

Grade 2 Language Arts Course Overview

Content Area: **English/Language Arts**
Course(s): **ILA-READING-2, ILA-WRITING-2**
Time Period:
Length: **Full Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS **East Brunswick New Jersey**

Superintendent of Schools
Dr. Victor P. Valeski

ENGLISH/LANGUAGE ARTS **Grade 2**

Course No. 4002 (Reading)
Course No: 4012 (Writing)

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Course Adoption: 04/21/1986
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Course Overview

Grade 2 Balanced Literacy Curriculum

The Grade 2 Balanced Literacy Program is primarily implemented through the Reading and Writing Workshop Model. Typically, each "workshop" begins with a mini-lesson during which the teacher models a particular reading or writing strategy. Students have an opportunity to discuss, ask questions, and try the strategy, often by turning and talking with a

partner as the teacher listens in. Following the mini-lesson students read or write independently for an extended period during which time the teacher observes, confers, and/or works with small groups of students with similar needs. At the culmination of the workshop session, selected students share their strategies and work with the class.

Direct Instruction in phonics, vocabulary, and word study is an important part of any Balanced Literacy Program. What is explicitly taught is carried into both the Reading and Writing Workshops.

Components of A Balanced Literacy Program

Phonics and Word Study

[Wilson Foundations](#) provides all students in K-3 classrooms with a systematic program in the foundational skills for reading (decoding) and spelling (encoding), emphasizing phonemic awareness, phonics-word study, fluency, vocabulary, handwriting, and spelling. [Level 2 Foundations®](#) builds on the basic skills that were learned in Foundations Levels K and 1 and progresses further into the study of word structure, focusing on advanced spelling rules and morphology. It is important to note that teachers should combine Foundations with a wide variety of text experiences, and expose students to poetry, narrative, and informational text.

Reading Workshop

Mini Lesson (5-7 minutes): A mini-lesson focuses on a specific concept. A typical mini-lesson includes a direct statement and modeling of the concept by the teacher, followed by a class discussion and execution of the concept taught.

- **Connection** - Teacher states the teaching point simply, clearly, and explicitly. He/she cues students so they get ready for the teaching point by using language such as, "Today, I am going to teach you..." or "Today you will learn..."
- **Teach** - Teacher models/explains/gives examples of the skill, strategy, or behavior she/he wants students to learn.
- **Active Involvement** - Students "have a go;" this is the time for students to practice the work the teacher just taught them.
- **Link** -Teacher ends the mini-lesson by linking the lesson to the work students will do during independent reading; linking is where the teacher reiterates his/her teaching point and directs the students to the work they will be doing during independent reading.

Independent Reading (20-30 minutes): During this time the teacher confers with individual students, takes conference notes on each child and meets with a guided and/or strategy group(s).

- **Guided Reading** - Teacher may meet with one to two guided reading groups each day. Guided reading groups consist of no more than six students on the same instructional reading level. Guided reading groups are flexible, constantly changing as the students' reading levels change.
- **Strategy Group** - Strategy groups are established based on who needs instruction on specific skills rather than level. Strategy groups are flexible and always changing based on students' needs. They should have no more than six students.
- **Mid-Workshop Interruption** - An intentional announcement used to communicate a brief pointer, reminder, or compliment halfway through independent practice. While students are working on an independent task, the teacher makes a brief interruption using a signal that gains everyone's attention (e.g. a bell, a patterned clap). Once everyone is attending, the teacher uses the moment to reinforce a teaching point, share an observation, address a misconception, or highlight an exemplar. Afterward, the teacher uses another signal to return students' attention back to their independent tasks. Giving a planned Mid-Workshop Interruption increases students' ability to maintain focus on a challenging task by allowing the brain to refresh and refocus; it is an opportunity to provide a framework for how students can continue working diligently for the remainder of the workshop.

Partner Reading (10 minutes): Students will talk with their partner about the books they are reading. Teachers facilitate the pairing of students in several different ways (same reading levels, below benchmark student with meeting or exceeding grade level student, meeting with exceeding, below grade level with approaching, etc.); what works in one classroom does not always work in another. Partnerships participate in discussions to strengthen their use of reading

strategies and their understanding of the text.

Share (3-5 minutes): Students and teacher return to meeting area to reinforce expectations and good reading habits. Teacher will choose several student/partnership exemplars to share what they did during independent practice and/or partner work.

Writing Workshop

Mini Lesson (5-7 minutes): A mini-lesson focuses on a specific concept. A typical mini-lesson includes a direct statement and model of the concept by the teacher, followed by a class discussion and execution of the concept taught.

- Connection - Teacher states the teaching point simply, clearly, and explicitly. He/she cues students so they get ready for the teaching point by using language such as, "Today, I am going to teach you..." or "Today you will learn..."
- Teach - Teacher models/explains/gives examples of the skill, strategy, or behavior she/he wants students to learn.
- Active Involvement - Students "have a go;" this is the time for students to try out the work the teacher just taught them.
- Link -Teacher ends the mini-lesson by linking the lesson to the work students will do during independent writing; linking is where the teacher reiterates his/her teaching point and directs the students to the work they will be doing during independent writing.

Independent Writing (20-30 minutes): During this time the teacher confers with individual students, takes conference notes and meets with a strategy group(s).

- Strategy Group - Strategy groups are flexible and always changing based on students' needs. They should have no more than six students.
- Mid-Workshop Interruption - An intentional announcement used to communicate a brief pointer, reminder, or compliment halfway through independent practice. While students are working on an independent task, the teacher makes a brief interruption using a signal that gains everyone's attention (e.g. a bell, a patterned clap). Once everyone is attending, the teacher uses the moment to reinforce a teaching point, share an observation, address a misconception, or highlight an exemplar. Afterward, the teacher uses another signal to return students' attention back to their independent tasks. Giving a planned Mid-Workshop Interruption increases students' ability to maintain focus on a challenging task by allowing the brain to refresh and refocus, and is an opportunity to provide a framework for how students can continue working diligently for the remainder of the workshop.

Partner Writing (10 minutes): Students will talk with their partners about their writing. Teachers facilitate the pairing of students based on student needs and skill level; what works in one classroom does not always work in another. Partnerships share their independent writing, ask each other questions and offer one another suggestions to help improve each other's work. Writing partnerships should be long term.

Share (3-5 minutes): Students and teacher return to meeting area to reinforce expectations and good writing habits. Teacher will choose several student/partnership exemplars to share what they did during independent practice.

Instructional Strategies

Shared Reading: Shared reading is an important component as it serves as the time for the teacher to model the active reading strategies (thinking/picturing aloud). This time can serve as an additional opportunity to model print strategies in an authentic setting. A shared reading text is one that can be seen by all students. This is also a time to teach vocabulary within the context of the book.

Close Reading: Reading a shorter text multiple times to uncover layers of meaning that lead to deep comprehension. This is another opportunity to teach vocabulary within the context of the book. This can be accomplished using the following types of text:

- Newspaper/magazine/current events article(s) like Time for Kids, Newsela, ReadWorks, etc.
- Web page excerpt on projector

- Poem
- Song
- Short Stories

Interactive Read Aloud: Reading aloud, one of the most important things teachers (and parents) can do. Reading aloud serves many purposes:

- Provides and promotes enjoyment and bonding
- A model for fluency, expression, and intonation
- Model active reading strategies (predict and infer, connect, visualize/envision, clarify, react, question, evaluate, summarize) to increase comprehension and enjoyment
- Encourage and scaffold conversation surrounding a text
- Reinforce the importance of story elements and story structure
- Increase listening and speaking skills

Shared Writing: Teacher teaches students how to write by writing with them. The process of writing is demonstrated by the teacher through a "write aloud" process. The teacher acts as a scribe while the students contribute ideas. The pen is always in the teacher's hand.

Use of Mentor Texts: as per the National Writing Project, [Mentor Texts](#) are pieces of literature that both teacher and student can return to and reread for many different purposes. They are texts to be studied and imitated. Mentor texts help students take risks and become different writers tomorrow than they are today. They help them try out new strategies and formats. They should be books that students can relate to and can even read independently *or* with some support. A mentor text doesn't have to be in the form of a book; a mentor text might be a poem, a newspaper article, song lyrics, comic strips, technical manuals, essays, etc.

[Link to Scope and Sequence Document for Grade 2](#)

Textbooks and Other Resources

Units of Study for Teaching Reading Grade 2, Lucy Calkins with Colleagues from the Reading and Writing Project, 2015

Units of Study for Teaching Writing Grade 2, Lucy Calkins with Colleagues from the Reading and Writing Project, 2013

The Fountas & Pinnell Literacy Continuum, Irene Fountas and Gay Su Pinnell, 2017

The Reading Strategies Book, Jennifer Serravallo, 2015

The Writing Strategies Book, Jennifer Serravallo, 2017

Foundations Level 2, Barbara Wilson, Wilson Language Corporation, 2012

ReadWorks

Standards

LA.RL.2	Reading Literature Text
LA.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.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.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.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
LA.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.
LA.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.
LA.RL.2.8	(Not applicable to literature)
LA.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.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.RI.2	Reading Informational Text
LA.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.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.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.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
LA.RF.2	Reading Foundation Skills
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.

LA.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.W.2	Writing
LA.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 conclusion.
LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
LA.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.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.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.
LA.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).
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.A	Follow agreed-upon norms 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).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.2	Language
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.1.A	Use collective nouns (e.g., group).

LA.L.2.1.B	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LA.L.2.1.C	Use reflexive pronouns (e.g., myself, ourselves).
LA.L.2.1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.2.A	Capitalize holidays, product names, and geographic names.
LA.L.2.2.B	Use commas in greetings and closings of letters.
LA.L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
LA.L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
LA.L.2.2.E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
LA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.2.3.A	Compare formal and informal uses of English.
LA.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.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.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).
LA.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).
LA.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).
LA.L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.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).
LA.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).

Grading and Evaluation Guidelines

Assessment:

Summative: Usually takes place at the end of a large chunk of learning and students/parents/teachers can use the results to see where the students' performance lies compared to either a standard or a group of students.

Running Records: Running Records are used to determine students' independent, instructional and frustration reading levels. During the administration of a Running Record, a teacher records the student's reading behaviors, miscues, retelling and answers to comprehension questions, as he/she reads a leveled book. Students' oral reading rate (fluency) – words per minute is also determined via a Running Record. The books are leveled along a gradient from Level A

(easiest) to Level Z (hardest).

Independent Reading Assessment: Assesses what students can do independently. Pinpoints students' comprehension during sustained reading of whole literary and informational texts.

On Demand Writing (WOD): On demand pre-assessments should be done before each unit in order to best assess students' ability within each genre. On demand post-assessments should also be done at the conclusion of each unit in order to show student growth. The on demand writing will be graded using a genre specific rubric based on the Writing Learning Progression. Prompts direct students to compose the best piece of writing they can - narrative, information, or opinion - in a fixed period of time.

Fundations Unit Tests: Administered at the end of each unit, Fundations Unit Tests measure a student's knowledge of concepts taught in a specific Fundations unit.

Formative: Considered to be the most powerful type of assessment, the results are used to modify and validate instruction. Students receive immediate feedback. Teachers guide students as they monitor their progress and set new learning goals. Examples of formative assessments used during Reading and Writing Workshop include:

- Observations during mini lesson, small groups, and partner work.
- Conferences (anecdotal notes)
- Notes from guided reading and strategy groups.
- Interactive class discussion
- Exit Slips
- Reading responses

Other Details

Language Arts: Grade 2

SCED Number: 51030

Course Number: 4002 (Reading)

Course Number: 4012 (Writing)

Schools: All Elementary (Bowne-Munro, Central, Chittick, Frost, Irwin, Lawrence Brook, Memorial, Warnsdorfer)

Minutes Per Week: 600

Course Duration: Full Year