

Second Grade - ELA Curriculum

2nd Grade ELA Curriculum

Board Approved: December 12, 2016

Created By: Lisa Wentzell

Each unit will have a duration of approximately 2 months

For Reading and Writing in Each Unit					
Cite Evidence	Analyze Content	Study and Apply Grammar	Study and Apply Vocabulary	Conduct Discussion	Report Findings
Phonics & Word Recognition			Fluency		

**** Standards used for all units!**

ELA-Literacy.RL.2.1 Ask and answer such question as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELA-Literacy.RI.2.1 Ask and answer such question as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

ELA-Literacy.RI.2.4 Determine the meaning of words and phrase in a text relevant to a grade 2 topic or subject area.

ELA-Literacy.R.F.2.4 Read with sufficient accuracy and fluency to support comprehension

ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range

ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Unit 1

Themes: Community and World

Writing Focus: Trait: Ideas

Piece: Narrative and Letter Writing

Reading: Literature and Informational Text

Reading Informational Text

RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

R.I. 2.4 Determine the meanings of words and phrases in a text relevant to a second grade subject area.

Reading Literature

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Foundational Skills

R.F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words

R.F.2.4 Read with sufficient accuracy and fluency to support comprehension

2.4.a Read grade-level texts with purpose and understanding

2.4.b Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.

2.4.c Use content to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Writing

W.2.3 Write a narrative in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support for adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

<p>Shared Reading RI.2.2, RI.2.4 RL.2.1, RL.2.5, RL.4</p>	<p>Guided Reading/Literacy</p>	<p>Word Study RF.2.3 RF.2.4</p>	<p>Writing W.2.3 W.2.5 W.2.7</p>
<p>Focused skills: *Author word choice *Infer/predict *Compare and Contrast *Questioning *Analyze/Evaluate *Visualize *Story Structure *Main Idea & Details</p> <p>Literature text suggestions: Journeys: lesson 1 - Henry and Mudge Lesson 2 - Teacher’s Pets Lesson 5 - The Ugly Vegetables Lesson 13 - Officer Buckle and Gloria</p> <p>Informational text suggestions: Journeys: Lesson 2 - See Westbury by Bus Lesson 8 - Super Storms Weather Poems Lesson 13 - Safety at Home Lesson 15 - Schools An American School</p> <p>Zaner-Bloser “I Read to Write” - Families Throughout History: Fun Weekend in the City Earth’s Water: Earth: Water Planet Studies Weekly: Change Annually</p>	<p>Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.</p> <p>Done on a daily basis: -Meet with 2-3 groups - Independent Reading - Teaching Strategies (See standards)</p> <p>Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level</p>	<p>Journeys - Lesson 1-25: Spelling Patterns & Generalizations</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> · diphthongs (ou,ow,oi,oy) · variant vowels(blew, boot) · r-controlled vowels · silent consonant-consonant patterns- fudge, catch · take apart one and two syllable words · use syllabication rules such as root word/endings -ing -s -ed -est -es CV/CV words (ban/ner);-Cle words (ta/ble or bub/ble); CV/C words (open) or CVC/V words (river) · segment consonants and vowels · compound words · CVC pattern · Contractions such as: I'm, I'll, Isn't, didn't, don't, it's, she's, he's, what's, can't · initial consonant digraphs ch, sh,th,wh · final consonant digraphs ck,ch,sh,ng,nk,th o 	<p>Narrative Focus skills: *Write a narrative to develop real experience. *Use details and clear event sequences *Use signal words to order events *Have a sense of closure</p> <p>Zaner-Bloser Unit 1: Personal Narrative pgs T3 - T29 Friendly Letter pgs. T30-55</p> <p>Zaner-Bloser- “I Read to Write” - personal narrative pg. 29</p> <p>Focus Language Skills: *subject predicates *types of sentences *noun: singular, plural, common, proper *verbs *punctuation *abbreviations *Use knowledge of language when writing and speaking *Acquire and accurately use grade-appropriate words and phrases</p>

<p>Cross Curricular Topics: Communities Citizenship Earth Systems: Weather Changes in Matter</p>		<p>silent letter patterns wr, kn, igh, mb</p> <ul style="list-style-type: none"> · R-controlled vowel patterns er, ir, ur · diphthongs ou, ow (cow), oi, oy o vowel digraphs ai, ay, ea, ie, oa, oo, ow (blow) <p>Activities: Word sorts Sentence writing Roll a word Word Hunt Journey's Flip Chart Activities</p>	
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ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> • Performance Assessments • Writing Rubrics • Reading & Writing Checklists • Word Study Assessments 	<ul style="list-style-type: none"> • Bookbins • Hyperlinks • Internet • Media Center • http://commoncore.org/maps/index.php/ • http://www.corestandards.org/ • Journeys Anthology

Online Links		
Reading	Writing	Grammar
<p>http://www.thecurriculumcorner.com/2012/07/22/launching-readers-workshop/</p> <p>http://k6educators.about.com/od/socialstudieslessonplans/fl/Second-Grade-Map-Project-Ideas.htm</p> <p>www.readingworks.org</p>	<p>www.readingworks.org</p> <p>https://my.zaner-bloser.com/</p>	<p>https://my.zaner-bloser.com/</p> <p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518_/grade/grade2.html</p> <p>https://brainpop.com</p>

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Unit 2

Themes: Planet Earth - Habitats and Agriculture

Writing: Focus: Trait-Organization

Piece - Informative/explanatory and Response to Literature

Reading: Literature and Informational Text

Reading Informational Text

RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.6 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

RI.2.7 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Reading Literature

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Reading Foundational Skills

R.F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words

R.F.2.4 Read with sufficient accuracy and fluency to support comprehension

2.4.a Read grade-level texts with purpose and understanding

2.4.b Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.

2.4.c Use content to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Writing

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section

W.2.5 With guidance and support for adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Shared Reading RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7 RL.2.1, RL.2.2, RL.2.3, RL.2.5	Guided Reading/Literacy	Word Study RF.2.3 RF.2.4	Writing W.2.2 W.2.5 W.2.7
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<p>Focused skills: *Author word choice *Draw Conclusions *Compare and Contrast *Questioning *Analyze/Evaluate *Character Traits *Story Structure *Main Idea & Details</p> <p>Literature text suggestions: Journeys: Lesson 7 - The Ugly Vegetables</p> <p>Informational text suggestions: Journeys: Lesson 6 - Animals Building Homes Whose Home Is This Lesson 7 - They Really Giant Lesson 10 - Jellies: The Life of a Jellyfish Splash: Photography Lesson 21 - Penguin Chick Emperor Penguins Journey Extended Lesson 25 - From Seed to Plant Super Soil</p> <p>Reading; Where Do Polar Bears Live?</p> <p>Zaner-Bloser “I Read to Write” - How Orb Spiders Spin A Web Who Would Win the Race</p> <p>Studies Weekly: Change Annually</p> <p>Cross Curricular Topics:</p>	<p>Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.</p> <p>Done on a daily basis: -Meet with 2-3 groups - Independent Reading - Teaching Strategies (See standards)</p> <p>Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level</p>	<p>Journeys - Lesson 1-25: Spelling Patterns & Generalizations</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> · diphthongs (ou,ow,oi,oy) · variant vowels(blew, boot) · r-controlled vowels · silent consonant-consonant patterns- fudge, catch · take apart one and two syllable words · use syllabication rules such as root word/endings -ing -s -ed -est -es CV/CV words (ban/ner);-Cle words (ta/ble or bub/ble); CV/C words (open) or CVC/V words (river) · segment consonants and vowels · compound words · CVC pattern · Contractions such as: I'm, I'll, Isn't, didn't, don't, it's, she's, he's, what's, can't · initial consonant digraphs ch, sh,th,wh · final consonant digraphs ck,ch,sh,ng,nk,th o silent letter patterns wr,kn,igh,mb · R-controlled vowel patterns er,ir,ur · diphthongs ou, ow (cow), oi, oy o vowel 	<p>Informative/explanatory Focus Skills:</p> <ul style="list-style-type: none"> *introduce a topic *use facts and definitions to develop points *provide a concluding statement or section <p>Zaner-Bloser Unit 2: Informational and Explanatory; pg T104 How-To Paper pgs T106 - T131 Test Writing: pgs. 184 - 205</p> <p>Zaner-Bloser- “I Read to Write” - Informative/Explanatory pg. 14, 16, 42, 44</p> <p>Focus Language Skills:</p> <ul style="list-style-type: none"> *subject predicates *Prepositional phrases *proper nouns *personal pronouns *punctuation *Use knowledge of language when writing and speaking *Acquire and accurately use grade-appropriate words and phrases
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Habitats American History & Symbols		digraphs ai, ay, ea, ie, oa, oo, ow (blow) Activities: Word sorts Sentence writing Roll a word Word Hunt Journey's Flip Chart Activities	
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Unit 3

Themes: Communication and Helping Others

Writing: Focus: Trait-Voice
Piece - Opinion and Response to Literature
Reading: Literature and Informational Text

Reading Informational Text

RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.6 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

RI.2.7 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Reading Literature

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading Foundational Skills

R.F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words

R.F.2.4 Read with sufficient accuracy and fluency to support comprehension

2.4.a Read grade-level texts with purpose and understanding

2.4.b Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.

2.4.c Use content to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Writing

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Shared Reading RI.2.2, RI.2.6, RI.2.7, RI.2.8, RI.2.9 RL.2.4, RL.2.5, RL.2.6, RL.2.7	Guided Reading/Literacy	Word Study RF.2.3 RF.2.4	Writing W.2.1 W.2.5 W.2.6 W.2.8
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<p>Focused skills: *Main topic *Text features *Main purpose of a text *Use text evidence *Compare and contrast *Word provide rhythm and meaning *Story Structure *Character viewpoint *Use illustrations and graphics</p> <p>Literature text suggestions: Journeys: Lesson 11 - Click Clack Moo Cows That Type Lesson 12 - Ah! Music Lesson 16 Mr. Tannen’s Tie Trouble Lesson 18 - My Name is Gabriela Poems About Reading and Writing Lesson: 19 - Sign Makers Assistant The Trouble with Signs</p> <p>Informational text suggestions: Journeys: Lesson 14 - Helen Keller Talking Tools Lesson 16 - The Jefferson Daily News</p> <p>Zaner-Bloser “I Read to Write” - Families Throughout History: Mountain Life in the 1800s How Orb Spiders Spin A Web</p> <p>Studies Weekly: Change Annually</p>	<p>Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.</p> <p>Done on a daily basis: -Meet with 2-3 groups - Independent Reading - Teaching Strategies (See standards)</p> <p>Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level</p>	<p>Journeys - Lesson 1-25: Spelling Patterns & Generalizations</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> · diphthongs (ou,ow,oi,oy) · variant vowels(blew, boot) · r-controlled vowels · silent consonant-consonant patterns- fudge, catch · take apart one and two syllable words · use syllabication rules such as root word/endings -ing -s -ed -est -es CV/CV words (ban/ner);-Cle words (ta/ble or bub/ble); CV/C words (open) or CVC/V words (river) · segment consonants and vowels · compound words · CVC pattern · Contractions such as: I'm, I'll, Isn't, didn't, don't, it's, she's, he's, what's, can't · initial consonant digraphs ch, sh,th,wh · final consonant digraphs ck,ch,sh,ng,nk,th o · silent letter patterns wr,kn,igh,mb · R-controlled vowel patterns er,ir,ur · diphthongs ou, ow (cow), oi, oy o vowel 	<p>Opinion Focus Skills: *introduce the topic or book they are writing about *state an opinion *supply reasons that support the opinion *use linking words (e.g., because, and, also) to connect opinion and reasons *provide a concluding statement or section.</p> <p>Zaner-Bloser Unit 3: Opinion; pg T206 Opinion Paper pgs T208 - T233 Response to Literature: pgs.T234 - 259</p> <p>Zaner-Bloser- “I Read to Write” - Informative/Explanatory pg. 14, 17, 28, 31</p> <p>Focus Language Skills: *subject predicates *Subject/Verb agreement *noun: singular, plural, common, proper *verbs *punctuation *abbreviations *Use knowledge of language when writing and speaking *Acquire and accurately use grade-appropriate words and phrases</p>
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<p>Cross Curricular Topics: Habitats American History & Symbols</p>		<p>digraphs ai, ay, ea, ie, oa, oo, ow (blow)</p> <p>Activities: Word sorts Sentence writing Roll a word Word Hunt Journey's Flip Chart Activities</p>	
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Reading	Writing	Grammar
<p>http://www.thecurriculumcorner.com/2012/07/22/launching-readers-workshop/</p> <p>http://k6educators.about.com/od/socialstudieslessonplans/fl/Second-Grade-Map-Project-Ideas.htm</p> <p>www.readingworks.org</p>	<p>www.readingworks.org</p> <p>https://my.zaner-bloser.com/</p>	<p>https://my.zaner-bloser.com/</p> <p>https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518/_grade/grade2.html</p> <p>https://brainpop.com</p>

Unit 4 -

Themes: Now and Then

Writing Focus: Trait-Word Choice

Piece -Informational/Explanatory and Response to Literature

Reading: Literature and Informational Text

Reading Informational Text

RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

RI.2.7 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.8 Describe how reasons support specific points the author makes in a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Reading Literature

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading Foundational Skills

R.F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words

R.F.2.4 Read with sufficient accuracy and fluency to support comprehension

2.4.a Read grade-level texts with purpose and understanding

2.4.b Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.

2.4.c Use content to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Writing

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Shared Reading RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9 RL.2.3, RL.2.7	Guided Reading/Literacy	Word Study RF.2.3 RF.2.4	Writing W.2.1 W.2.2 W.2.5 W.2.6 W.2.7
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<p>Focused skills: *main topic of a multiparagraph *Know and use various text features *Describe the connection between a series of historical events *Identify the main purpose of a text *Use text evidence *Compare and contrast *Story Structure *Character viewpoint *Use illustrations and graphics</p> <p>Literature text suggestions: Journeys: Lesson 17 - Luke at Bat Lesson 23 The Goat in the Rug</p> <p>Informational text suggestions: Journeys: Lesson 17 - Jackie Robinson Lesson 27 - La Brae Tar Pits The Dog That Dug for Dinosaurs Lesson 30 - Now and Ben A Model Citizen Lesson 20 - Heroes: Then and Now Lesson 23 - Basket Weaving</p> <p>Zaner-Bloser “I Read to Write” - Families Throughout History: Mountain Life in the 1800s</p> <p>Studies Weekly: Change Annually</p>	<p>Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.</p> <p>Done on a daily basis: -Meet with 2-3 groups - Independent Reading - Teaching Strategies (See standards)</p> <p>Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level</p>	<p>Journeys - Lesson 1-25: Spelling Patterns & Generalizations</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> · diphthongs (ou,ow,oi,oy) · variant vowels(blew, boot) · r-controlled vowels · silent consonant-consonant patterns- fudge, catch · take apart one and two syllable words · use syllabication rules such as root word/endings -ing -s -ed -est -es CV/CV words (ban/ner);-Cle words (ta/ble or bub/ble); CV/C words (open) or CVC/V words (river) · segment consonants and vowels · compound words · CVC pattern · Contractions such as: I'm, I'll, Isn't, didn't, don't, it's, she's, he's, what's, can't · initial consonant digraphs ch, sh,th,wh · final consonant digraphs ck,ch,sh,ng,nk,th o silent letter patterns wr,kn,igh,mb · R-controlled vowel patterns er,ir,ur · diphthongs ou, ow (cow), oi, oy o vowel 	<p>Informative/explanatory Focus Skills: *Write a research paper *introduce a topic *use facts and definitions to develop points *provide a concluding statement or section</p> <p>Zaner-Bloser Unit 2: Informational and Explanatory; pg T104 Research Report pgs T158 - T183</p> <p>Opinion Focus Skills: *introduce the topic or book they are speaking about *state an opinion *supply reasons that support the opinion *use linking words (e.g., because, and, also) to connect opinion and reasons *provide a concluding statement or section.</p> <p>Zaner-Bloser Unit 3: Opinion; pg T206 Opinion Speech pgs T260 - T285 Opinion Test Writing: pgs.T286 - 307</p> <p>Zaner-Bloser- “I Read to Write” -</p>
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<p>Cross Curricular Topics: American History & Symbols</p>		<p>digraphs ai, ay, ea, ie, oa, oo, ow (blow)</p> <p>Activities: Word sorts Sentence writing Roll a word Word Hunt Journey's Flip Chart Activities</p>	<p>Informative/Explanatory pg. 14, 16, 42, 44</p> <p>Focus Language Skills: *subject predicates *Personal Pronouns *Compound Personal Pronouns *Proper Nouns *punctuation *abbreviations *Use knowledge of language when writing and speaking *Acquire and accurately use grade-appropriate words and phrases</p>
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Online Links		
Reading	Writing	Grammar
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http://k6educators.about.com/od/socialstudieslessonplans/fl/Second-Grade-Map-Project-Ideas.htm www.readworks.org		https://brainpop.com
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Unit 5

Themes: Fairy Tale and Fables

Writing Focus: Trait-Sentence Fluency

Piece - Opinion and Response to Literature

Reading: Literature and Informational Text

Reading Literature

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Reading Foundational Skills

R.F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words

R.F.2.4 Read with sufficient accuracy and fluency to support comprehension

2.4.a Read grade-level texts with purpose and understanding

2.4.b Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.

2.4.c Use content to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening

SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Writing

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section

W.2.3 Write a narrative in which they recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Shared Reading RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9	Guided Reading/Literacy	Word Study RF.2.3 RF.2.4	Writing W.2.2 W.2.3 W.2.5 W.2.6 W.2.7
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<p>Focused skills: *Recount fables and folktales from diverse cultures *central message, lesson, or moral. *characters in a story respond to major events and challenges. *words and phrases supply rhythm and meaning in a story. *Story structure *character points of view *utilize information from illustrations and graphics *Compare and contrast</p> <p>Literature text suggestions: Journeys: Lesson 9 - How the Chipmunk Got Its Stripes Why Rabbits have short tails Lesson 25 - Half Chicken The Lion and The Mouse Lesson 28 - Yeh Shen Cinderella Lesson 29 - Two of Everything Stone Soup</p>	<p>Students will be flexibly grouped in small guided reading groups according to level and/or by needed skill.</p> <p>Done on a daily basis: -Meet with 2-3 groups - Independent Reading - Teaching Strategies (See standards)</p> <p>Teacher will assess students using Standards Based Checklist, On Demand Data and Independent Reading Level</p>	<p>Journeys - Lesson 1-25: Spelling Patterns & Generalizations</p> <p>Focus Skills:</p> <ul style="list-style-type: none"> · diphthongs (ou,ow,oi,oy) · variant vowels(blew, boot) · r-controlled vowels · silent consonant-consonant patterns- fudge, catch · take apart one and two syllable words · use syllabication rules such as root word/endings -ing -s -ed -est -es CV/CV words (ban/ner);-Cle words (ta/ble or bub/ble); CV/C words (open) or CVC/V words (river) · segment consonants and vowels · compound words · CVC pattern · Contractions such as: I'm, I'll, Isn't, didn't, don't, it's, she's, he's, what's, can't · initial consonant digraphs ch, sh,th,wh · final consonant digraphs ck,ch,sh,ng,nk,th o silent letter patterns wr,kn,igh,mb · R-controlled vowel patterns er,ir,ur · diphthongs ou, ow (cow), oi, oy o vowel 	<p>Narrative Focus skills: *Write a narrative to develop real experience. *Use details and clear event sequences *Use signal words to order events *Have a sense of closure</p> <p>Zaner-Bloser Unit 1: Fable pgs T56 - T81</p> <p>Informative/explanatory Focus Skills: *introduce a topic *use facts and definitions to develop points *provide a concluding statement or section</p> <p>Zaner-Bloser Unit 2: Informational and Explanatory; pg T104 Compare and Contrast paper: pgs T132 - T157</p> <p>Focus Language Skills: *subject predicates *Subject/Verb agreement *irregular verbs *conjunctions *Compound Sentences *punctuation *Use knowledge of language when writing and speaking</p>
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		digraphs ai, ay, ea, ie, oa, oo, ow (blow) Activities: Word sorts Sentence writing Roll a word Word Hunt Journey's Flip Chart Activities	*Acquire and accurately use grade-appropriate words and phrases
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ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> • Performance Assessments • Writing Rubrics • Reading & Writing Checklists • Word Study Assessments 	<ul style="list-style-type: none"> • Bookbins • Hyperlinks • Internet • Media Center • http://commoncore.org/maps/index.php/ • http://www.corestandards.org/ • Journeys Anthology

Online Links		
Reading	Writing	Grammar
http://www.thecurriculumcorner.com/2012/07/22/launching-readers-workshop/ http://k6educators.about.com/od/socialstudieslessonplans/fl/Second-Grade-Map-Project-Ideas.htm www.readingworks.org	www.readingworks.org https://my.zaner-bloser.com/	https://my.zaner-bloser.com/ https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/teacher_gateway_9780547934518/_grade/grade2.html https://brainpop.com