

Curriculum Map

Course Title: 2nd Grade Language Arts	Quarter: 1	Academic Year: 2015-2016
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Essential Questions for this Quarter:

<p>1. Foundational Skills-- How does understanding parts of words help us to decode them? 2. Reading: Literature—Why is it important to understand what you read? 3. Reading: Non-Fiction—How is reading non-fiction different than reading fiction? 4. Reading: Vocabulary—Why is it important to know the meaning of an unfamiliar word? 5. Writing—Why is important to write every day? 6. Speaking and Listening—Why is it important to be a good listener?</p>

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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READING: Foundations	2.RF.1:	Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	<p>Foundations</p> <ul style="list-style-type: none"> • Print moves left to right, top to bottom. • Words are made up of a sequence of letters. • Capitalize the first word in a sentence, end with correct punctuation. • Alphabetical Order • Rhyming Words • Blend sounds, including consonant blends. • Distinguish position of beginning, middle, and end sound within single/multi-syllable words. • Segment individual sounds in one-syllable words. • Hard and soft sounds. • Short and long sounds. • Consonant blends. • Digraphs. • Vowel teams. • R-controlled vowels. • Decode one-syllable words (CVC, CVr, V, VV, VCE) • Recognize /read irregularly spelled words • Know/use word families (-ale, -est, -ine, -ock) • Read multi-syllabic words including roots, contractions, and compound words. • Read aloud fluently and accurately. 	<p>Foundations</p> <p>Spelling Tests</p> <p>Reading Series</p> <p>Fountas and Pinnell</p> <p>Oral Checks</p>	<p>Foundations</p> <p>Reading Series</p> <p>Fountas and Pinnell</p> <p>Centers</p> <p>Reading A-Z</p> <p>Brainpop Jr.</p> <p><u>Vocabulary</u></p> <p>Vowel/consonant Blend</p> <p>Compound word</p> <p>Syllable</p> <p>Spelling patterns</p> <p>Abbreviation</p> <p>Contraction</p> <p>Fluency</p>
	2.RF.2.1:	Students are expected to build upon and continue applying concepts learned previously.			
	2.RF.2.2:	Students are expected to build upon and continue applying concepts learned previously.			
	2.RF.2.3:	Students are expected to build upon and continue applying concepts learned previously.			
	2.RF.2.4:	Students are expected to build upon and continue applying concepts learned previously.			
	2.RF.3.1:				
	2.RF.3.2:				
	2.RF.3.3:				
	2.RF.3.4:				
	2.RF.3.5:	Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.			
2.RF.4.1:					
2.RF.4.2:					

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	2.RF.4.3:	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one syllable words.			
	2.RF.4.4:	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).			
	2.RF.4.5:	Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).			
	2.RF.4.6:	Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.			
	2.RF.5:	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.			

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READING: Literature	2.RL.1:	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	<p>READING: Literature</p> <ul style="list-style-type: none"> Ask/answer/demonstrate key details in text: who, what, when, where, why, and how. Recount stories and determine the message, lesson, or moral. Describe how characters respond to major events. Use prior knowledge to make predictions, explaining whether they were confirmed or not, and why. Use text and illustrations to understand character/plot/setting. 	<p>READING: Literature</p> <p>Multiple Choice/Essay Assessments</p> <p>SRI</p> <p>Conferencing</p>	<p>READING: Literature</p> <p>Reading Series</p> <p>Trade Books</p> <p>Teacher Read Aloud</p> <p>Story Line Online</p> <p>Reading A-Z</p> <p>MyOn</p> <p><u>Vocabulary</u></p> <p>Main Idea</p> <p>Details</p> <p>Fable</p> <p>Folktale</p> <p>Prediction</p> <p>Event</p> <p>Prior knowledge</p> <p>Character</p> <p>Setting</p> <p>Plot</p>
	2.RL.2.1:	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.			
	2.RL.2.2:	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
	2.RL.2.3:	Describe how characters in a story respond to major events & how characters affect the plot.			
	2.RL.2.4:	Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.			
	2.RL.3.1:	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			

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READING: Nonfiction	2.RL.4.1:	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>READING: Nonfiction</p> <ul style="list-style-type: none"> Ask/answer questions to confirm understanding about main idea, facts, and details. Know and use text features: table of contents, headings, captions. Identify author's purpose of a text. 	<p>READING: Nonfiction</p> <p>Multiple Choice/Essay Assessments</p> <p>SRI</p> <p>Conferencing</p>	<p>READING: Nonfiction</p> <p>Reading Series</p> <p>Trade Books</p> <p>Teacher Read Aloud</p> <p>Story Line Online</p> <p>Reading A-Z</p> <p>MyOn</p> <p><u>Vocabulary</u></p> <p>Informational text</p> <p>Charts</p> <p>Diagram</p> <p>Caption</p> <p>Heading</p> <p>Author's Purpose</p>
	2.RN.1:	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.			
	2.RN.2.1:	Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.			
	2.RN.3.1:	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.			
	2.RN.3.3:	Identify what the author wants to answer, explain, or describe in the text.			
	2.RN.4.1:	Describe how an author uses facts to support specific points in a text.			

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READING: Vocabulary	2.RV.1:	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	<p>READING: Vocabulary</p> <ul style="list-style-type: none"> Determine meanings of unknown words by using context clues and text features. Identify common synonyms and antonyms. Identify simple multiple-meaning words. Identify root words. Determine/clarify the meaning of a word by using reference materials. Keep beat in a story /poem/song. Determine meanings of words and phrases. 	<p>READING: Vocabulary</p> <p>Multiple Choice</p> <p>Oral Checks</p> <p>SRI</p> <p>Conferencing</p>	<p>READING: Vocabulary</p> <p>Reading Series</p> <p>Trade Books</p> <p>Teacher Read Aloud</p> <p>Reading A-Z</p> <p><u>Vocabulary</u></p> <p>Context Clues</p> <p>Text Feature</p> <p>Synonym</p> <p>Antonym</p>
	2.RV.2.1:	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.			
	2.RV.2.2:	Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).			
	2.RV.2.4:	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.			
	2.RV.2.5:	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.			
	2.RV.3.1:	Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.			

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WRITING	2.RV.3.2:	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.			
	2.W.1:	Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.			
	2.W.2.1:	Form letters correctly and space words and sentences properly so that writing can be read easily by another person.			
	2.W.2.2:	Students are expected to build upon and continue applying concepts learned previously.			
	2.W.3.2:	Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.			
			WRITING	WRITING	WRITING
			<ul style="list-style-type: none"> • Write routinely for a variety of tasks. • Form letters correctly. • Use spaces between words for easy reading. • Writing should be left to right, top to bottom. • Create list of topics. • Write narrative in sequential order. • Introduce topic, provide facts/details, and a concluding statement. • Recognize 5 parts of a friendly letter. (date, greeting, body, closing, and signature) • Write to different audiences. • Revise and edit writing for meaning and clarity. • Proofread own writing as well as others using an editing checklist. • Use technology to publish writing. • Find information on a topic. • Use various sources. • Use research information to organize, summarize, and present report 	Daily Writing Conferencing Scored Rubrics Essay Questions Projects	Writer's Workshop Trade Books Fountas and Pinnell iPads <u>Vocabulary</u> Narrative Details Audience Edit Research Topic

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	<p>2.W.3.3:</p> <p>Develop topics for friendly letters, stories, poems, and other narrative purposes that – • Include a beginning. Use temporal words to signal event order (e.g., first of all). • Provide details to describe actions, thoughts, and feelings. • Provide an ending.</p> <p>2.W.4:</p> <p>Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. • Use available technology to publish legible documents.</p> <p>2.W.5:</p> <p>With support, conduct short research on a topic. • Find information on a topic of interest (e.g., cardinals). • Identify various visual and text reference sources • Organize, summarize, and present the information, choosing from a variety of formats</p> <p>2.W.6.1:</p> <p>Demonstrate command of English grammar and usage, focusing on:</p> <p>Nouns/Pronouns – Writing sentences</p>	<p>Conventions</p> <ul style="list-style-type: none"> • Use common and proper nouns. • Use irregular plural nouns. • Verbs (action and linking) • Irregular Verbs • Declarative, interrogative, imperative, and exclamatory sentences. • Capitalize greetings, months, days, titles, initials in names, and proper nouns. • Correctly use punctuation. • Use apostrophe to form contractions. • Use commas in greetings and closings, dates, and items in a series. • Use learned spelling patterns in writing (short/long vowels, r-controlled, consonant blends, word families) • Correctly spell irregularly-spelled grade appropriate high frequency words. 	<p>Conventions</p> <p>Daily Writing</p> <p>Writing Prompts</p> <p>Weekly Language Test</p>	<p>Conventions</p> <p>Writer's Workshop</p> <p>Brain Pop Jr.</p> <p>Daily Language</p> <p><u>Vocabulary</u></p> <p>Irregular Declarative Interrogative Imperative Exclamatory Punctuation</p>
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	<p>2.W.6.1a:</p> <p>2.W.6.1b:</p> <p>2.W.6.1e:</p> <p>2.W.6.2:</p> <p>2.W.6.2a:</p> <p>2.W.6.2b:</p>	<p>that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p> <p>Verbs – • Writing sentences that use the past tense of frequently occurring irregular verbs. • Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p> <p>Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p> <p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p> <p>Punctuation – • Correctly using a period, question mark, or exclamation mark at the end of a sentence. • Using an apostrophe to form contractions and singular possessive nouns. • Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>			
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<p>SPEAKING & LISTENING</p>	<p>2.W.6.2c:</p>	<p>Spelling – • Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. • Generalizing learned spelling patterns (e.g., word families) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words.</p>	<p>SPEAKING & LISTENING</p> <ul style="list-style-type: none"> • Participate in peer/adult conversations about relevant topics. • Follow agreed upon rules for discussion. • Ask for clarification and further explanation about topics and texts. • Determine purpose for listening. • Recount key ideas/details from a text read aloud, oral presentation, or media. • Ask/Answer questions to clarify comprehension, gather additional information, or deepen understanding. • Tell story or recount experience speaking audibly. • Give and follow multi-step directions. 	<p>SPEAKING & LISTENING</p> <p>Presentations</p> <p>Writer's Workshop</p>	<p>SPEAKING & LISTENING</p> <p>Writer's Workshop</p> <p>Classroom Discussion</p> <p><u>Vocabulary</u></p> <p>Conversation Discussion Purpose Audibly</p>
	<p>2.SL.1:</p>	<p>Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>			
	<p>2.SL.2.1:</p>	<p>Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger group.</p>			
	<p>2.SL.2.3:</p>	<p>Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.</p>			
	<p>2.SL.2.4:</p>	<p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>			

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	2.SL.2.5:	Build on others' talk in conversations by linking comments to the remarks of others.			
	2.SL.3.1:	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.			
	2.SL.3.2:	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.			
	2.SL.4.1:	Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.			
	2.SL.4.2:	Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.			
	2.SL.4.3:	Give and follow multi-step directions.			

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