



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Literacy (Grade 2)

Course Description:

The curriculum for this required course is developed from the [Wisconsin Standards for English Language Arts](#). Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

Reading Foundational

Know and apply grade-level phonics and word analysis skills in decoding words. (RF.2.3)

Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.2.3.A)

Know spelling-sound correspondences for additional common vowel teams. (RF.2.3.B)

Decode regularly spelled two-syllable words with long vowels. (RF.2.3.C)

Decode words with common prefixes and suffixes. (RF.2.3.D)

Identify words with inconsistent but common spelling-sound correspondences. (RF.2.3.E)

Recognize and read grade-appropriate irregularly spelled words. (RF.2.3.F)

Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)

Read grade-level text with purpose and understanding. (RF.2.4.A)

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.2.4.B)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4.C)

Reading Literature

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL 2.1)

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

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. (RL 2.10)

Reading Informational Text

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI 2.1)

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

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

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. (RI 2.10)

Writing

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 2.1)

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

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1)

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

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

Use commas in greetings and closings of letters. (L.2.2.B)

Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2.C)

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.2.4)

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

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.B)

	Reading	Writing	Language
Unit Name	Unit 1: Launching	Launching	
Essential Questions	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does Reader’s Workshop look like and sound like? • Why is it important to choose "just right" books? • Why do we set goals? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does Writing Workshop look like and sound like? • Why do we set goals? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What makes a sentence? • How do I use letters, sounds, and words to speak and write fluently?
Learning Targets (Student Friendly)	<p>Learning Targets:</p> <p>Bend 1: Routines and Procedures</p> <ul style="list-style-type: none"> • I can handle library materials properly. • I can correctly follow the reading workshop routines and rules. • I can choose just-right books <p>Bend 2: Setting Stamina Goals</p> <ul style="list-style-type: none"> • I get started right away, stay on task and build my reading stamina. <p>Bend 3: Before Reading Strategies</p> <ul style="list-style-type: none"> • I preview my book and make predictions. • I use background knowledge and questioning to guide my thinking. 	<p>Learning Targets:</p> <p>Bend 1: Working Independently</p> <ul style="list-style-type: none"> • I can build stamina for writing independently. • I can brainstorm and choose topics to write about. • I can use a variety of strategies to spell words. <p>Bend 2: Using Resources to Improve Writing</p> <ul style="list-style-type: none"> • I can elaborate my writing by using details. • I can use resources in the classroom independently (supplies, anchor charts, word walls, etc.) • I can revise my writing to make it more understandable for a reader, including adding capitals and periods. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can use end punctuation for sentences.

	Reading	Writing	Language
Unit Name	Unit 2: Growth Spurt	Narrative	
Essential Questions	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What do we have to do to “take charge” of our reading? • What kinds of things should we be thinking about before, during and after reading? • How should we tackle new and unfamiliar words? 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What strategies can we use to develop ideas into meaningful narratives? 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do I know which words need to be capitalized? • How do I use letters, sounds, and words to speak and write fluently? • How does grammar and improper grammar affect the way my message is understood?
Learning Targets (Student Friendly)	<p><u>Learning Targets:</u></p> <p>Bend 1: Taking Charge of Reading</p> <ul style="list-style-type: none"> • I can use a variety of strategies to decode words. • I can describe what happens in the beginning, middle, and end of a story. (2.5) <p>Bend 2: Working Hard to Solve Tricky Words</p> <ul style="list-style-type: none"> • I can pay attention to the author's word choice. • I can notice words that show feeling. <p>Bend 3: Paying Close Attention to Authors</p> <ul style="list-style-type: none"> • I can ask and answer questions from a story. (2.1) • I can figure out the key details of a story. (2.1) • I can think about what lesson the author wants to teach me. (2.2) 	<p><u>Learning Targets:</u></p> <p>Bend 1: Studying the Masters for Inspiration and Ideas</p> <ul style="list-style-type: none"> • I can think of moments or memories from my life. • I can write a personal narrative that includes a beginning, middle, and end. • I can set goals and try to achieve them. <p>Bend 2 Noticing Author's Craft: Studying Imagery, Tension, and Literary Language in Owl Moon</p> <ul style="list-style-type: none"> • I can add details to describe thoughts and feelings. • I can add transition words to tell the events in order. <p>Bend 3 Study Your Own Authors</p> <ul style="list-style-type: none"> • I can copy techniques used by authors I love. 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can use capital letters and end marks appropriately.

	Reading	Writing	Language
Unit Name	Unit 3: Reading Nonfiction	Information	
Essential Questions	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do we understand and increase knowledge about a topic by using different resources? How can text features help us gain a better understanding of the content? How do we analyze unknown words to determine their meaning? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What does it mean to write like a scientist? How do writers use mentor texts as models for their own writing? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do I know which words need to be capitalized? How do I use letters, sounds, and words to speak and write fluently? How does grammar and improper grammar affect the way my message is understood?
Learning Targets (Student Friendly)	<p>Learning Targets:</p> <p>Bend 1: Thinking Hard and Growing Knowledge</p> <ul style="list-style-type: none"> I can ask and answer questions about a nonfiction text. (2.1) <p>Bend 2: Learning the Lingo of a Topic</p> <ul style="list-style-type: none"> I can explain how text features contribute to or clarify a text.(2.7) I can understand and use keywords. I can use the vocabulary or lingo about a topic. I can figure out the meaning of unknown words. <p>Bend 3: Reading Across a Topic.</p> <ul style="list-style-type: none"> I can identify the main topic and key details of a text. (2.2) 	<p>Learning Targets:</p> <p>Bend 1 Writing as Scientists Do</p> <ul style="list-style-type: none"> I can write like a scientist (asking a question, researching the answer, and writing about the results) <p>Bend 2: Writing to Teach Others about Our Discoveries</p> <ul style="list-style-type: none"> I can use expert words when I speak or write about my topic. <p>Bend 3: Writing about Forces and Motion in Information Books</p> <ul style="list-style-type: none"> I can plan and organize how I want to share information. I can share facts in my writing that I learned from my reading. I can use expert words when I speak or write about my topic. I used transition words to show I had more to say. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> I can use capital letters and end marks appropriately. I can use the correct verb form while writing. I can recognize and use common vowel teams.

	Reading	Writing	Language
Unit Name	<p>Essential Questions:</p> <p>Unit 4: Amping Up Reading Power</p>	<p>Essential Questions:</p> <p>Opinion: Writing About Reading</p>	<p>Essential Questions:</p>

<p>Essential Questions</p>	<ul style="list-style-type: none"> • How do we read more complex texts fluently and with good expression? • How can we infer the writer's craft? • What strategies can be used to track our reading to develop a better understanding? 	<ul style="list-style-type: none"> • How do we write about our reading? • How do we raise the level of our opinion writing? • How do we support our opinions with text evidence to write nominations for our favorite books? 	<ul style="list-style-type: none"> • How do I know which words need to be capitalized? • How do I use letters, sounds, and words to speak and write fluently? • How does grammar and improper grammar affect the way my message is understood?
<p>Learning Targets (Student Friendly)</p>	<p><u>Learning Targets:</u> Bend 1: Reading with Fluency</p> <ul style="list-style-type: none"> • I can reread books with a clear, smooth voice. • I can scoop up more words at a time when noticing punctuation. • I can adjust my speed so it's just right. <p>Bend 2: Understanding Literary Language I can figure out the meaning of multiple meaning words and phrases.</p> <p>Bend 3: Meeting the Challenges of Longer Books</p> <ul style="list-style-type: none"> • I can use strategies to help track my understanding.(2.1, 2.5) • I can figure out the key details of a story.(2.1) • I can talk, clarify, and ask questions to better understand the books I am reading. (2.1) 	<p><u>Learning Targets:</u> Bend 1 Letter Writing: A Glorious Tradition</p> <ul style="list-style-type: none"> • I can write an opinionated letter about a book. <p>Bend 2: Raising the Level of Our Letter Writing</p> <ul style="list-style-type: none"> • I can add to my letter by including details about the book. <p>Bend 3: Writing Nominations and Awarding Favorite Books</p> <ul style="list-style-type: none"> • I can support my opinion with evidence from the book. • I can edit and revise my nomination. 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can use capital letters and end marks appropriately. • I can use the correct verb form while writing. • I can use commas correctly when writing a letter. • I can use apostrophes correctly. • I can recognize and use r-controlled vowels correctly.

	Reading	Writing	Language
<p>Unit Name</p>	<p>Unit 5: Series Book Clubs</p>	<p>Realistic Fiction</p>	
<p>Essential Questions</p>	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do we preview and pay close attention to the characters to become experts on a particular series of books? • How do we study an author's craft to generalize the character traits and storyline across books within the same series? • How do we share our love of books with others? 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do I share information in writing that I've learned from a text with others? 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do I know which words need to be capitalized? • How do I use letters, sounds, and words to speak and write fluently? • How does grammar and improper grammar affect the way my message is understood?
<p>Learning</p>	<p><u>Learning Targets:</u></p>	<p><u>Learning Targets:</u></p>	<p><u>Learning Targets:</u></p>

<p>Targets (Student Friendly)</p>	<p>Bend 1: Becoming Experts on Character's</p> <ul style="list-style-type: none"> • I can notice patterns about characters and predict how they might act. • I can notice how characters interact with others. • I can ask and answer questions about the story. (2.1) <p>Bend 2: Becoming Experts on Author's Craft</p> <ul style="list-style-type: none"> • I can talk about the way the author uses words in a story. • I can notice patterns about the series. • I can think about the lesson the author is trying to teach me. (2.2) <p>Bend 3: Sharing Opinions with the World:</p> <ul style="list-style-type: none"> • I can share my opinion about a book. 	<ul style="list-style-type: none"> • I can write several focused stories, using small moment scenes. • I can stretch out gripping parts of stories to build tension. • I can revise stories for greater meaning and tension. • I can set goals for writing, using checklists and charts. • I can write compelling endings that convey a message to the readers. 	<ul style="list-style-type: none"> • I can use capital letters and end marks appropriately. • I can use the correct verb form while writing. • I can use commas correctly when writing a letter. • I can use apostrophes correctly. • I can recognize and use other vowel sounds correctly.
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	Reading	Writing	Language
Unit Name	Unit 6: Reading Nonfiction Cover to Cover	IIM- Animal Classification	
Essential Questions	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do we understand and increase knowledge about a topic by utilizing various resources? • How can text features help us gain a better understanding of the content? • How do we analyze unknown words to determine their meaning? 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do I share information in writing that I've learned from a text with others? 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do I know which words need to be capitalized? • How do I use letters, sounds, and words to speak and write fluently? • How does grammar and improper grammar affect the way my message is understood?
Learning Targets (Student Friendly)	<p><u>Learning Targets:</u></p> <p>Bend 1: Individuals bring their strengths as nonfiction readers to clubs</p> <ul style="list-style-type: none"> • I can preview the text to make predictions and notice the structure. • I can answer who, what, when, where, why, and how questions to understand key details. (2.1) <p>Bend 2: Nonfiction clubs add their own Ideas to what they learn</p> <ul style="list-style-type: none"> • I can determine what the text is mostly about. (2.6) • I can break the text apart and pick out what's most important.(2.6) • I can come up with ideas about the text from what I have read. • I can share my thinking with my book club. <p>Bend 3: Nonfiction clubs compare and contrast information about topics</p> <ul style="list-style-type: none"> • I can compare and contrast two books on the same topic. 	<p><u>Learning Targets:</u></p> <p>IIM- Animal Classification</p> <ul style="list-style-type: none"> • I can plan and organize how I want to share information. • I can share facts in my writing that I learned from my reading. • I can use expert words when I speak or write about my topic. 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can use capital letters and end marks appropriately. • I can use the correct verb form while writing. • I can use commas correctly when writing a letter. • I can use apostrophes correctly. • I can recognize and use irregularly spelled words.

	Reading	Writing	Language
Unit Name	Unit 7: Role Playing: Fairy Tales, Folktales, Fables, and Fantasy	Poetry	
Essential Questions	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> As readers, how do we identify common elements found in fairy tales, folktales and fables? As readers, how can we understand the special language used in fairy tales, fables and folktales? As readers how can we understand characters in fairy tales, fables and folktales? As readers, how can we compare and contrast the lessons in fairy tales, fables and folktales? 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How can we experiment with language, word choice, structure and sound to create meaning in our poems? As poets, what strategies can we use to revise and edit our poems? 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How do I know which words need to be capitalized? How do I use letters, sounds, and words to speak and write fluently? How does grammar and improper grammar affect the way my message is understood?
Learning Targets (Student Friendly)	<p><u>Learning Targets:</u></p> <p>Bend 1: Stepping into the Magical World of Fairy Tales, Folktales, Fables, and Fantasy</p> <ul style="list-style-type: none"> I can identify story elements of fairy tales, folktales, fables and/or fantasy. (2.2) I can tell how a character is feeling. I can describe a character's personality traits and feelings. <p>Bend 2: Literary Language and Vocabulary</p> <ul style="list-style-type: none"> I can understand the complex language used in this genre. I can use strategies to figure out tricky words the author uses. <p>Bend 3: Discovering Predictable Roles Character's Play</p> <ul style="list-style-type: none"> I can make predictions about the story using what I already know about characters in fairy tales, fables, and folk tales. <p>Bend 4: Comparing and Contrasting Lessons That Stories Convey</p> <ul style="list-style-type: none"> I can think about the lesson(s) the author is trying to teach me. 	<p><u>Learning Targets:</u></p> <p>Bend 1: Seeing with Poet's' Eyes</p> <ul style="list-style-type: none"> I can learn how to write a poem. <p>Bend 2: Experimenting with Language and Sound to Create Meaning</p> <ul style="list-style-type: none"> I can write poems with patterns and repetition. I can write poems that use rich language. I can show feelings and moods in my poetry. <p>Bend 3: Trying Structure on for Size</p> <ul style="list-style-type: none"> I can revise and edit my poetry. 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can use capital letters and end marks appropriately. I can use the correct verb form while writing. I can use commas correctly when writing a letter. I can use apostrophes correctly.