Mendham Borough Public Schools
Mendham, New Jersey

Curriculum and Instruction

Course of Study

Language Arts: Grade 2   **August 23, 2016**

I.   RATIONALE, DESCRIPTION AND PURPOSE

The Mendham Borough Schools seek to instill and cultivate a love of reading and writing; independent reading and writing for varied purposes, including individual genre and learning interests; and "readerly" and "writerly" lives in students' school and personal worlds.

Language arts literacy embraces the integrated development of reading, writing, speaking, listening and viewing/media literacy skills in purposeful and meaningful contexts. Literacy skills develop within a continuum according to each student's readiness.

The Teachers College second grade reading and writing workshops cultivate reading and writing within fiction and nonfiction genres for authentic and engaging purposes. The Teachers College model proceeds on three premises. First, students are readers and writers who develop distinctive reading and writing identities that include preferences, strengths and needs. Readers and writers engage reading and writing lives in the classroom and in their out-of-school worlds. Second, the fundamental goal of reading and writing is to develop a love of both interactions with text, ideas and the larger world. Third, readers and writers need tools and strategies to engage their craft purposefully and authentically. Teachers of reading and writing provide direct and explicit instruction in the development of these tools and strategies as meets readers' and writers' varying readiness levels.

II.   DISTRICT OBJECTIVES

The district adopts the Anchor Standards set forth in the New Jersey Student Learning Standards, as objectives for all students to meet by the end of Grade 8. Separate objectives for reading, writing, speaking and listening, and language, are as follows:

Reading

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific
   textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting
   details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and
   figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g.,
   a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as
   well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well
   as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the
   approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant
   and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
   through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
   and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
   purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating
   understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
   source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
    single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,
building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the
organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding
of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
indicated or appropriate.

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when
writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective
choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for
reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

III.   ALIGNMENT TO STANDARDS

Language arts literacy development in second grade aligns with the following **New Jersey Student Learning Standards:**

Reading

- 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 topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (RI.2.2)
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3)
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4)
- 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.2.5)
- 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)
- Describe how reasons support specific points the author makes in a text. (RI.2.8)
- Compare and contrast the most important points presented by two texts on the same topic. (RI.2.9)
- 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. (RI.2.10)
- 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)
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2)
- Describe how characters in a story respond to major events and challenges. (RL.2.3)
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (RL.2.4)
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5)
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (RL.2.6)
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL.2.7)
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (RL.2.9)
- 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. (RL.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)
- 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.2.2)
- 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.2.3)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.2.6)
- 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.2.7)
- Recall information from experiences or gather information from provided sources to answer a question. (W.2.8)

Speaking & Listening

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (SL.2.1)
  - 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).
  - Build on others' talk in conversations by linking their comments to the remarks of others.
  - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2.2)
- 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. (SL.2.3)
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4)
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (SL.2.5)
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.2.6)

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.
  - Know spelling-sound correspondences for additional common vowel teams.
  - Decode regularly spelled two-syllable words with long vowels.
  - Decode words with common prefixes and suffixes.
  - Identify words with inconsistent but common spelling-sound correspondences.
  - Recognize and read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)
  - Read grade-level text with purpose and understanding.

- o Read grade-level text orally with accuracy, appropriate rate, and expression.
- o Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1)
  - o Use collective nouns (e.g., group).
  - o Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
  - o Use reflexive pronouns (e.g., myself, ourselves).
  - o Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
  - o Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - o 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).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2.2)
  - o Capitalize holidays, product names, and geographic names.
  - o Use commas in greetings and closings of letters.
  - o Use an apostrophe to form contractions and frequently occurring possessives.
  - o Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
  - o Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.2.3)
  - o Compare formal and informal uses of English.
- 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)
  - o Use sentence-level context as a clue to the meaning of a word or phrase.
  - o Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - o Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - o Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
  - o Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.2.5)
  - o Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  - o Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 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). (L.2.6)

IV.   CONTENT, SCOPE AND SEQUENCE, LEARNING OUTCOMES

Grade level benchmarks in second grade Language Arts Literacy are built into the chart below:

Reading Workshop	Writing Workshop
Unit 1: Readers Build Good Habits and Stamina When Reading ("Launch")	Unit 1: Launching the Writing Workshop
Unit 2: Readers Use Print Strategies to "Figure Out" Words in Their "Just Right" Books	Unit 2: Writers Write "Small Moment"/Personal Narrative Stories
Unit 3: Readers Learn Strategies to Read Nonfiction Texts	Unit 3: Authors and Mentors and Craft of Revision: Revising and Editing "Small Moments" and "Many Moments" Writing
Unit 4: Readers Read and Talk About Books to Grow Ideas	Unit 4: Nonfiction: "All About" Books
Unit 5: Readers Read, Think and Talk About Characters in Realistic Fiction Book Clubs	Unit 5: Writers Use All They Know About Narrative Writing to Write Realistic Fiction Unit 6: Poetry: Writers Write Powerful Thoughts in Tiny Packages
Unit 6: Readers Reflect on their Reading Lives and Plan Summer Reading Projects	Unit 7: Writers Reflect on their Writing Lives and Plan Summer Writing Projects

Reading Workshop Unit 1: Readers Build Good Habits and Stamina When Reading

This unit "launches" the reading workshop and addresses procedures and students' identity as readers. Students extend the skills of partner reading introduced in first grade. Readers engage in accountable partner talk in this and each subsequent reading workshop unit.

In unit 1, readers will understand that:

1. They have a unique identity as a reader.
2. In addition to retelling and reporting, they can have ideas about the story and characters.

In unit 1, readers will be able to:

1. Discover and describe themselves as readers (reading identity); e.g., "What do I like to read?"; "How much do I usually read?"; "When do I enjoy reading?"; "What do I need to read well?"; "What are my reading goals for second grade?"
2. Solve a text comprehension problem (i.e., decoding, comprehension monitoring) independently or with a partner;
3. Apply picture clues to decode unfamiliar words, build background knowledge and construct story comprehension;
4. Reread to notice details or new information;
5. Make text-to-self, text-to-world and text-to-text connections;
6. Retell the story and report ideas about the story and the characters;
7. Begin to extend an idea about the story and/or characters by making connections (cf. #5);
8. Engage in accountable partner talk;
9. Cooperate with a reading partner to choose strategies for fluency practice (i.e., choral reading, echo reading, shared reading);
10. Choose a "just right" book to demonstrate fluent and expressive oral reading.

Reading Workshop Unit 2: Readers Use Print Strategies to "Figure Out" Words in Their "Just Right" Books

Readers find "just right" books, use prior knowledge to get ready to read, use a variety of print strategies for decoding and comprehension, and engage in accountable partner talk.

In unit 2, readers will understand that:

1. Pre-reading activities enable text comprehension during reading.
2. Meaning, structure and visual cues can solve decoding and text comprehension problems.

In unit 2, readers will be able to:

1. Recognize characteristics of a "just right" book;
2. Activate relevant background knowledge (i.e., title, cover illustration, author) to get ready to read;
3. Activate text-relevant background knowledge by taking a "book walk" to predict more closely the topic/story of a book;
4. Predict the content of the text based on the "book walk";
5. Compare "book walk" predictions to the text during reading and revise predictions as needed;
6. Organize reading materials for home and school;
7. Apply the characteristics of a "just right" book to choose books for outside reading: "five finger" test for decoding; using schemata; determining motivation/interest;
8. Self-assess their current repertoire ("toolbox") of strategies to decode unfamiliar words;
9. Apply picture clues to decode unfamiliar words;
10. Apply word-initial sounds to decode unfamiliar words;
11. Apply word-final sounds to decode unfamiliar words;
12. Apply text (i.e., story content) clues to decode unfamiliar words;
13. Solve decoding and comprehension problems independently using strategy repertoire (cf. #8-12);
14. Self-monitor reading comprehension: "Does it make sense?"
15. Self-correct decoding miscues;

16. Read aloud in a smooth talking voice;
17. Read fluently by "chunking" text in phrases rather than individual words;
18. Read fluently by attending to punctuation "road signs" to cue expressive reading;
19. Read fluently by attending to text and dialogue cues for meaningful inflection;
20. Use a "storyteller's voice" to read fluently;
21. Apply and integrate the skills of fluent reading in the performance of a readers' theater selection.

Reading Workshop Unit 3: Readers Learn Strategies to Read Nonfiction Texts

In this unit, readers explore the genre of nonfiction and prepare to write an "all about" book.

In unit 3, readers will understand that:

1. Writers and readers of a given genre can have complementary purposes; i.e., the nonfiction author's purpose to teach or inform and the nonfiction reader's purpose to learn.
2. All features of a nonfiction text tell the "story" from which the reader learns.

In unit 3, readers will be able to:

1. Recognize that they learn something new when they read nonfiction;
2. Identify the features of a nonfiction text (e.g., table of contents, visual representations, glossary, index);
3. Apply the title and subject matter of a nonfiction text to set an expectation for learning;
4. Apply the visual representations in a nonfiction text to set a specific expectation for learning;
5. Learn about the text topic by studying visual representations in the text;
6. Activate relevant background schemata to get ready to learn from nonfiction text;
7. Recognize that they read nonfiction and fiction differently and identify different reading behaviors;
8. Determine importance in nonfiction text (i.e., important vs. interesting);
9. Synthesize important information in nonfiction text; i.e., "What is this page mostly about?"
10. Interpret unfamiliar words by using the decoding "toolkit" and context clues;
11. Respond to the author's and their own questions during reading and read to find answers;
12. Compare and contrast two or more books on a given topic;
13. Reread to remember and get ideas about important information related to their topic;
14. Cooperate with a reading partner to report and then develop an idea;
15. Develop partner talk by using specific reader responses to extend their thinking;
16. Accumulate and synthesize information about a topic across two or more texts;
17. Notice repeated and discrepant information between two texts;
18. Identify several topics for independent nonfiction reading according to interest and prior knowledge;
19. Identify several "big ideas" about their topic;
20. Choose one "big idea" to collect and organize important facts from different texts;
21. Review collected facts to determine that each supports the "big idea";
22. Paraphrase collected facts to self-monitor comprehension;
23. Choose the text feature/format to present what they learned about their "big idea";
24. Teach their partners about their topic's "big idea".

Reading Workshop Unit 4: Readers Read and Talk About Books to Grow Ideas

Readers explore two principal comprehension strategies that will enable them to grow ideas about books for substantive "accountable" partner and book talk. Students develop the art of retelling and an array of strategies to react and "talk back" to the text in order to self-monitor text comprehension.

In unit 4, readers will understand that:

1. Text comprehension requires active reading behavior.
2. Readers can respond ("talk back") to text in specific ways to suit a given moment in the reader's life and unfolding of the text.

In unit 4, readers will be able to:

1. Identify important events for retelling;
2. Identify a story's multiple settings with appropriate specificity for retelling;
3. Apply adverbs of time to sequence important plot events for retelling;
4. Identify key details to enable a partner's comprehension of the retelling;
5. Retell fluently (i.e., in storyteller's voice) to enable a listener's comprehension;
6. Identify characters by name in a retelling;
7. Ground the retelling in the text and use the text to support retelling;
8. Cooperate in their reading partner's retelling (e.g., beginning, middle, end);
9. Summarize the key events and characters in a retelling;
10. Apply the lens of a given character's perspective to retell;
11. Self-monitor comprehension by "talking back" to the text: notice characters' feelings;
12. Self-monitor comprehension by "talking back" to the text: predict plot and character turns according to accumulated text;
13. Self-monitor comprehension by "talking back" to the text: envision the story as they read ("pictures in their minds"; "hear it," "smell it," "taste it," "feel it");
14. Self-monitor comprehension by "talking back" to the text: reread confusing parts;
15. Self-monitor comprehension by "talking back" to the text: question events and character actions;
16. Self-monitor comprehension by "talking back" to the text: explain connections (text to self, text to text, text to world) that evidence text comprehension;
17. Self-monitor comprehension by "talking back" to the text: recognize distracting (i.e., tangential) connections;
18. Self-monitor comprehension by applying strategies #11-17 to "chunks" of text at appropriate reading intervals.

Reading Workshop Unit 5: Readers Read, Think and Talk About Characters in Realistic Fiction Book Clubs

This unit extends readers' prior experience with realistic fiction as they explore the features of the genre and the pivotal importance of character development. Students' careful study of character builds their understanding of realism in this genre.

In unit 5, readers will understand that:

1. Realistic fiction combines the elements of story and realism.
2. Realistic characters at the center of a realistic problem who achieve a plausible solution lie at the heart of realistic fiction.

In unit 5, readers will be able to:

1. Identify the elements of story (i.e., character, setting, plot, problem, solution);
2. Distinguish main and supporting characters in realistic fiction;
3. Recognize that the main character travels the "story mountain" and reacts to supporting characters along the arc of a story's plot development;
4. Identify a character's external ("outside") character traits in precise language;
5. Identify a character's internal ("inside") character traits in precise language;
6. Apply picture and dialogue clues to envision a character's thoughts and feelings in precise language;
7. Recognize that characters, particularly the main character, change along the arc of the "story mountain";
8. Identify how a particular character changes along the arc of the "story mountain";
9. Recognize significant plot event along the arc of the "story mountain";
10. Interpret significant plot events for insight into a specific character's development;
11. Recognize that characters relate to other characters;
12. Identify how a particular character relates to other characters;
13. Connect a character's (un)expected actions to internal character traits and change along the arc of the "story mountain";
14. Predict and infer character and plot development from character interactions;
15. Connect themselves and/or other people in their lives to characters in realistic fiction;
16. Recognize the circumstances under which they could befriend a given character;
17. Identify patterns in a character's dialogue and actions that substantiate a theory about that character;
18. Cooperate with a reading partner to substantiate a theory about a character with textual evidence;
19. Apply the elements of story to realistic short fiction and identify distinctive elements of this genre (i.e., realistic characters' external and internal traits; realistic setting, action and dialogue; inner thinking; development of the story over time; main character's story climax; strong ending that provides a realistic and reasonable solution).

Reading Workshop Unit 6: Readers Reflect on Their Reading Lives and Plan Summer Reading Projects

Readers reflect on their reading year, and take inventory of their reading skills, including decoding and sensemaking (comprehension). Students plan how they can read independently during the summer.

In unit 6, readers will understand that:

1. They have accumulated a repertoire of text and print strategies to read with meaning.

2. Reading skills developed in second grade will help them read independently during the summer.

In unit 6, readers will be able to:

1. Reflect on their reading lives in second grade: read alouds, partner work, book clubs, reading log, conferences, habits and preferences, realistic fiction, nonfiction;

2. Reflect in writing and in partner talk on their achievements and difficulties as readers:
   - What was hard about reading this year?
   - What do I feel good about as a reader?
   - What is still hard for me as a reader?
   - What do I still want to learn as a reader?
   - What can I go out and do in the world as a reader?
3. Plan summer reading as follows:
   - What's my goal?
   - What materials will I need?
   - How would I share this work with others?
   - What will I do each day?
   - How will I know when I'm finished?

Writing Workshop Unit 1: Launching the Writing Workshop

This unit "launches" the writing workshop with routines and stories in students' lives. Students develop the art of storytelling, develop writing "tools", and begin to widen writing possibilities.

In unit 1, writers will understand that:

1. Writing workshop routines help students become better writers and work independently.
2. Their daily lives provide ideas, reasons and opportunities for writing.

In unit 1, writers will be able to:

1. Enact writing workshop routines; i.e., focus in the mini-lesson, materials retrieval and storage, independent work;
2. Engage writing work with independence and initiative;
3. Prepare to write by "waking up" their previous work;
4. Collect ideas for writing from their daily lives;
5. Choose a topic and plan their writing with representational sketches;
6. Recognize that approximation and risk taking are important tools in the composing process (i.e., spelling, story content);
7. Apply previously learned print strategies and begin to widen this repertoire to write challenging words; i.e., tolerance of approximate spelling;
8. Apply the personal writer's dictionary as a tool for independent and increasingly conventional spelling;
9. Plan extensive writing (i.e., across multiple days) with representational sketches across pages;

10. Apply previously learned strategies for extensive writing and begin to widen this repertoire; i.e., adding detail, refining sketches, adding characters' dialogue, thoughts and feelings;
11. Apply strategies for extensive writing to build stamina to stay with an extended writing piece;
12. Recognize that each part of every day provides reasons and opportunities for writing;
13. Self-monitor writing from the reader's perspective; i.e., "Does it make sense?"
14. Edit writing for correct use of capitalization;
15. Edit writing for correct spelling.

Writing Workshop Unit 2: Writers Write "Small Moment"/Personal Narrative Stories

In this unit, writers "zoom in" on a "small moment" in a previous story to elaborate the most important part of this moment. They reveal the "internal" story; write with vivid sensory detail; and craft an ending that captures the "heart" of the story.

In unit 2, writers will understand that:

1. The value of a "small moment" for the writer often lies in the "internal" story.
2. Meaningful sensory detail can reveal the "internal" story to the reader.

In unit 2, writers will be able to:

1. Identify a "small moment" from a previous story;
2. "Zoom in" on a single "small moment";
3. Retell the "small moment" and sketch the story;
4. Distinguish a vibrant, detailed story and a matter-of-fact retelling;
5. Elaborate a "small moment" story with details; e.g., action, dialogue, thinking, feeling;
6. Elaborate the most important part of a "small moment" across five fingers to plan the story and apply "storytelling" language;
7. Reveal the "internal" story by including reactions, thoughts, observations and feelings;
8. Develop a vibrant, detailed story by adding meaningful sensory detail and language; i.e., "sound" words, "touch" words, "sight" words, "smell" words, "taste" words;
9. Apply the thesaurus as a tool to find alternatives for overused words (e.g., "then" to show sequence);
10. Recognize that "and" connects ideas in a sentence and does not begin a sentence, and use it accordingly;
11. Apply sentence-final punctuation to improve readability;
12. Apply uppercase letters in proper nouns and sentence-initial words;
13. Craft beginnings and endings on separate pages to "stretch" the story across the middle three pages;
14. Craft endings that capture the "heart" of the "small moment" story;
15. Revise their crafting of the "internal" story to capture the "heart" of the "small moment";
16. Edit for meaningful sentence-final punctuation;
17. Edit for correct capitalization and spelling.

Writing Workshop Unit 3: Authors and Mentors and Craft of Revision: Revising and Editing "Small Moments" and "Many Moments" Writing

In this unit, writers develop a repertoire of strategies for the craft of revision. They continue writing "small moments" and begin to craft "many moments" writing. Students engage the "writerly life" by consulting other authors as mentors for writing strategies to improve and enhance their own writing craft.

In unit 3, writers will understand that:

1. "Many moments" writing includes a unifying thread of "small moments".
2. Other authors can serve as mentors regarding a specific writing strategy or challenge.

In unit 3, writers will be able to:

1. Recognize a mentor author's use of "tiny moments";
2. Gather ideas for writing by collecting "tiny moments" notes;
3. Recognize how a mentor author constructs "small moments" from "tiny moments";
4. Focus on one or two "tiny moments" to construct "small moments";
5. Recognize that they can integrate into their own writing an admired feature of a mentor author's writing;
6. Recognize a mentor author's use of ellipsis to build tension and create suspense;
7. Recognize authors' use of many writing strategies that enhance the writer's craft (e.g., "comeback" lines);
8. Integrate into their own writing an admired feature of a mentor author's writing;
9. Recognize how mentor authors incorporate precise detail gathered from research;
10. Recognize that they can consult one or more mentor authors for help with a specific writing strategy or challenge;
11. Consult one or more mentor authors for help with a specific writing strategy or challenge encountered in their own writing;
12. Distinguish "many moment" and "small moment" writing;
13. Recognize that a series of related or unified "small moments" creates a "many moments" story;
14. Recognize that a unifying thread or "comeback" line connects a series of related "small moments" in "many moments" writing;
15. Recognize that "many moments" writing retains the specificity and detail of "small moment" stories;
16. Consult a new author as a prospective "mentor" by identifying strategies of her writing craft;
17. Craft "many moments" writing that integrates its distinctive features (cf. #13-15);
18. Consult one or more authors as mentors regarding effective "leads";
19. Revise their "many moments" writing meaningfully (cf. #13-18);
20. Apply quotation marks to show dialogue;
21. Apply an editing checklist to their "many moments" writing (e.g., capitalization, punctuation, spelling, quotation marks).

Writing Workshop Unit 4: Nonfiction: "All About" Books

In this unit, writers identify a topic of personal expertise and write to teach readers "all" about this topic. They extend their exploration of nonfiction writing from first grade by developing more sophisticated strategies of nonfiction writing (e.g., topic sentence; specific, organized details to elaborate and explain; diagrams and maps; glossary).

In unit 4, writers will understand that:

1. Personal expertise develops from reading and life experience in a topic.
2. Writers anticipate the learning needs of prospective readers and incorporate learning tools to address these needs in their "all about" books.

In unit 4, writers will be able to:

1. Recognize that they have developed some personal expertise in one or more topics based on reading and life experience;
2. Identify topics on which they have some personal expertise;
3. Choose a topic for their "all about" books by considering the topic about which they have the greatest expertise and which they have the strongest desire to teach or share with readers;
4. Adopt the perspective of a teacher as they apply a graphic organizer to identify and arrange important aspects of their topic;
5. Adopt the perspective of a prospective reader as they review and revise the graphic organizer for their topic;
6. Craft a topic sentence that presents a main idea;
7. Identify several specific details to elaborate and/or explain a main idea;
8. Design diagrams and/or maps as teaching tools to meet the anticipated learning needs of prospective readers;
9. Design a meaningful glossary to meet the anticipated learning needs of prospective readers;
10. Design meaningful "how to" pages for their "all about" books;
11. Craft an introduction that piques prospective readers' interest in the "all about" book;
12. Craft a conclusion that captures their purpose in writing the "all about" book;
13. Design a table of contents for their "all about " books;
14. Craft an "all about" book that integrates the genre's distinctive features (cf. #3-13);
15. Consult "all about" exemplars (mentor texts) for help regarding a specific challenge encountered in their own writing;
16. Reread to determine that illustrations correspond to the text;
17. Revise their "all about" books meaningfully (cf. #3-13, 16);
18. Apply an editing checklist to their "all about" writing (e.g., capitalization, punctuation, spelling).

Writing Workshop Unit 5: Writers Use All They Know About Narrative Writing to Write Realistic Fiction

Writers harvest their reading workshop study of realistic fiction to explore the writer's craft in this genre. They apply their understanding of the elements of realistic fiction (i.e., character, setting, plot, problem, solution) in their own craft, with particular attention to the development of character.

In this unit, writers will understand that:

1. They can apply in their own realistic fiction what they learned about this genre in their reading workshop study (authors as mentors, mentor texts).
2. The central task of the realistic fiction author is to craft a realistic character at the center of a realistic problem who achieves a plausible solution.

In unit 5, writers will be able to:

1. Identify distinctive features of the realistic fiction genre (i.e., character, setting, plot, problem, solution);
2. Identify realistic fiction exemplars;
3. Recognize that their realistic fiction writing will include the distinctive features of the genre (i.e.,, character, setting, plot, problem, solution);
4. Identify plausible problems for their realistic fiction piece;
5. Choose the most plausible and interesting realistic fiction problem;
6. Identify plausible solutions for their realistic fiction piece;
7. Choose the most plausible and interesting realistic fiction solution;
8. Introduce their characters' internal ("inside") traits by using meaningful descriptors at the beginning of the story;
9. Name the realistic fiction characters in order to tell the story from their perspective;
10. Envision the realistic fiction setting and add these details to their planning sketches and their writing for the reader's benefit;
11. Craft the problem in the written story before introducing a solution;
12. Extend problem solving across three or more pages in order to build tension and create suspense for the reader;
13. Craft tension and suspense in the solution phase of the plot with word choice;
14. Craft tension and suspense with meaningful thoughts and feelings;
15. Craft a story ending that provides satisfying closure for the reader; i.e., next action, feelings, lesson learned, thoughts;
16. Revise by cooperating with a writing partner; i.e., "Does this make sense?" "Is the story believable?"
17. Revise by determining that they showed instead of told characters' emotions and other demonstrable details;
18. Revise by determining that they focused on the most important parts of their stories;
19. Edit for spelling by using tools (i.e., dictionaries, word wall, word lists);
20. Edit for capitalization and punctuation;
21. Design a title page;
22. Design an "about the author" page.

Writing Workshop Unit 6: Poetry: Writers Write Powerful Thoughts in Tiny Packages

In this unit, writers explore the genre of poetry. They listen to and read mentor texts to gain a sense of how poetry sounds and looks.

In unit 6, writers will be able to:

1. They can study mentor texts to analyze the author's use of distinctive elements of the genre to convey meaning, and that they can import these features into their own writing.
2. The poet's work is to convey a message (i.e., "big idea") through the distinctive elements of the genre (i.e., forms, sound and language patterns, feelings, symbols, words, images, figurative language, economy of language, punctuation, repetition).

In unit 6, writers will be able to:

1. Notice how poems look (form); e.g., shape, textual features;

2. Notice with their "listening ear" how poetry sounds;
3. Apply print strategies ("word attack" skills) to decode unfamiliar words in poetry;
4. Envision mentor text poems by constructing mental images;
5. Sketch mentor text mental images to support text comprehension;
6. Self-monitor comprehension by asking, "Does this make sense?";
7. Identify line breaks in a poem as a device to create mood, expression/emotion and tension;
8. Recognize that punctuation in poetry creates meaning by conveying expression/emotion;
9. Apply their physical senses, hearts, minds and imaginations to notice the details of their lives and the world around them in "fresh" ways ("seeing with poets' eyes");
10. Gather "seeds" for poetry by noting "fresh" experiences;
11. Nurture a poetry "seed" by noting small details about big topics;
12. Nurture a poetry "seed" by using strong feelings to develop a poem;
13. Convey ideas and emotions with vivid images ("show, not tell");
14. Use line breaks to shape the sound of a poem;
15. Sketch the layout of their poems to achieve an intended purpose.

Writing Workshop Unit 7: Writers Reflect on Their Writing Lives and Plan Summer Writing Projects

Writers reflect on their writing year, and take inventory of their writing skills, including encoding (print strategies) and strategies for the writer's craft. Students plan how they can write independently during the summer.

In unit 7, readers will understand that:

1. They have accumulated a repertoire of writer's craft and print strategies to write for a variety of purposes.
2. Writing skills developed in second grade will help them write independently during the summer.

In unit 7, readers will be able to:

1. Reflect on their writing lives in second grade: read alouds, mentor texts, partner work, conferences, habits and preferences, "small moments", craft of revision, "all about" books, realistic fiction, poetry;
2. Reflect in writing and in partner talk on their achievements and difficulties as writers:
   - What was hard about writing this year?
   - What do I feel good about as a writer?
   - What is still hard for me as a writer?
   - What do I still want to learn as a writer?
   - What can I go out and do in the world as a writer?
3. Plan summer writing as follows:
   - What's my goal?
   - What materials will I need?
   - How would I share this work with others?
   - What will I do each day?
   - How will I know when I'm finished?

V.   INSTRUCTIONAL TECHNIQUES

The reading and writing workshops incorporate a variety of instructional techniques to meet the continuum of learners' interests, learning profiles and readiness levels. Differentiation is the commitment and mechanism through which the developmental needs of a range of readiness levels are met. Differentiated instruction is accomplished through pre-assessment and ongoing formative assessment that inform independent work, the small group strategy lesson and the individual conference. Differentiation in content, product and/or process addresses the needs of exceptionally able students, and scaffolding of varying degree is provided to support less ready students in meeting worthy and appropriately rigorous learning outcomes. Instructional objectives, strategies and materials emphasize relevance, authenticity, and student-centered learning.

Instructional techniques in the reading workshop include the following:

- Word study
- Literacy centers
- Writing about reading
- Shared reading
- Mini-lessons (connection, teaching point, modeling, active student engagement, link to independent work)
- Independent reading
- Partnership talk (including retelling and accountable talk)
- Whole class sharing
- Read aloud with teacher modeling/thinking aloud
- Read aloud with accountable talk ("turn and talk")
- Small group strategy lesson
- Individual reading conference

Instructional techniques in the writing workshop include the following:

- Using a writing folder
- Word study
- Literacy centers
- Shared writing
- Mini-lessons (connection, teaching point, modeling, active student engagement, link to independent work)
- Independent writing
- Mid-workshop interruption
- Partnership talk
- Whole class sharing
- Read aloud with teacher modeling/thinking aloud
- Read aloud with accountable talk ("turn and talk")
- Small group strategy lesson
- Individual writing conference
- Interactive writing (e.g., chart stories)

VI.   <u>ASSESSMENT</u>

Assessment in the reading workshop includes **interim/formative assessments of the reading life, including performance assessment:**

- Periodic teacher-student reading conferences to assess development of unit skills (performance assessment of fluency, thinking during reading, decoding and comprehension problem-solving skills)

- Periodic review of the reading log to assess developing stamina (i.e., length of independent reading time and number of pages read)

- Teachers' observation of students' independent reading behavior (i.e., stamina for focused reading, decoding and comprehension problem-solving skills)

- Teachers' observation of students' partnership reading (i.e., retelling, accountable talk)

- November and March criterion-referenced report card assessment ("reading" and "comprehension" indicators)

Assessment in the reading workshop includes **summative assessments of the reading life, including performance assessment:**

- Teachers College running record assessment to identify students' baseline and maturing independent reading levels

- End-of-unit "celebrations" in which students demonstrate integrated use of the reading skills (decoding and comprehension problem solving) taught in the unit

- June criterion-referenced report card assessment ("reading" and "comprehension" indicators)

Assessment in the writing workshop includes **interim/formative assessments of the writing life, including performance assessment:**

- Students' drafts (leading to a "published" piece) in each unit

- Periodic teacher-student writing conferences to assess development of unit skills (performance assessment of planning, writing and problem solving)

- Periodic review of the writing folder to assess developing stamina (i.e., number of pieces and "staying with" a piece [revision, editing])

- Teachers' observation of students' independent writing behavior (i.e., stamina for focused writing, encoding and content problem-solving skills)

- Teachers' observation of students' partnership writing (i.e., questioning, suggestions for revision and editing)

- Students' use of the editing checklist to self-assess mechanics (e.g., capitalization, punctuation, spelling)

- November and March criterion-referenced report card assessment ("writing" indicators)

Assessment in the writing workshop includes **summative assessments of the writing life, including performance assessment:**
- "Published" piece in each unit (maintained in the writing folder)

- Baseline writing assessment to identify students' benchmark skills in content and organization, usage, sentence construction and mechanics (adaptation of the New Jersey Registered Holistic Scoring rubric criteria) (portfolio piece)

- End-of-unit "celebrations" in which students "publish" and share the unit's topic/genre piece

- Students' year-end review of the writing folder to self-assess growth in the writing life

- Teacher's year-end review of the writing folder to assess growth in the writing life

- June criterion-referenced report card assessment ("writing" indicators)