

Curriculum Map

Subject: Literacy, Second Grade

In second grade the students are learning to read. In the language arts literacy curriculum, students focus on phonemic awareness, phonics, vocabulary, comprehension and fluency. Reading strategies are practiced daily. Students read for fluency and understanding. All of our students are provided with the help and guidance they need to be successful. Our curriculum builds on research-based strategies for reading, speaking and writing.

Unit 2.1	Essential Questions	Content	Skills	Assessment	Standards
	<p>Why is it important for me to make connections with the stories I read?</p> <p>How does life experience impact our reading?</p> <p>What do good readers do?</p> <p>How can I orally communicate my ideas about text and topics?</p> <p>How do I organize my writing?</p> <p>Why is it important to organize the structure of my writing?</p> <p>How do our life experiences impact our writing?</p> <p>What strategies will help me to describe key parts of a text?</p>	<p>Children will read, write, and talk about exploring communities.</p> <p>Content knowledge: Oral vocabulary example words: investigate rural, urban, downy, perch, founders, muttered, unanimous.</p> <p>Phonemic awareness: distinguish medial phonemes</p> <p>Phonics and Spelling: short vowels and consonants</p> <p>Use Text-Based Comprehension: character and setting, monitor and clarify, review plot and theme</p> <p>Conventions: sentences</p> <p>Nondecodable High-frequency words</p> <p>Fluency: model appropriate rate, students reread stories, fluency word drills</p> <p>Teacher Read Aloud</p> <p>Writing Personal narrative</p> <p>Independent reading: students should select appropriate text to read and write about every day.</p>	<p>Main idea and details; Long vowels CVe; Describe the structure of a story; Consonant blends; Text structure; Identifying examples of rhymes; Inflected endings; Describing differences in story characters' points of view , including using a different voice for each character when reading dialogue aloud; Beginning to apply the writing process to develop a narrative; Consonant digraphs; Beginning to use commas; Facts and details; Beginning to use frequently occurring irregular plural nouns (e.g., feet, children); Predict and set purpose; Compound words using the meaning of individual words (e.g., birdhouse); Identifying real-life connections between words and their use (e.g., describing foods that are sweet).; Answering questions such as who, what, where, when, and how about key details in a text; Describing how characters respond to major events and challenges in a story.</p>	<p>Performance Task</p> <p>Reading Street Placement Assessment</p> <p>Week 1, 3, 5 Weekly Reading Street Assessment</p> <p>Weeks 2, 4 Reading Street Fresh Reads and Fluency Assessment</p> <p>Week 6 Reading Street Unit Benchmark Assessment</p> <p>Ren. Learning Benchmark Assessment</p> <p>Dibels Next Benchmark Assessment</p> <p>Other Evidence:</p> <p>High Frequency word assessment</p> <p>Comprehension assessment</p> <p>Phonics assessment</p> <p>Spelling assessments</p> <p>Writing/Response to Literature</p> <p>Teacher Observation</p> <p>Teacher made assessments</p>	<p>Literature: 1,2,3,5,7</p> <p>Informational Text: 1,2,3,7</p> <p>Foundational Skills: 3,3a</p> <p>Writing: 2</p> <p>Speaking and Listening: 1c,3</p> <p>Language: 1,1f,2,4,4a</p>

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Unit 2.2	Essential Questions	Content	Skills	Assessment	Standards
	<p>How can we work together?</p> <p>How do phonics skills in conjunction with context, help me decode words quickly and accurately?</p> <p>How does the text structure an author uses help me to understand what I've read or heard?</p> <p>What is the essential message of the text?</p> <p>Why does making connections between a series of historical events, scientific ideas, or concepts or procedures help me understand what I have read or heard in the text?</p> <p>How do I compare and contrast two texts on the same topic?</p> <p>What strategies do I use to learn new words and understand what I hear and read?</p>	<p>Children will read, write, and talk about how we can help each other in dangerous situations</p> <p>Content knowledge: Oral vocabulary example words: courageous, hazard, rescue, avalanche, instinct, skittish, blustery, fast-paced</p> <p>Phonemic awareness: substitute Initial Phonemes</p> <p>Phonics and Spelling: r-controlled ar, or, ore, oar</p> <p>Use Text-Based Comprehension: cause and effect</p> <p>Conventions: common nouns</p> <p>Nondecodable High-frequency words</p> <p>Fluency: model appropriate rate, students reread stories, fluency word drills</p> <p>Teacher Read Aloud</p> <p>Writing Narrative Nonfiction</p> <p>Independent reading: students should select appropriate text to read and write about every day.</p>	<p>Vowels: r-controlled ar, or, ore, oar words, Cause and effect, Authors Purpose, Story Structure, Summarize, Examining the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot, Identifying the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text, Contractions, Vowel patterns a, ai, ay, Compare and contrast, Inferring, Text Structure, Describing an image (picture, graphic) from a text and explaining how the image contributes and clarifies the text, Reading regularly spelled one-syllable words correctly by distinguishing long and short vowels, Associating symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel digraphs Applying vowel pattern pronunciation generalizations to read words with vowel digraphs, vowel diphthongs, and r-controlled vowels, Decode regularly spelled two-syllable words with long vowels, Decode regularly spelled two-syllable words with long vowels, Plural nouns, Decoding, Background Knowledge, Using collective nouns (team), reflexive pronouns (myself), adjectives, and adverbs when writing or speaking, in small groups, Read grade level text, R-controlled er, ir, ur, Facts and details</p>	<p>Performance Task</p> <p>Reading Street Placement Assessment</p> <p>Week 1, 3, 5 Weekly Reading Street Assessment</p> <p>Weeks 2, 4 Reading Street Fresh Reads and Fluency Assessment</p> <p>Week 6 Reading Street Unit Benchmark Assessment</p> <p>Ren. Learning Benchmark Assessment</p> <p>Dibels Next Benchmark Assessment</p> <p>Other Evidence:</p> <p>High Frequency word assessment</p> <p>Comprehension assessment</p> <p>Phonics assessment</p> <p>Spelling assessments</p> <p>Writing/Response to Literature</p> <p>Teacher Observation</p> <p>Teacher made assessments</p>	<p>Literature: 1,2,3,5,7</p> <p>Informational Text: 1,3,6,7,8</p> <p>Foundational Skills: 3,3a,3b,3e</p> <p>Writing: 2</p> <p>Speaking and Listening: 1b,1c,3</p> <p>Language: 1,1b,2,2a,2c,4,4a</p>

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Unit 2.3	Essential Questions	Content	Skills	Assessment	Standards
	<p>How do phonics skills in conjunction with context, help me decode words quickly and accurately?</p> <p>How does the text structure an author uses help me to understand what I've read or heard?</p> <p>How does the text structure an author uses help me to understand what I've read or heard?</p> <p>What is the essential message of the text?</p> <p>Why does making connections between a series of historical events, scientific ideas, or concepts or procedures help me understand what I have read or heard in the text?</p> <p>How do I compare and contrast two texts on the same topic?</p> <p>What strategies do I use to learn new words and understand what I hear and read?</p> <p>How can we work together?</p>	<p>Children will read, write, and talk about how support others help with a creative idea.</p> <p>Content knowledge: Oral vocabulary example words: construct, sidekick, unique, contraption, foolproof, daydream, project, scrap</p> <p>Phonemic awareness: substitute final Phonemes</p> <p>Phonics and Spelling: vowel patterns e, ee, ea, y</p> <p>Use Text-Based Comprehension: Author's Purpose</p> <p>Conventions: Verbs</p> <p>Nondecodable High-frequency words</p> <p>Fluency: model appropriate rate, students reread stories, fluency word drills</p> <p>Teacher Read Aloud</p> <p>Writing Animal Fantasy</p> <p>Independent reading: students should select appropriate text to read and write about every day.</p>	<p>Compound words Describing the structure of a story including the introduction and closing action.</p> <p>Questioning</p> <p>Compare and contrast Applying vowel pattern pronunciation generalizations to read words with these vowel diphthongs and r-controlled vowels.</p> <p>Decoding words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and common suffixes (e.g., -ed, -ful, -less, er).</p> <p>Vowel patterns o, oa, ow</p> <p>Summarize</p> <p>Taking turns responding on topic in group discussions</p> <p>Asking for additional information as needed</p> <p>Visualize</p> <p>Draw conclusions</p> <p>Speaking in complete sentences</p> <p>Vowel patterns i, ie, igh, y</p> <p>Sequence</p> <p>Comparative endings -er, -est</p> <p>Predict and set purpose</p> <p>Fact and opinion</p>	<p>Performance Task</p> <p>Reading Street Placement Assessment Week 1, 3, 5 Weekly Reading Street Assessment Weeks 2, 4 Reading Street Fresh Reads and Fluency Assessment Week 6 Reading Street Unit Benchmark Assessment Ren. Learning Benchmark Assessment Dibels Next Benchmark Assessment</p> <p>Other Evidence: High Frequency word assessment Comprehension assessment Phonics assessment Spelling assessments Writing/Response to Literature Teacher Observation Teacher made assessments</p>	<p>Literature: 1,2,3,5</p> <p>Informational Text: 1,2,3,5,6,7,8</p> <p>Foundational Skills: 3,3a, 3b,3d</p> <p>Writing: 2</p> <p>Speaking and Listening: 1c, 3</p> <p>Language: 1,1d,4,4a,4d</p>

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Unit 2.4	Essential Questions	Content	Skills	Assessment	Standards
	<p>How do I support my answers to questions about a text?</p> <p>How does the context help me learn and use new words?</p> <p>What strategies do I use to read information text with purpose and understanding?</p> <p>How do I begin to revise my draft to improve my writing?</p> <p>Why do I need to learn high frequency (common and irregularly spelled) words?</p>	<p>Children will read, write, and talk about how familiar things can help us with change.</p> <p>Content knowledge: Oral vocabulary example words: preserve, represent, valuable, tough, concentration, frown, homeland, patient</p> <p>Phonics and Spelling: final syllable -le</p> <p>Text-Based Comprehension: Draw Conclusions, Background Knowledge</p> <p>Selection Vocabulary example words: clearing, crashed, perfect, pond, spilling, splashing and traveled</p> <p>Conventions: Adjectives and our senses</p> <p>Small Group Instruction</p> <p>Fluency: model appropriate rate, students reread stories, fluency word drills,</p> <p>Teacher Read Aloud</p> <p>Writing a Friendly Letter</p> <p>Independent reading: students should select appropriate text to read and write about every day.</p>	<p>Describe feelings, tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) & supply rhythm and meaning in a story, poem or song. Describe the structure of a story; include an introduction and closing action. Using informational texts, describe connections between scientific ideas or concepts. Describe the similarities & differences between two or more versions of the same story written from the perspective of two different cultures or authors.</p> <p>Decode words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and suffixes (e.g., -ful, -less, -er).</p> <p>Know and use text features (e.g., glossary) to locate key facts or information in a text and to determine the meaning of words and phrases relevant to topic or subject. Provide researched facts and definitions to develop specific points, and include a closing sentence within their own product. Produce and publish a piece using digital tools (e.g., a wiki, could also use Blogs, MS Word). Use familiar words and phrases acquired through conversations, reading and being read to and responding to texts, including adjectives and adverbs to describe appropriately. Produce complete sentences, when appropriate to task, in order to provide information to others. Using both the meaning of an unknown prefix and a known root word (base word), to define a newly formed word in which the prefix was added to the root word (base word). With guidance and support from adults and peers, revise and edit simple and compound sentences as well as check and correct spellings by using beginning dictionaries or other reference materials or other media. (e.g., spell check, dictionary.com)</p>	<p>Performance Task</p> <p>Reading Street Placement Assessment Week 1, 3, 5 Weekly Reading Street Assessment Weeks 2, 4 Reading Street Fresh Reads and Fluency Assessment Week 6 Reading Street Unit Benchmark Assessment Ren. Learning Benchmark Assessment Dibels Next Benchmark Assessment</p> <p>Other Evidence: High Frequency word assessment Comprehension assessment Phonics assessment Spelling assessments Writing/Response to Literature Teacher Observation Teacher made assessments</p>	<p>Literature: 1,2,3,5</p> <p>Informational Text: 1,2,3,5,6,7</p> <p>Foundational Skills: 3,3b,3c</p> <p>Writing: 2</p> <p>Speaking and Listening: 1c,3</p> <p>Language: 1,1e,4,4a</p>

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Unit 2.5	Essential Questions	Content	Skills	Assessment	Standards
	<p>Why do poems sound different from other texts I read?</p> <p>How do I know when to change my reading rate?</p> <p>How do I apply asking questions such as who, what, where, when, why and how to better comprehend what I read?</p> <p>How does identifying real-life connection between words and their use prepare me to be a better reader?</p> <p>How does focusing on a topic strengthen my writing? How do I edit my writing?</p> <p>How do I write responses based on real experiences or information gathered from provided sources?</p> <p>Why is it important to speak clearly and in complete sentences?</p>	<p>Children will read, write, and talk about why we should be responsible for doing a good job.</p> <p>Content knowledge: Oral vocabulary example words: community, responsible, teamwork, operation, instrument, caretaker, lug, supplies</p> <p>Phonics and Spelling: Suffixes – ly, -ful, -er, -or, -ish</p> <p>Text-Based Comprehension: Fact and Opinion, Important Ideas</p> <p>Selection Vocabulary example words: building, burning, masks, quickly, roar, station, tightly</p> <p>Conventions: Pronouns</p> <p>Small Group Instruction</p> <p>Fluency: Expression and Intonation, model appropriate rate, students reread stories, fluency word drills.</p> <p>Teacher Read Aloud</p> <p>Writing Narrative Nonfiction</p> <p>Independent reading: students should select appropriate text to read and write about every day.</p>	<p>Recalling and describing the central message, lesson, or moral of a story, including fables and folktales. Discuss the genre of realistic fiction. Identify realistic situations. Producing, expanding and rearranging simple and compound sentences. Apply the knowledge of common root words to understand the meaning of unfamiliar words with the same root. Reading and comprehending literature, including stories and poetry. Use learned spelling patterns to write words (e.g., cage-badge; boy-boil). Telling a story or recounting an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Describing connections between technical procedures, using informational texts. Using context clues and text features to determine the meaning of words and phrases relevant to a second grade topic or subject. Reading and comprehending informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently with scaffolding as needed. Applying vowel pattern pronunciation generalizations to correctly read two-syllable words with long vowels, vowel digraphs, and vowel diphthongs. With guidance, working with a group to produce and publish a piece using digitals (e.g., wiki, blog, word processing). Working with a group to research a topic and generate ideas for a writing project. Using frequently occurring irregular plural nouns (e.g., feet, children), and the past tense of common irregular verbs (e.g., sat, told) appropriately when speaking and writing. Using a dictionary and glossary, both print and digital to determine or clarify the meanings of words and phrases.</p>	<p>Performance Task</p> <p>Reading Street Placement Assessment</p> <p>Week 1, 3, 5 Weekly Reading Street Assessment</p> <p>Weeks 2, 4 Reading Street Fresh Reads and Fluency Assessment</p> <p>Week 6 Reading Street Unit Benchmark Assessment</p> <p>Ren. Learning Benchmark Assessment</p> <p>Dibels Next Benchmark Assessment</p> <p>Other Evidence:</p> <p>High Frequency word assessment</p> <p>Comprehension assessment</p> <p>Phonics assessment</p> <p>Spelling assessments</p> <p>Writing/Response to Literature</p> <p>Teacher Observation</p> <p>Teacher made assessments</p>	<p>Literature: 1,2,3,5,7</p> <p>Informational Text: 1,2,3,6,7</p> <p>Foundational Skills: 3,3b,3d,3e</p> <p>Writing: 2</p> <p>Speaking and Listening: 1b,1c,3</p> <p>Language: 1,1b, 1c,2,2a,2c,4,4a, 4b,4c</p>

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Unit 2.6	Essential Questions	Content	Skills	Assessment	Standards
	<p>What strategies can I use to improve my comprehension?</p> <p>How do I make text to text, text to self, and text to world connections?</p> <p>How do I create sounds and spelling patterns and blend them into words?</p> <p>How do I apply asking questions such as who, what, where, when, why and how to better comprehend what I read?</p> <p>How does identifying real-life connection between words and their use prepare me to be a better reader?</p> <p>How does focusing on a topic strengthen my writing?</p> <p>How can I provide evidence to support my responses?</p> <p>How do I edit my writing?</p> <p>How do I write responses based on real experiences or information gathered from provided sources?</p> <p>Why is it important to speak clearly and in complete sentences?</p>	<p>Children will read, write, and talk about why we should be responsible for doing a good job.</p> <p>Content knowledge: Oral vocabulary example words: athlete, challenge, effort, dainty, disguise, champion, professional, shortstop.</p> <p>Phonics and Spelling: Inflected endings</p> <p>Text-Based Comprehension: Compare and Contrast, Monitor and Clarify</p> <p>Selection Vocabulary example words: bases, cheers, field, plate, sailed, threw.</p> <p>Conventions: Using Capital Letters (pg 365b)</p> <p>Small Group Instruction Reading Street Materials, plans are found daily for each week (On level, Advanced, and Strategic Intervention)</p> <p>Fluency: Expression and Intonation, model appropriate rate, students reread stories, fluency word drills.</p> <p>Teacher Read Aloud</p> <p>Writing Realistic Fiction</p> <p>Independent reading: students should select appropriate text to read and write about every day.</p>	<p>Reading and comprehending 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. Describing connections between technical procedures, using informational texts. Using context clues and text features to determine the meaning of words and phrases relevant to a second grade topic or subject. Reading and comprehending 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. Applying vowel pattern pronunciation generalizations to correctly read two-syllable words with long vowels, vowel digraphs, and vowel diphthongs. With guidance and support, working with a group to produce and publish a piece using digitals (e.g., wiki, blog, word processing). Working with a group to research a topic and generate ideas for a writing project. Using frequently occurring irregular plural nouns (e.g., feet, children), and the past tense of common irregular verbs (e.g., sat, told) appropriately when speaking and writing. Using a dictionary and glossary, both print and digital to determine or clarify the meanings of words and phrases. Use learned spelling patterns to write words (e.g., cage-badger; boy-boil). Telling a story or recounting an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Applying the knowledge of common root words to understand the meaning of unfamiliar words with the same root. Producing, expanding, and rearranging complete simple and compound sentences. Identify realistic situations. Discuss the genre of realistic fiction. Sequence information cross curricular. Using inflected endings, contractions, final syllable -le, prefixes and suffixes.</p>	<p>Performance Task</p> <p>Reading Street Placement Assessment</p> <p>Week 1, 3, 5 Weekly Reading Street Assessment</p> <p>Weeks 2, 4 Reading Street Fresh Reads and Fluency Assessment</p> <p>Week 6 Reading Street Unit Benchmark Assessment</p> <p>Ren. Learning Benchmark Assessment</p> <p>Dibels Next Benchmark Assessment</p> <p>Other Evidence:</p> <p>High Frequency word assessment</p> <p>Comprehension assessment</p> <p>Phonics assessment</p> <p>Spelling assessments</p> <p>Writing/Response to Literature</p> <p>Teacher Observation</p> <p>Teacher made assessments</p>	<p>Literature: 1,2,3,5,7</p> <p>Informational Text: 1,2,3,5,6,7,8</p> <p>Foundational Skills: 3,3d</p> <p>Writing: 2</p> <p>Speaking and Listening: 1c,3</p> <p>Language: 1,2,2a,2b, 4, 4a,4b,4c</p>

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