

<i>ELA Curriculum</i>
<i>Grade 2 ELA Curriculum</i>

Module 0 Overview: Module 0 is a brief module that introduces students and teachers to Wit & Wisdom’s key components and features. This introductory module also serves to cultivate a community of readers and writers. The Wit & Wisdom design fosters a classroom culture that instills a love of reading, builds the stamina for close and careful analysis of texts, encourages attention to language and its power, and cultivates academic discourse that values inquiry, open-mindedness, and reasoning.

Module 1 Overview: How do we notice the change that happens in the world? What factors affect change in our lives? Students in Grade 2 make sense of the world around them. 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. As students examine seasonal differences, they explore how change impacts characters in beautifully crafted texts, and, through character study, recognize how people change. Change is a concept that students wrestle with in school, in their lives, and in the world. This module focuses on seasons as an example of change and transformation. The study also exposes students to the science behind the transition from fall to winter. The knowledge gained in the module provides a foundation for understanding the complex changes students will encounter in text and in their lives.

Students begin the study through multisensory explorations of the poem “Weather,” by Eve Merriam and four fine art paintings: *Paris Street, Rainy Day*, by Gustave Caillebotte; *Hunters in the Snow*, by Pieter Bruegel the Elder; *Bathers at Asnières*, by Georges Seurat; and *Autumn Landscape*, by Maurice de Vlaminck. Students begin by noticing and wondering how change is represented and described in poetry and art. They empathize with the fear and loneliness of Berger’s *Little Yellow Leaf* and Lionni’s chameleon in *A Color of His Own*, and recognize that change can be less daunting with a friend by your side. In *How Do You Know It’s Fall?* and *Why Do Leaves Change Color?* students explore changes that happen in autumn, and then dive deep into the process of how the vivid colors of fall are born. In *Sky Tree*, graceful paintings paired with lyrical language depict the four seasons, and highlight the repetitive cycle of change in nature.

For their End-of-Module (EOM) Assessment, students write an informative paragraph, using evidence from the texts they have studied, to convey their understanding of change and the impact it has on plants and animals..

Module 2 Overview: Throughout our nation’s history, the West has symbolized hope, courage, and possibility. Native populations and early settlers, however, encountered the harshness of life in the West firsthand. What growth came from their struggles? What was life like in the American West for those native to the land? What was it like for those who settled there? How do changes impact people and nature? This module explores changes to the people and the environment of the West, building on the concept of change introduced in Module 1.

Students begin their study of the American West by reading *The Buffalo Are Back*. Students analyze connected historical events as they question the relationships between people and nature. Students also engage with Carl Sandburg’s poem, “Buffalo Dusk,” which furthers students’ understanding of life—and change—in the West.

Through the texts *Plains Indians* and *Journey of a Pioneer*, students understand life in the West before and after the arrival of the settlers. Students build knowledge of informational text features and identify topics and details as they read *Plains Indians*. The first-person account *Journey of the Pioneer* provides insight to characters’ responses to new experiences and challenges while traveling West on the Oregon Trail.

Students examine meaningful life lessons in *The Legend of Bluebonnet* and in stories of the legendary Johnny Appleseed and John Henry. Students compare and contrast major events in two versions of two legends: *Johnny Appleseed (The Story of Johnny Appleseed by Alike and Johnny Appleseed by Steven Kellogg)* and *John Henry (John Henry: An American Legend by Ezra Jack Keats and John Henry by Julius Lester)*. This analysis reveals the exaggerations in these stories and illuminates how authors build legends.

The culminating End-of-Module (EOM) Task requires students to write an informative paragraph using evidence from the texts to compare the legends of either Johnny Appleseed or John Henry to the lives of real pioneers. In this culminating task, students share their knowledge of the growth that emerged from the struggles of early settlers in the American West.

Module 3 Overview: Module 3 compels students to closely examine the impact of three key Civil Rights heroes: Martin Luther King Jr., Ruby Bridges, and Sylvia Mendez. How did these figures respond to the injustices they faced? What can we learn from their actions? A series of narrative nonfiction texts and historical photographs serve as students’ insight to the past. By examining the impact of these three individuals on the country, students build deep knowledge of what it means to live out the nation’s creed of “liberty and justice for all.”

The Module begins by introducing students to Ruby Bridges, the first black student to attend a white elementary school in Louisiana. Both the accessibility of the text, and the fact that Ruby herself is a Grade 1 student, help invite students into this moment in history.

Students then zoom out to study two texts about King. *Martin Luther King, Jr. and the March on Washington* sets the historical stage for a close reading of excerpts from the famous “I Have a Dream” speech, with stunning paintings by Kadir Nelson. Students examine the power words have to inspire change. They examine the power of the individual to unite others in the fight against injustice.

Armed with this historical background knowledge, students return to the story of Ruby Bridges with a deeper sense of the significance of her actions. Students experience the same historical moment in two texts. They examine the moment when Ruby Bridges walks into the white elementary school for the first time. Students examine point of view in these texts, and experiment with narrative writing that details thoughts, feelings, and actions.

Students then turn their attention to *Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation*, the story of Sylvia Mendez and her family’s fight to end school segregation in California in the 1940s. This text offers insight into the power of laws in effecting systemic change. Students develop a more nuanced understanding of point of view, look closely at the illustrations, and develop their narrative writing skills to include a sense of closure.

The End-of-Module (EOM) Task invites students to step into the shoes of one of the two children they learned about in the module: Ruby Bridges or Sylvia Mendez. Students write an original narrative describing a moment from one of the module texts. Students look through the eyes of another to describe their thoughts, feelings, and actions in the face of injustice. The module culminates in a Socratic Seminar in which students have the chance to make connections among the three Civil Rights heroes they have studied. Students explore the importance of responding to injustice, and come to recognize the impact an individual can have in helping to make the world a better place for us all

Module 4 Overview: In the final module of the year, students examine how choosing to eat healthy foods can impact their lives. How does food nourish our bodies? What knowledge helps us make healthy eating choices? How can food bring communities together? Students explore these questions through rich questioning and writing prompts as they internalize the importance of making informed choices about what they eat.

Unit Title	Timeframe	New Jersey Student Learning Standards
Module o	1 Week	
Module 1: A Season of Change	8 Weeks	L.KL.2.1., L.WF.2.3.g, L.KL.2.1.a, L.KL.2.1.b, L.VL.2.2.a, L.VL.2.2.b, L.VL.2.2.c, L.VL.2.2.d, L.VL.2.2.e, L.VI.2.3.b, L.VI.2.3.c, RL.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RL.TS.2.4, RL.PP.2.5, RL.MF.2.6, RI.MF.2.6, RI.AA.2.7, RI.CT.2.8, W.IW.2.2.a, W.IW.2.2.b, W.IW.2.2.c, W.WP.2.4, W.WP.2.4.a, W.WP.2.4.b, W.WP.2.4.c, W.WR.2.5, SL.PE.2.1.a, SL.PE.2.1.b, SL.PE.2.1.c, SL.II.2.2, SL.PI.2.4, SL.AS.2.6
Module 2: The American West	8 Weeks	L.RF.2.4.a, L.RF.2.4.b, L.WF.2.3.b, L.WF.2.3.c, L.WF.2.3.d, L.WF.2.3.g, L.VL.2.2.a, L.VL.2.2.b, L.VL.2.2.c, L.VL.2.2.e, L.VI.2.3.a, L.VI.2.3.b, RI.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RL.TS.2.4, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RL.CT.2.8, W.IW.2.2.b, W.IW.2.2.a, W.IW.2.2.c, W.WP.2.4, W.WP.2.4.a, W.WP.2.4.c, W.WP.2.4.b, W.SE.2.6, W.RW.2.7, SL.PE.2.1.a, SL.II.2.2, SL.PE.2.1.b, SL.PI.2.4, SL.UM.2.5, SL.AS.2.6
Module 3: Civil Rights Heroes	8 Weeks	L.WF.2.3.c, L.WF.2.3.g, L.VL.2.2.a, L.VL.2.2.b, L.VL.2.2.c, L.VL.2.2.d, L.VL.2.2.e, L.VI.2.3.b, L.VI.2.3.c, RL.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RL.TS.2., W.WP.2.4, W.RW.2.7
Module 4: Good Eating	8 Weeks	L.WF.2.3.c, L.WF.2.3.e, L.WF.2.3.f, L.WF.2.3.g, L.KL.2.1.a, L.KL.2.1.b, L.VL.2.2.a, L.VL.2.2.e, L.VI.2.3.a, L.VI.2.3.b, L.VI.2.3.c, RL.CR.2.1, RI.CR.2.1, RL.CI.2.2, RI.CI.2.2, RL.IT.2.3, RI.IT.2.3, RL.TS.2.4, RI.PP.2.5, RL.MF.2.6, RI.MF.2.6, RI.AA.2.7, RI.CT.2.8, W.AW.2.1.a, W.AW.2.1.b, W.IW.2.2.a, W.IW.2.2.b, W.WP.2.4, W.IW.2.2.c, W.WP.2.4, W.WP.2.4.a, W.WR.2.5, W.SE.2.6, W.RW.2.7, SL.PE.2.1.a, SL.PE.2.1.b, SL.PE.2.1.c, SL.II.2.2, SL.PI.2.4, SL.AS.2.6