

COURSE OVERVIEW: STANDARDS

2nd Grade English Language Arts

BUILDING CONTENT KNOWLEDGE

Our English Language Arts units focus on building content knowledge. The Essential Questions of each unit, listed below, highlight the key understandings students learn across the 1st grade course. In-depth answers to the Essential Questions can be found in the Unit Launch for each unit.

	LITERATURE	SCIENCE AND SOCIAL STUDIES
UNIT 1	<ul style="list-style-type: none">• What lessons can we learn from the characters in traditional fairy tales and folktales?• How can we use the lessons we learn from fairy tales in our own lives?	<ul style="list-style-type: none">• How do plants and animals depend on their habitats for survival?• Where do animals and plants find water in different habitats? Why is water important?
UNIT 2	<ul style="list-style-type: none">• What can folktales teach us about being a good person?	<ul style="list-style-type: none">• What impact do insects have on the natural world?
UNIT 3	<ul style="list-style-type: none">• What does it mean to be best friends?• Why is it important to stand up for yourself and what you believe?	<ul style="list-style-type: none">• Why do people immigrate to the United States?• What challenges do people face when they are immigrating to the United States?• How are our communities enriched by the contributions of immigrants?
UNIT 4	<ul style="list-style-type: none">• What can we learn from people of different ages?• What is more important: brain power or superpower? Why?	<ul style="list-style-type: none">• What does it take to change the world?• Why is it important to speak up for those without a voice?• Why is it important to ask questions about the world around you?
UNIT 5	<ul style="list-style-type: none">• How do other people influence the decisions you make in your life?• What does it mean to forgive someone?• How can we learn from our mistakes?• What does it mean to be honest? Why is it important to show honesty in our everyday lives?	<ul style="list-style-type: none">• What makes the human body amazing?• Why is the digestive system important?• How does food keep our body healthy?
UNIT 6	<ul style="list-style-type: none">• What makes a good detective?• What makes a good team?	<ul style="list-style-type: none">• What connections can we make between Ancient Greece and our society today?• What did the ancient Greeks believe and/or value?• How did ancient Greek beliefs and values shape their society?

READING STANDARDS

Understanding the core texts and building content knowledge are the most important goals of any Fishtank ELA unit. For each unit, we have identified a few reading standards and Key Understandings that help readers fully understand the core texts and content. The Key Understandings build from unit to unit, often matching the increase in text complexity. These understandings should not be taught in isolation, rather they should be used to help students unpack and explore the different features of complexity found in the core text(s). The key reading standards and understandings work in conjunction with the unit's spiral reading standards, standards that students use every time they read and interact with a text, and the additional unit reading standards, standards that are new to the particular unit but are not the key standards. Guidance on the Key Understandings can be found in the Unit Launch and Enhanced Lesson Plans for each unit.

LITERATURE

UNIT 1

- To understand what happens and why it happens in a story, readers notice a character's traits (RL.2.3, RL.2.7)
- A story's setting impacts the sequence of events by influencing what the characters say and do (RL.2.2, RL.2.9)

Spiral Standards: RL.2.1, RL.2.4, RL.2.10

UNIT 2

- Traits describe a key aspect of a character's personality; a character's full personality is made up of a combination of traits; understanding a character's traits helps the reader understand the decisions they make (RL.2.3, RL.2.7)
- Recounting a story means to tell the story again including all the important parts in the right order; recounting stories help us to better understand what we are reading and determine the central message in a story (RL.2.2, RL.2.5)

Spiral Standards: RL.2.1, RL.2.4, RL.2.10

UNIT 3

- To understand what happens and why it happens in a story, readers notice the relationships between characters (RL.2.3, RL.2.5, RL.2.7)
- Descriptive language, dialogue tags and italicized words deepen a reader's understanding of how a character is feeling (RL.2.6)
- A deep understanding of characters helps the reader determine the central message (RL.2.2, RL.2.3)

Spiral Standards: RL.2.1, RL.2.7, RL.2.10

SCIENCE AND SOCIAL STUDIES

- To understand details in an informational text, readers need to think about how details are connected (RI.2.1, RI.2.3)
- Text features help the reader learn more about a particular idea or topic and determine the main topic of a section of text (RI.2.2, RI.2.5)

Spiral Standards: RI.2.4, RI.2.10

- To understand details in an informational text, readers need to think about how details are connected (RI.2.1, RI.2.3)
- Text features help the reader clarify their understanding about a particular idea or topic (RI.2.4, RI.2.5, RI.2.7)

Spiral Standards: RI.2.2, RI.2.10

- Noticing the connection between events helps a reader understand a person's actions (RI.2.3)
- Authors always have a purpose for writing a book. They use the details in the book to convey their purpose (RI.2.6, RI.2.8)

Spiral Standards: RI.2.1, RI.2.4, RI.2.7, RI.2.10

UNIT 4	<ul style="list-style-type: none"> To understand what happens and why it happens in a story, readers notice a character's motivation and relationships (RL.2.2, RL.2.3) Authors use descriptive language to help readers visualize and better understand what's happening in the story (RL.2.4, RL.2.6) Chapter titles give readers a clue about the key events in the upcoming chapter (RL.2.5) <p><i>Spiral Standards: RL.2.1, RL.2.7, RL.2.10</i></p>	<ul style="list-style-type: none"> Noticing the connection between events helps a reader understand a person's actions (RI.2.3) Authors always have a purpose for writing a book; they use the details in the book to convey their purpose (RI.2.6, RI.2.8) Reading multiple texts about the same topic helps readers learn lots of different details. Authors include different details depending on their purpose (RL.2.9) <p><i>Spiral Standards: RI.2.1, RI.2.4, RI.2.10</i></p>
UNIT 5	<ul style="list-style-type: none"> To understand what happens and why it happens in a story, readers notice a character's motivation and relationships (RL.2.3, RL.2.6) Characters are complex, and sometimes want or feel more than one thing at the same time; understanding a character's conflicting feelings and motivations helps the reader understand the decisions they make (RL.2.6) As readers tackle longer chapter books, they have to hold onto the plot over multiple chapters to understand how the beginning of the text impacts the end of the text (RL.2.2, RL.2.5) <p><i>Spiral Standards: RL.2.1, RL.2.4, RL.2.7, RL.2.10</i></p>	<ul style="list-style-type: none"> To understand details in an informational text, readers need to think about how details are connected (RI.2.1, RI.2.3) Images help the reader clarify their understanding about a particular idea or topic (RI.2.5, RI.2.7) <p><i>Spiral Standards: RI.2.2, RI.2.4, RI.2.10</i></p>
UNIT 6	<ul style="list-style-type: none"> To understand why characters respond to events in a certain way, readers notice a character's perspective (RL.2.3, RL.2.6) To understand what happens and why it happens in a mystery, readers connect earlier parts of the text to later parts (RL.2.2, RL.2.5) <p><i>Spiral Standards: RL.2.4, RL.2.7, RL.2.10</i></p>	<ul style="list-style-type: none"> The main topic is the big idea of a section of text; understanding the main topic of a section of text helps the reader determine which details are important (RI.2.2) Authors include many types of details in the text; some details are important and support the author's point, while the others are just interesting (RI.2.6, RI.2.8) <p><i>Spiral Standards: RI.2.1, RI.2.4, RI.2.5, RI.2.7, RI.2.10</i></p>

SENTENCE-LEVEL AND PARAGRAPH-LEVEL FOCUS AREAS

Fishtank ELA units focus on teaching students how to write coherent sentences and towards the end of the year, cohesive paragraphs. In both Literature and Science and Social Studies units, students learn how to construct coherent sentences in order to show a deeper understanding of texts and content. As the year progresses, students learn how to use more complex and nuanced types of sentences to show understanding of key content. These Writing Focus Areas work in conjunction with the additional unit language standards, language standards that are new to the particular unit but are not key standards, and standards that are taught in the structured phonics block. Guidance on how to teach sentence-level and paragraph-level writing is included in the Enhanced Lesson Plans and Unit Launch of each unit.

	LITERATURE	SCIENCE AND SOCIAL STUDIES		
	Sentence-Level Focus Areas	Paragraph-Level Focus Areas	Sentence-Level Focus Areas	Paragraph-Level Focus Areas
UNIT 1	<ul style="list-style-type: none"> • Write simple, complete sentences (L.2.1.f) • Write different types of sentences (statements, questions, exclamations, and commands) (L.2.1.f) 	N/A	<ul style="list-style-type: none"> • Write simple, complete sentences (L.2.1.f) 	N/A
UNIT 2	<ul style="list-style-type: none"> • Write simple, complete sentences (L.2.1.f) • Include details that describe “who,” “what,” “where,” “when,” and “why” (L.2.1) 	N/A	<ul style="list-style-type: none"> • Write simple and complex sentences (L.2.1.f) • Use frequently occurring conjunctions “because,” “but,” and “so” (L.2.1.f) 	<ul style="list-style-type: none"> • Brainstorm using a Single Paragraph Outline
UNIT 3	<ul style="list-style-type: none"> • Write simple and complex sentences (L.2.1.f) • Use frequently occurring conjunctions “because,” “but,” and “so” (L.2.1.f) 	<ul style="list-style-type: none"> • Brainstorm using a Single Paragraph Outline 	<ul style="list-style-type: none"> • Combine simple sentences to make longer, more interesting sentences (L.2.1.f) 	N/A
UNIT 4	<ul style="list-style-type: none"> • Write simple and complex sentences (L.2.1.f) • Use subordinating conjunctions to write more interesting and 	N/A	<ul style="list-style-type: none"> • Use subordinating conjunctions to write more interesting and complex sentences (L.2.1.f) 	<ul style="list-style-type: none"> • Brainstorm using a Single Paragraph Outline • Generate topic sentence from given details

	complex sentences (L.2.1.f)		• Write strong concluding sentences
UNIT 5	<ul style="list-style-type: none"> • Write simple and complex sentences (L.2.1.f) • Combine simple sentences to make longer, more interesting sentences (L.2.1.f) 	<ul style="list-style-type: none"> • Brainstorm using a Single Paragraph outline 	<ul style="list-style-type: none"> • Include details that describe "who," "what," "where," "when," and "why" (L.2.1) • Brainstorm using a Single Paragraph Outline • Generate topic sentence from given details
UNIT 6	<ul style="list-style-type: none"> • Write simple and complex sentences (L.2.1.f) • Write different types of sentences (statements, questions, exclamations, and commands) (L.2.1.f) 	<ul style="list-style-type: none"> • Generate a topic sentence from given details • Write a paragraph 	<ul style="list-style-type: none"> • Review all sentence-level writing strategies • Select relevant details from a list to support a given topic sentence

GENRE-BASED WRITING FOCUS AREAS

All Fishtank ELA units include longer process-based writing assignments. These assignments challenge students to use what they learn about coherent sentence structure while also exploring the different genres of writing. In Literature units, students engage with a range of narrative writing and opinion writing that builds from unit to unit. In Science and Social Studies units, students engage with a range of research projects and opinion writing that also build from unit to unit. By the end of the year, students are able to write well-crafted narratives, informational texts, and opinion pieces as a way of showing understanding of key unit content. All longer research and opinion projects also require students to present and share what they have learned with others.

LITERATURE AND SCIENCE AND SOCIAL STUDIES			
	Narrative Writing	Informational Writing	Opinion Writing
UNIT 1	<ul style="list-style-type: none">• Brainstorm and outline before writing (W.2.3)• Develop a focused narrative with a beginning, middle, and end (W.2.3)• Use descriptive language to show, not tell, character feelings (W.2.3)• Use temporal words to show passing time (W.2.3)• Use adjectives to make writing more interesting (L.2.1.e)	<ul style="list-style-type: none">• Brainstorm and outline before writing (W.2.2)• Use facts, definitions, and text features to support a point (W.2.2)	N/A
UNIT 2	<ul style="list-style-type: none">• Brainstorm and develop focused narrative with a beginning, middle, and end (W.2.3)• Use details to describe actions, thoughts, and feelings (W.2.3)• Use adjectives and adverbs to describe characters in more detail (L.2.1.e)	<ul style="list-style-type: none">• Participate in shared research and writing projects (W.2.7)• Brainstorm and outline before writing (W.2.2)• Introduce the topic (W.2.2)• Use facts, definitions, and text features to support a point (W.2.2)	N/A
UNIT 3	<ul style="list-style-type: none">• Use details to describe a character's actions, thoughts and feelings (W.2.3)• Use precise adverbs to show details about a character's thinking and feeling (L.2.1.e)	<ul style="list-style-type: none">• Participate in shared research and writing projects (W.2.7)• Brainstorm using a Single Paragraph Outline (W.2.2)• Introduce the topic (W.2.2)	<ul style="list-style-type: none">• Brainstorm using a Single Paragraph Outline (W.2.1)• Differentiate topic sentences from supporting sentences (W.2.1)• State an opinion (W.2.1)• Use linking words to connect opinion and reasons (W.2.1)

		<ul style="list-style-type: none"> • Write a strong concluding statement (W.2.1)
UNIT 4	<ul style="list-style-type: none"> • Brainstorm a focused narrative with a beginning, middle, and end (W.2.3) • Write a beginning with a strong hook (W.2.3) • Use precise verbs and adverbs to describe a character's actions (L.2.1.e, L.2.5.b) • Use temporal words to show that time has passed (W.2.3) • Provide a sense of closure (W.2.3) 	<ul style="list-style-type: none"> • Participate in shared research and writing projects (W.2.7) • Brainstorm using a Single Paragraph Outline (W.2.2) • Introduce the topic with a strong topic sentence (W.2.2) • Provide a strong concluding statement (W.2.2) • Use facts and definitions to support a point (W.2.2)
UNIT 5	N/A	<ul style="list-style-type: none"> • Brainstorm using a Single Paragraph Outline (W.2.2) • Introduce the topic with a strong topic sentence (W.2.2) • Provide a strong concluding statement (W.2.2) • Provide facts and details to develop a point (W.2.2)
UNIT 6	<ul style="list-style-type: none"> • Brainstorm a focused narrative with a beginning, middle, and end (W.2.3) • Use descriptive language to show, not tell, character feelings and traits (W.2.3) • Provide a sense of closure (W.2.3) 	<ul style="list-style-type: none"> • Brainstorm using a Single Paragraph Outline (W.2.1) • State an opinion (W.2.1) • Supply reasons that support the opinion (W.2.1) • Choose reasons that are most convincing (W.2.1)
		<ul style="list-style-type: none"> • State an opinion (W.2.1) • Supply reasons that support the opinion (W.2.1)

SPEAKING AND LISTENING FOCUS AREAS

All Fishtank ELA units require students to use discussions and oral discourse as a way of deepening content understandings. Learning how to have productive discussions, either in small groups, partners, or as a whole class, is something students need to be taught. All Fishtank Literature and Science and Social Studies units include Speaking and Listening Focus Areas that progress and build from unit to unit. More guidance on the different Speaking and Listening Focus Areas can be found in our Academic Discourse Teacher Tool.

LITERATURE AND SCIENCE AND SOCIAL STUDIES

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- UNIT 1**
- Participate in collaborative conversation with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups (SL2.1)
 - Follow agreed-upon rules for discussions (SL2.1.a)
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- UNIT 2**
- 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 (SL.2.1.a)
 - Build on others' talk in conversations by linking their comments to the remarks of others (SL.2.1.b)
 - 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)
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
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- UNIT 3**
- 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)
 - Build on others' talk in conversations by linking their comments to the remarks of others (SL.2.1.b)
 - Ask for clarification and further explanation as needed about topics and texts under discussion (SL.2.1.c)
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
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- UNIT 4**
- 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)
 - Build on other's talk in conversations by linking their comments to the remarks of others (SL.2.1.b)
 - Ask for clarification and further explanation as needed about topics and texts under discussion (SL.2.1.c)
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)
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- UNIT 5**
- 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)
 - Build on other's talk in conversations by linking their comments to the remarks of others (SL.2.1.a)
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- Ask for clarification and further explanation as needed about topics and texts under discussion (SL.2.1.c)
 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.2.6)

UNIT 6

- 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)
- 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)
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)

VOCABULARY FOCUS AREAS

Vocabulary development is an essential part of all Fishtank ELA units. The vocabulary focus of a unit varies depending on the vocabulary demands of the particular text(s). We do not identify priority focus areas for vocabulary in each unit; all of the following vocabulary focus areas are spiraled across all Fishtank ELA units. More guidance on how to teach vocabulary in Fishtank ELA can be found in our Vocabulary Teacher Tool.

LITERATURE AND SCIENCE AND SOCIAL STUDIES

ALL UNITS

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies
 - Use sentence-level context as a clue to the meaning of a word or phrase (L.1.4.a)
 - Use frequently occurring affixes as a clue to the meaning of a word (L.1.4.b)
 - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) (L.1.4.c)
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings
 - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent (L.1.5.a)
 - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes) (L.1.5.b)
 - Identify real-life connections between words and their use (e.g., note places at home that are cozy) (L.1.5.c)
 - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare etc.) and adjectives differing in intensity by defining or choosing them or by acting out the meanings (L.1.5.d)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (L.1.6)