

Fairview Elementary School Curriculum Map 2011-2012

Reading/Language ARTS

Teacher: Gambill, Greene, Jervis, Subject: Grade: 2nd

Month	Unit	Core Content Indicators	Activities/Instructional Strategies	Assessment(s) / Writing Assignments	Resources
Aug.	<p>BEING ME</p> <p>The Mixed Up Chameleon</p> <p>Get Up and Go!</p> <p>Henry and Mudge Under the Yellow Moon</p> <p>Days With Frog and Toad</p> <p>Wilson Sat Alone</p>	<p>RL.2.1: Ask and answer questions such as who, what, when, where, why and how to demonstrate understanding.</p> <p>RL.2.3: Describe how characters in a story respond to major events and challenges.</p> <p>RF.2.4: Read for accuracy and fluency to support comprehension on level texts.</p> <p>W.2.3: Write a narrative with a beginning, middle and end.</p> <p>SL.2.1: Reading conversations with peers and adults in small and large groups.</p> <p>SL.2.3: Ask and answer questions for understanding of a topic or issue.</p> <p>L.2.2: Demonstrate understanding of capitalization, punctuation and spelling when writing.</p>	<p>READING TARGETS:</p> <p>Determine the answers of literary texts using who, what, where, when, why and how.</p> <p>Define: character; setting.</p> <p>Describe how characters respond to major events and challenges.</p> <p>Support comprehension by identifying the purpose and understanding of the text.</p> <p>Determine the purpose of reading on level text.</p> <p>WRITING TARGETS:</p> <p>Choose relevant details that correspond to a chosen event.</p> <p>Reflect on identified event.</p> <p>SPEAKING / LISTENING TARGETS:</p> <p>Recount key ideas and /or details from: A text read aloud</p> <p>From information presented orally</p>	<p>READING:</p> <p>Teacher will ask comprehension questions while reading aloud in the whole group/small group setting.</p> <p>Exit slips/journals/graphic organizers in which students identify and describe character and setting.</p> <p>Teachers evaluate student's understanding of the importance of choosing correct on-level books when answered both orally and through writing.</p> <p>WRITING:</p> <p>Students will demonstrate their understanding of characters, setting and specific events from a story through writing using journals, exit slips and / or graphic organizers.</p> <p>SPEAKING / LISTENING:</p> <p>Teacher will group students together and observe how they discuss questions regarding the read aloud text presented in the whole group lesson.</p>	<p>Harcourt Reading Series</p> <p>Phonics Curriculum</p> <p>Daily Oral Language</p> <p>Supplemental Readings</p> <p><u>Read a loud books:</u></p> <p><i>The Important Book</i> <i>Miss Nelson is Missing</i> <i>First Day Jitters</i> <i>Chrysanthemum</i> <i>Song and Dance Man</i> <i>Dandelions</i> <i>Uptown</i> <i>Cloudy with a Chance of Meatballs</i> <i>Great Kapok Tree</i> <i>Tar Beach</i> <i>Owl Moon</i> <i>Strega Nona</i> <i>My Great Aunt Arizona</i> <i>The Story of Ferdinand</i> <i>Town Mouse Country Mouse</i> <i>Lilly's Purple Plastic Purse</i> <i>The Lorax</i> <i>Ruby the Copy Cat</i> <i>The Day Jimmy's Boa Ate the Wash</i></p>

			<p>from other media.</p> <p>Formulate appropriate questions about what a speaker says.</p> <p>LANGUAGE TARGETS:</p> <p>When writing apply correct capitalization, punctuation and spelling.</p>	<p>LANGUAGE:</p> <p>Daily oral language, grammar workbooks, writing in journals and in class participation</p>	<p><i>Arthur series</i> <i>Where the Wild Things Are</i> <i>Charlotte's Web</i></p>
<p>Sept.</p>	<p>Helping Hands</p> <p>The Enormous Turnip</p> <p>Helping Out</p> <p>Mr. Putter and Tabby Fly the Plane</p> <p>Hedgehog Bakes a Cake</p> <p>Lemonade For Sale</p>	<p>RL.2.3: Describe how RL.2.1: Ask and answer questions such as who, what, when, where, why and how to demonstrate understanding.characters in a story respond to major events and challengers.</p> <p>RL.2.5: Describe the overall structure of a story including the beginning and ending.</p> <p>RL.2.7: Use information gained from the illustrations in words in a print or digital text to demonstrate understanding of it's characters, setting or plot.</p> <p>RF.2.3: Know and apply grade level phonics and word analysis skills in decoding words. (long/short vowels, vowel teams, decode two syllable words with long vowels)</p> <p>RF.2.4: Read for accuracy and fluency to support comprehension on level texts</p> <p>W.2.3: Write a narrative with a beginning, middle and end.</p> <p>W.2.5: With guidance and support from adults and peers focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.8: Recall information from experiences or gather information from</p>	<p>READING TARGETS:</p> <p>Identify and describe key details and determine answers using who, what, when, where, why and how.</p> <p>Define sequencing and plot.</p> <p>Identify major events and challenges of a story.</p> <p>Describe how characters respond to major events and challenges.</p> <p>Identify the structure of the story describing the beginning, middle and ending of a story.</p> <p>Identify plot.</p> <p>Explain character, setting and plot.</p> <p>Recognize the rules for short and long vowels.</p> <p>Identify long and short vowel sounds in one- syllable words.</p> <p>Identify long and short sounds made</p>	<p>READING:</p> <p>Teacher will ask comprehension questions while reading aloud in the whole group/small group setting.</p> <p>Exit slips/journals/graphic organizers in which students identify and describe e character, setting, plot, sequence of events, realism vs. fantasy.</p> <p>Teachers evaluate student's ability to decode words while reading, making connections while they read and having meaningful conversations with peers and adults about their reading.</p> <p>WRITING:</p> <p>Students will demonstrate their understanding of characters, setting, plot, sequencing and realism vs. fantasy through writing journals, exit slips and graphic organizers.</p> <p>SPEAKING / LISTENING:</p>	<p>Harcourt Reading Series</p> <p>Phonics Curriculum</p> <p>Daily Oral Language</p> <p>Supplemental Readings</p> <p><u>Read a loud books:</u></p> <p><i>Jumanji</i> <i>The Mitten</i> <i>The Napping House</i> <i>The Island of Skog</i> <i>Dr. De Soto</i> <i>Lyle at the Office</i> <i>A Bad Case of the Stripes</i> <i>Where the Wild Things Are</i></p>

		<p>provided sources to answer a question. SL.2.1: Reading conversations with peers and adults in small and large groups. SL.2.3: Ask and answer questions for understanding of a topic or issue. SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.5: Create audio recordings of stories or poems; add drawings or either visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. L.2.2: Demonstrate understanding of capitalization, punctuation and spelling when writing. L.2.3: Use knowledge of language and it's conventions in writing, speaking, reading or listening.</p>	<p>by vowel digraphs.</p> <p>To support comprehension, read on level texts fluently and accurately and re –read with fluency as necessary.</p> <p>Define compare and contrast, drawing conclusions, author’s purpose, prediction and genre.</p> <p style="text-align: center;">WRITING TARGETS:</p> <p>Identify and write components of a narrative: Beginning, ending and sequence with guidance from peers and adults.</p> <p style="text-align: center;">SPEAKING / LISTENING TARGETS:</p> <p>To formulate appropriate questions and answers about what a speaker says.</p> <p>Recognize and recount an experience using an audio recording.</p> <p>Clarify ideas, thoughts and feelings by adding drawings/visual displays.</p> <p>Create audio recordings of stories or poems.</p> <p style="text-align: center;">LANGUAGE TARGETS:</p> <p>Apply correct capitalization, punctuation and spelling when writing.</p>	<p>Teacher will group students together and observe how they discuss various questions regarding the read aloud text presented in the whole group and small group setting.</p> <p style="text-align: center;">LANGUAGE:</p> <p>Daily oral language, grammar workbooks, writing in journals and in class participation</p>	
Oct.	OUR WORLD	RL.2.1: Ask and answer questions	READING TARGETS:	READING:	Harcourt Reading Series

<p>Johnny Appleseed</p> <p>From Seed to Plant</p> <p>The Secret Life of Trees</p> <p>Watermelon Day</p> <p>Pumpkin Fietsta</p>	<p>such as who, what, when, where, why and how to demonstrate understanding.</p> <p>RL.2.3: Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.9: Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>RF.2.4: Read for accuracy and fluency to support comprehension on level texts.</p> <p>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 to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1: Reading conversations with peers and adults in small and large groups,</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3: Ask and answer questions for understanding of a topic or issue.</p> <p>SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) use nouns</p> <p>b) form and use irregular plural nouns</p>	<p>Identify and describe key details and determine answers using who, what, when, where, why and how.</p> <p>Describe how characters respond to major events and challenges.</p> <p>Support comprehension by identifying the purpose and understanding of the text.</p> <p>Determine the purpose of reading on level text.</p> <p>To support comprehension, read on level texts fluently and accurately and re-read with fluency as necessary.</p> <p>Recall details and events from two or more versions of a story by different authors.</p> <p>Identify characters of two or more versions of a story by different authors.</p> <p>Compare and contrast two or more versions of the same story by different authors representing different cultures.</p> <p>WRITING TARGETS:</p> <p>Identify a topic or title of a book to write about.</p> <p>Recognize what an opinion is.</p> <p>Define opinions.</p>	<p>Exit slips, journals, graphic organizers in which students compare and contrast story elements, drawing conclusions, and identify and describe the author's purpose for writing a story.</p> <p>Teacher will ask comprehension questions while reading aloud in the whole group/small group setting.</p> <p>WRITING:</p> <p>Students will demonstrate their understanding of compare and contrast, drawing conclusions, and author's purpose through journals, exit slips, and /or graphic organizers.</p> <p>SPEAKING / LISTENING:</p> <p>Teacher will group students together and observe how they discuss various questions regarding the read aloud text presented in the whole group and small group setting.</p> <p>LANGUAGE:</p> <p>Daily oral language, grammar workbooks, writing in journals and in class participation</p>	<p>Phonics Curriculum</p> <p>Daily Oral Language</p> <p>Supplemental Readings</p> <p><u>Read a loud books:</u></p> <p><i>The True Story of the Three Little Pigs</i></p> <p><i>The Three Little Wolves and the Three Pigs</i></p> <p><i>Cinderella</i></p> <p><i>The Egyptian Cinderella</i></p> <p><i>Cinder/Elly</i></p> <p><i>The Stranger</i></p> <p><i>Just a Dream</i></p> <p><i>Two Bad Ants</i></p> <p><i>Earrings</i></p> <p><i>Dear Mrs. LaRue: Letters From Obedience School</i></p> <p><i>Author's Studies:</i></p> <p><i>Eric Carle</i></p> <p><i>James Marshall, Teresa - CCMS Principal</i></p>
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c) form and use past tense irregular verbs
 d) use adjectives
L.2.2: Demonstrate understanding of capitalization, punctuation and spelling when writing.
L.2.3: Use knowledge of language and it's conventions in writing, speaking, reading or listening.
L.2.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases.
 a) using context clues to determine the meaning of a word or phrase.
 b) determine a word of the new word formed when a known prefix is added to a known word.
 c) use known root words as a clue to the meaning of unknown word with the same root
 d) use knowledge of the meaning of individual words to predict the meaning of compound words.
L.2.5: Demonstrate understanding of word relationships in word meanings.
L.2.6: Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe.

Concluding sections or statements.

Linking words (because, and, also)

Answer a question by recalling information from experiences.

SPEAKING / LISTENING:

Recount key ideas and /or details from:
 A text read aloud

From information presented orally from other media.

Formulate appropriate questions about what a speaker says.

Identify ideas from 2nd grade topics and texts.

Identify agreed upon rules for discussion.

Recognize how others listen and ask questions.

LANGUAGE TARGETS:

Identify and recognize nouns, irregular plural nouns, adjectives and past tense forms of irregular verbs.

Apply correct capitalization punctuation.

Use spelling rules and patterns.

Steven Kellogg

Patricia Pollacho

Tommy DePaola

Cynthia Rylant

<p>Nov./Dec.</p>	<p>READ ALOUDS</p> <p><i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i></p> <p><i>Pecos Bill</i></p> <p><i>When Lightening Comes in a Jar</i></p> <p><i>The Emperor's New Clothes</i></p> <p><i>Stone Soup</i></p> <p><i>The Wednesday Surprise</i></p> <p><i>Horton Hatches an Egg</i></p> <p><i>Old Henry</i></p> <p><i>Arthur's Pet Business</i></p> <p><i>Pink and Say</i></p> <p><i>A Turkey For Thanksgiving</i></p> <p><i>Sarah Morton's Day: A Day In The Life of a Pilgrim Girl</i></p> <p><i>How Many Days To America</i></p>	<p>.</p> <p>RL.2.1: Ask and answer questions such as who, what, when, where, why and how to demonstrate understanding.</p> <p>RL.2.2: Recount stories including fables and folktales from diverse cultures and determine their central message, lesson, or moral.</p> <p>RL.2.3: Describe how characters in a story respond to major events and challengers</p> <p>RF.2.3: Know and apply grade level phonics and word analysis skills in decoding words. (long/short vowels, vowel teams, decode two syllable words with long vowels)</p> <p>RF.2.4: Read for accuracy and fluency to support comprehension on level texts support comprehension on level texts.</p> <p>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 to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.5: With guidance and support from adults and peers focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1: Reading conversations with peers and adults in small and large groups,</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>READING TARGETS:</p> <p>Identify and describe key details and determine answers using who, what, when, where, why and how</p> <p>Describe how characters respond to major events and challenges.</p> <p>Support comprehension by identifying the purpose and understanding of the text.</p> <p>Determine the purpose of reading on level text.</p> <p>To support comprehension, read on level texts fluently and accurately and re –read with fluency as necessary.</p> <p>Describe how characters respond to major events and challenges.</p> <p>Explain and understand character, setting and plot obtained from illustrations and words in print and digital text.</p> <p>Know grade level phonics and word analysis skills in decoding words.</p> <p>Recognize the rules for short and long vowel sounds.</p> <p>Identify long and short vowel sounds in one-syllable words.</p> <p>Identify long and short sounds made by vowel digraphs.</p>	<p>READING:</p> <p>Exit slips, journals, graphic organizers in which students compare and contrast story elements, drawing conclusions, and identify and describe the author's purpose for writing a story.</p> <p>Teacher will ask comprehension questions while reading aloud in the whole group/small group setting.</p> <p>WRITING:</p> <p>Students will demonstrate their understanding of compare and contrast, drawing conclusions, and author's purpose through journals, exit slips, and /or graphic organizers.</p> <p>SPEAKING / LISTENING:</p> <p>Teacher will group students together and observe how they discuss various questions regarding the read aloud text presented in the whole group and small group setting.</p> <p>LANGUAGE:</p> <p>Daily oral language, grammar workbooks, writing in journals and in class participation</p>
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The Christmas Witch

How the Grinch Stole Christmas

The Polar Express

SL.2.3: Ask and answer questions for understanding of a topic or issue.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a) use nouns

b) form and use irregular plural nouns

c) form and use past tense irregular verbs

d) use adjectives

L.2.2: Demonstrate understanding of capitalization, punctuation and spelling when writing.

L.2.3: Use knowledge of language and its conventions in writing, speaking, reading or listening.

Know the rules for long vowels in two syllable words.

Read two syllable words with long vowels sounds.

Read and recognize common prefixes and suffixes in words.

Recognize that some words have inconsistent spelling, sound correspondence (cow, row, pint)

Define:

Mental images

Theme

Cause and effect

WRITING TARGETS:

Identify and write components of a narrative:

Beginning, ending and sequence with guidance from peers and adults

Identify a topic or title of a book to write about.

Recognize what an opinion is.

Define opinions.

Concluding sections or statements.

Linking words (because, and, also)

Write an opinion piece about a text or topic.

Have supporting reasons for stated

opinions.

Organize writing to: introduce, support, and conclude.

Supplies at least 2 supporting reasons for the opinion.

Provides an introduction and conclusion statement on a topic or book.

**SPEAKING / LISTENING
TARGETS:**

Recount key ideas and /or details from:
A text read aloud

From information presented orally from other media.

Formulate appropriate questions about what a speaker says.

Identify ideas from 2nd grade topics and texts.

Identify agreed upon rules for discussion.

Recognize how others listen and ask questions.

Formulate appropriate questions about what a speaker says.

Clarify ideas, thoughts and feelings by adding drawings/visual displays.

			<p>Recognize complete sentences in writing when spoken.</p> <p>LANGUAGE TARGETS:</p> <p>Identify and recognize nouns, irregular plural nouns, adjectives, adverbs, pronouns and past tense forms of irregular verbs.</p> <p>Apply correct capitalization punctuation.</p> <p>Use spelling rules and patterns.</p> <p>Use commas in greetings and closing of letters.</p> <p>Use of apostrophe to form contractions and frequently occurring possessives.</p> <p>Use of common root words to problem solve new words with same root. (addition, additional)</p> <p>Predict the meaning of compound words by using the meaning of individual parts.</p>		
<p>Jan. / Feb.</p>	<p>IMAGINE THAT</p> <p>The Day Jimmy’s Boa Ate the Wash</p> <p>How I Spent My Summer Vacation</p> <p>Dear Mr. Blueberry</p>	<p>RL.2.1: Ask and answer questions such as who, what, when, where, why and how to demonstrate understanding.</p> <p>RL.2.2: Recount stories including fables and folktales from diverse cultures and determine their central message, lesson, or moral</p> <p>RL.2.4: Determine the meaning of words and phrases in a text relevant to a</p>	<p>READING TARGETS:</p> <p>Identify and describe key details and determine answers using who, what, when, where, why and how</p> <p>Support comprehension by identifying the purpose and understanding of the text.</p>	<p>READING:</p> <p>Exit slips, journals, graphic organizers in which students identify the main idea, identify components of non-fictional texts, identify facts and opinions and explain how the text features help build understanding of the passage.</p>	<p>Harcourt Reading Series</p> <p>Phonics Curriculum</p> <p>Daily Oral Language</p> <p>Supplemental Readings</p> <p><u>Read a loud books:</u> <i>I Am Rosa Parks</i></p>

<p>Cool Ali</p> <p>The Emperor's Egg</p>	<p>grade to topic or subject area.</p> <p>RL.2.5: Know and use various text features (e.g. , a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RF.2.3: Know and apply grade level phonics and word analysis skills in decoding words. (long/short vowels, vowel teams, decode two syllable words with long vowels)</p> <p>RF.2.4: Read for accuracy and fluency to support comprehension on level texts support comprehension on level texts</p> <p>W.2.2: Write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>SL.2.1: Reading conversations with peers and adults in small and large groups,</p> <p>SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3: Ask and answer questions for understanding of a topic or issue.</p> <p>SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p> <p>L.2.2: Demonstrate understanding of capitalization, punctuation and spelling when writing.</p> <p>L.2.3: Use knowledge of language and</p>	<p>Determine the purpose of reading on level text.</p> <p>To support comprehension, read on level texts fluently and accurately and re –read with fluency as necessary.</p> <p>Recognize that some words have inconsistent spelling, sound correspondence (cow, row, pint)</p> <p>Recognize the main topic of multi-paragraph informational text.</p> <p>Identify the focus of specific paragraphs that support the main topic of a text.</p> <p>Identify words and phrases in a text relevant to a subject area.</p> <p>Determine meaning of words and phrases in a text.</p> <p>Identify various text features.</p> <p>Use various text features to locate key facts and information in a text.</p> <p>Identify images in an informational text.</p> <p>Understand terms: explain, contribute and clarify.</p> <p>Apply grade level phonics and word analysis skills in decoding words.</p> <p>Read appropriate irregularly spelled words.</p>	<p>Teacher will ask comprehension questions while reading aloud in the whole group/small group setting.</p> <p>WRITING:</p> <p>Students will demonstrate their understanding of compare and contrast, drawing conclusions, and author's purpose through journals, exit slips, and /or graphic organizers.</p> <p>SPEAKING / LISTENING:</p> <p>Teacher will group students together and observe how they discuss various questions regarding the read aloud text presented in the whole group and small group setting.</p> <p>LANGUAGE:</p> <p>Daily oral language, grammar workbooks, writing in journals and in class participation</p>	<p><i>Barack Obama: United States President</i></p> <p><i>Martin Luther King Eyes On America</i></p>
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it's conventions in writing, speaking, reading or listening.

L.2.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

WRITING TARGETS:

Recognize informative and explanatory text.

Identify; topic sentences, facts, definitions, and concluding statements.

SPEAKING / LISTENING TARGETS:

Recount key ideas and /or details from:

A text read aloud

Formulate information presented orally from other media.

Formulate appropriate questions about what a speaker says.

Identify ideas from 2nd grade topics and texts.

Identify agreed upon rules for discussion.

Recognize how others listen and ask questions.

Identify ideas from 2nd grade topics and texts.

LANGUAGE TARGETS:

Apply correct capitalization punctuation.

			Use spelling rules and patterns		
March	<p>NEIGHBORHOOD NEWS</p> <p>The Pine Park Mystery</p> <p>Good-bye Curtis</p> <p>Max Found Two Sticks</p> <p>Anthony Reynoso, Born to Rope</p> <p>Chinatown</p>	<p>RL.2.1: Ask and answer questions such as who, what, when, where, why and how to demonstrate understanding.</p> <p>RL.2.2: Recount stories including fables and folktales from diverse cultures and determine their central message, lesson, or moral</p> <p>RL.2.4: Determine the meaning of words and phrases in a text relevant to a grade to topic or subject area.</p> <p>RL.2.5: Know and use various text features (e.g. , a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RL.2.6: Identify the main purpose of a text, including what the author wants to answer, explain or describe.</p> <p>RL.2.7: Explain how specific images contribute to clarify texts.</p> <p>RL.2.8: Describe how reasons support specific points the author makes in a text.</p> <p>RL.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RL.2.10: By the end of the year, read and comprehend informational texts including, history, science, and technical texts.</p> <p>RF.2.3: Know and apply grade level</p>	<p>READING TARGETS:</p> <p>Identify and describe key details and determine answers using who, what, when, where, why and how</p> <p>Support comprehension by identifying the purpose and understanding of the text.</p> <p>To support comprehension, read on level texts fluently and accurately and re –read with fluency as necessary.</p> <p>Recognize that some words have inconsistent spelling, sound correspondence (cow, row, pint)</p> <p>Recognize the main topic of multi-paragraph informational text.</p> <p>Identify words and phrases in a text relevant to a subject area.</p> <p>Determine meaning of words and phrases in a text.</p> <p>Identify various text features.</p> <p>Apply grade level phonics and word analysis skills in decoding words</p> <p>Identify key details in an informational text.</p> <p>Identify; Historical events that occurred in the text.</p>	<p>READING:</p> <p>Exit slips, journals, graphic organizers in which students compare and contrast story elements, drawing conclusions, and identify and describe the author’s purpose for writing a story.</p> <p>Teacher will ask comprehension questions while reading aloud in the whole group/small group setting.</p> <p>WRITING:</p> <p>Students will demonstrate their understanding of compare and contrast, drawing conclusions, and author’s purpose through journals, exit slips, and /or graphic organizers.</p> <p>SPEAKING / LISTENING:</p> <p>Teacher will group students together and observe how they discuss various questions regarding the read aloud text presented in the whole group and small group setting.</p> <p>LANGUAGE:</p> <p>Daily oral language, grammar workbooks, writing in journals and in class participation</p>	<p>Harcourt Reading Series</p> <p>Phonics Curriculum</p> <p>Daily Oral Language</p> <p>Supplemental Readings</p> <p>Book Talk</p> <p>Exit slips</p> <p>Journals</p> <p>READ ALOUDS:</p> <p><i>Eyes on America</i></p> <p><i>Martin Luther King, Jr.</i></p> <p><i>I’m Rosa Parks</i></p> <p><i>Barack Obama</i></p> <p><i>Desert Animals</i></p>

phonics and word analysis skills in decoding words. (long/short vowels, vowel teams, decode two syllable words with long vowels)

RF.2.4: Read for accuracy and fluency to support comprehension on level texts

W.2.2: Write informative/explanatory text in which they introduce a topic, use facts 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 and peers, use a variety of digital tools to produce and publish writing.

W.2.7: Participate in shared research and writing projects. (read a number of books on a single topic to produce a report)

SL.2.1: Reading conversations with peers and adults in small and large groups,

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

SL.2.3: Ask and answer questions for understanding of a topic or issue.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Scientific ideas or concepts that occur in the

Text.

The steps in a procedure.

Determine how readers use different text features to identify and use various text features to locate information in a text.

Identify the author's purpose, main idea and what the author wants to answer, explain or describe.

Identify images in an informational text.

Understand the terms explain, contribute and clarify.

Discuss how specific images add to and clarify informational text.

Identify key points in a text.

Identify details that support key points in an informational text.

Describe how reasons support the author's specific points.

Identify the important points presented in two informational texts on the same topic.

Compare the important points in two informational texts on the same topic.

Contrast the important points in two informational texts on the same topic.

L.2.1: Demonstrate command of the conventions of standard English, grammar usage when writing or speaking.

L.2.2: Demonstrate understanding of capitalization, punctuation and spelling when writing.

L.2.3: Use knowledge of language and its conventions in writing, speaking, reading or listening.

L.2.4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
Use glossaries and beginning dictionaries, both print and digital, to determine meanings of words.

In an informational text, identify and understand key ideas and details, craft and structure and integration of knowledge and ideas at appropriate complexity.

Comprehend independently in an informational text key ideas and details, craft and structure and integration of knowledge and ideas at appropriate complexity.

Support comprehension.

Identify key details in an informational text using the questions who, what, where, when, why and how.

Determine the answers to the questions about informational texts using the questions using the questions who, what, when, where, when, why and how.

Recognize the main topic of multi paragraph informational texts.

WRITING TARGETS:

Recognize informative and explanatory text.

Identify; topic sentences, facts, definitions, and concluding statements.

Identify and write components of a narrative:

Beginning, ending and sequence with guidance from peers and adults.

Use facts and definitions to develop points.

Determine a concluding statement.

Write an informative explanatory text with guidance and support from adults and peers, students focus on a topic and revise and edit.

With guidance and support use basic computer skills such as turn on, log on, and use common software and basic word processing.

With guidance and support choose digital tools for producing and publishing writing.

Apply sources and tools to conduct shared research on given topic.

**SPEAKING / LISTENING
TARGETS:**

Recount key ideas and /or details from:

A text read aloud

Formulate information presented orally from other media.

Formulate appropriate questions about what a speaker says.

Identify ideas from 2nd grade topics and texts.

			<p>Ask questions to better understand topics and text.</p> <p>Participate in conversation about grade 2 topics and text.</p> <p>Describe key ideas or details of a text.</p> <p>Identify a speaker’s topic or issue.</p> <p>Formulate appropriate answers to questions about what a speaker says.</p> <p>Recognize complete sentences.</p> <p>Identify audience: recognize task and situation.</p> <p style="text-align: center;">LANGUAGE TARGETS:</p> <p>Re-arrange complete, simple and compound sentences.</p> <p>Use reference materials including beginning dictionaries as needed to check and correct spelling.</p> <p>Use glossaries and dictionaries to determine meaning of words and phrases.</p> <p>Use digital glossaries and beginning dictionaries to determine the meaning of words and phrases.</p> <p>Apply ABC order.</p>		
<p>April / May</p>	<p>TRAVEL TIME</p>	<p>RL.2.1: Ask and answer questions such as who, what, when, where, why</p>	<p>READING TARGETS:</p>	<p>READING:</p>	<p>Harcourt Reading Series</p>

<p>Abuela</p> <p>Beginner's World Atlas</p> <p>Dinosaurs Travel</p> <p>Monitgue on the High Seas</p>	<p>and how to demonstrate understanding.</p> <p>RL.2.2: Recount stories including fables and folktales from diverse cultures and determine their central message, lesson, or moral</p> <p>RL.2.4: Determine the meaning of words and phrases in a text relevant to a grade to topic or subject area.</p> <p>RL.2.5: Know and use various text features (e.g. , a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RL.2.6: Identify the main purpose of a text, including what the author wants to answer, explain or describe.</p> <p>RL.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RL.2.10: By the end of the year, read and comprehend informational texts including, history, science, and technical texts.</p> <p>RF.2.3: Know and apply grade level phonics and word analysis skills in decoding words. (long/short vowels, vowel teams, decode two syllable words with long vowels)</p> <p>RF.2.4: Read for accuracy and fluency to support comprehension on level texts</p> <p>W.2.1: Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use</p>	<p>Identify and describe key details and determine answers using who, what, when, where, why and how</p> <p>Support comprehension by identifying the purpose and understanding of the text.</p> <p>To support comprehension, read on level texts fluently and accurately and re –read with fluency as necessary.</p> <p>Recognize that some words have inconsistent spelling, sound correspondence (cow, row, pint)</p> <p>Apply grade level phonics and word analysis skills in decoding words</p> <p>Read appropriate irregularly spelled words.</p> <p>Recognize regular beats and repeated lines in a story, poem or song.</p> <p>Recognize rhythm in a story, poem or song.</p> <p>Describe how words and phrases supply rhythm or impact meaning in a story, poem or song.</p> <p>Identify the structure of the story: beginning, middle and end.</p> <p>Identify characters and their traits.</p> <p>Define point of view.</p> <p>Recognize dialogue to determine who</p>	<p>Exit slips, journals, graphic organizers in which students compare and contrast story elements, drawing conclusions, and identify and describe the author's purpose for writing a story.</p> <p>Teacher will ask comprehension questions while reading aloud in the whole group/small group setting.</p> <p style="text-align: center;">WRITING:</p> <p>Students will demonstrate their understanding of compare and contrast, drawing conclusions, and author's purpose through journals, exit slips, and /or graphic organizers.</p> <p style="text-align: center;">SPEAKING / LISTENING:</p> <p>Teacher will group students together and observe how they discuss various questions regarding the read aloud text presented in the whole group and small group setting.</p> <p style="text-align: center;">LANGUAGE:</p> <p>Daily oral language, grammar workbooks, writing in journals and in class participation</p>	<p>Phonics Curriculum</p> <p>Daily Oral Language</p> <p>Supplemental Readings</p> <p>Book Talk</p> <p>Exit slips</p> <p>Journals</p> <p style="text-align: center;">READ ALOUDS:</p> <p style="text-align: center;">Shel Silverstein</p> <p><i>When the Sidewalk End</i> <i>Falling Up</i> <i>Light in the Attic</i></p> <p style="text-align: center;">SIMILES / METAPHORS:</p> <p><i>Brave as a Mountain Lion</i> <i>Grandma Essie's Covered Wagon</i> <i>Knots on a Counting Rope</i> <i>Little Jake and Me</i> <i>Old Jake's Skirts</i> <i>Owl Moon</i> <i>Quick as a Cricket</i> <i>Railroad John and the Red Rock Run</i> <i>Long and Dance Man</i> <i>Swamp Angel</i> <i>The Girl Who Loved Wild Horses</i></p>
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linking words to connect the opinion and reasons, and provide a concluding statement.

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

SL.2.1: Reading conversations with peers and adults in small and large groups,

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

SL.2.3: Ask and answer questions for understanding of a topic or issue.

SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

L.2.1: Demonstrate command of the conventions of standard English, grammar usage when writing or speaking.

L.2.3: Use knowledge of language and it's conventions in writing, speaking, reading or listening.

L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.

a) identify real life connections between words and their use.

B)distinguish shades of meanings

is speaking.

Analyze character to know what type of voice to use when speaking a part.

Determine the differences in each characters point of view.

Read the dialogue using appropriate voices for different characters.

Recall details and events from two or more versions of a story.

Identify characters of two or more versions of a story by different authors.

Compare and contrast two or more versions of the same story by different authors representing different cultures.

Identify and understand stories and poems.

Comprehend independently stories and poems.

Support comprehension by reading on level text fluently and accurately.

Read with accuracy, appropriate rate and expression.

WRITING TARGETS:

Identify a topic or a title of a book to write about.

Recognize what an opinion is.

PERSONIFICATION:

Officer Buckle and Gloria

If You Give a Pig a Pancake

Sylvester and the Magic Pebble

ONOMATOPOEIA:

Heron Street

That's Good! That's Bad!

ZZZng! ZZZng! ZZZng!

SYMBOLISM:

Keeping Quilt
Fly Away Home

ALLITERATION:

Absolutely Awful
Alphabet

Faint Frogs Feeling
Feverish

Four Famished Foxes
Wacky Weddings
Worrywarts

MAIN IDEA:

Chair For My Mother
Fables

Frog Prince
Great Kapok Tree

The Important Book
Keeping Quilt

Song and Dance Man

among closely related verbs and closely related adjectives.

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using adjectives and adverbs to describe.

Recognize and define:

Opinions
Concluding statements
Linking words (because, and, and also)

Formulate and articulate an opinion about a text or topic.

Organize writing; introduce, support, conclude

Link ideas with effective words in order to connect opinions and reasons.

Answer a question; recall information and use information from a source.

SPEAKING / LISTENING TARGETS:

Recount key ideas and /or details from:
A text read aloud

Formulate information presented orally from other media.

Formulate appropriate questions about what a speaker says.

Identify ideas from 2nd grade topics and texts.

Ask questions to better understand topics and text.

Participate in conversation about

Chrysanthemum

HONESTY:

The Principal's New Clothes
Boy Who Cried Wolf

COMPASSION:

Chicken Sundays

KINDNESS:

The Giving Tree
Sylvester and he Magic Pebble
The Lorax
Ruby the Copy Cat

INDIVIDUALITY:

Odd Velvet
The Art Lesson

CONFLICT:

The Grouchy Ladybug
Berenstain Bear series
The Butter Battle

grade 2 topics and text.

Describe key ideas or details of a text.

Identify a speaker's topic or issue.

Formulate appropriate answers to questions about what a speaker says.

Recognize complete sentences.

Identify audience: recognize task and situation.

Recount ideas and details from a text read aloud, from information presented orally and through other media.

Recognize an audio recording.

Recount an experience.

Determine when it's appropriate to clarify ideas, thoughts and feelings.

With drawings or other visual displays.

Create audio recordings of stories or poems.

Recognize complete sentences when writing and speaking.

Interpret requested detail or clarification.

Formulate a response.

LANGUAGE TARGETS:

Compare and use writing, reading, listening and speaking.

Demonstrate an understanding; word relationships nuances in word meanings.

Identify verbs and adjectives.

Identify real life connections between words and their use.

Distinguish meaning between closely related verbs and adjectives.

Use words and phrases acquired through conversations, reading, being read to and responding to the text.

Identify and use adjectives and adverbs.

Determine when an adjective or adverb should be used.

			<p>LANGUAGE TARGETS:</p> <p>Compare and use writing, reading, listening and speaking.</p> <p>Demonstrate an understanding; word relationships nuances in word meanings.</p> <p>Identify verbs and adjectives.</p> <p>Identify real life connections between words and their use.</p> <p>Distinguish meaning between closely related verbs and adjectives.</p> <p>Use words and phrases acquired through conversations, reading, being read to and responding to the text.</p> <p>Identify and use adjectives and adverbs.</p> <p>Determine when an adjective or adverb should be used.</p>		