

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Grade 2

English Language Arts

2025

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CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem-solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Bookworms English Language Arts (ELA) block, a 45-minute component of the program's three daily instructional blocks, is built on the core belief that both teachers and students will embrace their identities as writers and engage in daily writing. This ELA block meticulously focuses on genre-based writing instruction, interactive read-alouds with robust vocabulary development, and explicit instruction in grammar and language standards. It's designed to seamlessly complement the "Shared Reading" and "Differentiated Instruction" blocks, together forming a comprehensive literacy program that fosters a deep engagement with high-quality texts and explicit skill development. An additional approximate 25-30 minutes should be spent daily on Word Study (based on the Foundations program).

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a module of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement through the writing process so that each student will see himself/herself as a writer and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their writing folders and writing supplies.
- they will increase their stamina and volume of writing as the year progresses.
- they will write every day and view themselves as writers.
- they will develop a repertoire of revising and editing strategies.
- they will confer with a partner or partners to reflect on their writing.
- they can utilize craft moves demonstrated in mentor texts and other books they read.
- they will learn to value the celebration of their writing pieces.

COURSE ESSENTIAL QUESTIONS

- Who am I as a writer?
- What are my writing tools?
- How do I get writing ideas that matter to me?
- How do I become a narrative story writer?
- How do I become a persuasive writer?
- How do I become an informational writer?
- Who is my writing audience?
- How do I revise my writing to add details?
- How do I hook my reader?
- How do I edit my writing pieces?
- How do I work with others to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process
- key writing vocabulary: sketch/draw, label, stamina, details, feelings, action, dialogue, topic, opinion/fact, reason/evidence, transitions, punctuation, beginning, middle, end, mentor text, and publish.

Students will be able to . . .

- write narrative texts that include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- write informational texts in which they introduce a topic, use facts and definitions to
- develop points, and provide a concluding statement or section.
- write opinion pieces in which they introduce the topic or book they are writing about,
- state an opinion, supply at least two 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.
- focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers.
- confer with peers to improve writing pieces.
- use capitalization and punctuation.

Grade 2 English Language Arts YEAR AT A GLANCE

September- mid November	Bookworms ELA Module 1 Module 1 will include three units: Telling Our Stories, Ways Our World Works, and Animals in the Wild. - Unit 1: Telling Our Stories Students will learn how to tell their own stories in writing and will continue to explore narrative structure in the writing of others. They will also use opinion writing structure to tell their opinion about a book. The lessons work together to reinforce fiction text structure understanding through producing new text and analyzing existing text. - Unit 2: Ways Our World Works Students will investigate the world of invisible forces and waves by studying magnetism and sound. They will learn that scientists devise methods to study and represent force and motion. The lessons in this unit work together to reinforce students' understanding of multiple informative text structures, helping students understand the benefit of consulting multiple sources to inform their understanding of a topic. - Unit 3: Animals in the Wild Students will learn how animals and insects keep themselves safe, and how to write an informative text about an animal in the wild. The lessons in this unit work together to reinforce students' understanding of multiple informative text structures, and help students learn why it is beneficial to read more than one book on the same topic.	Module 1 Grammar Review (capitalization, punctuation, nouns, verbs, adjectives), complete sentences (subject/predicate), sentence types (declarative, interrogative, exclamatory) Combining simple sentences ("and"), compound subjects & predicates (introduction) Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study
mid November- early February	Bookworms ELA Module 2 Module 2 will include four units: Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, and My Story, Your Story - Unit 1: Weather In this unit, students will reinforce their understanding of both narrative and nonfiction text structures. Through the analysis of a variety of texts, they will deepen their knowledge of content and organization. Students will apply their learning by composing an original fantasy narrative weather report, integrating key elements of narrative writing and informational structure. - Unit 2: Native American Legends In this unit, students will explore the structure and content of Native American legends and folktales, engaging in oral discussions and collaborative written responses. They will apply their knowledge of nonfiction text structures by writing a research report on a Native American tribe. The unit emphasizes the value of using multiple texts and text structures to deepen understanding of a topic. - Unit 3 Our Money, Our Choices: Earning, Saving, Spending In this unit, students will strengthen their understanding of narrative and informative text structures while learning about	Module 2 Grammar Regular plural nouns (review -s), irregular plural nouns (introduction - e.g., children, mice, feet) Possessive nouns (singular -'s) Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study

	goods, services, producers, and consumers. They will apply their knowledge by writing an informative earning, saving, and spending plan. The unit highlights how different genres can work together to support deeper understanding of a topic. • Unit 4 My Story, Your Story In this unit, students will build their understanding of narrative and opinion writing by analyzing text structure and writing techniques. They will apply their learning by writing a personal narrative and a book review, using knowledge from mentor texts to plan and develop their own writing.	
February-April	Bookworms ELA Module 3 Module 3 will include 4 units: Breaking Barriers, My Story, My Feelings, Making History, Making a Difference in Your World • Unit 1 Breaking Barriers In this unit, students will explore the lives and accomplishments of U.S. historical figures while strengthening their understanding of both narrative and nonfiction text structures. They will apply their learning by writing an opinion piece about which person they would like to meet and why, recognizing that biographies can present factual information in different ways. • Unit 2 My Story, My Feelings In this unit, students will strengthen their narrative writing skills by analyzing the author's craft and applying narrative structure and techniques to write a personal story about a time they felt a strong emotion. The focus is on creating vivid, engaging writing through thoughtful planning and revision. • Unit 3 Making History In this unit, students will explore narrative-style nonfiction texts about U.S. historical figures who stood up to prejudice. They will learn how biographies can share factual information through story structure and apply their understanding by writing an opinion piece about the challenge of doing what is right. The unit emphasizes using multiple texts to deepen understanding of a topic. • Unit 4 Making a Difference in Your World In this unit, students will deepen their understanding of narrative text structure by analyzing character behavior, thoughts, and motivations. Through exploring character development and change over time, students will learn to connect with characters and better understand their actions and feelings.	Module 3 Grammar Regular past tense verbs (-ed), irregular past tense verbs (introduction - e.g., went, ate, saw) Correct usage of present and past tense verbs in writing Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study
May - June	Bookworms ELA Module 4 Module 4 will include 4 units: For Love of Country, A Cinderella Story, Earth and Space: Moving, Growing, Changing and Look How Far I've Come • Unit 1 For Love of Country In this unit, students will learn about U.S. symbols and their significance while reinforcing their knowledge of fiction and nonfiction text structures. Through discussion and collaborative writing, they will explore how using multiple texts can deepen understanding of historical and symbolic topics. • Unit 2 A Cinderella Story In this unit, students will explore different cultural versions of the Cinderella story to analyze fairy tale and folktale structure. They will strengthen their	Module 4 Grammar Review of adjectives, adverbs (introduction - how, when, where, often -ly) Using adjectives and adverbs to make sentences more interesting Continued practice applying

	compare-contrast skills and apply their learning by writing an informative piece comparing two versions of the tale. The unit highlights how the same story can be told in different ways across cultures. • Unit 3 Earth and Space: Moving, Growing, Changing In this unit, students will explore various nonfiction text structures while learning about influential scientists and natural life cycles. Through discussion and collaborative writing, they will deepen their understanding of how different nonfiction texts can connect to one overall theme through related subtopics. • Unit 4 Look How Far I've Come In this unit, students will apply their knowledge of opinion and narrative writing to express which book they believe is the best and reflect on their growth as readers and writers. The unit reinforces writing structure and supports students in using reflective and opinion writing to communicate their ideas clearly.	grammar rules through varied writing activities, analyzing mentor texts, and word study (affixes) Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study
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ELA Module 1:

Telling Our Stories, Ways Our World Works, Animals in the Wild

Connecticut Framework: The Common Core State Standards

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.

RL.2.2 Recount stories, including fables

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

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

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.

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.2.3 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.

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.2.7 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).

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

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, and folktales from diverse cultures, and determine their central message, lesson, or moral.

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.2.1.c Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.b Use commas in greetings and closings of letters.

L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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).

SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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

SUBJECT Grade 2 ELA
MODULE 1: Telling Our Stories, Ways Our World Works, Animals in the Wild
Unwrapped Performance Standards
Concepts: Need to know about: • narrative text structure (e.g., plot, setting, characters, conflict, resolution) • narrative writing structure (e.g., beginning, middle, ending) • informative text structure (e.g., description, sequence, cause/effect) • informative writing structure (e.g., introduction, subtopics, details, conclusion) • opinion writing structure (e.g., introduction, reasons, examples, conclusion) • use of multiples sources • genre differentiation (narrative, opinion, and informative texts) • planning • drafting • revising • editing • text analysis
Skills Need to be able to: • participate in oral discussions • complete daily written response tasks • build text structure anchor charts • describe narrative and informative text structures and content • analyze text content • summarize the text • provide relevant reasons and evidence to support their statements or opinions • evaluate narrative and informative genre writing examples • differentiate one genre from another • differentiate between well-written texts and texts which need improvement • move through the writing process of determining a topic, planning, drafting, revising, and editing

SUBJECT

Grade 2 ELA

MODULE 1:

Telling Our Stories, Ways Our World Works, Animals in the Wild

Big Ideas

Student's statements of enduring ideas

1. Animals use different ways to stay safe, and we can explain what we've learned by writing to teach others.
2. We share our ideas through personal stories and opinions, and learn how story structure helps us become better readers and writers.
3. We explore magnetism and sound, learn how scientists study motion, and see how reading different texts helps us understand science better.

Essential Questions

Teacher's guiding questions

1. How do writers use structure and details to tell stories and share their opinions?
2. How do scientists use texts and tools to help us understand invisible forces like magnetism and sound?
3. How do animals protect themselves, and how can we use what we learn to teach others through writing?

SUBJECT

Grade 2 ELA

MODULE 1:

Telling Our Stories, Ways Our World Works, Animals in the Wild

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. participate in oral discussions
2. complete daily written response tasks
3. build text structure anchor charts
4. describe narrative and informative text structures and content
5. analyze text content
6. summarize the text
7. provide relevant reasons and evidence to support their statements or opinions
8. evaluate narrative and informative genre writing examples
9. differentiate one genre from another
10. differentiate between well-written texts and texts which need improvement
11. move through the writing process of determining a topic, planning, drafting, revising, and editing

Apply the Vision of the Graduate by:

- A. Communication and Collaboration: Students participate in oral discussions as a whole class and with partners to share ideas and understanding. They collaboratively build text structure anchor charts to demonstrate understanding of narrative and informative texts.
- B. Critical Thinking: Students analyze existing texts to understand narrative and opinion structures. They evaluate examples of narrative and informative genre writing to identify necessary components and quality indicators and consult multiple sources to deepen understanding of scientific topics and animal behaviors.

- C. Growth Mindset and Self-Efficacy: Students develop persistence by working through multiple steps to produce well-written texts. They take ownership of learning by integrating skills from multiple units to complete culminating research tasks. Students build confidence in evaluating and improving writing through analysis and revision.
- D. Emotional Intelligence: Students practice respectful communication during whole-class and partner discussions, listening actively to others' ideas and perspectives. They develop empathy by understanding diverse viewpoints through reading multiple texts on the same topic.

SUBJECT

Grade 2 ELA

MODULE 1:

Telling Our Stories, Ways Our World Works, Animals in the Wild

Instructional Strategies*Based on our department philosophy for student learning, teachers will:***Modeling and Guided Practice**

Teachers will model skills and guide students through practice, particularly for the culminating task.

Direct Instruction

Concepts such as "narrative elements," and "informative text elements," will be introduced through direct instruction.

Opinion Writing Tasks

Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing.

Sentence Formation and Composing Activities

Instruction will involve reviewing and expanding sentence structure, and combining and expanding sentences while building on previous lessons.

Writing to Demonstrate Comprehension

Students will be asked to reinforce fiction text structure understanding through production of new text and analyzing existing text.

Review and Reinforcement

The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts.

Formative Feedback

While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

SUBJECT

Grade 2 ELA

MODULE 1:

Telling Our Stories, Ways Our World Works, Animals in the Wild

Culminating Task

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Informative Writing: Frogs Research Report

Unit 3, Lessons 38-45

This Culminating Task will take 8 days to complete. The task is divided into two parts. First, students will learn about the structure and purpose of informative writing, and how to evaluate informative writing quality. After that, they will apply what they have learned about informative writing, informative text structure, and content about frogs, to collaboratively plan and write an informative text about frogs. Successful completion of this task allows students to use writing to demonstrate how well they have learned both content knowledge and literacy skills.

- Collect this Culminating Task for a grade, and evaluate using the Grade 2: Frogs Research Report Rubric and the Grade 2: Editing and Revision Rubric. As the first informative writing piece of the year, consider collecting or keeping copies of each one to use as a baseline for evaluating students' informative writing progress moving forward.
- You might choose to share students' work after grading. Some sharing ideas include: hang it up, place it in your classroom library, or send it home for students to share with their families.

SUBJECT Grade 2 ELA	
MODULE 1: Telling Our Stories, Ways Our World Works, Animals in the Wild	
Pacing & Resources 45 Days Time Allotment: September- mid November The lessons in Unit 1 work together to reinforce fiction text structure understanding through producing new text and analyzing existing text. The lessons in Unit 2 and 3 work together to reinforce students' understanding of multiple informative text structures.	
Unit 1 Telling Our Stories	
Lessons 1-5	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lesson 3, we will connect to what they have learned about narrative text structure from Shared Reading and the book <i>Arthur's Back to School Day</i> .
Lessons 6-10	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. • In Lesson 6, we will connect to books students have read in Grade 1, and to books students have read at home or at other times in school. • In Lesson 7, we will connect to what students remember about narrative writing from ELA Days 1–5 and to Shared Reading and the content of Arthur's Back to School Day. • In Lesson 8, we will connect to the content of a book in Shared Reading in Grade 1: Nate the Great and the Fishy Prize. • In Lessons 9 and 10, we will connect to Shared Reading and the content of Arthur's Back to School Day.
Lessons 11-12	In these lessons, we will help students make connections to what they have learned so far. In Lesson 11, we make connections to characters' needs in Shared Reading books <i>Arthur's Back to School Day</i> and <i>Henry and Mudge</i> . • In <i>A New Coat for Anna</i>, because of the war, her mother has no money and materials are scarce. So, Anna and her mother barter with many different people to gather and prepare the materials the tailor needs to make Anna's new coat. • This text is a picture book with a strong narrative text structure. However, it straddles the line between fiction and nonfiction because it is based on a true story but falls short of a biography. Students will collaboratively create a story map and add to it each day, to help them remember the most important information in the text.

	• For Lesson 11, it would be helpful to bring some cranberries. • For Lesson 12, try to find a picture of a garnet.
Lesson 13	In this lesson, we will help students make connections to what they have learned so far in lessons across the curriculum. • We will connect to the narrative content from Shared Reading in Arthur's Back to School Day and <i>Henry and Mudge</i> and ELA in A New Coat for Anna. • We will connect to opinion writing text structure and content from ELA and Book Review Lessons 6–10.
Lessons 14-20	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. In Lesson 18, we will connect to the thank you note students wrote during the lessons for <i>A New Coat for Anna</i>. • In <i>Gooney Bird Greene</i>, a new girl named Gooney Bird arrives in Mrs. Pidgeon's second grade classroom wearing pajamas and cowboy boots. When story time arrives, Mrs. Pidgeon and the class discover what an expert—and interesting—storyteller Gooney Bird is. • This text is a novel with a strong narrative text structure. Students will collaboratively create a summary statement chart for each chapter each day, to capture important ideas.
Unit 2 Ways Our World Works	
Lessons 21-22	In <i>Magnets Push, Magnets Pull</i>, magnetic force and the ways people use that force are explored through photograph-supported text with a topic-subtopic nonfiction text structure. Students will collaboratively create a semantic map, to organize and categorize the information they learn about how magnets work, and how people use magnets.
Lessons 23-28	In <i>Sounds All Around</i>, the text explores the various types of sound and how those sounds are both produced and received. This text is a picture book with a topic-subtopic nonfiction text structure. Students will collaboratively create a semantic map to organize and categorize the information they learn about sound.
Lessons 29-32	In <i>Clang! Ernst Chladni's Sound Experiments</i>, students will learn about the scientist known as the Father of Acoustics: Ernst Chladni. This text is a nonfiction picture book with a sequence of events text structure. Students will collaboratively create a list of events to help them keep track of what is happening in the story.
Unit 3 Animals in the Wild	
Lessons 33-34	In <i>Where in the Wild?</i>, students will learn about the ways a variety of wild animals hide from each other via camouflage. This text is a nonfiction picture book written partially in poetry text structure and partially in topic-subtopic text structure. Students will collaboratively create a Venn diagram to help them compare and contrast the predators and prey they learn about

	in this book.
Lessons 35-37	In <i>Camouflage: Changing to Hide</i> , students will learn about the different ways animals camouflage themselves, and why they do so. This text is a picture book with a topic-subtopic text structure. Students will collaboratively create a semantic map to help them organize the information they learn from the book.
Lessons 38-45	In this Culminating Task, students will plan and write a collaborative research report about the frog life cycle. To successfully complete this task, students must apply what they have learned so far during Shared Reading about how to make meaning from texts and from English Language Arts about how to share their thoughts and understandings in writing.

Grammar Scope and Sequence

Module	Weeks	Focus	Key Concepts	Ongoing Activities
1	1-3	Review & Expanding Sentence Structure	Review (capitalization, punctuation, nouns, verbs, adjectives), complete sentences (subject/predicate), sentence types (declarative, interrogative, exclamatory)	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study
	4-6	Combining & Expanding Sentences	Combining simple sentences ("and"), compound subjects & predicates (introduction)	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study

MODULE 2:

Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, My Story, Your Story

Connecticut Framework: The Common Core State Standards

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.

RL.2.2 Recount stories, including fables

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

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.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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.

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.

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.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

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.

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.2.3 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.

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.

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, and folktales from diverse cultures, and determine their central message, lesson, or moral.

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.2.1.c Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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).

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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).

SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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

SUBJECT Grade 2 ELA
MODULE 2: Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, My Story, Your Story
Unwrapped Performance Standards
Concepts: Need to know about:
Concepts: Need to know about: • narrative text structure (e.g., plot, setting, characters, resolution) • nonfiction text structure (e.g., cause/effect, compare/contrast) • informative writing structure (e.g., introduction, subtopics, conclusion) • opinion writing structure (e.g., introduction, reasons, examples, conclusion) • use of multiples sources • genre differentiation (narrative, opinion, and informative texts) • planning • drafting • revising • editing • text analysis
Skills Need to be able to: • participate in oral discussions • complete narrative, opinion, and informative genre writing tasks • build text structure anchor charts • describe nonfiction text structures and content • take the perspective of the subjects of the nonfiction texts • analyze text content • summarize the text • provide relevant reasons and evidence to support their statements or opinions • evaluate informative genre writing examples • differentiate one genre from another • differentiate between well-written texts and texts which need improvement • move through the writing process of determining a topic, planning, drafting, revising, and editing

SUBJECT

Grade 2 ELA

MODULE 2:

Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, My Story, Your Story

Big Ideas*Student's statements of enduring ideas*

1. We study stories and facts in different texts and use what we learn to write our own creative pieces.
2. We learn about Native American cultures by reading stories and facts, and then share what we learned through writing and discussion.
3. We explore how people make smart choices with money and show what we've learned by creating our own money plan.

Essential Questions*Teacher's guiding questions*

1. How can understanding different text structures help us become better readers and writers?
2. How do stories and facts work together to help us learn about Native American cultures and traditions?
3. How can reading stories and informational texts help us understand how people earn, save, and spend money?

SUBJECT

Grade 2 ELA

MODULE 2:

Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, My Story, Your Story

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. participate in oral discussions
2. complete narrative, opinion, and informative genre writing tasks
3. build text structure anchor charts
4. describe nonfiction text structures and content
5. take the perspective of the subjects of the nonfiction texts
6. analyze text content
7. summarize the text
8. provide relevant reasons and evidence to support their statements or opinions
9. evaluate informative genre writing examples
10. differentiate one genre from another
11. differentiate between well-written texts and texts which need improvement
12. move through the writing process of determining a topic, planning, drafting, revising, and editing

Apply the Vision of the Graduate by:

- A. Communication and Collaboration: Students participate in oral discussions as a whole class and with partners to share ideas and understanding. They collaboratively build text structure anchor charts to demonstrate understanding of narrative and informative texts.

- B. Critical Thinking: Students analyze existing texts to understand narrative and opinion structures. They evaluate examples of narrative and informative genre writing to identify necessary components and quality indicators. Students consult multiple sources to deepen understanding of scientific topics and animal behaviors.
- C. Growth Mindset and Self-Efficacy: Students persist through the writing process—planning, drafting, revising, and editing—to improve writing quality. They take on new challenges such as fantasy narratives, research reports, informative plans, and personal narratives.
- D. Emotional Intelligence: Students practice respectful communication during whole-class and partner discussions, listening actively to others' ideas and perspectives. They develop empathy by understanding diverse viewpoints through reading multiple texts on the same topic.

SUBJECT Grade 2 ELA
MODULE 2: Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, My Story, Your Story
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
Modeling and Guided Practice Teachers will model skills and guide students through practice, particularly for the culminating task. Direct Instruction Concepts such as "narrative elements," and "informative text elements," will be introduced through direct instruction. Opinion Writing Tasks Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing. Sentence Formation and Composing Activities Instruction will involve use of plural nouns, as well as possessive nouns while building on previous lessons. Writing to Demonstrate Comprehension Students will be asked to reinforce fiction text structure understanding through production of new text and analyzing existing text. Review and Reinforcement The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts. Formative Feedback While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

SUBJECT
Grade 2 ELA

MODULE 2:

Culminating Task

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

**Informative Writing: Native Americans Research Report
Unit 2, Lessons 20-27**

This Culminating Task will take 8 days to complete. First, students will practice evaluating informative writing quality. Then, they will apply what they have learned about informative writing structure and content, and what they've learned about the Cheyenne, Cherokee, Hopi, and Mohawk Native American tribes during Shared Reading, to plan and write an informative report about either the Cherokee, Hopi, or Mohawk tribes. Successful completion of this task allows students to use writing to demonstrate their content knowledge and literacy skill.

- Collect this Culminating Task for a grade and evaluate using the Grade 2: Native Americans Research Report Rubric and the Grade 2: Editing and Revision Rubric.
- Compare this writing to students' previous informative writing to determine progress over time.
- You might choose to share students' work after completion: compile into a class book for your classroom library, hang up for display, and/or send copies home for students to share with their families.

SUBJECT Grade 2 ELA	
MODULE 2: Weather, Native American Legends, Our Money, Our Choices: Earning, Saving, Spending, My Story, Your Story	
Pacing & Resources 45 lessons Time Allotment: mid November - early February	
The lessons in Unit 1 work together to reinforce nonfiction text structure knowledge through analyzing existing text, and narrative text structure knowledge through analyzing multiple narrative text structures and producing new text. The lessons in Unit 2 work together to reinforce students' understanding of legend and folktale narrative text structures. The lessons in Unit 3 work together to reinforce students' understanding of narrative and informative text structures. The lessons in Unit 4 work together to strengthen students' narrative writing elements and text structure knowledge, and opinion writing element knowledge.	
Unit 1 Weather	
Lessons 1-2	In <i>Going Home: The Mystery of Animal Migration</i> , the text tells about different animals and the ways they migrate: by land, by air, or by sea. This text is a picture book with a combination of rhyming verse and prose text structures.
Lessons 3-9	In <i>Tornado</i> , farmhand Pete gathers the family into the storm cellar to wait out the tornado. To pass the time, Pete tells the family about a very special dog Pete knew when he was a boy. This text is one overall story, with another story interwoven in the main story.
Lessons 10-12	In <i>Cloudy With a Chance of Meatballs</i> , the weather in the town of Chewandswallow was unusual, but predictable, with food falling from the sky three times a day—breakfast, lunch, and dinner. But one day the weather began to change, and life in the little town took a turn for the worse. This text is a picture book with a strong narrative text structure.
Lesson 13	In this lesson, we will help students make connections to what they have learned so far in lessons across the curriculum.
Unit 2 Native American Legends	
Lessons 14-15	In <i>The Girl Who Loved Wild Horses</i> , a Native American girl from long ago loved horses very much and spent her days caring for her village's herd. One day when the weather turned dangerous, the girl and the horses fled for safety and ended up lost. Will they ever be able to return home? This text is a picture book with a strong narrative text structure.
Lessons 16-17	In <i>The Legend of the Bluebonnet: An Old Tale of Texas</i> , a Native American girl named She-Who-Is-Alone and her people, the Comanche, are starving because there has been no rain.

	How will the People survive this famine? This text is a picture book with a strong narrative text structure.
Lessons 18-19	In <i>Arrow to the Sun</i> , a Pueblo Native American folktale, a Boy leaves home to find his father and prove himself. This text is a picture book with a strong narrative text structure.
Lessons 20-27	In this culminating task, students will apply what they have learned about informative writing structure and content, and what they've learned about the Cheyenne, Cherokee, Hopi, and Mohawk Native American tribes during Shared Reading, to plan and write an informative report about either the Cherokee, Hopi, or Mohawk tribes. Successful completion of this task allows students to use writing to demonstrate their content knowledge and literacy skills.
Unit 3 Our Money, Our Choices: Earning, Saving, Spending	
Lessons 28-29	In <i>Alexander, Who Used to Be Rich Last Sunday</i> , a boy named Alexander tries to save his money to get a walkie-talkie. But his money quickly disappears through a series of not-well-thought-out decisions on Alexander's part. This text is a picture book with a strong narrative text structure.
Lessons 30-31	In <i>Who's Buying? Who's Selling?</i> , students will learn about how people use their money to get the things they want. This text is a picture book with a topic-subtopic nonfiction text structure.
Lessons 32-33	In <i>My Rows and Piles of Coins</i> , a young Tanzanian boy named Saruni is saving his money to buy himself a bicycle. This text is a picture book with a strong narrative text structure.
Lessons 34-35	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum: terms and concepts (goods and services, costs and benefits, and consumers and producers), spending and saving decisions.
Unit 4 My Story, Your Story	
Lessons 36-42	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Students will connect narrative writing and structure from the year's first Personal Narrative writing unit. Students will connect narrative structure and content from the Read Aloud text <i>Gooney Bird Greene</i> .
Lessons 43-44	In <i>Miss Rumphius</i> , young Alice Rumphius tells her grandfather that in her lifetime, she wants to travel the world and live by the sea, just like him. But her grandfather tells her there is one more thing she must do: something to make the world more beautiful. How will young Alice complete this task? This text is a picture book with a strong narrative text structure.
Lessons 45	In these lessons, students will connect to structure from the Genre Writing lesson Book Review: <i>A New Coat for Anna</i> and content from the Read Aloud text <i>Miss Rumphius</i> .

Grammar Scope and Sequence

Module	Weeks	Focus	Key Concepts	Ongoing Activities
2	7-9	Nouns: Plural Forms	Regular plural nouns (review -s), irregular plural nouns (introduction - e.g., children, mice, feet)	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study
	10-12	Nouns: Possessives	Possessive nouns (singular - 's)	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study

MODULE 3:

Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World

Connecticut Framework: The Common Core State Standards

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.

RL.2.2 Recount stories, including fables

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

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.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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.

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.

RL.2.10 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.

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.

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

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.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

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.

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.2.3 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.

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.

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, and folktales from diverse cultures, and determine their central message, lesson, or moral.

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.2.1.c Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.3.a Compare formal and informal uses of English.

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).

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).

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

SUBJECT Grade 2 ELA
MODULE 3: Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World
Unwrapped Performance Standards
Concepts Need to know about: • biographical text structure (e.g., chronological, cause/effect, problem/solution) • narrative text structure (e.g., plot, setting, characters, conflict, resolution) • narrative writing structure (e.g., beginning, middle, ending) • informative text structure (e.g., description, sequence, cause/effect) • informative writing structure (e.g., introduction, subtopics, details, conclusion) • opinion writing structure (e.g., introduction, reasons, examples, conclusion) • use of multiples sources • genre differentiation (narrative, opinion, and informative texts) • planning • drafting • revising • editing • text analysis
Skills Need to be able to: • analyze character behavior and thinking • examine a character’s growth and change across time • complete opinion genre writing tasks • participate in oral discussions • collaboratively build text structure anchor charts • write questions they would like to ask the author • plan and write an opinion piece • move through the writing process of determining a topic, planning, drafting, revising, and editing

SUBJECT

Grade 2 ELA

MODULE 3:

Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World

Big Ideas*Student's statements of enduring ideas*

1. We can learn about important people in history in different ways and share our own opinions about who we admire.
2. We can write meaningful stories by clearly showing what happened and how we felt.
3. We can learn about brave choices from true stories and use what we read to share our own opinions in writing.

Essential Questions*Teacher's guiding questions*

1. How can I use structure and details to write a personal story that shows how I felt and what happened?
2. How can writers use structure and details to tell meaningful stories about their own experiences?
3. How can true stories about people from history help us understand what it means to do the right thing?

SUBJECT

Grade 2 ELA

MODULE 3:

Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. analyze character behavior and thinking
2. examine a character's growth and change across time
3. complete opinion genre writing tasks
4. participate in oral discussions
5. collaboratively build text structure anchor charts
6. write questions they would like to ask the author
7. plan and write an opinion piece
8. move through the writing process of determining a topic, planning, drafting, revising, and editing

Apply the Vision of the Graduate by:

- A. Communication and Collaboration: Students participate in oral discussions as a whole class and with partners to share ideas and understanding. They collaboratively build text structure anchor charts to demonstrate understanding of narrative and informative texts.
- B. Critical Thinking: Students analyze existing texts to understand narrative and opinion structures. They evaluate examples of narrative and informative genre writing to identify necessary components and quality indicators. Students reflect on complex ethical decisions faced by historical figures and relate these to personal choices.
- C. Growth Mindset and Self-Efficacy: Students persist through the writing process—planning, drafting, revising, and editing—to improve writing quality. They take on new challenges such as fantasy narratives, research reports, informative plans, and personal narratives.
- D. Emotional Intelligence: Students practice respectful communication during whole-class and partner discussions, listening actively to others' ideas and perspectives. They develop empathy by understanding diverse viewpoints

through reading multiple texts on the same topic. Students show responsibility by thoughtfully considering and respecting historical perspectives in writing.

SUBJECT Grade 2 ELA
MODULE 3: Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
Modeling and Guided Practice Teachers will model skills and guide students through practice, particularly for the culminating task. Direct Instruction Concepts such as "narrative elements," and "informative text elements," will be introduced through direct instruction. Opinion Writing Tasks Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing. Sentence Formation and Composing Activities Instruction will involve use of both past and present tense verbs while building on previous lessons. Writing to Demonstrate Comprehension Students will be asked to reinforce fiction text structure understanding through production of new text and analyzing existing text. Review and Reinforcement The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts. Formative Feedback While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

MODULE 3:

Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World

Assessments/Common Learning Experiences

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Opinion Writing: Making Good Choices Unit 3, Lessons 26-30

This Culminating Task will take 5 days to complete. First, students will decide whether making the right choice is easy or difficult, and will learn how to have respectful conversation about this topic with a peer who disagrees with their position. Then students will apply what they have learned about the difficulty or ease of choosing to do the right thing to plan and write an opinion writing piece arguing for whether making that choice is easy or difficult. Successful completion of this task allows students to use writing to demonstrate how well they have learned both content knowledge and literacy skills.

- Collect this Culminating Task for a grade and evaluate using the Grade 2: Making Good Choices Rubric and the Grade 2: Editing and Revision Rubric.
- Compare this writing to students' previous opinion writing to determine progress over time.
- You might choose to share students' work after completion: compile into a class book for your classroom library, hang up for display, and/or send copies home for students to share with their families.

SUBJECT Grade 2 ELA	
MODULE 3: Breaking Barriers, My Story My Feelings, Making History, Making a Difference in Your World	
Pacing & Resources 45 days Time allotment: early February-April The lessons in these units work together to strengthen students' fiction and nonfiction text structure knowledge, and to demonstrate the idea that biographical books can have a variety of text structures, and to strengthen student narrative writing structure and content knowledge.	
Unit 1 Breaking Barriers	
Lessons 1-3	In <i>Helen Keller: Break Down the Walls!</i> , students will learn about Helen Keller, a girl who was deaf and blind but learned to speak and read, and advocated for others who were deaf and blind. This text is a biography.
Lessons 4-5	In <i>Amelia and Eleanor Go for a Ride</i> , students will hear the story of two very famous women, Amelia Earhart and Eleanor Roosevelt, and the time they took a very famous ride together. This text is a picture book with a narrative nonfiction text structure.
Lessons 6-7	In <i>Mudball</i> , students will hear the legendary story of Andy Oyler, a real person who played baseball for the Minneapolis Millers more than a hundred years ago, and the game that changed his baseball luck one day in 1903. This text is a picture book with a narrative text structure.
Lesson 8	In this lesson, we will help students make connections to what they have learned so far in lessons across the curriculum.
Unit 2 My Story My Feelings	
Lesson 9-18	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Students will connect narrative text structure and content, and connect narrative introduction techniques from Narrative Writing: My Experience.
Unit 3 Making History	
Lessons 19-20	In <i>Dad, Jackie, and Me</i> , students will hear the story of a hearing boy and his deaf father the day they went to a baseball game on Opening Day in 1947 and saw the Brooklyn Dodgers play the New York Giants at Ebbets Field. This text is a picture book with a strong narrative text structure.
Lessons 21-22	In <i>The Story of Ruby Bridges</i> , students will hear the true story of Ruby Bridges, a Black child who famously went to a school for White children and bravely faced angry mobs of parents every day who didn't want her to be there. This text is a picture book with a strong narrative nonfiction text structure.

Lessons 23-25	In <i>My Brother Martin</i> , Martin Luther King Jr.'s sister, Christine King Farris, shares her memories of Martin and his siblings as they were growing up. This text is a picture book with a strong narrative nonfiction text structure.
Lessons 26-30	In this culminating task, students will apply what they have learned about the difficulty or ease of choosing to do the right thing to plan and write an opinion writing piece arguing for whether making that choice is easy or difficult. Successful completion of this task allows students to use writing to demonstrate how well they have learned both content knowledge and literacy skills.
Unit 4 Making a Difference in Your World	
Lessons 31-50	In <i>Poppy</i> , when tragedy strikes, a young mouse named Poppy finds herself and her family in danger. She decides to face her fears and try to lead her family to a safer home and a better life. But will she succeed? This text is a novel with a strong narrative text structure.

Grammar Scope and Sequence

Module	Weeks	Focus	Key Concepts	Ongoing Activities
3	13-15	Verbs: Past Tense	Regular past tense verbs (-ed), irregular past tense verbs (introduction - e.g., went, ate, saw)	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study
	16-18	Using Present & Past Tense	Correct usage of present and past tense verbs in writing	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study

MODULE 4:

For Love of Country, A Cinderella Story, Look How Far I've Come!

Connecticut Framework: The Common Core State Standards

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.

RL.2.2 Recount stories, including fables

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

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.

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.

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.

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.

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

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.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10 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.

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.

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.2.3 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.

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.2.7 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).

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

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking and folktales from diverse cultures, and determine their central message, lesson, or moral.

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.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3.a Compare formal and informal uses of English.

L.2.4 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.

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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).

SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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

SUBJECT Grade 2 ELA
MODULE 4: For Love of Country, A Cinderella Story, Look How Far I've Come!
Unwrapped Performance Standards
Concepts: Need to know about: • Nonfiction text structure (e.g., description, sequence, cause and effect, problem and solution, compare and contrast). • Fiction text structure (e.g., plot, setting, characters, conflict, resolution). • Oral discussion • Collaborative written responses • Multiple books on similar historic/symbolic topics • Fairy tale text structure (e.g., once upon a time, magical elements, clear good vs. evil, happy ending). • Folktale text structure (e.g., oral tradition, cultural specificities, moral lessons). • Compare-contrast informative writing • Planning • Drafting • Revising • Editing • Text analysis
Skills Need to be able to: • complete opinion and narrative genre writing tasks • participate in oral discussions • provide relevant reasons behind symbolic designs for national symbols such as the American flag • list facts about a topic/event/item • synthesize information to determine appropriate actions based on content • compare and contrast content • describe defining characteristics of a topic or item • diagram items from text content • describe sequential processes in writing

- move through the writing process of determining a topic, planning, drafting, revising, and editing
- independently plan, draft, revise, and edit a memoir

SUBJECT

Grade 2 ELA

MODULE 4:

For Love of Country, A Cinderella Story, Look How Far I've Come!

Big Ideas*Student's statements of enduring ideas*

1. We can understand U.S. symbols by reading different texts and sharing what we learn through talking and writing.
2. Stories are told in different ways around the world, and by comparing them, we learn how writers share the same ideas in their own style.
3. Nonfiction texts can be written in different ways and connected by a big idea, like how scientists study nature's cycles.

Essential Questions*Teacher's guiding questions*

1. What can U.S. symbols teach us about our country, and why should we read more than one book about them?
2. How can reading different versions of the same story help us compare and learn about different cultures?
3. How can reading different nonfiction texts help us understand scientists' work and the natural cycles of the Earth?

SUBJECT

Grade 2 ELA

MODULE 4:

For Love of Country, A Cinderella Story, Look How Far I've Come!

LEARNING OBJECTIVES*The students will be able to:***Students will be able to:**

1. complete opinion and narrative genre writing tasks
2. participate in oral discussions
3. provide relevant reasons behind symbolic designs for national symbols such as the American flag
4. list facts about a topic/event/item
5. synthesize information to determine appropriate actions based on content
6. compare and contrast content
7. describe defining characteristics of a topic or item
8. diagram items from text content
9. describe sequential processes in writing
10. move through the writing process of determining a topic, planning, drafting, revising, and editing
11. independently plan, draft, revise, and edit a memoir

Apply the Vision of the Graduate by:

- A. Communication and Collaboration: Students actively participate in oral discussions with partners and whole class. They collaborate on written response tasks and co-construct text structure anchor charts with peers.
- B. Critical Thinking: Students analyze and compare multiple versions of a story or nonfiction texts on the same topic. They synthesize information from different texts to determine appropriate actions or conclusions. Students apply understanding of text structures to inform writing and organize ideas.

- C. Growth Mindset and Self-Efficacy: Students demonstrate confidence in using writing skills to express personal insights and academic knowledge. They move through the writing process (planning, drafting, revising, editing) repeatedly, showing perseverance. Students reflect on personal growth as readers and writers over time.
- D. Emotional Intelligence: Students show awareness of how stories and texts reflect different cultural perspectives. They discuss and evaluate character actions and story themes to build empathy and understanding.

SUBJECT Grade 2 ELA
MODULE 4: For Love of Country, A Cinderella Story, Look How Far I've Come!
Instructional Strategies <i>Based on our department philosophy for student learning, teachers will:</i>
Modeling and Guided Practice Teachers will model skills and guide students through practice, particularly for the culminating task. Direct Instruction Concepts such as "narrative elements," and "informative text elements," will be introduced through direct instruction. Opinion Writing Tasks Teachers will assign specific tasks asking students to share their opinions about books, connecting to prior instruction in opinion writing. Sentence Formation and Composing Activities Instruction will involve use of both adjectives and adverbs, and enhancing writing with descriptors while building on previous lessons. Writing to Demonstrate Comprehension Students will be asked to reinforce fiction text structure understanding through production of new text and analyzing existing text. Review and Reinforcement The unit plans to connect to "previous opinion writing, sentence formation, and sentence composing instruction" by reviewing past tasks and concepts. Formative Feedback While rubrics are provided for assessment, use some tasks for "providing formative feedback," indicating ongoing, constructive feedback from teachers.

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Culminating Task

Through these assessments/experiences, students will demonstrate mastery of the learning objectives. Teachers will assess and provide feedback to students about the following:

Narrative Writing: Reading and Writing Identity Unit 4, Lessons 36-40

This culminating task will take 5 days to complete. In this task, students will reinforce their understanding of the structure and purpose of personal narrative writing. Within this structure, they will incorporate what they've learned about narrative text structure from books across the curriculum this year in both Shared Reading and Read Aloud and apply what they've learned about narrative writing and personal narrative writing techniques, to independently plan, write, revise, and edit a personal narrative about how they have grown and changed as a reader and a writer this year. Successful completion of this task allows students to demonstrate how well they can incorporate narrative elements into a unique narrative text structure and use that structure to reflect on their growth as second grade readers and writers.

In this Culminating Task, students will create a personal narrative that reflects on their growth as a reader and a writer over the course of their second grade school year. To complete this task, students must apply what they have learned about narrative text structure and personal narrative writing techniques in genre writing lessons across the year, then incorporate each learned element and their reflections into this personal narrative writing piece.

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Pacing & Resources 21 days Time allotment: April-June The lessons in Unit 1 work together to help students understand why it is beneficial to consult multiple books on similar historic/symbolic topics to learn more about that concept or topic. The lessons Unit 2 work together to build and strengthen students' text analysis and compare-contrast skills.	
Unit 1 The Flag We Love	
Lessons 1-3	In <i>The Flag We Love</i> , students will learn about the design and significance of the United States flag as a symbol of the country. This text is a picture book with a combination poetry and topic-subtopic nonfiction text structure.
Lessons 4-5	In <i>The Wall</i> , students will hear the story of one boy's encounter with The Wall—a Vietnam War memorial in Washington DC, and his observations of the other people who also visit The Wall that day. This text is a picture book with a strong narrative text structure.
Unit 2 A Cinderella Story	
Lessons 6-7	In <i>Cinderella</i> , students will hear the version of this traditional fairy tale that most people in the United States are familiar with: a young girl is treated poorly by her stepsisters and stepmother, her fairy godmother gets her to the palace ball where she meets the prince. This text is a picture book with a fairy tale narrative text structure.
Lessons 8-9	In <i>The Rough-Face Girl</i> , a Cinderella story from the Algonquin Native American people, a girl whose face is scarred by fire is mocked and called ugly by her sisters. But does beauty come from without...or within? This text is a picture book with a folktale narrative text structure.
Lessons 10-11	In <i>The Egyptian Cinderella</i> , a Cinderella fairy tale from Egypt, students will hear what happens after pirates steal a girl named Rhodopis from her home in Greece and sell her as a slave in Egypt. This text is a picture book with a strong narrative text structure.
Lessons 12-16	In these lessons, we will help students make connections to what they have learned so far in lessons across the curriculum. Throughout these lessons, we will connect to content from the Read Aloud texts <i>Cinderella</i> , <i>The Rough-Face Girl</i> , and <i>The Egyptian Cinderella</i> , and informative writing skills learned during informative genre writing lessons in Modules 1 and 2.

Unit 4 Look How Far I've Come!	
Lessons 36-40	In this culminating task, students apply what they've learned about narrative writing and personal narrative writing techniques, to independently plan, write, revise, and edit a personal narrative about how they have grown and changed as a reader and a writer this year. Successful completion of this task allows students to demonstrate how well they can incorporate narrative elements into a unique narrative text structure and use that structure to reflect on their growth as second grade readers and writers.

Grammar Scope and Sequence

Module	Weeks	Focus	Key Concepts	Ongoing Activities
4	19-21	Adjectives & Adverbs (Introduction)	Review of adjectives, adverbs (introduction - how, when, where, often -ly)	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study
	22-24	Enhancing Writing with Descriptors	Using adjectives and adverbs to make sentences more interesting	Sentence Composing (complex), Dictation & Sentence Generation, Shared & Independent Writing, Text Analysis, Word Study