CATHOLIC SCHOOLS

Communities of Faith, Knowledge and Service

ELA

Grade 2

Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow

DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to "Teach More" by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student's understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools

DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

Barbara Forest, M.A..   Denese Carter, M.Ed.
Courtney Gistorb, M.Ed.   Tracy Bock, Ed.S.

Frameworks

HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

Student focus Areas

Essential Questions

- *How does reading increase and deepen our experiences and understanding of a variety of writing formats?*
- *How does the use of English language structures and conventions help us to communicate effectively?*
- *How does oral language help us to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life?*
- *What are the ethical, moral, and legal implications of Internet use?*
- *How does the study of the language arts enable us to understand, communicate, and live Gospel values?*

Catholic School – ELA Standards (CS.GS)

CS.GS.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.GS.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.GS.3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.GS.4	Share how literature can contribute to strengthening one's moral character.

2nd Grade Reading Standards

STANDARDS FOR READING LITERATURE

Key Ideas and Details

DOA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.
DOA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DOA.RL.2.3	Describe how characters in a story respond to major events and challenges.

Craft and Structure

DOA.RL.2.4	Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text.
DOA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
DOA.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.

Integration of Knowledge and Ideas

DOA.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.
DOA.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.

Range of Reading and Level of Text Complexity

DOA.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.

STANDARDS FOR READING INFORMATIONAL TEXT

Key Ideas and Details

DOA.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.
DOA.RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
DOA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts in technical procedures in a text.

Craft and Structure

DOA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
DOA.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.
DOA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

STANDARDS FOR READING INFORMATIONAL TEXT continued…	
Integration of Knowledge and Ideas	
DOA.RI.2.7	Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
DOA.RI.2.8	Describe how reasons or evidence support specific points the author makes in a text.
DOA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity	
DOA.RI.2.10	By the end of the 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.

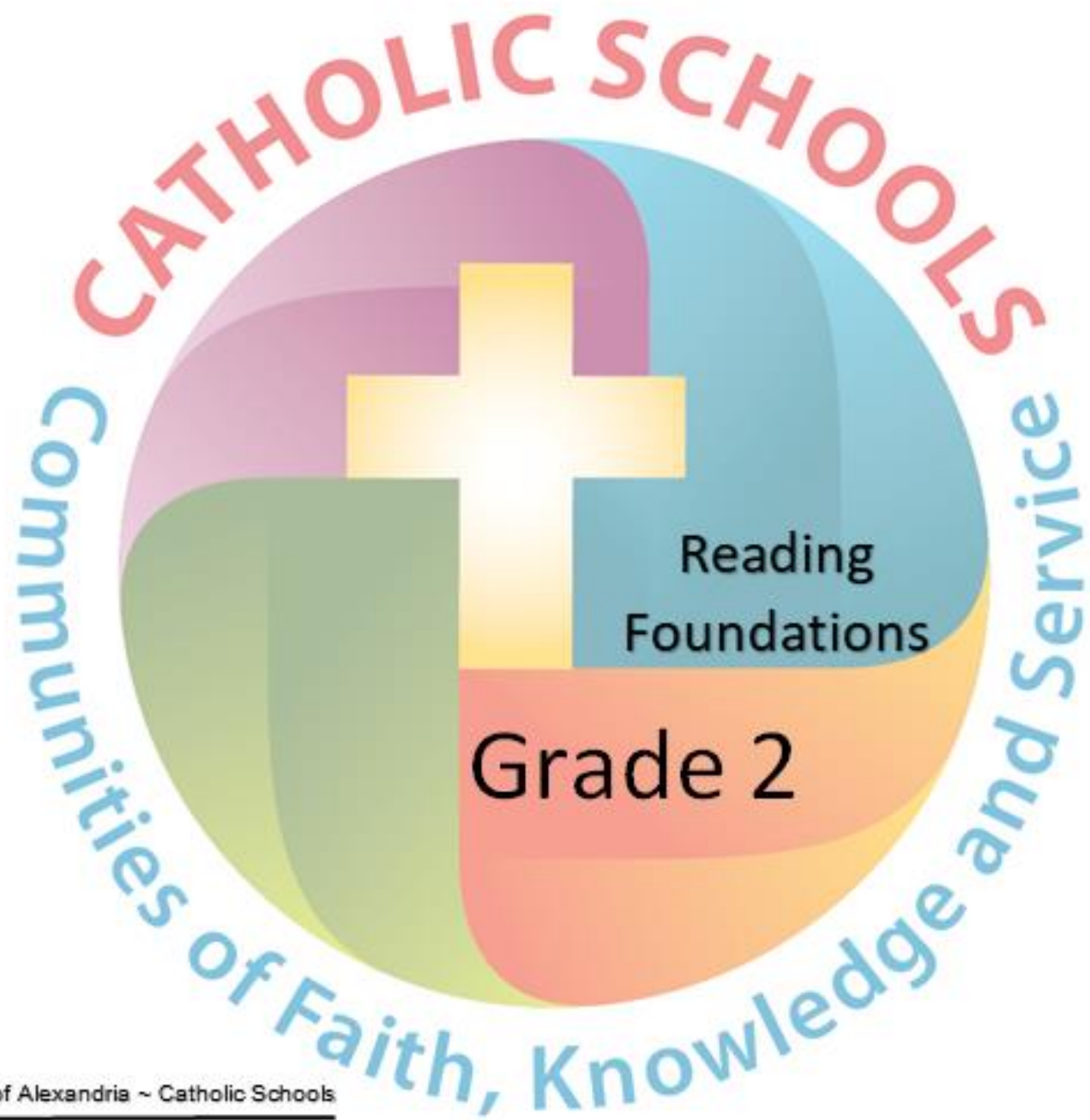| STANDARDS FOR VOCABULARY ACQUISITION AND USE IN READING	
DOA.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
DOA.L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
DOA.L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell)
DOA.L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
DOA.L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
DOA.L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
DOA.L.2.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DOA.L.2.5a	Identify real-life connections between words and their use. (e.g. describe foods that are spicy or juicy).
DOA.L.2.5b	Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny).
DOA.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).

2ⁿᵈ Grade Reading Standards

STANDARDS FOR COMPREHENSION AND COLLABORATION IN READING	
DOA.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.
DOA.SL.2.1a	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).
DOA.SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
DOA.SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOA.SL.2.2	Recount or describe key ideas or details from a text rea aloud or information presented orally or through other media.
DOA.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.

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Communities of Faith, Knowledge and Service

Reading Foundations

Grade 2

Diocese of Alexandria ~ Catholic Schools
Where faith and knowledge grow

Student focus Areas

- *How does reading increase and deepen our experiences and understanding of a variety of writing formats?*
- *How does the use of English language structures and conventions help us to communicate effectively?*
- *How does oral language help us to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life?*
- *What are the ethical, moral, and legal implications of Internet use?*
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CS.GS.4	Share how literature can contribute to strengthening one's moral character.

2nd Grade – RF Standards

|	Phonics and Word Recognition
DOA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
DOA.RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DOA.RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.
DOA.RF.2.3c	Decode regularly spelled two-syllable words with long vowels.
DOA.RF.2.3d	Decode words with common prefixes and suffixes.
DOA.RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.
DOA.RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.

6 Syllable Types for Spelling

1. Closed

Syllables that have a **single vowel followed by a consonant**. Often referred to as a CVC pattern.
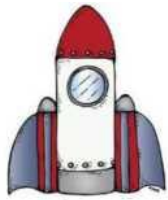
bath-tub   rock-et

2. Open

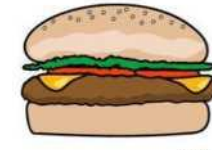Syllables that **end with a vowel**. In open syllable words, the vowel usually makes its long sound.

ti-ger   pa-per

3. R controlled

Syllables in which **an r follows the vowel(s)** the r "controls" the vowel sound.
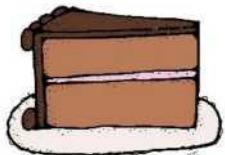
bur-ger   car-rot

4. Vowel + Silent e

Syllables that have a **single vowel with a silent e** at the end. Typically, the vowel makes the long sound in these syllables.

cake   bathrobe

5. Vowel Team

Syllables with **two vowels that act as a team** to create one sound (like ai, ee, ea and oa) or two sounds like (aw, ow, oi and oy)

rain-bow   cow-boy

6. Consonant + le
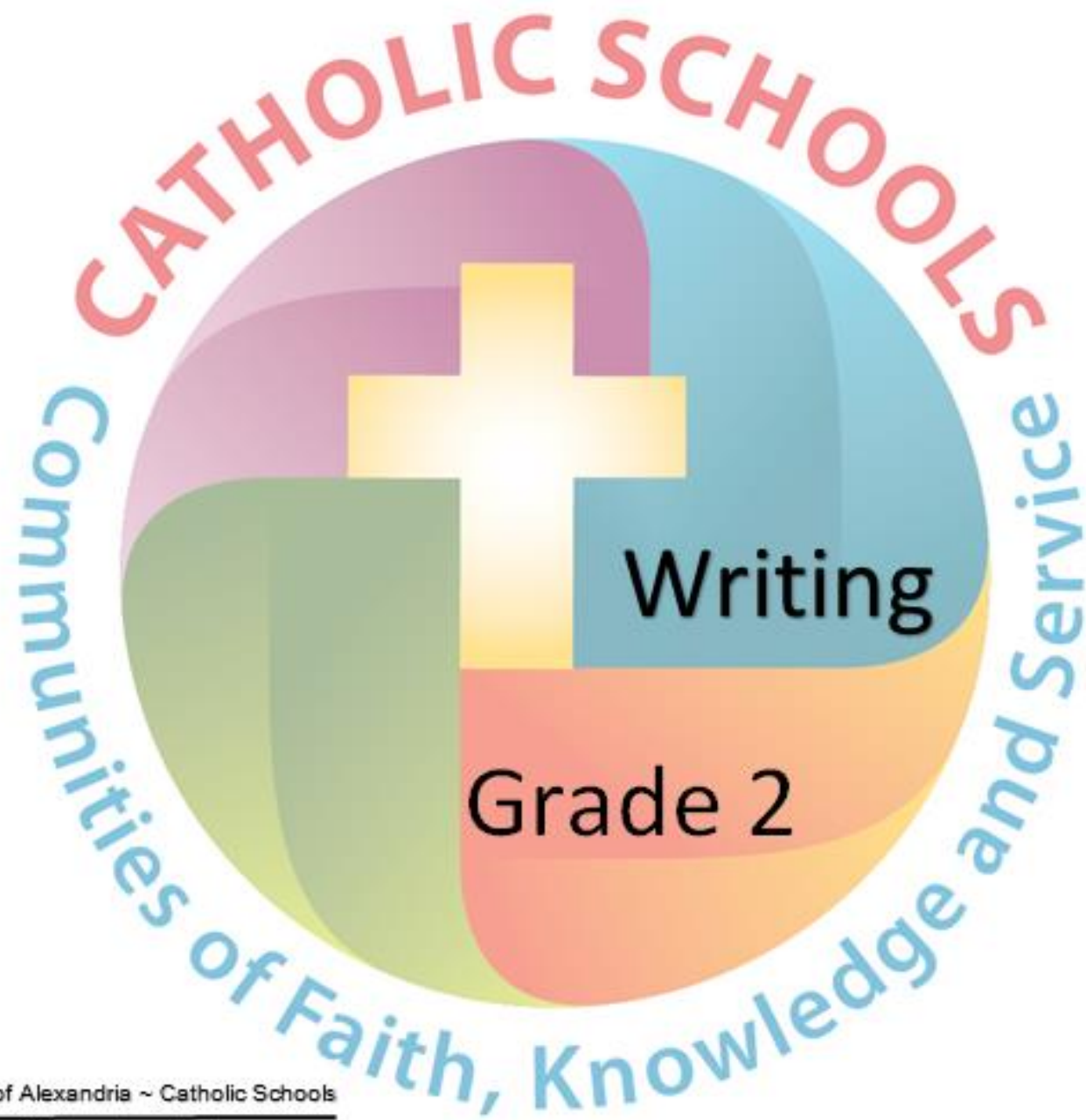
Syllables that have a consonant **followed by an -ie**. These syllables are unaccented and found at the end of the word.

ap-ple   tur-tle

CATHOLIC SCHOOLS

Communities of Faith, Knowledge and Service

Writing

Grade 2

Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow

Student focus Areas

Essential Questions

- *How does reading increase and deepen our experiences and understanding of a variety of writing formats?*

- *How does the use of English language structures and conventions help us to communicate effectively?*

- *How does oral language help us to learn, socialize, communicate, and participate fully in family, classroom, community, and parish life?*

- *What are the ethical, moral, and legal implications of Internet use?*

- *How does the study of the language arts enable us to understand, communicate, and live Gospel values?*

Catholic School – Writing Standards (CS.W)

CS.W.1	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
CS.W.2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.W.3	Use grammar as a means of signifying concepts and the relationship to reason.

2nd Grade Writing Standards

THE DIOCESE of ALEXANDRIA

WRITING STANDARDS	
Text Types and Purposes	
DOA.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.
DOA.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.
DOA.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.
Production and Distribution of Writing Standards	
DOA.W.2.5	With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing.
DOA.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.
Research to Build and Present Knowledge Standards	
DOA.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)
DOA.W.2.8	Recall relevant information from experiences or gather information from provided sources to answer a question.

Presentation of Knowledge and Ideas	
DOA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
DOA.SL.2.5	Create audio recordings of stories or poems with the guidance and support from adults and/or peers; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
DOA.SL.2.6	Produce complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.

2nd Grade Grammar Standards

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LANGUAGE STANDARDS

Conventions of Standard English

DOA.L.2.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
DOA.L.2.1a	Use collective nouns (e.g., group).
DOA.L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
DOA.L.2.1c	Use reflexive pronouns (e.g. myself, ourselves) and indefinite pronouns (e.g. anyone, everything).
DOA.L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told).
DOA.L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOA.L.2.1f	Produce, expand, and arrange 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).
DOA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOA.L.2.2a	Capitalize holidays, product names, and geographic names.
DOA.L.2.2b	Use commas in greetings and closings of letters.
DOA.L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.
DOA.L.2.2d	Generalize learned spelling patterns when writing words (e.g. cage $\longrightarrow$ badge, boy $\longrightarrow$ boil).
DOA.L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

DOA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
DOA.L.2.3a	Compare formal and informal uses of English.

2nd Grade Grammar

Grammar Guide

Students should enter third grade being able to:

- Write in print and cursive (grades K-2)
- Use basic parts of speech correctly (grades K-2)
- Use basic subject/verb agreement (grade 1)
- Produce complete simple and compound declarative, interrogative, imperative, and exclamatory sentences with proper capitalization and punctuation (grades K-2)
- Use commas in a series to separate single words and contractions correctly (grades 1-2)
- Generalize learned spelling patterns (grade 2)
- Consult reference material to check spelling (grade 2)
- Know the difference between formal and informal English (grade 2)

2nd Grade Writing Framework

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UNIT 1 NARRATIVE WRITING

Standards:
W.2.3, W.2.5, W.2.7, W.2.8, W.2.10, W.3.3, W.3.10, SL.2.1, SL2.1a, SL.2.2, SL.2.3, SL.2.4, SL2.6, L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3, L3.5a

Essential Questions:

1. What strategies can we use to develop ideas into meaningful narratives?
2. How can we study a published text and the authors' techniques to help us raise the level of our own writing?
3. How can we use the guidance of a mentor author and transfer those skills to our own writing?
4. What role does revising and editing play in making our writing as powerful as it can be?

Knowledge and Skills:

- State a clear purpose and maintain focus; sharpen ideas
- Rearrange words and sentences to improve meaning and focus
- Use strategies, such as tone, style and consistent point of view to achieve a sense of completeness
- Write coherent paragraphs that develop a central idea and have topic sentences and facts and details
- Use clear, precise and appropriate language
- Use figurative language and vivid words
- Use correct word order
- Use correct spelling, grammar; capitalize and punctuate correctly
- Correct sentence fragment
- Revise
- Edit and proofread
- Publish
- Narrative and writing such as personal narratives and stories

Suggested Mentor Texts:

- Owl Moon by Jane Yolen
- The Leaving Morning by Angela Johnson
- Diary of a Wimpy Kid by Jeff Kinney
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

2ⁿᵈ Grade Writing Framework

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UNIT 1 NARRATIVE WRITING

Goals	Suggested Mini lessons	Teacher's Notes
To prepare for this unit: • *Set up a writing center to include five page booklets, single sheets of paper, revision strips and flaps, writing caddies with pens, staplers, post it notes and date stamps* • *"Tiny Topic" notepads* • *Writing folders*		
Writers explore and implement strategies to generate topics and develop good habits for writing.	Writers choose meaningful stories to write by hearing stories from master authors.	Tiny Topic" notepads
	Writers choose meaningful stories by paying attention to the kinds of stories mentor authors tell.	
	Writers develop a topic into stories by planning and thinking.	
	Writers generate ideas by collecting details and jotting them down.	Objects for observation (ex: seashells) Magnifying glasses
	Writers develop strong endings to their stories by examining how professional writers construct their endings.	Good endings anchor chart
	Writers make sure their writing makes sense by rereading and looking for punctuation.	Demonstration writing that includes some misspellings
	Writers achieve writing goals by making plans and setting goals.	Quote from Jane Yolen Narrative Writing Checklist (enlarged) "Things That Make Us Stronger Writers" chart "Writing Goals" chart

2ⁿᵈ Grade Writing Framework

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UNIT 1 NARRATIVE WRITING

Writers study published texts to learn from authors' techniques in order to raise the level of their own writing.	Writers revise their writing by trying a few different ways to see what feels right and matches what they want their readers to take away.	Any story intended to make students laugh (ex: Diary of a Wimpy Kid by Jeff Kinney) Any story intended to make writers feel despair (ex: Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
	Writers model their own writing by studying different parts of mentor texts.	Powerful parts of texts, such as Owl Moon, marked with a post it. "Learning Writing Moves From Our Favorite Authors" chart
	Writers make their writing more powerful by trying out craft moves that mentor authors use.	Anchor chart
	Writers model their own writing by matching their writing with a published text.	
	Writers revise their writing for craft moves they chosen from a mentor text by questioning, "does this move make sense" for my own writing.	"Language Choices Jane Yolen Made" anchor chart
	Writers revise their writing focusing on how their writing sounds by examining mentor authors word choices.	
	Writers prepare to share their writing with an audience by examining the editing they have done to make sure it is correct.	Editing checklist

2nd Grade Writing Framework

THE DIOCESE of ALEXANDRIA

UNIT 1 NARRATIVE WRITING

Writers use the guidance of mentor authors to create their own pieces.	Writers learn from mentor authors by choosing their own mentor texts and studying them.	"How to Learn Writing Moves from a Mentor Text" chart Basket of mentor texts for students use
	Writers write in new, bold ways by choosing a specific strategy and practicing it.	
Writers revise and edit their writing aiming to make their writing as clear and powerful as it can be.	Writers revise their writing for accuracy by utilizing the opinions of their partners.	Narrative Writing Checklist
	Writers get their writing ready for publication by revising their writing for spelling, punctuation, and word choice.	Editing Checklist
	Writers acknowledge their achievements by preparing for a writing celebration.	

2nd Grade Writing Framework

UNIT 2 WRITING ABOUT READING

Standards:
W 2.1, W 2.5, W 2.6, W 2.7, SL 2.1, SL 2.2, SL 2.3, SL 2.4, SL 2.4,L 2.1, L 2.2, L2.3

Essential Questions:

- As writers, how do we write about our reading?
- As writers, how do we use more sophisticated, elaborative techniques to raise the level of our opinion writing?
- As writers, how do we support our opinions with text evidence to write nominations for our favorite books?

Knowledge and Skills:

- Respond to literature
- State a clear purpose and maintain focus; sharpen ideas
- Rearrange words and sentences to improve meaning an focus
- Use clear, precise, and appropriate language
- Combine, elaborate, and vary sentences
- Use correct spelling and grammar; capitalize and punctate correctly
- Correct sentence fragments and run-ons
- Revise drafts for varied purposes
- Edit and proofread for correct spelling, grammar, usage, and mechanics
- Publish own work

Suggested Mentor Texts:

- Any text with favorite/familiar characters (Henry and Mudge, Pinky and Rex, Harry the Dirty Dog)
- Pinky and Rex and the Bully
- Mercy Watson to the Rescue
- Poppleton by Cynthia Rylant

2nd Grade Writing Framework

THE DIOCESE of ALEXANDRIA

UNIT 2 WRITING ABOUT READING

Goals	Suggested Mini lessons	Teacher's Notes
Writers write about their reading by closely evaluating their books and keeping their audience in mind.	Writers who love stories share their opinions by writing letters to each other about favorite characters.	Envelopes with labels/addresses saying "Reader in Room " Anchor chart: " Uncovering our Opinions About Books"
	Writers rehearse for their writing with a partner by talking through the big ideas they are having about their books and add smaller details in as they begin to write.	
	Writers uncover additional details beyond the text by analyzing the pictures in books	
	Writers retell parts of the story to help their readers understand their opinion when writing about books	Sentence stems
	Writes choose the content of their letters by keeping the audience in mind.	Chart paper with opinion letter already written 2nd chart paper with a second version of the opinion letter written
	Writers check their work to be certain it is their best work by revising and editing their writing	Opinion Writing Checklist

2ⁿᵈ Grade Writing Framework

UNIT 2 WRITING ABOUT READING

Writers raise the level of their opinion writing through deeper analysis of texts and the use of more sophisticated elaborative techniques.	Writers make their letter writing stronger by writing opinions about more than one part of the book and planning for the different parts of their letter before drafting	Multiple pages of letter –writing paper stapled together to create a letter writing booklet. Anchor chart "Make it stronger, longer, and more convincing"
	Writers read books closely to be certain to notice all of the details in order to write letters that are more detailed and grow new ideas.	
	Writers support their opinions by looking for multiple pieces of evidence from the text.	Helpful Linking Words chart
	Writers inquire into how and when to use capital letters by looking into mentor texts	Chart "We use Capitals in our Writing..." Excerpt from a text that highlights the use of capital letters.
	Writers draw in and entertain their readers by adding in fun details to fancy up their writing.	

2nd Grade Writing Framework

THE DIOCESE of ALEXANDRIA

UNIT 2 WRITING ABOUT READING

Writers write nominations by supporting their opinions with text evidence.	Writers of nominations choose topics that they have strong opinions about by analyzing books and evaluating how they can support their opinion with reasons and details	Books the students may want to "nominate" for awards Nomination paper
	Writers support their opinions by using specific evidence from the text and use quotations marks when necessary.	"Using a Quote" chart
	Writers support their opinions by comparing characters, series, or kinds of books to explain why they think one is better than the other one.	
	Writers use mid-sentence punctuation to write longer and stronger sentences.	
	Writers read and study the work of other writers by trying to incorporate what they have learned in their own writing.	Stationery or index cards and markers, so children can write "compliment cards" to each other
	Writers critique their writing to determine their strengths and weaknesses by using assessment tools	Opinion writing checklist
	Writers work hard toward their goals. When they meet those goals, they reexamine their writing and set brand-new goals.	Chart paper with labeled Venn diagram Student writing from early in the year

2nd Grade Writing Framework

UNIT 3 LAB REPORTS AND SCIENCE BOOKS

Standards:
W 2.2, W 2.5, W 2.7, W 2.8, W 3.2, W 3.4, W 3.5, W 3.7, SL 2.1, SL 2.2, SL 2.3, SL 2.4, SL 3.1, SL3.4, L 2.1, L 2.2, L2.3, L2.4, L2.5, L2.6

Essential Questions:

- How do writers analyze the details before, during, and after an experiment to compose a lab report?
- How do writers deepen their writing skills by exploring and examining their experiments?
- How do writers analyze mentor texts to compare ideas to organize their informational writing?

Knowledge and Skills:

- State a clear purpose and maintain focus; sharpen ideas
- Rearrange words and sentences to improve meaning an focus
- Use clear, precise, and appropriate language
- Combine, elaborate, and vary sentences
- Use correct spelling and grammar; capitalize and punctate correctly
- Correct sentence fragments and run-ons
- Revise drafts for varied purposes
- Edit and proofread for correct spelling, grammar, usage, and mechanics
- Publish own work

Suggested Mentor Texts:

- Forces and Motion by John Graham
- Incredible Cross Sections by Stephen Biesty

2nd Grade Writing Framework

THE DIOCESE of ALEXANDRIA

UNIT 3 LAB REPORTS AND SCIENCE BOOKS

Goals	Suggested Mini lessons	Teacher's Notes
Writers use a procedural format to write like a scientist by analyzing the details before, during, and after an experiment.	Scientists write by using a specific format, a lab report, where they record all the details before, during, and after an experiment.	4-5 page stapled booklets (pages should have a picture box and 6-12 lines for writing) Chart with the Scientific Process (Question, Hypothesis, Procedures, Results, and Conclusion) Anchor Chart: "To Write like a Scientist"
	Writers study mentor texts when learning to write a new genre, (procedural writing), by asking, what the author has done that they could try as well.	Information Writing Checklist (enlarged and regular size)
	Scientific writers come up with their own ideas for what to write about by deciding on a question they want to find out about and then planning and testing their question with an experiment and recording all the steps as they go along.	
	Writers think deeply about their conclusions by asking themselves, "Why?" and then offering the best explanation they can based on their results.	Prompts to support partner talk Draft of a conclusion page to display "In conclusions.." charts
	Scientific writers improve their writing by learning more about their topic and then revising their writing based on their new knowledge.	Chart with scientific vocabulary
	Writers self-assess by making sure their writing reflects all they know how to do, and then set goals based on their analysis.	Information writing checklist "Words Science Experts Use" Chart

2nd Grade Writing Framework

UNIT 3 LAB REPORTS AND SCIENCE BOOKS

Scientific Writers deepen their writing skills by exploring and examining their experiments..	Scientific writers use all that they know by focusing on not only their scientific knowledge but also the writing process.	
	Scientific writers strengthen their writing by looking toward mentors for exemplary writing.	
	Scientific writers grow and extend their thinking by comparing the results of their experiments against other scientists' results.	
	Scientists use their initial results and writing to generate new experiments by revisiting their initial experiments and asking, "What do I still wonder?"	
	Scientists show their audience they are experts in their field by using domain- specific language when speaking and writing about their topics.	

2ⁿᵈ Grade Writing Framework

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UNIT 3 LAB REPORTS AND SCIENCE BOOKS

Writers analyze mentor texts to compare ideas to organize their informational writing.	Writers plan to write information books by planning how their information will go and choosing topics they know a lot about.	Copies of blank tables for contents pages in the writing center Mentor "table of contents"
	Writers draft the chapters of their books by looking back at their tables of contents and their plans and deciding what they will write first, then next.	
	Writers look to mentor texts to find ideas for their own writing by investigating how authors integrate scientific information into their writing.	Suggested texts: Incredible Cross Sections by Stephen Biesty
	Writers use comparisons in their informational books by comparing something that is new for their readers, to something they already know.	
	Scientific writers use strategies to share hard-to-understand concepts with their readers by slowing down their writing, magnifying pictures or images, and drawing pictures to show the insides of objects.	
	Writers explore mentor texts to determine how to write introductions and conclusions.	Sample introduction and conclusions for mentor text
	Writers edit their books by rereading and making their writing easier to read, inserting capitals, commas, and apostrophes where appropriate.	
	As scientific writers, we share our work with various audiences.	

UNIT 4 POETRY

Standards:
W.2.3, W.2.5, W.2.8, W.2.6, W.3.3b, W3.10, SL.2.1, SL.2.2, SL.2.3, SL.2.4, L.2.1, L2.2, L.2.3, L.2.4, L.2.5, L.2.6, L.3.3, L.3.3a

Essential Questions:

- As poets, how do we analyze the structures of poetry to determine the role that observations of our everyday life, our feelings, and sounds play within the genre?
- As poets, how can we experiment with language, word choice, and sound to create meaning in our poems?
- As poets, how do structures (the specific way of putting a poem together) relate to the sound and meaning of poems?
- As poets, what strategies can we use to revise and edit our poems?

Knowledge and Skills:

- Figurative language
- Repetition
- Word Choice
- Line breaks
- Sound
- Patterns
- Imagery
- Structure
- Revision
- Editing

Suggested Mentor Texts:

- Old Elm Speaks by Kristine O'Connell George

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UNIT 4 POETRY		
Goals	**Suggested Mini lessons**	**Teacher's Notes**
To Prepare for this unit: • Feature Poetry Around Room • Baskets of Poems available for student use • Baskets of various objects (some for teacher only and some for student use) • Poetry Folders		
Poets analyze the structures of poetry to see poetry through the "eyes of a poet."	Poets examine the craft of a poet by looking at things closely, caring about what they see and sometimes by making comparisons.	"Pencil Sharpener" by Zoe Ryder White enlarged on chart "Ceiling" by Zoe Ryder White enlarged on chart paper Reading Poetry Like a Poet anchor chart Baskets of various different objects for student exploration
	Poets examine the craft of poetry by paying attention to line breaks within the poem.	
	Poets generate ideas for their poems by choosing topics that mean a lot to them and zooming in on one small thing, moment, object, or image.	Excerpt from "Valentine for Ernest Mann" by Naomi Nye Strategies Poets Use to Write Poems
	Poets formulate ideas for poems by asking themselves, "Does this idea contain both strong feelings and concrete details?"	
	Poets edit their poems by paying close attention to spelling and draw on strategies to fix their errors.	Model poem with spelling errors "Give it a Shot" spelling chart

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UNIT 4 POETRY

Poets experiment with language, word choice, and sound to generate ideas for writing meaningful poems.	Poets think carefully about word choice by choosing words that match what they are trying to say.	"Poetry Decisions that Strengthen Meaning" anchor chart Index cards "Lullaby" by Kristine O'Connell George enlarged on chart paper
	Poets make their poems clear by using repetition of words, sounds, and lines.	"Go Wind" by Lillian Moore enlarged on chart paper
	Poets consider the mood of their poems by asking themselves, "Does the mood match the meaning?"	"Way Down in the Music" by Eloise Greenfield enlarged "Poem" by Langston Hughes enlarged
	Poets clarify feelings and ideas in poems by using comparisons	Comparison Chart: "Ordinary Language" and "Comparative Language" "Inside My Heart" by Zoe Ryder White enlarged on chart paper
	Poets can stretch a comparison all the way through a poem by including actions that go alone with it.	"Lullaby" by Kristine O'Connell George enlarged

2ⁿᵈ Grade Writing Framework

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	UNIT 4 POETRY	
Poets gain an understanding of how sound and structure relates to the meaning of their poems.	Poets experiment with different structures, specifically conversation and list poems, for writing poems by studying mentor poets.	"Maples in October" by Amy Ludwig VanDerwater enlarged "Destiny" by Kristine O'Connell George
	Poets revise poems by noticing what mentor authors have done and considering doing similar things within their own writing.	
	Poets chose structures for their poem by understanding the relationship between structure and meaning.	
	Poets write from a different point of view, other than their own by dropping their own voice and taking on the voice of another person or thing.	"Waiting Room Fish" by Any Ludwig VanDerwater enlarged

2nd Grade Writing Framework

	UNIT 4 POETRY	
Poems develop strategies to revise and edit their poems	Poets revise their poems by asking themselves, "How can I make this work even better?" and look for opportunities to show, not tell."	
	Poets edit their poems looking or trouble spots by asking themselves, "Does this sound right?"	
	Poets celebrate their poetry writing by reading their poems to various audiences.	