeling</li> <li>classroom discussions</li> <li>partner talk</li> </ul>
Formative	Knowledge and Reasoning	<ul style="list-style-type: none"> <li>graphic organizers</li> </ul>
Summative	Knowledge and Reasoning	<ul style="list-style-type: none"> <li>Draw a picture to show visualization</li> </ul>

- IV. Wondering / Questioning**
- A. Definition: think deeply and display intellectual curiosity before, during, and after reading
- B. How to
- Mentor Text
  - Teacher Modeling
  - Classroom Discussions
  - Oral Responses
  - Written Responses
- C. What tools can help
- Various Text
  - Multimedia
  - Graphic organizers
- D. Student application and reflection

**Standards:**  
**CCSS:** R.L 2.1, RI 2.1  
**CCRA:** R.3, R.7, R.10, SL.2, SL.3, W.7, W.9

**Learning Targets Addressed:** Target 1, Target 2

<b>Key Unit Resources</b>
<ul style="list-style-type: none"> <li>Making Meaning implemented via the workshop model</li> </ul>

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> <li>whole group modeling</li> <li>classroom discussions</li> <li>partner talk</li> </ul>
Formative	Knowledge Reasoning	<ul style="list-style-type: none"> <li>graphic organizers</li> <li>comprehension questions</li> <li>informal conferences</li> <li>stops and jots</li> </ul>
Summative	Knowledge Reasoning	<ul style="list-style-type: none"> <li>written response</li> </ul>

- V. Using Text Features**
- A. Definition: look at unique components that distinguish texts

**Standards:**  
**CCSS:** R.L 2.5, RI 2.5, RI 2.7, R.L 2.2  
**CCRA:** R.1, R.10, W.9

- B. How to
  - a. Mentor Text
  - b. Teacher Modeling
  - c. Classroom Discussions
  - d. Oral Responses
  - e. Written Responses
- C. What tools can help
  - a. Various texts
  - b. Graphic Organizers
  - c. Multimedia
- D. Student application and reflection

**Learning Targets Addressed:** Target 1, Target 2

<b>Key Unit Resources</b>
<ul style="list-style-type: none"> <li>• Making Meaning implemented via the workshop model</li> </ul>

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> <li>• whole group modelling</li> <li>• classroom discussion</li> <li>• partner talk</li> </ul>
Formative	Knowledge Reasoning	<ul style="list-style-type: none"> <li>• vocabulary matching</li> <li>• graphic organizer</li> </ul>
Summative	Knowledge Product	<ul style="list-style-type: none"> <li>• Create a product using text features</li> </ul>

**VI. Making Inferences**

- A. Definition: make a logical assumption based on evidence presented in a text.
- B. How to
  - a. Mentor Text
  - b. Teacher Modeling
  - c. Classroom Discussions
  - d. Oral Responses
  - e. Written Responses
- C. What tools can help
  - a. Various texts
  - b. Graphic Organizers
  - c. Multimedia
- D. Student application and reflection

**Standards:**

**CCSS:** RL.2.7, R. 2.4

**CCRA:** R.1, R.6, R.8, R.9, R.10, SL.3, W.9

**Learning Targets Addressed:** Target 1, Target 2

<b>Key Unit Resources</b>
<ul style="list-style-type: none"> <li>• Making Meaning implemented via the workshop model</li> </ul>

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> <li>• whole group modeling</li> <li>• classroom discussions</li> <li>• partner talk</li> </ul>
Formative	Knowledge Reasoning Product	<ul style="list-style-type: none"> <li>• graphic organizers</li> <li>• written responses</li> <li>• comprehension questions</li> <li>• stops and jots</li> <li>• classroom discussions</li> </ul>
Summative	Knowledge Reasoning	<ul style="list-style-type: none"> <li>• written Responses</li> </ul>

**VII. Determining Important Ideas**

- A. Definition: identify key points within a text.
- B. How to

**Standards:**

**CCSS:** SL 2.6, RI 2.6

**CCRA:** R.1, R.2, R.6, R.8, R.9, R.10, SL.5, W.8, W.9

**Learning Targets Addressed:** Target 1, Target 2

- a. Mentor Text
- b. Teacher Modeling
- c. Classroom Discussions
- d. Oral Responses
- e. Written Responses
- C. What tools can help
  - a. Various texts
  - b. Graphic Organizers
  - c. Multimedia
- D. Student application and reflection

<b>Key Unit Resources</b>
<ul style="list-style-type: none"> <li>• Making Meaning implemented via the workshop model</li> </ul>

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> <li>• whole group modeling</li> <li>• class discussions</li> <li>• partner talk</li> </ul>
Formative	Knowledge reasoning and product	<ul style="list-style-type: none"> <li>• graphic organizers</li> <li>• written responses</li> <li>• comprehension questions</li> <li>• informal conferences</li> <li>• stops and jots</li> <li>• classroom discussions</li> </ul>
Summative	Knowledge reasoning	<ul style="list-style-type: none"> <li>• written responses</li> </ul>

**VII. Word Study**

- A. Definition: knowledge of words that shape understanding of text and language
- B. How to:
  - a. Mentor Text
  - b. Teacher Modeling
  - c. Classroom Discussion
  - d. Oral Responses
  - e. Written Responses
- C. What tools can help
  - a. Various texts
  - b. Graphic Organizers
  - c. Multimedia
- D. Student application and reflection

**Standards:**  
**CCSS:** RF.2.3, L.2.1, L.2.4, L.2.5, L.2.6, RI 2.4  
**CCRA:** R.4, SL.4, SL.6, W.3, W.4, W.5

**Learning Targets Addressed:** Target 4

<b>Key Unit Resources</b>
<ul style="list-style-type: none"> <li>• Words Their Way</li> </ul>

**Assessment Map:**

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> <li>• whole class word sorts</li> <li>• class discussions</li> <li>• partner talk</li> <li>• no peek sort</li> </ul>
Formative	knowledge reasoning product	<ul style="list-style-type: none"> <li>• Words Their Way assessments</li> </ul>
Summative	knowledge reasoning	<ul style="list-style-type: none"> <li>• written Response</li> </ul>

**VIII. Fluency**

- A. Definition: communicate easily and accurately.

**Standards:**  
**CCSS:** R.L 2.4, RF. 2.4, RL 2.6, RL 2.10, SL, 2.1, SL 2.3, SL 2.4, SL 2.5, RI 2.10  
**CCRA:** R.4, SL.1, SL.2, SL.6

- B. How to
  - a. Mentor Text
  - b. Teacher Modeling
  - c. Classroom Discussion
  - d. Oral Responses
  - e. Written Responses
- C. What tools can help
  - a. Various texts
  - b. Graphic Organizers
  - c. Multimedia
- D. Student application and reflection

**Learning Targets Addressed:** Target 5

**Key Unit Resources**

- Making Meaning implemented via the workshop model

**Assessment Map:**

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> <li>• whole group modeling</li> <li>• partner practice</li> </ul>
Formative	knowledge reasoning	<ul style="list-style-type: none"> <li>• poetry</li> <li>• oral reading recordings</li> <li>• informal conferencing</li> </ul>
Summative	knowledge reasoning	<ul style="list-style-type: none"> <li>• fluency assessments</li> <li>• running records</li> </ul>