

2nd Grade ELA (Wit & Wisdom) Overview

Quarter 1- Module 1 (A Season of Change)	
<p>Module Length: 32 lessons</p> <p>Essential Question: How does change impact people and nature?</p> <p>Core Texts: “Weather,” Eve Merriam <i>How Do You Know It’s Fall?</i> Lisa M. Herrington <i>The Little Yellow Leaf</i>, Carin Berger <i>A Color of His Own</i>, Leo Lionni <i>Why Do Leaves Change Color?</i>, Betsy Maestro <i>Sky Tree</i>, Thomas Locker</p> <p>Paintings: <i>Autumn Landscape</i>, Maurice de Vlaminck <i>Bathers at Asnieres</i>, Georges Seurat <i>Hunters in the Snow</i>, Peter Bruegel the Elder <i>Sky Tree</i>, Thomas Locker</p> <p>Focusing Question Tasks:</p> <ol style="list-style-type: none">1. Write a topic statement using key terms from the Focusing Question and module vocabulary to collaboratively write an informative paragraph on the impact of fall on people and nature.2. Write an informative paragraph with a topic statement and evidence explaining how the Little Yellow Leaf changes.3. Write an informative paragraph with a topic statement and evidence explaining how the chameleon changes.4. Write an informative paragraph explaining the impact of fall weather on leaves.5. Write an informative paragraph explaining how the Sky Tree shows the cycle of change in the seasons. <p>Focusing Question Tasks:</p> <ol style="list-style-type: none">1. Read <i>A Color of His Own</i> and identify story elements of character, setting, problem, and resolution. Use an evidence organizer to record evidence of change using temporal words <i>first</i>, <i>then</i>, and <i>finally</i>.2. Read an excerpt of <i>Why Do Leaves Change Color?</i> and answer questions about the topic of the multi-paragraph text.	<p>Learning Goals:</p> <ul style="list-style-type: none">● Practice questioning to clarify understandings of a new text.● Recount stories, including details about character, setting, problem, and resolution.● Explain how beginnings and endings in text relate to one another.● Identify main topics and details in multi-paragraph text.● Read orally with accuracy and fluency to support understanding.● Write informative paragraphs that state a topic, develop it with evidence, and conclude by reinforcing the topic in conclusion.● Organize and choose text evidence to respond to a prompt.● With guidance from adults and peers, revise writing to strengthen it as needed.● Notice the whole message in a text and the speaker's remarks.● Take part in collaborative conversations with peers.● Link responses to those of peers.● Use adjectives to provide detail in speaking and writing.● Identify, form, and expand simple and compound sentences.● Use sentence-level context to determine the meaning of unfamiliar words.● Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.● Identify real-life connections between words and their use.

Socratic Seminars:

1. Synthesize information from *How Do You Know It's Fall?* to demonstrate understanding of changes in fall.
2. Compare and contrast the change that two characters experience in *A Color of His Own* and *The Little Yellow Leaf*?

End-of-Module Assessment

Write a paragraph for the classroom text about how changes in fall weather impact plants or animals. Use evidence from two texts in the module.

Quarter 2- Module 2 (The American West)

Module Length: 35 Lessons

Essential Question: What was life like in the West for early Americans?

Core Texts:

The Buffalo Are Back, Jean Craighead George
Journey of a Pioneer, Patricia J Murphy
Plains Indians, Andrew Santella
Johnny Appleseed, Steven Kellogg
John Henry: An American Legend, Ezra Jack Keats
John Henry, Julius Lester
The Legend of Bluebonnet, Tommie dePaola
The Story of Johnny Appleseed, Alike

Painting:

Among the Sierra Nevada Mountains, California,
 Albert Bierstadt

Poetry:

"Buffalo Dusk," Carl Sandburg

Focusing Question Tasks:

1. Write an informative paragraph about how the American Indians, settlers, and President Theodore Roosevelt made an impact on the prairie in the early American West.
2. Write an informative paragraph about how the Plains Indians used plants and animals.
3. Write an informative paragraph about the challenges Pioneers face and how they respond.
4. Identify the lesson of *The Legend of Bluebonnet* and write an informative paragraph using details to support the idea.

Learning Goals:

- Build knowledge of topic-specific words and use text features in informational text to support comprehension.
- Identify the main topic of informational text and describe connections between historical events.
- Recount a story and determine the underlying lesson.
- Identify similarities and differences in two versions of the same story.
- Identify how characters respond to major events and challenges in a text.
- Write informative paragraphs using information from module texts that include an introduction, topic statement, evidence, and conclusion.
- Incorporate peer feedback when revising informative paragraphs.
- Publish informative paragraphs using digital tools.
- Write informative paragraphs comparing and contrasting differences between texts about the same legend.
- Organize and choose text evidence to respond to a prompt.

5. Write an informative paragraph about the lesson of *The Story of Johnny Appleseed*.
6. Write an informative paragraph that explains how the Keats version of John Henry is different from the Lester version.

New-Read Assessments

1. Read pages 18-31 of *Journey of a Pioneer* and then answer questions about topic-specific words and details from the story.
2. Read pages 18-32 of *The Story of Johnny Appleseed* by Aliko and complete the Story Stones Chart.

Socratic Seminars:

1. Identify characteristics of what life was like for the Plains Indians in the early American West.
2. Analyze the two versions of Johnny Appleseed and identify differences between the way the legend is told.

End-of-Module Task

Write an informative paragraph comparing the life of one legendary person (either Johnny Appleseed or John Henry) to real-life pioneers and explaining the differences.

Quarter 3- Module 3 (Civil Rights Heroes)

Module Length: 34 Lessons

Essential Question: How can people respond to injustice?

Core Texts:

I Have a Dream, Dr. Martin Luther King, Jr.
Martin Luther King, Jr. and the March on Washington, Frances E. Ruffin
Ruby Bridges Goes to School: My True Story, Ruby Bridges
Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation, Duncan Tonatiuh

Photography:

Selma to Montgomery March, Alabama, 1965, James Karales

Poetry:

"Words like Freedom," Langston Hughes

Learning Goals:

- Write informative paragraphs using information from module texts that include an introduction, topic statement, evidence, and conclusion.
- Organize and choose text evidence to respond to a prompt.
- Write narrative paragraphs describing a moment in time with details.
- Write narrative paragraphs describing a response to a problem that include thoughts, feelings, and actions.
- Speak with peers on one topic.
- Gather information about a topic, and ask/answer questions to prepare to speak about that topic.
- Listen for the topic of a conversation and ask for more information about that topic.
- Distinguish between adjectives and adverbs and use them correctly in writing.

“Dreams,” Langston Hughes

Videos:

“Civil Rights- Ruby Bridges”

“The Man Who Changed America”

“Ruby Bridges Interview”

“Sylvia Mendez and Sandra Mendez Duran”

Music:

“Ain’t Gonna Let Nobody Turn Me Around,” Stephen Griffith

“Ain’t Gonna Let Nobody Turn Me Around,” The Freedom Singers

“This Little Light of Mine,” Steven Griffith

“America (My Country Tis of Thee),” Stephen Griffith

Articles:

“Different Voices,” Anna Gratz Cockerille

“When Peace Met Power,” Laura Helweg

Focusing Question Tasks:

1. Write an informative paragraph using evidence from two different sources about injustices before the Civil Rights Act of 1964.
2. Write an informative paragraph describing Martin Luther King Jr’s dream.
3. Write an exploded moment narrative from the point of view of Ruby Bridges about the injustices she faced as she walked into school.
4. Write an exploded moment narrative from the point of view of Ruby Bridges about her response to injustice as she stops in the middle of the crowd.
5. Write an exploded moment narrative from the point of view of Sylvia Mendez as she sits in the courtroom during the Mendez family’s trial.

New-Read Assessments:

1. Read pages 12-15 and 26-27 of *Ruby Bridges Goes to School: My True Story* and then answer questions about details from the story and from the historical photographs.
2. Read the poem “Dreams” by Langston Hughes and then answer questions about the repetition and meaning.
3. Read “Different Voices” by Anna Gratz Cockerille and answer the questions about point of view.
4. Listen to the Read Aloud of “When Peace Met Power” by Laura Helweg and an excerpt from *Martin Luther King, Jr. and the March on*

- Expand and rearrange a variety of sentences.
- Use word knowledge to predict the meaning of compound words.
- Distinguish shades of meaning among closely related verbs and adjectives.

Washington and answer the questions about important points about the same topic.

Socratic Seminars:

1. Explain why Martin Luther King Jr’s words are powerful.
2. Explain how responding to injustice can impact the world.

End-of-Module Task:

Write an exploded moment narrative from either the point of view of Ruby Bridges or Sylvia Mendez about their responses to injustice.

Quarter 4- Module 4 (Good Eating)

Module Length: 33 Days

Essential Question: How does food nourish us?

Core Texts:

The Digestive System, Christine Taylor-Butler
The Digestive System, Jennifer Prior
Good Enough to Eat: A Kid’s Guide to Food and Nutrition, Lizzy Rockwell
The Vegetables We Eat, Gail Gibbons
Bone Butten Borscht, Aubry Davis
Stone Soup, Marcia Brown

Videos:

“Food and Family,” Nadine Burke
“My Food Journey,” Nadine Burke
“Try Something New,” Jamie Oliver
“Planting Seeds: The White House Garden and a Brooklyn School Farm”
“Fruit Veggies Swag”

Visual Art:

The Beanfeaster, Annibale Carracci
Cakes, Wayne Thiebaud
Two Cheeseburgers, with Everything (Dual Hamburgers), Claes Oldenberg

Article:

“Can Milk Make You Happy?” Faith Hickman Byrnie
“Debate! Should Sugary Drinks Be Taxed?” TIME for Kids
“Eating You’re A,B,C’s...” Kids Discover

Learning Goals:

- Build knowledge of the author’s purpose within and throughout the entire text including teaching, explaining, and entertaining the reader.
- Identify text features and how they contribute to conveying information efficiently in a text.
- Read a series of ideas or steps in a procedure and understand the connection from beginning to end.
- Determine how an illustrator contributes meaning to understanding of setting, characters, and plot.
- Identify reasons that support the point an author is making.
- Build understanding of characters, setting, and plot by analysis of the words in the text.
- Write informative paragraphs about steps in a process that include an introduction, topic, statement, evidence, and conclusion.
- Organize and choose text evidence to respond to a prompt.
- Write opinion paragraphs that include an introduction, opinion statement, reason, temporal words, and opinion conclusion.
- Conduct shared research using two sources to collect evidence to write an opinion paragraph.
- Speak to recount a personal experience.
- Speak to recount a text read aloud.
- Listen to appreciate a text or an experience.

Focusing Question Tasks:

1. Choose either the stomach or the small intestine. What important jobs does this organ do as part of the digestive system? Conduct shared research in a small group. Then, individually, write an informative paragraph that includes at least two pieces of evidence from the text.
2. Who benefitted the most from making the soup in *Bone Button Borscht*? Write an opinion paragraph.
3. Where does nourishing food come from? Describe how food is created on a big farm. Write an informative paragraph that includes the steps and the connections between them.
4. Consider the following options: strawberries, oranges, carrots, and broccoli. Which one would you choose to benefit your body? Support your opinion with evidence.

New-Read Assessments:

1. Read *Stone Soup* and then answer questions about how the illustrations clarify the text.
2. Read page 31 of *The Digestive System* and answer questions about text features.
3. Read pages 14-15 of *Good Enough to Eat*. Answer questions to connect the steps in the digestive process.
4. Listen closely to "Debate! Should Sugary Drinks Be Taxed?" Complete a chart and answer questions about the author's purpose and points.

Socratic Seminars:

1. Compare and contrast *Stone Soup* and *Bone Button Borscht*.
2. What happened when you tried eating something new?

End-of-Module Task:

Look closely at the two images of plates. Which meal would you choose to nourish your body and why? Support your response using evidence from the following sources: *Good Enough to Eat* by Lizzy Rockwell, "Eating You're A,B,C's" infographic.

- Consult reference materials to check spellings and clarify the meanings of words.
- Identify real-life connections to words.
- Generalize spelling patterns.
- Form contractions and possessives using apostrophes.
- Use reflexive pronouns.
- Use commas in letters.