

2nd Grade Reading/Language Arts
Curriculum Mapping
2019-2020
Stacey Hosman

Unit: 1	Time: August-September 2019
Standards Taught	
<ul style="list-style-type: none"> ● 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● 2.RL.2 Retell stories, including those from diverse cultures, and determine their central message/theme, lesson, or moral ● 2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song. ● 2.RL.5 Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution) ● 2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. ● 2.RL.10 By the end of the year, read and comprehend a variety of literary text. ● 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. ● 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. ● 2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams) contribute to and clarify a text. ● 2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic ● 2.RI.10 By the end of the year, read and comprehend a variety of informational text. ● 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words ● 2.RF.4 Read with sufficient accuracy and fluency to support comprehension. ● 2.W.1 Write opinion pieces ● 2.W.3 Write narratives ● 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing ● 2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively. ● 2.W.8 Use background knowledge and/or information gathered from sources to respond in writing to a question ● 2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults ● 2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media ● 2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● 2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences ● 2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings. ● 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ● 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● 2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies. ● 2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings ● 2.L.6 Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely. 	

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work during Daily 5 centers.</i>	<i>To practice the various readings skills students completed:</i> <ul style="list-style-type: none"> • <i>Daily 5 Centers</i> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Writing Practices</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.</i>	<i>Subjects</i> <i>Predicates</i> <i>Short Vowels</i> <i>Simple Subjects</i> <i>Compare and Contrast</i> <i>Realistic Fiction</i> <i>Information Text</i> <i>Context Clues</i> <i>Humorous Fiction</i> <i>Fable</i> <i>Figurative Language</i> <i>Base Endings</i> <i>Singular and Plural Nouns</i> <i>Poetry</i> <i>Opinion Writing</i>	<ul style="list-style-type: none"> - <i>Daily workbook sheets</i> - <i>Teacher observation</i> - <i>Weekly Tests</i> - <i>DIBELS</i> - <i>Class Discussion</i> - <i>Writing Journals</i> - <i>Spelling test</i>
Essential Questions: <ul style="list-style-type: none"> • <i>What is the genre of the story?</i> • <i>How do you infer/predict while reading a text?</i> • <i>How do we put words in alphabetical order?</i> • <i>How do you write a narrative story?</i> • <i>What is sequence of events?</i> • <i>How do we use a glossary?</i> • <i>How do you write a friendly letter?</i> • <i>How do we compare/contrast text?</i> • <i>How do you identify simple sentences?</i> • <i>How can we use context clues to figure out the definition of multiple meaning words?</i> • <i>How do you analyze/evaluate text?</i> • <i>What are the different types of sentences?</i> • <i>How do you write an opinion paper?</i> • <i>How do you summarize a text?</i> • <i>What is an author and illustrator do in a story?</i> • <i>What is the main problem of a story?</i> 		

Unit: 2

Time: *October/November*

Standards Taught

- 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RL.2 Retell stories, including those from diverse cultures, and determine their central message/theme, lesson, or moral
- 2.RL.3 Describe how characters in a story respond to major events and challenges.
- 2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song.
- 2.RL.5 Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution)
- 2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.10 By the end of the year, read and comprehend a variety of literary text.
- 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.RI.5 Know and use various text features to locate key facts or information in a text efficiently
- 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams, contribute to and clarify a text.
- 2.RI.8 Describe how details/evidence support specific points the author makes in a text.
- 2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic
- 2.RI.10 By the end of the year, read and comprehend a variety of informational text.
- 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 2.W.1 Write opinion pieces
- 2.W.2 Write informative/explanatory texts
- 2.W.3 Write narratives
- 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- 2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively.
- 2.W.7 Participate in shared research and writing projects
- 2.W.8 Use background knowledge and/or information gathered from sources to respond in writing to a question
- 2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults
- 2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media
- 2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences
- 2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.
- 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<ul style="list-style-type: none"> • 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English • 2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies. • 2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings • 2.L.6 Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work during Daily 5 centers.</i>	<i>To practice the various readings skills students completed:</i> <ul style="list-style-type: none"> • <i>Daily 5 Centers</i> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Writing Practices</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.</i>	<i>Informational text</i> <i>Text and Graphic Features</i> <i>Plural Nouns</i> <i>Base Words</i> <i>Prefixes</i> <i>Realistic Fiction</i> <i>Homophones</i> <i>Analyze/Evaluate</i> <i>Proper Nouns</i> <i>Compound Words</i> <i>Verb</i> <i>Cause and Effect</i> <i>Poetry</i> <i>Contractions</i>	<ul style="list-style-type: none"> - <i>Daily workbook sheets</i> - <i>Teacher observation</i> - <i>Weekly Tests</i> - <i>DIBELS</i> - <i>Class Discussion</i> - <i>Writing Journals</i> - <i>Spelling test</i>
Essential Questions:		
<ul style="list-style-type: none"> • <i>What are plural nouns?</i> • <i>How do we use expression while reading?</i> • <i>What is the genre of a story?</i> • <i>What are base words and prefixes?</i> • <i>How do you write an informational paragraph?</i> • <i>How do you question while reading a text?</i> • <i>How do you use text and graphic features while reading text?</i> • <i>How do we draw conclusions while reading text?</i> • <i>What are homophones?</i> • <i>What are compound words?</i> • <i>How do you sequence events in a story?</i> • <i>How do we identify fact and opinion in a text?</i> • <i>How do we determine the author's purpose of a text?</i> 		

- *How do you understand characters in a story?*
- *How do you find the main idea and details in a text?*
- *What is the purpose of the author/illustrator in a text?*
- *How do you apply cause and effect while reading a text?*

Unit: 3

Time: *November/December*

Standards Taught

- 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RL.2 Retell stories, including those from diverse cultures, and determine their central message/theme, lesson, or moral
- 2.RL.3 Describe how characters in a story respond to major events and challenges.
- 2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song.
- 2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
- 2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.10 By the end of the year, read and comprehend a variety of literary text.
- 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 2.RI.5 Know and use various text features to locate key facts or information in a text efficiently
- 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams, contribute to and clarify a text.
- 2.RI.8 Describe how details/evidence support specific points the author makes in a text.
- 2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic
- 2.RI.10 By the end of the year, read and comprehend a variety of informational text.
- 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 2.W.1 Write opinion pieces
- 2.W.2 Write informative/explanatory texts
- 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- 2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively.
- 2.W.7 Participate in shared research and writing projects
- 2.W.8 Use background knowledge and/or information gathered from sources to respond in writing to a question
- 2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults
- 2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media
- 2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences
- 2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.
- 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English
- 2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.

- 2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings
- 2.L.6 Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work during Daily 5 centers.</i>	<p><i>To practice the various readings skills students completed:</i></p> <ul style="list-style-type: none"> • <i>Daily 5 Centers</i> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Writing Practices</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.</i>	<i>Humorous Fiction</i> <i>Informational Text</i> <i>Prefixes</i> <i>Compound Sentences</i> <i>Persuasive Letter</i> <i>Infer/Predict</i> <i>Idioms</i> <i>Fact and Opinion</i> <i>Biography</i> <i>Proper Nouns</i> <i>Summarize</i> <i>Compound Words</i> <i>Root Words</i> <i>Diagraphs</i> <i>Abbreviations</i>	<ul style="list-style-type: none"> - <i>Daily workbook sheets</i> - <i>Teacher observation</i> - <i>Weekly Tests</i> - <i>DIBELS</i> - <i>Class Discussion</i> - <i>Writing Journals</i> - <i>Spelling test</i>

Essential Questions:

- *What is the genre of a story?*
- *What is the purpose of the author/illustrator in story?*
- *How do we use expression while reading?*
- *How do we write a persuasive letter?*
- *What are base words and prefixes?*
- *How can you infer/predict while reading a text?*
- *How do you draw conclusions while reading a story?*
- *How does author's word choice effect a story?*
- *What are compound sentences?*
- *How do you determine fact and opinion while reading a text?*
- *How do you write an opinion paragraph?*
- *How do you question when reading a text?*
- *What is an idiom?*
- *How can you use text and graphic features while reading text?*

- *How can you use a dictionary to help understand vocabulary?*
- *How can you determine an author's purpose when reading a text?*
- *How do you summarize when reading a text?*
- *How do you apply cause and effect while reading a text?*

Unit: 4

Time: January/February

Standards Taught

- 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RL.2 Retell stories, including those from diverse cultures, and determine their central message/theme, lesson, or moral
- 2.RL.3 Describe how characters in a story respond to major events and challenges.
- 2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song.
- 2.RL.5 Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution)
- 2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
- 2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.10 By the end of the year, read and comprehend a variety of literary text.
- 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.5 Know and use various text features to locate key facts or information in a text efficiently
- 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams, contribute to and clarify a text.
- 2.RI.8 Describe how details/evidence support specific points the author makes in a text.
- 2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic
- 2.RI.10 By the end of the year, read and comprehend a variety of informational text.
- 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 2.W.1 Write opinion pieces
- 2.W.2 Write informative/explanatory texts
- 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- 2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively.
- 2.W.8 Use background knowledge and/or information gathered from sources to respond in writing to a question
- 2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults
- 2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
- 2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences
- 2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.
- 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English
- 2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.
- 2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings
- 2.L.6 Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i></p>	<p><i>Each student has their own individual desk but table are available for group work during Daily 5 centers.</i></p>	<p><i>To practice the various readings skills students completed:</i></p> <ul style="list-style-type: none"> • <i>Daily 5 Centers</i> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Writing Practices</i>
Relevance	Vocabulary	Assessments
<p><i>Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.</i></p>	<p><i>Endings-ed, -ing Homographs Pronouns Infer/Predict Antonyms Realistic Fiction Informational Text Formal/Informal Language Biography Poetry Suffix -y, -ful Plays Humorous Fiction Fantasy Figurative Language Prefix over-</i></p>	<ul style="list-style-type: none"> - <i>Daily workbook sheets</i> - <i>Teacher observation</i> - <i>Weekly Tests</i> - <i>DIBELS</i> - <i>Class Discussion</i> - <i>Writing Journals</i> - <i>Spelling test</i>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What is the genre of a story?</i> • <i>What is the purpose of the author/illustrator in story?</i> • <i>How do we use rate when reading aloud?</i> • <i>How do you infer/predict while reading?</i> • <i>What is a homograph?</i> • <i>What is an antonym?</i> • <i>How do you visualize while reading a text?</i> • <i>How does an author use formal/informal language in a text?</i> • <i>How do we use sequence of events when reading a text?</i> • <i>How do you write a narrative paragraph?</i> • <i>How do you use expression when reading?</i> • <i>How do you understand character while reading a text?</i> • <i>How do you write a descriptive paragraph?</i> • <i>How do you analyze/evaluate text while reading a text?</i> • <i>How can you use commas in dates and places?</i> • <i>How do you question while reading text?</i> 		

- *How do you determine the meanings of different vocabulary?*
- *How do you summarize when reading a text?*
- *How do you determine the point of view of a story?*
- *How do you clarify/understand a text?*

Unit: 5

Time: March

Standards Taught

- 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RL.2 Retell stories, including those from diverse cultures, and determine their central message/theme, lesson, or moral
- 2.RL.3 Describe how characters in a story respond to major events and challenges.
- 2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song.
- 2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
- 2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
- 2.RL.10 By the end of the year, read and comprehend a variety of literary text.
- 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
- 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
- 2.RI.5 Know and use various text features to locate key facts or information in a text efficiently
- 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams, contribute to and clarify a text.
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- 2.RI.10 By the end of the year, read and comprehend a variety of informational text.
- 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 2.W.1 Write opinion pieces
- 2.W.2 Write informative/explanatory texts
- 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- 2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively.
- 2.W.7 Participate in shared research and writing projects
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- 2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults
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- 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.
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Relevance	Vocabulary	Assessments
<p><i>Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.</i></p>	<p><i>Adjective Cause and Effect Homophones Figurative Language Idioms Compound Words Final Stable Syllables Summarize Irregular Verbs Suffix –y, -ly, -ful Silent consonants Antonyms Visualize Point of View Prefix re-, un-, over-, pre-, mis- Folktale Informational Text Narrative Nonfiction</i></p>	<ul style="list-style-type: none"> - <i>Daily workbook sheets</i> - <i>Teacher observation</i> - <i>Weekly Tests</i> - <i>DIBELS</i> - <i>Class Discussion</i> - <i>Writing Journals</i> - <i>Spelling test</i>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What is the genre of a story?</i> • <i>What is the purpose of the author/illustrator in story?</i> • <i>How do have natural pauses when reading aloud?</i> • <i>What is a dictionary entry?</i> • <i>How do you find the main idea and details of a story?</i> • <i>How do infer and predict while reading?</i> • <i>How do you write a problem-solution paragraph?</i> • <i>How do you figure out the cause and effect while reading?</i> • <i>How do you understand character while reading a story?</i> • <i>How do we use endings –er and –est to compare?</i> • <i>What are examples of idioms and what are their meanings?</i> • <i>How do you write a compare/contrast paragraph?</i> • <i>How do you use adjectives while writing?</i> • <i>How do you use sequence of events to retell a story?</i> 		

- *How do you write an informational paragraph?*
- *How do you summarize a story?*
- *How do you adjust your rate while reading?*
- *Why should you use expression while reading aloud?*
- *How do you write a research report?*
- *How does the point of view matter in a story?*
- *How do you visualize as you read a story?*
- *How do you use context clues to figure out the definition of a word?*

Unit: 6

Time: April/May

Standards Taught

- 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RL.2 Retell stories, including those from diverse cultures, and determine their central message/theme, lesson, or moral
- 2.RL.3 Describe how characters in a story respond to major events and challenges.
- 2.RL.5 Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution)
- 2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
- 2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
- 2.RL.10 By the end of the year, read and comprehend a variety of literary text.
- 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
- 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
- 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams, contribute to and clarify a text.
- 2.RI.8 Describe how details/evidence support specific points the author makes in a text
- 2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic
- 2.RI.10 By the end of the year, read and comprehend a variety of informational text.
- 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 2.W.1 Write opinion pieces
- 2.W.2 Write informative/explanatory texts
- 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- 2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively.
- 2.W.7 Participate in shared research and writing projects
- 2.W.8 Use background knowledge and/or information gathered from sources to respond in writing to a question
- 2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults
- 2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
- 2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences
- 2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.
- 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English
- 2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.

- 2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings
- 2.L.6 Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</i>	<i>Each student has their own individual desk but table are available for group work during Daily 5 centers.</i>	<i>To practice the various readings skills students completed:</i> <ul style="list-style-type: none"> • <i>Daily 5 Centers</i> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Writing Practices</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.</i>	<i>Contractions</i> <i>Multiple Meaning Words</i> <i>Response Poems</i> <i>Conclusions</i> <i>Fantasy</i> <i>Informational Text</i> <i>Biography</i> <i>Informational Text</i> <i>Opinion Paragraph</i> <i>Fact and Opinion</i> <i>Intonation</i> <i>Adverb</i> <i>Diphthongs</i> <i>Possessive Pronoun</i> <i>Antonyms</i> <i>Summarize</i> <i>Folktale</i> <i>Informational Text</i> <i>Root Words</i> <i>Response Essay</i>	<ul style="list-style-type: none"> - <i>Daily workbook sheets</i> - <i>Teacher observation</i> - <i>Weekly Tests</i> - <i>DIBELS</i> - <i>Class Discussion</i> - <i>Writing Journals</i> - <i>Spelling test</i>
Essential Questions: <ul style="list-style-type: none"> • <i>What is the genre of a story?</i> • <i>What is the purpose of the author/illustrator in story?</i> • <i>How you define multiple meaning words?</i> • <i>How do you infer/predict while reading a story?</i> • <i>How do you draw conclusions while reading a story?</i> • <i>What are sounds of oo,ew,ue,ou?</i> • <i>What are shades of meaning?</i> • <i>How do you decide the author's purpose of a story?</i> • <i>How do you write an opinion paragraph?</i> • <i>What is the difference of fact and opinion?</i> 		

- *How do you use intonation when practicing fluency?*
- *How do you classify/categorize vocabulary?*
- *How do you write a response paragraph?*
- *How do you analyze/evaluate while reading?*
- *How do you use sequence of events when retelling a story?*
- *How do you compare/contrast events in a story?*
- *What are diphthongs?*
- *How do you summarize a story?*
- *How does point of view effect a story?*
- *How do you understand characters in a story?*
- *How do you visualize while reading a story?*
- *How do you write a response essay?*