

2nd Grade ELA Course Information

Module	Study Module Topics	Estimated Time
Module 1	A Season of Change	Quarter 1
Module 2	The American West	Quarter 2
Module 3	Civil Rights Heroes	Quarter 3
Module 4	Good Eating	Quarter 4

Primary Resources:

- Wit & Wisdom Grade 2
- Ohio's Second Grade ELA Learning Standards: Ohio Department of Education (2017)
- Foundations Level 2
- Geodes Level 2
- Heggerty Bridge the Gap Phonemic Awareness: Dr. Michael Heggerty

Supplemental Resources

- Lexia
- RazKids

Grade 2 Module 1: A Season of Change	
Summary	In this module, they observe change through the cycle of the four seasons—winter, spring, summer, and fall—and they investigate the cause of those changes.
Essential Question	How does change impact people and nature?
Knowledge Goals	<ul style="list-style-type: none"> ● Define <i>change</i> as the process of becoming different than before. ● Use key words <i>first, then, finally</i> to identify the process of change. ● Recognize that friends can help people manage change. ● Identify the impact of weather on leaves in autumn. ● Identify how changes in fall weather impact people, plants, and animals.
Reading Goals	<ul style="list-style-type: none"> ● Practice questioning to clarify understandings of a new text. (RL.2.1, RI.2.1) ● Recount stories, including details about character, setting, problem, and resolution. (RL.2.2) ● Explain how beginnings and endings in text relate to one another. (RL.2.5) ● Identify main topics and details in multi-paragraph text. (RI.2.2) ● Read orally with accuracy and fluency to support understanding. (RF.2.4)
Writing Goals	<ul style="list-style-type: none"> ● Write informative paragraphs that state a topic, develop it with evidence, and conclude by reinforcing the topic in a conclusion. (W.2.2) ● Organize and choose text evidence to respond to a prompt. (W.2.8) ● With guidance from adults and peers, revise writing to strengthen it as needed. (W.2.5)
End of Module Task	Informational: 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.
Core Texts	Poetry <ul style="list-style-type: none"> ● “Weather,” Eve Merriam Picture Book (Informational) <ul style="list-style-type: none"> ● How Do You Know It’s Fall?, Lisa M. Herrington ● Why Do Leaves Change Color?, Betsy Maestro ● Sky Tree, Thomas Locker Picture Book (Literary) <ul style="list-style-type: none"> ● The Little Yellow Leaf, Carin Berger ● A Color of His Own, Leo Lionni
Supplemental Texts	Geodes: <ul style="list-style-type: none"> ● Leaves ● Born to Fly ● Arctic Caterpillar ● Spring Fever ● Finch Study ● Nature’s Thermometer
Word Study	Foundations Units 1-3: <ul style="list-style-type: none"> ● digraphs (sh, th, ch, ck, wh), spelling of /k/ ● FLS (ff, ll, ss, zz) rule, ● Glued Sounds (all, am, an, ang, ank, ing, ink, ong, onk, ung, unk)

	<ul style="list-style-type: none">• Closed syllable exceptions (ild, ind, old, olt, ost)
Additional Resources	Content Connections Volume of Reading Book List and Additional Texts (see Module 1)

Grade 2 Module 2: The American West	
Summary	This module explores changes to the people and the environment of the West, building on the concept of change introduced in Module 1.
Essential Question	What was life like in the West for early Americans?
Knowledge Goals	<ul style="list-style-type: none"> ● Recognize change over time in the West. ● Build understanding of the interrelationships between people and nature. ● Identify characteristics of life and challenges faced by the pioneers and Native Americans in the West. ● Recognize that stories can contain important life lessons.
Reading Goals	<ul style="list-style-type: none"> ● Build knowledge of topic-specific words and use text features in informational text to support comprehension. (RI.2.4, RI.2.5) ● Identify the main topic of informational text and describe connections between historical events. (RI.2.2, RI.2.3) ● Recount a story and determine the underlying lesson. (RL.2.2) ● Identify similarities and differences in two versions of the same story. (RL.2.9) ● Identify how characters respond to major events challenges in a text. (RL.2.3)
Writing Goals	<ul style="list-style-type: none"> ● Write informative paragraphs using information from module texts that include an introduction, topic statement, evidence, and conclusion. (W.2.2, W.2.8) ● Incorporate peer feedback when revising informative paragraphs. (W.2.2, W.2.5, W.2.8) ● Publish informative paragraphs using digital tools. (W.2.6) ● Write informative paragraphs comparing and contrasting differences between texts about the same legend. (W.2.2, W.2.8) ● Organize and choose text evidence to respond to a prompt. (W.2.8)
End of Module Task	Informational: 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.
Core Texts	<p>Picture Book (Informational)</p> <ul style="list-style-type: none"> ● The Buffalo Are Back, Jean Craighead George ● Journey of a Pioneer, Patricia J. Murphy ● Plains Indians, Andrew Santella <p>Picture Book (Literary)</p> <ul style="list-style-type: none"> ● Johnny Appleseed, Steven Kellogg ● John Henry: An American Legend, Ezra Jack Keats ● John Henry, Julius Lester ● The Legend of the Bluebonnet, Tomie dePaola ● The Story of Johnny Appleseed, Alike
Supplemental Texts	<p>Geodes:</p> <ul style="list-style-type: none"> ● The West is... ● Mesa Village ● East Meets West

	<ul style="list-style-type: none"> ● We Must Try ● Eagle Eye ● The Legend of El Capitan: A Miwok Story ● Wagons and Yokes ● Esther Hobart Morris
Word Study	<p>Fundations</p> <ul style="list-style-type: none"> ● suffixes (-s, -es, -ed, -ing) ● three sounds of -ed, ● Suffixes (-er, -est) ● Reading and spelling two-syllable words (closed + closed) ● spelling ic at the end of multisyllabic words ● Review v-e syllable ● s says /s/ and /z/ - spelling option procedure ● Two syllable words with closed + v-e syllable ● v-e exception (ive) ● suffix ive <p>*Units 4-6</p>
Additional Resources	<p>Content Connections Volume of Reading Book List and Additional Texts (see Module 2)</p>

Grade 2 Module 3: Civil Rights Heroes	
Summary	Module 3 compels students to closely examine the impact of three key Civil Rights heroes: Martin Luther King Jr., Ruby Bridges, and Sylvia Mendez.
Essential Question	How can people respond to injustice?
Knowledge Goals	<ul style="list-style-type: none"> ● Recognize how people responded to injustices in the United States. ● Understand the Civil Rights Movement in the United States and the changes that resulted. ● Identify leaders who fought against segregation. ● Recognize that speeches are an important type of literary text.
Reading Goals	<ul style="list-style-type: none"> ● Build knowledge of literary devices including rhymes and repeated words and phrases and how they add meaning to texts. (RL 2.4) ● Identify who is telling the story. (RL 2.6) ● Recognize how different characters have different points of view and how that impacts the way a story is told. (RL 2.6) ● Determine how images add information to text to improve comprehension. (RI.2.7) ● Identify the most important points in a text. (RI.2.9) ● Compare and contrast the important points told by different texts on a topic. (RI.2.9)
Writing Goals	<ul style="list-style-type: none"> ● Write informative paragraphs using information from module texts that include an introduction, topic statement, evidence, and conclusion. (W.2.2) ● Organize and choose text evidence to respond to a prompt. (W.2.2, W.2.3, W.2.8) ● Write narrative paragraphs describing a moment in time with details. (W.2.3) ● Write narrative paragraphs describing a response to a problem that include thoughts, feeling, and actions. (W.2.3)
End of Module Task	Narrative: Write an exploded moment narrative from either the point of view of Ruby Bridges or Sylvia Mendez about their responses to injustice.
Core Texts	Picture Books (Informational) <ul style="list-style-type: none"> ● I Have A Dream, Dr. Martin Luther King, Jr.; paintings, Kadir Nelson ● Martin Luther King, Jr. and the March on Washington, Frances E. Ruffin; illustrations, Stephen Marchesi ● Ruby Bridges Goes to School: My True Story, Ruby Bridges ● The Story of Ruby Bridges, Robert Coles; illustrations, George Ford ● Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation, Duncan Tonatiuh
Supplemental Texts	Geodes: <ul style="list-style-type: none"> ● And the Winner is... ● Bring a Chair ● Free to Move ● Robinson and Rickey ● Stop. Wait. Start

	<ul style="list-style-type: none">● Just like Jane● Expanding the Right to Vote● My Freedom Story
Word Study	<p>Fundations:</p> <ul style="list-style-type: none">● Open syllable- y as a vowel● combining syllable (open, closed, v-e)● R-controlled syllable type (ar, or)● R-controlled syllable type (er, ir, ur)● Double vowel syllable type (ai, ay)● Double vowel syllable type (ee, ea, ey)● Sounds of oi and oy <p>*Units 7-12</p>
Additional Resources	<p>Content Connections Volume of Reading Book List and Additional Texts (see Module 3)</p>

Grade 2 Module 4: Good Eating	
Summary	In the final module of the year, students examine how choosing to eat healthy foods can impact their lives.
Essential Question	How does food nourish us?
Knowledge Goals	<ul style="list-style-type: none"> ● Understand the process of digestion and the specific function of some organs. ● Conceptualize that food gives our body nutrients that we need to live. ● Identify the steps in the process of growing food (on a small and large farm). ● Recognize that communities come together around food for nourishment, too.
Reading Goals	<ul style="list-style-type: none"> ● Build knowledge of the author’s purpose within and throughout the entire text including teaching, explaining, and entertaining the reader. (RI 2.3) ● Identify text features and how they contribute to conveying information efficiently in a text. (RI 2.5) ● Read a series of ideas or steps in a procedure and understand the connection from beginning to end. (RI 2.3) ● Determine how an illustrator contributes meaning to understanding of setting, characters, and plot. (RL 2.7) ● Identify reasons that support the point and author is making. (RI.2.8) ● Build understanding of characters, setting, and plot by analysis of the words in the text. (RL 2.7)
Writing Goals	<ul style="list-style-type: none"> ● Write informative paragraphs about steps in a process that include an introduction, topic statement, evidence, and conclusion. (W.2.3, W.2.8) ● Organize and choose text evidence to respond to a prompt. (W.2.2, W.2.3, W.2.8) ● Write opinion paragraphs that include an introduction, opinion statement, reason, temporal words, and opinion conclusion. (W.2.1, W.2.8) ● Conduct shared research using two sources to collect evidence to write an opinion paragraph. (W.2.1, W.2.7, W.2.8)
End of Module Task	<p>Opinion: Look closely at the two images of plates. Which meal would you choose to nourish your body and why?</p> <p>Support your response using evidence from the following sources:</p> <ul style="list-style-type: none"> ● Good Enough to Eat by Lizzy Rockwell ● “Eating Your A, B, C’s...” infographic
Core Texts	<p>Picture Book (Informational)</p> <ul style="list-style-type: none"> ● 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 <p>Picture Book (Literary)</p> <ul style="list-style-type: none"> ● Bone Button Borscht, Aubry Davis ● Stone Soup, Marcia Brown

Supplemental Texts	<p>Geodes:</p> <ul style="list-style-type: none"> ● The Inside Scoop ● Stomach v. Tongue ● Sick at Sea ● Bone Builder ● Milk to Mozzarella ● Thank you, Mr. Peanut Man ● Mooncakes ● Lu'au
Word Study	<p>Foundations:</p> <ul style="list-style-type: none"> ● Double vowel syllable (oa, oe, ow), ● /ou/ sound of ou and ow ● /u/ sound of oo, ou, ue, ew ● Sounds of au, aw ● Consonant -le syllable type <p>*Units 13-17</p>
Additional Resources	<p>Content Connections Volume of Reading Book List and Additional Texts (see Module 4)</p>