

## Curriculum Management System

### SADDLE BROOK SCHOOL DISTRICT

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Course Name: English Language Arts  
Grade: 2  
Date: October 2015

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2220.

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# SADDLE BROOK SCHOOL DISTRICT

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## Curriculum Supervisor

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## Course Rationale

As a means of achieving College and Career Readiness, the English Language Arts Curriculum must define a vision of what it means to be a literate person in the twenty-first century. The skills and understanding that students must demonstrate have wide applicability outside the classroom. Students must undertake close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform critical reading necessary to pick carefully through the staggering amount of information available today digitally and in print. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Students must demonstrate the cogent reasoning and use of evidence that is essential to deliberation and responsible citizenship. In short, students must develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

A Balanced Literacy Program is the means through which this can be accomplished. Such an instructional approach engages students in meaningful and purposeful reading and writing experiences on a regular basis. These experiences are intended to honor the various stages and vast ranges in diversity of literacy development present in every classroom.

The English Language Arts curriculum fosters students who:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Develop understanding of other perspectives and cultures

# Scope and Sequence

## Grade 2

### Quarter I

Quarter I	
<p><b>Reading</b></p> <p><b><i>Becoming a Community of Readers</i></b></p> <ul style="list-style-type: none"> <li>Identify and demonstrate effective reading behaviors/habits</li> <li>Demonstrate book handling skills</li> <li>Establish guidelines/procedures for small group/independent work stations</li> <li>Recognize that printed material can be organized in various ways</li> <li>Establish, reflect, revise reading goals</li> <li>Self-select books on independent reading level</li> <li>Identify/model good listening techniques</li> <li>Speak audibly, coherently, and in complete sentences when sharing</li> <li>Develop respect for individual opinions/perspectives</li> <li>Participate in varied reading experiences</li> <li>Demonstrate techniques for responding to text orally</li> <li>Ask and answer questions to clarify comprehension</li> <li>Demonstrate how to add visual displays to clarify comprehension</li> </ul> <p><b><i>Becoming Good Readers</i></b></p> <ul style="list-style-type: none"> <li>Components of fluency: rate, accuracy and expression</li> <li>Text-to-self connections and predicting strategies</li> <li>Emphasize using (visual) letter-sound information and pictures</li> <li>Practice of reading high frequency words for automaticity</li> <li>Emphasize monitoring and self-correct to make sure reading makes sense, with attention to context clues</li> <li>Emphasize reading with purpose and understanding</li> </ul>	<p><b>Writing</b></p> <p><b><i>Becoming a Community of Writers</i></b></p> <ul style="list-style-type: none"> <li>Discuss, model and practice writing routines/procedures</li> <li>Provide teacher led, group, and independent writing activities</li> <li>Establish writing goals</li> <li>Discuss how printed material can be organized</li> <li>Provide varied experiences to generate ideas for writing</li> <li>Model how to edit, revise, and use feedback</li> <li>Demonstrate how to publish and share writing</li> <li>Use mentor texts to highlight techniques of good narrative writing</li> <li>Model how to focus on an event or short sequence of events</li> <li>Demonstrate and practice using temporal words</li> <li>Demonstrate and practice using details to describe actions, thoughts and feelings</li> <li>Demonstrate and practice sequencing events</li> <li>Demonstrate and practice writing with a final thought/statement</li> </ul> <p><b><i>Narrative Writing: Personal Narrative/Small Moments</i></b></p> <ul style="list-style-type: none"> <li>Apply the writing process to develop a personal narrative</li> <li>Prewriting strategies</li> <li>Write to include an event or series of events</li> <li>Use details describing actions, thoughts and feelings</li> <li>Use hook and concluding statement</li> <li>Use time order words and irregular plural nouns</li> <li>Attention to capitalization, punctuation, and conventional spelling</li> </ul>
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>Deepen engagement of high-quality literature of texts</li> <li>Exposure to a variety of genres including fiction and realistic fiction</li> <li>Understanding elements of story (character, setting, events, problem, and solution)</li> <li>Answer questions such as who, what where, when, and how about key details in a text</li> <li>Describe how the beginning of a story introduces the story and the ending concludes the action</li> </ul>	<p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions pertaining to who, what, where, when, why and how before, during, and after reading to demonstrate comprehension of key details</li> <li>Identify and use text features including captions, bold print, subheadings, etc. to locate information in a text</li> <li>Describe an image and explain how it contributes and clarifies the text</li> <li>Explain how bold print indicates a word is new and important</li> <li>Explain how subheadings help identify the main topics or sections of text</li> <li>Read a variety of informational text at an appropriate level</li> </ul>
<p><b>Phonics/Word Study</b></p>	<p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>Use relative pronouns (e.g., who, whose, whom)</li> </ul>

<ul style="list-style-type: none"> <li>● Read regularly spelled one-syllable words correctly by distinguishing long and short vowels</li> <li>● Read high frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams</li> <li>● Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols for beginning and ending consonant blends and clusters (e.g., st, str, sp, spl, sc, scr)</li> </ul>	<ul style="list-style-type: none"> <li>● Speak and write frequently occurring irregular plural nouns (e.g., feet, children.)</li> <li>● Capitalize holidays and geographic names</li> <li>● Use commas in greetings and closings of letters</li> <li>● Use an apostrophe to form contractions</li> </ul>
<b>Vocabulary Acquisition and Language</b> <ul style="list-style-type: none"> <li>● Use glossaries and beginning dictionaries, print and digital to clarify word meaning</li> <li>● Use knowledge of the meaning of individual words to predict the meaning of compound words</li> <li>● Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li>● Manuscript</li> <li>● Form upper and lowercase letters using proper stroke and sequence</li> <li>● Form uppercase and lowercase letters with appropriate size and space</li> <li>● Demonstrate control of penmanship, including pencil grip, paper position, and strokes</li> </ul>

## Quarter II

### Reading

#### ***Becoming a Community of Readers***

- Identify and demonstrate effective reading behaviors/habits
- Demonstrate book handling skills
- Establish guidelines/procedures for small group/independent work stations
- Recognize that printed material can be organized in various ways
- Establish, reflect, revise reading goals
- Self-select books on independent reading level
- Identify/model good listening techniques
- Speak audibly, coherently, and in complete sentences when sharing
- Develop respect for individual opinions/perspectives
- Participate in varied reading experiences
- Demonstrate techniques for responding to text orally
- Ask and answer questions to clarify comprehension
- Demonstrate how to add visual displays to clarify comprehension

#### ***Becoming Good Readers***

- Components of fluency: rate, accuracy and expression
- Text-to-text connections and visualizing strategies
- Emphasize using (visual) letter-sound information and pictures
- Continued practice of reading high frequency words for automaticity
- Emphasize monitoring and self-correct to make sure reading makes sense, with attention to context clues
- Emphasize reading with purpose and understanding

### Writing

#### ***Becoming a Community of Writers***

- Discuss, model and practice writing routines/procedures
- Provide teacher led, group, and independent writing activities
- Establish writing goals
- Discuss how printed material can be organized
- Provide varied experiences to generate ideas for writing
- Model how to edit, revise, and use feedback
- Demonstrate how to publish and share writing
- Use mentor texts to highlight techniques of good narrative writing
- Model how to focus on an event or short sequence of events
- Demonstrate and practice using temporal words
- Demonstrate and practice using details to describe actions, thoughts and feelings
- Demonstrate and practice sequencing events
- Demonstrate and practice writing with a final thought/statement

#### ***Informative/Explanatory Writing: All About/How to***

- Understand and recognize what informational text is and its unique features
- Apply the writing process to develop a How-to/All About writing piece
- Determine a topic or idea for writing
- Create an opening statement pertaining to the procedure or topic
- Recall information from experiences or gather information to inform/explain
- Use prewriting strategies to plan explanatory piece
- Write facts/definitions in a sequential order
- Use temporal words
- Use specific details/textual evidence and illustrations to support the topic

	<ul style="list-style-type: none"> <li>● Conclude the informational piece with a final thought/statement</li> <li>● Apply learned spelling patterns, apostrophes to form contraction/ possessives, and capitalize properly</li> </ul>
<b>Reading Literature</b> <ul style="list-style-type: none"> <li>● Pose and answer questions such as who, what where, when, and how about key details in a text</li> <li>● Describe key details from a read aloud</li> <li>● Retell stories with necessary story elements</li> <li>● Identify the purpose of a story's beginning and ending</li> <li>● Identify the problem or event in a story and how characters respond</li> <li>● Describe a character and his/her traits</li> <li>● Compare two or more versions of the same story by different authors</li> <li>● Ask questions to clarify meaning or deepen understanding</li> <li>● Use strategies in order to read a variety of poetry and fictional texts</li> <li>● Use effective listening behaviors</li> <li>● Adhere to guidelines for discussions</li> <li>● Speak audibly, coherently, and in complete sentences</li> <li>● Recognize and respect others' perspective during discussions</li> <li>● Participate in varied reading experiences</li> </ul>	<b>Reading Informational Text</b> <ul style="list-style-type: none"> <li>● Ask and answer questions pertaining to who, what, where, when, why and how before, during, and after reading to demonstrate comprehension of key details</li> <li>● Determine the main topic of a multi-paragraph text</li> <li>● Locate supporting details in a text</li> <li>● Identify and use text features including captions, bold print, subheadings, etc. to locate information in a text</li> <li>● Describe an image and explain how it contributes and clarifies text</li> <li>● Explain how glossaries define new words and important content words</li> <li>● Explain how indexes alphabetically list the main ideas in the text, with page numbers to help students find them easily</li> <li>● Explain how electronic menu is a list of options that appears below an item when the computer user clicks on it</li> <li>● Demonstrate how to build on other's thoughts during discussions</li> <li>● Speak audibly and coherently in complete sentences and using appropriate tone</li> </ul>
<b>Phonics/Word Study</b> <ul style="list-style-type: none"> <li>● Read regularly spelled one-syllable words correctly by distinguishing long and short vowels</li> <li>● Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel digraphs (e.g. ai, ea, ee, ie, oa, oo)</li> <li>● Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. au, ou/ow, oi/oy)</li> <li>● Apply vowel pattern pronunciation generalizations to read words with these vowel digraphs, and vowel diphthongs</li> <li>● Decode regularly spelled two-syllable words with long vowels</li> </ul>	<b>Grammar and Usage</b> <ul style="list-style-type: none"> <li>● Use collective nouns (e.g., team)</li> <li>● Use reflexive pronouns (e.g., myself)</li> <li>● Use adjectives and adverbs appropriately when writing or speaking</li> </ul>
<b>Vocabulary Acquisition and Language</b> <ul style="list-style-type: none"> <li>● Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>● Use a known root word as a clue to the meaning of an unknown word with the same root</li> <li>● Use glossaries and beginning dictionaries, print and digital to clarify word meaning</li> <li>● Distinguish shades of meaning among closely related verbs</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li>● Manuscript</li> <li>● Form upper and lowercase letters using proper stroke and sequence</li> <li>● Form uppercase and lowercase letters with appropriate size and space</li> <li>● Demonstrate control of penmanship, including pencil grip, paper position, and strokes</li> </ul>

Quarter III	
<b>Reading</b> <b><i>Becoming a Community of Readers</i></b> Revisit as needed  <b><i>Becoming Good Readers</i></b>	<b>Writing</b> <b><i>Becoming a Community of Writers</i></b> Revisit as needed  <b><i>Opinion Writing: Favorites</i></b>

<ul style="list-style-type: none"> <li>Continue to focus on building good reader habits</li> <li>Practice components of fluency: rate, accuracy and expression using repeated readings, etc.</li> <li>Text-to-world connections and asking questions</li> <li>Emphasize using meaning (semantics) for comprehension</li> <li>Emphasize using language structure (syntax) for comprehension</li> <li>Attention to punctuation to determine pacing and intonation</li> <li>Continued practice of reading high frequency words for automaticity</li> <li>Monitor and self-correct to make sure reading makes sense, with attention to context clues</li> <li>Emphasize reading with purpose and understanding</li> </ul>	<ul style="list-style-type: none"> <li>Plan, discuss and write about an opinion in complete sentences</li> <li>Introduce topic or book that opinion is based on</li> <li>Create an opinion statement pertaining to the topic</li> <li>Support opinion with specific reasons and details</li> <li>Write in logical order using linking words to connect opinion and reasons</li> <li>Conclude opinion with a final thought/statement</li> <li>Apply knowledge of language and its conventions</li> </ul> <p><b><i>Informative/Explanatory: Research Writing</i></b></p> <ul style="list-style-type: none"> <li>Apply the writing process to develop a research based writing piece</li> <li>Participate in shared research and writing projects</li> <li>Determine a topic or idea for writing</li> <li>Create an opening statement pertaining to the topic</li> <li>Recall information from experiences or gather information to inform/explain</li> <li>Use prewriting strategies to plan explanatory piece</li> <li>Write facts/definitions in a sequential order</li> <li>Use specific details/textual evidence and illustrations to support the topic</li> <li>Conclude the informational piece with a final statement</li> <li>Apply knowledge of language and its conventions</li> </ul>
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>Pose and answer questions such as who, what where, when, and how about key details in a text</li> <li>Describe key details from a read aloud</li> <li>Retell stories with necessary story elements</li> <li>Identify the purpose of a story's beginning and ending</li> <li>Identify the problem or event in a story and how characters respond</li> <li>Describe a character and his/her traits</li> <li>Compare two or more versions of the same story by different authors</li> <li>Ask questions to clarify meaning or deepen understanding</li> <li>Use strategies in order to read a variety of poetry and fictional texts</li> <li>Use effective listening behaviors</li> <li>Adhere to guidelines for discussions</li> <li>Speak audibly, coherently, and in complete sentences</li> <li>Recognize and respect others' perspective during discussions</li> <li>Participate in varied reading experiences</li> </ul>	<p><b>Reading Informational Text</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions pertaining to who, what, where, when, why and how before, during, and after reading to demonstrate comprehension of key details</li> <li>Identify the main idea of multi-paragraph text and explain how each paragraph supports the main topic</li> <li>Describe the connection between step in technical procedures in a text</li> <li>Make connections and use context to determine the meaning of words or phrases within a text</li> <li>Identify the main purpose of a text and what the author wants to answer, explain or describe</li> <li>Describe and understand how reasons support specific points the author makes to demonstrate their opinion/viewpoint</li> <li>Provide textual evidence to support the author's viewpoint</li> <li>Recognize and respect others' perspectives during discussions</li> <li>Participate in independent and community reading experiences and collaborative discussions</li> <li>Read or listen to two informational texts on the same topic</li> <li>Identify the most important points/main ideas in each text</li> </ul>
<p><b>Phonics/Word Study</b></p> <ul style="list-style-type: none"> <li>Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols (e.g., ar, er, ir, or, ur)</li> <li>Apply vowel pattern pronunciation generalizations to read words with these vowel diphthongs and r-controlled vowels</li> <li>Decode words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and common suffixes (e.g., -ful, -less, er)</li> <li>Identify common irregularly spelled words (e.g., bread, love, would, could, their, there, none, both)</li> <li>Read grade-appropriate irregularly spelled words</li> </ul>	<p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>Speak and write the past tense of frequently occurring irregular verbs such as sat, hid, told, taught</li> <li>Capitalize product names</li> <li>Produce, expand, and rearrange complete simple and compound sentences</li> <li>Use an apostrophe to form frequently occurring possessives when writing</li> </ul>
<p><b>Vocabulary Acquisition and Language</b></p>	<p><b>Handwriting</b></p>

<ul style="list-style-type: none"> <li>● Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>● Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)</li> <li>● Use a known root word as a clue to the meaning of an unknown word with the same root</li> <li>● Use glossaries and beginning dictionaries, print and digital to clarify word meaning</li> <li>● Identify words using real-life connections</li> </ul>	<ul style="list-style-type: none"> <li>● Manuscript</li> <li>● Form upper and lowercase letters using proper stroke and sequence</li> <li>● Form uppercase and lowercase letters with appropriate size and space</li> <li>● Demonstrate control of penmanship, including pencil grip, paper position, and strokes</li> </ul>
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## Quarter IV

### Reading

#### *Becoming a Community of Readers*

Revisit as needed

#### *Becoming Good Readers*

- Continue to focus on building good reader habits.
- Determining importance and inferring
- Emphasize using meaning (semantics) for comprehension
- Emphasize using language structure (syntax) for comprehension
- Attention to punctuation to determine pacing and intonation
- Continued practice of reading high frequency words for automaticity
- Monitor and self-correct to make sure reading makes sense, with attention to context clues
- Emphasize reading with purpose and understanding
- Use cross-checking of reading strategies to confirm word recognition and meaning

#### **Reading Literature**

- Pose and answer questions such as who, what where, when, and how about key details in a text
- Describe key details from a read aloud
- Retell stories with necessary story elements
- Identify the purpose of a story's beginning and ending
- Identify the problem or event in a story and how characters respond
- Describe a character and his/her traits
- Compare two or more versions of the same story by different authors
- Ask questions to clarify meaning or deepen understanding
- Use strategies in order to read a variety of poetry and fictional texts
- Use effective listening behaviors
- Adhere to guidelines for discussions
- Speak audibly, coherently, and in complete sentences
- Recognize and respect others' perspective during discussions
- Participate in varied reading experiences

#### *Folktales*

### Writing

#### *Becoming a Community of Writers*

Revisit as needed

#### *Narrative Writing: Fictional Narrative*

- Apply the writing process to develop a published fictional narrative
- Use prewriting strategies to brainstorm/plan a fictional narrative
- Focus on an event with guidance and support
- Compose the narrative recounting a well-elaborated sequence of events
- Identify characters and include details
- Determine the setting (location/time)
- Determine a problem to be solved
- Develop a beginning, middle, and end using temporal words
- Add details to describe actions/thoughts/feelings
- Conclude piece with a final thought/statement
- Apply knowledge of language and its conventions

#### **Reading Informational Text**

- Ask and answer questions pertaining to who, what, where, when, why and how before, during, and after reading to demonstrate comprehension of key details
- Identify the main idea of a multi-paragraph text and explain how each paragraph supports the main topic
- Provide textual evidence to support the author's viewpoint
- Recognize and respect others' perspectives during discussions
- Participate in independent and community reading experiences and collaborative discussions
- Describe the connection between a series of historical events in a text
- Describe the connection between a series of scientific ideas in a text
- Read or listen to two informational texts on the same topic
- Identify the most important points/main ideas in each text
- Compare/contrast important points in two texts on the same topic
- Read a variety of informational text at an appropriate level
- Use effective listening behaviors



<ul style="list-style-type: none"> <li>● Ask and answer questions such as who, what where, when, and how about key details in a text</li> <li>● Describe key details from a read aloud</li> <li>● Elements and structure of fictional narrative</li> <li>● Determine lesson/moral of the tale</li> <li>● Draw comparisons between different versions of the same story (different author, print vs. media)</li> <li>● Summarize key details and events</li> <li>● Describe characters using their traits</li> </ul>	
<b>Phonics/Word Study</b> <ul style="list-style-type: none"> <li>● Apply vowel pattern pronunciation generalizations to correctly read words with vowel digraphs, vowel diphthongs, and r-controlled vowels</li> <li>● Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols for silent letter combinations (e.g., kn, wr, gn, -mb, _-lk, -mn)</li> <li>● Decode words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and suffixes (e.g., -ful, -less, -er)</li> <li>● Identify grade-appropriate commonly and irregularly spelled words (e.g., bread, love, would, could, their, there, none, both)</li> <li>● Read grade-appropriate irregularly spelled words</li> </ul>	<b>Grammar and Usage</b> <ul style="list-style-type: none"> <li>● Use glossaries and beginning dictionaries, print and digital to clarify word meaning</li> <li>● Engage in conversation using words and phrases acquired through a variety of speaking and listening activities</li> <li>● Compare formal and informal use of language when writing, speaking, reading, or listening</li> </ul>
<b>Vocabulary Acquisition and Language</b> <ul style="list-style-type: none"> <li>● Use glossaries and beginning dictionaries, print and digital to clarify word meaning</li> <li>● Engage in conversation using words and phrases acquired through a variety of speaking and listening activities</li> <li>● Compare formal and informal use of language when writing, speaking, reading, or listening</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li>● Cursive</li> <li>● Introduce formation of uppercase letters using proper stroke and sequence</li> <li>● Form uppercase cursive letters with appropriate size and space</li> </ul>

## Unit Plans

### Grade 2

#### Becoming a Community of Readers

Timeline: 4 weeks

##### Enduring Understandings:

- Clearly communicated procedures and routines will enable our class community to focus on developing our reading skills.
- Through modeled, shared and independent reading experiences students develop their skills as readers and effectively communicate their thoughts and opinions.
- Choosing a meaningful text will enable purposeful reading for the community of readers.

##### Essential Questions:

- How can we work together as a class, small group, or individual to become our best readers?
- What does the reading community look like and what is my role as a reader?
- How do readers make choices and decisions about their reading?

#### Becoming Good Readers

Timeline: Ongoing

##### Enduring Understandings:

- Fluent readers gain meaning by reading with expression and use various reading strategies throughout the reading process.
- Readers use print and illustrations to gain meaning and understanding from text.

##### Essential Questions:

- How do reading strategies help us become better readers?
- How does reading fluently and accurately help you understand what you read?
- How does learning a skill for comprehension make a better reader?

#### Phonics/Word Study

Timeline: Ongoing

##### Enduring Understandings:

- Understanding spelling patterns/rules helps us spell and read unknown words.
- Readers must know and apply phonics and word analysis skill to decode print with automaticity to better comprehend text.
- Phonics leads to improved reading and writing with better accuracy, decoding, spelling and reading comprehension.

##### Essential Questions:

- Why is letter-sound correspondence important in reading and writing?
- How do readers use their phonics knowledge to help decode and comprehend text?
- Why is it important to know grade level words with automaticity?

## Conventions of Standard English: Vocabulary Acquisition and Use/Knowledge of Language

### Timeline: Ongoing

#### Enduring Understandings:

- There are a variety of strategies to help figure the meaning of unknown words.
- When reading and speaking, it is necessary to understand word relationships and nuances in word meanings.
- Building a robust vocabulary assists in listening and reading comprehension.

#### Essential Questions:

- How does your knowledge of words help you read and communicate?
- Why is a vocabulary essential?
- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?

## Reading Literature

### Timeline: Ongoing

#### Enduring Understandings:

- In order to develop deeper understanding of text, readers use a variety of comprehension strategies such as, predicting, questioning, retelling, determining importance, sensory imaging, connecting, and inferring.
- Fictional literature is organized with common story elements (character, setting, plot, conclusion) to tell a story.

#### Essential Questions:

- How do readers construct meaning from text?
- How does understanding and identifying literary features aid in comprehending and appreciating literature?
- How can story elements help gain understanding in reading and writing?
- Why is it important to build relationships between texts and real life experiences?

## Reading Literature: Folktales

### Timeline: 6 weeks

#### Enduring Understandings:

- Readers step into the characters' shoes thinking as we read.
- There are many ways readers have to think about characters and their feelings to be a good director.
- There are many ways readers get to know their characters better- we discover predictable roles they play: understanding the villain, hero, and everyone in between.
- Folktales are written to convey morals or teach a lesson and show us a culture's views and ideals.

#### Essential Questions:

- How do readers become actors too?
- How do readers direct themselves and club mates?
- How do readers get to know their characters better?
- How do readers recognize the morals, lessons, and author's purpose that stories convey?
- How can readers live our lives differently because of what we and the characters have learned?
- How can my reading community work together to consider the lessons characters learn and to compare how different authors explore similar morals in sometimes very different ways?

Reading Informational Text		Timeline: Ongoing
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Readers read informational texts to gain knowledge to help understand our world and ourselves.</li> <li>Readers know how to focus their thinking around the important information in a text in order to understand the main idea.</li> <li>Features of informational texts help readers to navigate, understand, and apply important information.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can reading informational text contribute to lifelong learning?</li> <li>How do the features of informational text help us to find, understand, and apply important information?</li> </ul>	

Becoming a Community of Writers		Timeline: 4 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Effective writing communities work best with clearly communicated procedures and routines.</li> <li>Writers have routines and procedures to follow in a workshop setting and with their writing partners.</li> <li>Writing serves many purposes, including entertaining, informing, and persuading.</li> <li>Writers learn from one another and from other's writing which influences their own work.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can we work together as a class and individually to become better writers?</li> <li>What does a writing community look like and how do I recognize myself as an individual writer in the community?</li> <li>How do good writers convey their message?</li> <li>How do writers take the strategies of one mentor author and try their craft in their own writing?</li> </ul>	

Handwriting		Timeline: Ongoing
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Being able to communicate effectively encompasses the ability to write legibly in order to accurately share ideas with an audience.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What role does handwriting play in communication?</li> <li>Why it is important to write legibly?</li> <li>What strategies can I use to improve my handwriting?</li> </ul>	

Conventions of Standard English: Grammar and Usage in Writing and Speaking		Timeline: Ongoing
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Language has consistent patterns and rules when speaking and writing.</li> <li>It is essential to articulate clearly and accurately using appropriate language structure so that one's message can be understood.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do words we choose help us share our thinking and communicate?</li> <li>How do writers help their writing make sense?</li> <li>How do words and their use influence language?</li> </ul>	

Narrative Writing: Personal Narrative/ Small Moments		Timeline: 8 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Even the smallest moment in time can be captured to tell a story.</li> <li>• Writers deliberately choose text structures (engaging opening, beginning, middle and end with strong closing) to craft their personal narrative.</li> <li>• Writers use a variety of strategies to elaborate and enhance their work.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do you use personal experiences to express and write stories?</li> <li>• How does structure in writing aid in engaging a reader?</li> </ul>	

Narrative Writing: Fictional Narrative		Timeline: 8 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Writers can generate fiction ideas from their own lives or reading mentor texts.</li> <li>• Fictional narratives include story elements such as characters, setting, problem, and solution.</li> <li>• Writers use a variety of strategies to elaborate and enhance their work.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do you convey experiences to express ideas/events to tell a story?</li> <li>• How can I make my writing more descriptive and engaging?</li> </ul>	

Informative/Explanatory Writing: All About/How-to		Timeline: 6 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Explanatory writing uses details to help the reader clearly imagine a certain person, place, thing or idea.</li> <li>• Writers deliberately choose text structures to organize writing to best share and teach information.</li> <li>• Writers use a variety of strategies to elaborate and enhance their work.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do writers communicate information clearly and accurately to others?</li> <li>• How do authors share and teach information with their writing?</li> </ul>	

Informative/Explanatory Writing: Research-Based Writing		Timeline: 6 weeks
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Research writing is based on information gathered from sources other than the writer's own imagination or everyday experiences.</li> <li>• Writers gather information about their topic in a variety of ways and from a variety of sources.</li> <li>• Researchers organize notes to allow them to categorize information.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why do writers conduct research?</li> <li>• How do writers use a research process to find and share information?</li> <li>• What are ways to present all that I know about a topic?</li> </ul>	

## Opinion Writing: Favorites

Timeline: 9 weeks

### Enduring Understandings:

- Opinion writing shares the writer's thoughts and feelings about a topic.
- Using evidence to support an opinion makes it more persuasive and credible.

### Essential Questions:

- Why do we express our opinions in writing
- How do writers formulate and share their opinions?