SECOND GRADE CURRICULUM MAP



English Language Arts Whiteriver Unified School District

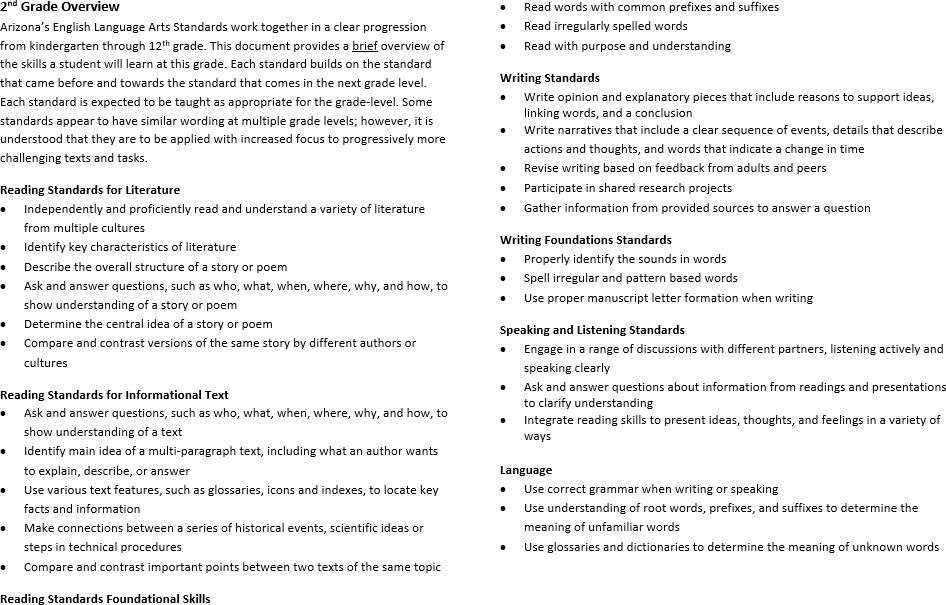
**WUSD’s Comprehensive Core Reading Program**

WUSD’s K-6 adopted comprehensive core reading program, Houghton Mifflin Harcourt (HMH) *Journeys*, was designed using current research and evidence- based instructional strategies, experts in English Language Arts, experts in curriculum design, principles of explicit and systematic instruction, including the order of text and skills and strategies presented, and the rigor necessary for all learners to meet the demands of Arizona’s ELA Standards.

**Tier 1 Instruction Includes Both Whole and Small Group Instruction Accuracy and Fluency with the Big Ideas of Reading**

**Differentiation and Scaffolding Provides the Support and Independence Students Need**

**Meeting the Needs of the Brain Meeting the Literacy Needs of All Learners**



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| **Second Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 1** | **This Week's Essential Question: What is a perfect pet like?** | | | | | |
| **\*\*Teach Sometime During Quarter 1: Arizona Standards Reading List\*\* Required Read Aloud *Charlotte’s Web*** | | | | | | |
| **Lesson 1**  8/14-8/17 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension,**  **Fluency, and High- Frequency Words** | **Speaking and Listening,**  **Language, and Reading Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for**  **Small Group Differentiation** |
| **Anchor Text** *Henry and Mudge* **Genre:** Realistic fiction  **Paired Selection** *All in the Family* **Genre:**  Informational text  **Read Aloud** *The Perfect Pet*  **Decodables**  *We Camp*  *The Picnic Ants* | **Vocabulary Strategy** Alphabetical order  **Target/Academic Vocabulary**  *curly, straight, floppy, drooled, weighed, stood, collars, row*  **Domain-Specific Vocabulary** *traits, offspring, inherit*  **Apply Vocabulary Knowledge**  *Use a dictionary* | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness** Identify phonemes Syllables in spoken words  **Phonics**  Short vowels *a, i*  CVC syllable Pattern/Closed syllable  **Spelling Principle**  Short vowels *a, i*  **Spelling Words**  **Basic:** *sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask*  **Review:** *as, his*  **Challenge:** *sandwich, picnic* | **Target Skill**  Sequence of events  **Target Strategy**  Infer/Predict  **Second Read Skill**  Author's word choice  **Fluency** Accuracy: word recognition  **High Frequency Words**  around, be, five, help, next, or, pull, take, until, walked | **Listening and Speaking**  Recount key details  **Speaking and Listening Skill**  Hold a conversation  **Grammar Skill**  Subject and predicates  **Reading Foundational Skills**  Read words with common prefixes and suffixes,  Read irregularly spelled words,  Read with purpose and understanding | **Writing Mode**  Narrative  **Writing Form** Sentences that tell a true story  **Write About Reading** Performance task  **Writing Foundational Skills** Properly identify the sounds in words, Spell irregular and pattern-based words,  Use proper manuscript letter formation when writing | ** Advanced Readers**  *A Pet That Fits*  ** On Level Readers**  *Lucy and Billy*   * **Struggling Readers**   *Ben and Sooty*   * **English Language Learners**   *Billy, the Pet Bird*  **Vocabulary Readers (for all levels)**  *Pet Rabbits* |

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| **Second Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 1** | **This Week's Essential Question: What are some things families like to do together?** | | | | | |
| **\*\*Teach Sometime During Quarter 1:—Arizona Standards Reading List\*\* *Charlotte’s Web*** | | | | | | |
| **Lesson 2**  8/21-8/24 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension,**  **Fluency, and High- Frequency Words** | **Speaking and Listening,**  **Language, and Reading Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for**  **Small Group Differentiation** |
| **Anchor Text** *My Family* **Genre** Informational text  **Paired Selection** *Family Poetry* **Genre**  Poetry  **Read Aloud** *More Than A Best Friend*  **Decodables** *Bud, Ben and Roz*  *The Funny Hat Contest* | **Vocabulary Strategy**  Using a glossary  **Target/Academic Vocabulary** remembered, porch, crown, spend, stuck, visit, cousin, piano  **Domain-Specific Vocabulary** conflict, related, siblings, unity, interact  **Apply Vocabulary Knowledge**  Guide words | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness** Identify phonemes Syllables in spoken words  **Phonics**  Short vowels *o, u, e*  **Six Syllable Type**  CVC closed syllable  **Spelling Principle**  Short vowels *o, u, e*  **Spelling Words**  **Basic:** *wet, job, hug, rest, spot, mud, left, help, plum, nut, net, hot*  **Review:** *get, not*  **Challenge:** *lunch, spend* | **Target Skill** Compare and contrast  **Target Strategy**  Question  **Second Read Skill**  Informational text  **Fluency**  Accuracy: Connected text  **High Frequency Words**  *bring, children, comes, do, family, like, make, those, use, with* | **Speaking and Listening** Ask questions about what speaker says to clarify comprehension  **Speaking and Listening Skill**  Ask and answer questions  **Grammar Skill**  Simple sentences  **Reading Foundational Skills**  Read words with common prefixes and suffixes,  Read irregularly spelled words,  Read with purpose and understanding | **Writing Mode**  Narrative writing  **Writing Form**  Friendly letter  **Write About Reading** Performance task  **Writing Foundational Skills** Properly identify the sounds in words, Spell irregular and pattern-based words,  Use proper manuscript letter formation when writing | ** Advanced Readers** *How to Make A Family Tree*  ** On Level Readers** *Happy Birthday, Everyone*   * **Struggling Readers**   *Let's Make Music*   * **English Language Learners**   *Birthdays Around The World*  **Vocabulary Readers (for all levels)**  *Who Is In Your Family* |

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| **Second Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 1** | **This Week's Essential Question: What do pets need to be healthy and happy?** | | | | | |
| **\*\*Teach Sometime During Quarter 1: Required Reading resources -Arizona Standards Reading List\*\* Read Aloud *Charlotte’s Web*** | | | | | | |
| **Lesson 3**  8/28-8/30 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High Frequency Words** | **Speaking and Listening and**  **Reading Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text**  *Dogs*  **Genre** Informational text  **Paired Selection** *Helping Paws* **Genre** Informational text  **Read Aloud**  *Choosing a Pet*  **Decodables**  *City Ride*  *Mice Can Race* | **Vocabulary Strategy**  Multiple-meaning words  **Target/Academic Vocabulary:** *hairy, litter, canned, clipped, stayed, coat, chews, mammals*  **Domain Specific Vocabulary** *reproduce, characteristic, canine, adapt*  **Apply Vocabulary Knowledge**  Use a glossary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Blend phonemes Sort phonemes  **Phonics**  Long vowels *a, i*  Sounds for *c*  **Spelling Principle**  Long vowels *a, i*  **Spelling Words**  **Basic:** *cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake*  **Review:** *gave, bike*  **Challenge:** *mistake, while* | **Target Skill**  Author’s purpose  **Target Strategy**  Analyze/Evaluate  **Second Read Skill**  Compare and contrast  **Fluency**  Accuracy: self-correct  **High Frequency Words** *city, full, no, think, other, places, put, school, sing, think, this* | **Listening and Speaking** Main idea and  details, supporting details  **Speaking and Listening Skill** Share an experience  **Reading Foundational Skills** Read words with common prefixes and suffixes,  Read irregularly spelled words,  Read with purpose and understanding | **Grammar Skill**  Types of sentences  **Writing Mode**  Narrative writing  **Writing Form** Sentences That describe  **Write About Reading**  Performance task  **Writing Foundational Skills** Properly identify the sounds in words, Spell irregular and pattern-based words,  Use proper manuscript letter formation when writing | ** Advanced Readers**  *Talking With Birds*  ** On Level Readers**  *Caring For Cats*   * **Struggling Readers** *Hamsters Make Great Pets* * **English Language Learners**   *Cats*  **Vocabulary Readers (for all levels)**  *Pets At The Vet* |

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| **Second Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 1** | **This Week's Essential Question: How do good friends act?** | | | | | |
| **\*\*Teach Sometime During Quarter 1: Required Reading resources -Arizona Standards Reading List\*\* Read Aloud *Charlotte’s Web*** | | | | | | |
| **Lesson**  **4**  9/5-9/7 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension, Fluency,**  **and High Frequency**  **Words** | **Speaking and**  **Listening, Language,**  **and Reading**  **Foundational Skills** | **Writing, and Writing**  **Foundational Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Diary of a Spider* **Genre**  Humorous fiction  **Paired Selection** *A Swallow and a Spider*  **Genre**  Fable  **Read Aloud** *Bats: Beastly or Beautiful?*  **Decodables**  *A Bed of Roses Swim Like a Frog* | **Vocabulary Strategy** Context clues  **Target/Academic Vocabulary** *rotten, sticky, insects, scare, judge, screaming, dangerous, breeze*  **Domain-Specific Vocabulary** *appreciate, compliment, cooperate, peer*  **Apply Vocabulary Knowledge** Multiple entries | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness** Segment, substitute, and sort phonemes  **Phonics**  Long vowels *o, u, e*  Sounds for *g*  **Spelling Principle**  Long vowels *o, u*  **Spelling Words**  **Basic:** *doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune*  **Review:** *home, joke*  **Challenge:** *wrote, ice cube* | **Target Skill**  Cause and effect  **Target Strategy**  Summarize  **Second Read Skill**  Figurative language  **Fluency**  Intonation  **High Frequency Words** *mind, could, today, play, cheer, hello, read, see, by, hundred* | **Speaking and Listening**  Recount key ideas from text read aloud  **Grammar Skill**  What is a noun?  **Reading Foundational Skills** Read words with common prefixes and suffixes,  Read irregularly spelled words,  Read with purpose and understanding | **Writing Mode**  Narrative writing  **Writing Form**  Personal story  **Write About Reading** Performance task  **Research/Media Literacy Skill** Brainstorming  **Writing Foundational Skills** Handwriting, sound-letter concepts  Spelling: phonics and word analysis skills when encoding | ** Advanced Readers** *Ferdinand Saves the Day*  ** On Level Readers**  *Fly to the Rescue*   * **Struggling Readers**   *Cub Saves the Day*   * **English Language Learners** *Flora the Fly Saves the Spiders*   **Vocabulary Readers (for all levels)**  *Along Came a Spider* |

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| **Second Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 1** | **This Week's Essential Question: How is a school like a community?** | | | | | |
| **\*\*Teach Sometime During Quarter 1: Required Reading resources- Arizona Standards Reading List\*\* Read Aloud *Charlotte’s Web*** | | | | | | |
| **Lesson**  **5**  9/111-9/14 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and High**  **Frequency Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational Skills** | **Language, Writing, and**  **Writing Foundational**  **Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Teacher’s Pets* **Genre**  Realistic Fiction  **Paired Selection**  *See Westburg by Bus!*  **Genre**  Informational text  **Read Aloud**  *Lester*  **Decodables**  *Flint Cove Clambake,*  *The Stop and Spend Sale* | **Vocabulary Strategy**  Base words and Endings *-ed, -ing*  **Target/Academic Vocabulary** *share, noticed,*  *suddenly, bursting, noises, wonderful, quiet, sprinkled*  **Domain-Specific Vocabulary** *community, diagram, suburb*  **Apply Vocabulary Knowledge**  Use a digital dictionary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Segment phonemes  **Phonics**  Consonant blends with  *r, l, s*  **Spelling Principle** Consonant blends with *r, l, s*  **Spelling Words**  **Basic:** *spin, clap, grade, swim, place, last, test, skin, drag, glide, just, stage*  **Review:** slip, drive  **Challenge:** climb, price | **Target Skill**  Story structure  **Target Strategy**  Visualize  **Second Read Skill** Author’s word choice  **Fluency** Phrasing, punctuation  **High Frequency Words**  *table, says, little, find, both, cold, long, green, we, eat* | **Speaking and Listening** Recount the  beginning, middle, end  **Reading Foundational Skills**  Spell single syllable words, Spell two and three syllable words,  Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  Singular and plural nouns  **Writing Mode**  Narrative writing  **Writing Form**  Personal story  **Write About Reading**  Performance task  **Research/Media Literacy Skill**  Finding information  **Writing Foundational Skills**  Handwriting,  sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *Where is Gus-Gus?*  ** On Level Readers**  *Foster’s Farm*   * **Struggling Readers**   *Caty the Caterpillar*   * **English Language Learners**   *Foster’s Famous Farm*  **Vocabulary Readers (for all levels)**  *Fun Pets* |

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| **Second Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 2** | **This Week's Essential Question: What are animal homes like?** | | | | | |
| **\*\*Teach Sometime During Quarter 1: Required Reading resources—Arizona Standards Reading List\*\*Read Aloud *Charlotte’s Web*** | | | | | | |
| **Lesson 6**  9/18-9/21 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High**  **Frequency Words** | **Speaking and Listening and Reading**  **Foundational Skills** | **Language, Writing, and Writing**  **Foundational Skills** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Animals Building Homes* **Genre:** Informational text  **Paired Selection** *Whose Home Is This?*  **Genre**: Informational text  **Read Aloud** *City Life is for the Birds*  **Decodables**  *A Job for Bob*  *Baby Animals* | **Vocabulary Strategies**  Base words and prefixes *un, re-*  **Target/Academic Vocabulary** *beaks, break, deepest, hang, pond, shaped, winding, branches*  **Domain-Specific Vocabulary** *habitat, shelter, pasture*  **Apply Vocabulary Knowledge**  Use a dictionary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Identify phonemes  **Phonics**  Common final blends  *nd, ng, nk ,nt, ft, xt, mp*  **Spelling Principle** Common final blends *nd, ng, nk, nt, ft, xt, mp*  **Spelling Words**  **Basic:** *next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring*  **Review:** *jump, left*  **Challenge:** *young, friend* | **Target Skill**  Text and graphic features  **Target Strategy**  Question  **Second Read Skill**  Using context  **Fluency**  Expression  **High Frequency Words** *bear, work, animals, know,most, myself, sleep, second, three, she* | **Speaking and Listening** Ask and answer questions to deepen understanding  **Reading Foundational Skills**  Spell single syllable words,  Spell two and three syllable words,  Spell words with suffixes, Spell grade-level words | **Grammar Skill**  More Plural Nouns  **Writing Mode**  Informative Writing  **Writing Form** Informational Paragraph  **Write About Reading**  Performance Task  **Research/Media Literacy Skill** Understand Sources  **Writing Foundational Skills**  Handwriting,  Sound-letter concepts, Spelling: phonics and  word analysis skills when encoding | ** Advanced Readers**  *The Lives of Ants*  ** On Level Readers**  *Busy Bees*   * **Struggling Readers**   *A Busy Beaver*   * **English Language Learners**   *Bees at Work*  **Vocabulary Readers (for all levels)**  *Amazing Nests* |

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| **Second Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 2** | **This Week's Essential Question: What can you learn from planting a garden?** | | | | | |
| **\*\*Teach Sometime During Quarter 1: Required Reading resources- Arizona Standards Reading List\*\* Read Aloud *Charlotte’s Web*** | | | | | | |
| **Lesson 7**  **Skip Lesson 7** | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and**  **High Frequency Words** | **Speaking and Listening and Reading Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *The Ugly Vegetables* **Genre**  Realistic fiction  **Paired Selection** *They Really Are GIANT!*  **Genre** Informational text  **Read Aloud** *Trouble in the Lily Garden*  **Decodables**  *Jill and Mack*  *Rabbit’s Muffins* | **Vocabulary Strategy**  Homophones  **Target/Academic Vocabulary** *blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled*  **Domain-Specific Vocabulary** *nutrients, seedling, solar energy*  **Apply Vocabulary Knowledge** Dictionary skills: Discuss example sentences  (punctuation and style of sentences) | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Sort phonemes,  Identify medial phonemes  **Phonics**  Double consonants and *ck*, Double consonants (CVC)  **Spelling Principle**  Double consonants and *ck*  **Spelling Words**  **Basic:** *dress, spell, class, full, add, neck, stuck, kick, rock, black, trick, doll*  **Review:** *will, off*  **Challenge:** *across, pocket* | **Target Skill**  Conclusions  **Target Strategy**  Analyze/Evaluate  **Second Read Skill**  Story structure  **Fluency** Accuracy: connected text  **High Frequency Words** *pictures, air, pretty, told, window, funny,*  *try, he, cried, car* | **Speaking and Listening** Answer using  complete sentences  **Speaking and Listening Skill** Communication  **Reading Foundational Skills**  Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  Proper nouns  **Writing Mode**  Informative writing  **Writing Form**  Summary paragraph  **Write About Reading** Performance task  **Writing Foundational Skills** Handwriting, Sound-letter concepts,  Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *Cross-Country Cousins*  ** On Level Readers** *The Community Garden*   * **Struggling Readers**   *Grandma’s Surprise*   * **English Language Learners**   *Luz and the Garden*  **Vocabulary Readers (for all levels)**  *The Three Sisters* |

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| **Second Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 2** | **This Week's Essential Question: How can some storms be dangerous?** | | | | | |
| **\*\*Teach Sometime During Quarter 1: Required Reading Resources- Arizona Standards Reading List\*\* Read Aloud *Charlotte’s Web*** | | | | | | |
| **Lesson 8**  9/2-9/28 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension**  **, Fluency, and High Frequency Words** | **Speaking and Listening, Language, and Reading**  **Foundational Skills** | **Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Super Storms* **Genre** Informational text  **Paired Selection** *Weather Poems "Night Drumming for Rain",*  *"Who Has Seen the Wind?”*  *"Weather"* **Genre** Poetry  **Read Aloud** *Floods: Dangerous Waters*  **Decodables**  *Splish! Splash! Whales Drifting Up, Up, Up* | **Vocabulary Strategy** Compound words  **Target/Academic Vocabulary**  *flash, equal, damage, reach, pounding, prevent, beware, bend*  **Domain-Specific Vocabulary** *lightening, precipitation, water vapor*  **Apply Vocabulary Knowledge**  Use a glossary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness** Substitute phonemes, Syllables in spoken words  **Phonics**  Consonant digraphs *th, sh, wh, ch, tch, ph*  *Base words and endings -s, -ed, -ing*  **Spelling Principle**  Consonant digraphs *th, sh, wh, ch, tch*  **Spelling Words**  **Basic:** *dish, than, chest, such, thin, push, shine, chase, white, while, these, flash*  **Review:** *which, then*  **Challenge:** *catch, thumb* | **Target Skill** Main ideas and details  **Target Strategy**  Visualize  **Second Read Skill**  Cause and effect  **Fluency**  Rate  **High Frequency Words**  *few, people, eye, high, my, open, yellow, happy, starts, before* | **Speaking and Listening** Describe key details  **Grammar Skill** What Is a verb?  **Reading Foundational Skills**  Spell single syllable words,  Spell two and three syllable words,  Spell words with suffixes, Spell grade- level words | **Writing Mode**  Informative writing  **Writing Form** Informational paragraph  **Write About Reading**  Performance task  **Research/Media Literacy Skill** Research questions  **Writing Foundational Skills** Handwriting, Sound-letter concepts,  Spelling: phonics and word analysis skills when encoding | ** Advanced Readers** *Lessons About Lightning*  ** On Level Readers** *What is in the Wind?*   * **Struggling Readers**   *A Snowy Day*   * **English Language Learners** *The Wind*   **Vocabulary Readers (for all levels)**  *Let It Rain!* |

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| **Second Grade ELA Curriculum Map—Quarter 1, Lessons 1-8**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing October 2nd-October 5th** |
| **BAW or Journeys Writing Project for Quarter** | |

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| **Second Grade ELA Curriculum Map—Quarter 2, Lessons 9-14**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 2** | **This Week's Essential Question: How can stories help you learn a lesson?** | | | | | |
| **\*\*Teach Sometime During Lessons 9 & 10, Resources are located in back of Unit 2 TE – See Extended Reading Tab\*\***  **Trade Book: *Poppleton in Winter* Target Strategies: Infer/Predict Question** | | | | | | |
| **Lesson 9**  10/16-10/19 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High**  **Frequency Words** | **Speaking and Listening and Reading**  **Foundational Skills** | **Language, Writing, and Writing**  **Foundations** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *How Chipmunk Got His Stripes* **Genre** Folktale  **Paired Selection** *Why Rabbits Have Short Tails*  **Genre** Traditional tale  **Read Aloud**  *On Thin Ice*  **Decodables**  *Maybe So Racing Away!* | **Vocabulary Strategy** Synonyms  **Target/Academic Vocabulary** *curled, direction, healed, height, toward, tunnel, tease, brag*  **Domain-Specific Vocabulary** *tradition, culture, literature*  **Apply Vocabulary Knowledge**  Use a digital dictionary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Add phonemes  Syllables in spoken words  **Phonics**  Base words and endings *– ed, -ing*,  CV / Open syllable  **Spelling Principle**  *-ed* and *–ing* endings  **Spelling Words**  **Basic:** *liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked*  **Review:** *mixed, sleeping*  **Challenge:** *teasing, knocking* | **Target Skill** Understanding characters  **Target Strategy**  Summarize  **Second Read Skill**  Author's word choice  **Fluency**  Phrasing punctuation  **High Frequency Words**  *kept, would, afraid, own, show, might, why, many, for, dark* | **Speaking and Listening**  Recount key details  **Speaking and**  **Listening Skill**  Listen to compare and contrast  **Reading Foundational Skills**  Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes  Spell grade-level words | **Grammar Skill**  Verbs in the present  **Writing Mode**  Informative writing  **Writing Form**  Instructions  **Write About Reading** Performance Task  **Writing Foundational Skills** Handwriting, Sound-letter concepts,  Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *Uncle Rabbit*  ** On Level Readers**  *How Coyote Stole Fire*   * **Struggling Readers**   *Camel's Hump*   * **English Language Learners**   *How People Got Fire*  **Vocabulary Readers (for all levels)**  *Native American Folktales* |

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| **Second Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 2** | **This Week's Essential Question: What is special about animals that live in the ocean?** | | | | | |
| **\*\*Teach Sometime During Lessons 9 & 10, Resources are located in back of Unit 2 TE – See Extended Reading Tab\*\***  **Trade Book: *Poppleton in Winter* Target Strategies: Infer/Predict Question** | | | | | | |
| **Lesson 10**  10/23-10/26 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High**  **Frequency Words** | **Speaking and Listening and Reading**  **Foundational Skills** | **Language, Writing, and Writing**  **Foundational Skills** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Jellies* **Genre**  Informational text  **Paired Selections** *Splash Photography* **Genre** Informational text  **Read Aloud** *Sharks on the Run!*  **Decodables**  *Let's Have Fun I'm Going to Win* | **Vocabulary Strategy**  Base words and suffixes *-er, -est*  **Target/Academic Vocabulary** *decide, disgusting, drift, millions, simple, wrapped, choices, weaker*  **Domain-Specific Vocabulary** *oceanography, gulf, current*  **Apply Vocabulary Knowledge**  Use a thesaurus | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness** Add and delete phonemes  **Phonics**  Contractions  **Spelling Principle**  Contractions  **Spelling Words**  **Basic:** *I'm, don't, isn't,*  *can't, we'll, it's, I've, didn't, you're, that's, wasn't, you've*  **Review:** *us, them*  **Challenge:** *they're, wouldn't* | **Target Skill**  Fact and opinion  **Target Strategy**  Monitor/Clarify  **Second Read Skill**  Author's purpose  **Fluency**  Stress  **High Frequency Words**  *really, you, because, right, go, they, was, me, old, better* | **Speaking and Listening** Ask for clarification; Ask and answer questions  **Speaking and Listening Skill**  Have a conversation  **Reading Foundational Skills**  Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill** Verbs in the present, past and future  **Writing Mode**  Informative Writing  **Writing Form**  Instructions  **Write About Reading** Performance Task  **Writing Foundational Skills** Handwriting, Sound-letter concepts,  Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *Bottlenose Dolphins*  ** On Level Readers**  *Life in Tide Pools*   * **Struggling Readers** *Animals at the Aquarium* * **English Language Learners**   *Tide Pools*  **Vocabulary Readers (for all levels)**  *Coral Reefs* |

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| **Second Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 3** | **This Week's Essential Question: How can animals and people help each other?** | | | | | |
| **\*\*Lessons 11-15: Teachers may select challenging, complex text Read Aloud titles to stretch students. Must relate to content, goals, and/or standards\*\*** | | | | | | |
| **Lesson**  **11**  10/30-11/2 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and High**  **Frequency Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational Skills** | **Language,**  **Writing, and**  **Writing**  **Foundational**  **Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Click, Clack ,Moo: Cows That Type* **Genre**  Humorous fiction  **Paired Selections** *Talk About Smart Animals!*  **Genre**  Informational text  **Read Aloud**  *Don’t Play Cards with a Dog in the Room!*  **Decodables**  *Jess Makes Gifts*  *Cooking With Mom Fox* | **Vocabulary Strategy** Prefixes *pre*- and *mis*-  **Target/Academic Vocabulary** *problem, impossible, understand, impatient, furious, demand, gathered, believe*  **Domain-Specific Vocabulary** *notify, announce, companion*  **Apply Vocabulary Knowledge**  Guide words | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Syllables in spoken words  **Phonics**  Base words and endings *–s,*  *-es*  **Spelling Principle**  Base words with endings –s,  -es  **Spelling Words**  **Basic:** *hens, eggs, ducks, bikes, boxes, wishes, dresses, names, bells, stamps, dishes, grapes*  **Review:** *jets, frogs*  **Challenge:** *stitches, fences* | **Target Skill**  Conclusions  **Target Strategy**  Infer/Predict  **Second Read Skill** Author’s word choice  **Fluency**  Expression  **High Frequency Words**  *another, heard, some, kind, light, hard, more, grow, far, to* | **Speaking and Listening**  Answer questions to deepen understanding  **Speaking and Listening Skill** Class discussion  **Reading Foundational Skills** Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill** Compound sentences  **Writing Mode**  Opinion writing  **Writing Form**  Persuasive letter  **Write About Reading** Performance task  **Writing Foundational Skills** Handwriting, Sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers** *Emails From The Teacher*  ** On Level Readers**  *Pay Attention!*   * **Struggling Readers**   *Zoo Party*   * **English Language Learners**   *The Smiths and Their Animals*  **Vocabulary Readers (for all levels)**  *From Typewriters to Computers* |

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| **Second Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 3** | **This Week's Essential Question: What are different ways to enjoy music?** | | | | | |
| **\*\*Lessons 11-15: Teachers may select challenging, complex text Read Aloud titles to stretch students. Must relate to content, goals, and/or standards\*\*** | | | | | | |
| **Lesson 12-**  **Two Weeks**  11/6-11/16 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High Frequency Words** | **Speaking and Listening and Reading**  **Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Ah, Music!* **Genre** Informational text  **Paired Selections** *There's a Hole at the Bottom of the Sea* **Genre**  Song  **Read Aloud** *Music In the Snow*  **Decodables**  *Trains*  *The Waiting Game* | **Vocabulary Strategy**  Idioms  **Target/Academic Vocabulary** *vibration, concentrate, relieved, creative, performance, tune, expression,*  *volume*  **Domain-Specific Vocabulary** *pitch, percussion, creativity*  **Apply Vocabulary Knowledge**  Use a digital dictionary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Substitute phonemes  **Phonics**  Vowel digraphs *ai, ay*  **Spelling Principle**  Words with *ai, ay*  **Spelling Words**  **Basic:** *pay, wait, paint, train, pail, clay, tray, plain, stain ,hay, gray, away*  **Review:** *stay, day*  **Challenge:** *raisin, birthday* | **Target Skill**  Text and graphic features  **Target Strategy**  Question  **Second Read Skill**  Fact and opinion  **Fluency**  Rate: Adjust rate to purpose  **High Frequency Words**  *along, against, someone, night, part, morning, hold, bird, different, girl* | **Speaking and Listening** Identify story structure, understanding characters,  character motives  **Reading Foundational Skills** Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill** Expanding/rearranging compound sentences  **Writing Mode**  Opinion writing  **Writing Form**  Opinion paragraph  **Write About Reading**  Performance task  **Research, Media Literacy Skill** Choosing media sources  **Writing Foundational Skills**  Handwriting,  Sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers** *Talking Drums*  ** On Level Readers** *Musical Families*   * **Struggling Readers**   *Make Your Own Music*   * **English Language Learners** *All Kinds of Music*   **Vocabulary Readers (for all levels)**  *Bongos, Maracas, and Xylophones* |

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| **Second Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 3** | **This Week's Essential Question: How are some schools different from each other?** | | | | | |
| **\*\*Lessons 11-15: Teachers may select challenging, complex text Read Aloud titles to stretch students. Must relate to content, goals, and/or standards\*\*** | | | | | | |
| **Lesson 13-**  **Two Weeks**  11/20-11/30 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and High**  **Frequency Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational Skills** | **Language, Writing, and**  **Writing Foundations** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Schools Around The World*  **Genre**  Informational text  **Paired Selection**  *An American School* **Genre** Informational text  **Read Aloud** *One-Room Schoolhouse*  **Decodables**  *The Shell Sheep*  *Reef Sees the Wide World* | **Vocabulary Strategy**  Using a dictionary  **Target/Academic Vocabulary** *culture****,*** *community, languages, transportation, subjects,*  *lessons, special, wear*  **Domain-Specific Vocabulary** *education, public, schedule, tutor*  **Apply Vocabulary Knowledge**  Use a glossary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Match phonemes  **Phonics**  Vowel digraphs *ee, ea*  **Spelling Principle**  Words with *ee, ea*  **Spelling Words Basic:** *free, teach, teeth, please, beach, wheel, team, speak, sneeze, sheep, meaning*  **Review:** *eat, read*  **Challenge:** *between,*  *reason* | **Target Skill** Main idea and details  **Target Strategy**  Analyze/Evaluate  **Second Read Skill** Text and graphic features  **Fluency** Accuracy: self- correct  **High Frequency Words**  story, world, about, everything, first, store, her,  two, slowly, of | **Speaking and Listening** Answer in complete sentences  **Speaking and Listening Skill** Summarizing  **Reading Foundational Skills** Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  Quotation marks  **Writing Mode**  Opinion writing  **Writing Form**  Persuasive paragraph  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting,  Sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *A School in a Garden*  ** On Level Readers**  *School Long Ago*   * **Struggling Readers**   *Guide Dog School*   * **English Language Learners** *What School Was Like Long Ago*   **Vocabulary Readers (for all levels)**  *One Room Schools* |

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| **Second Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 3** | **This Week's Essential Question: How can you communicate in different ways?** | | | | | |
| **\*\*Lessons 11-15: Teachers may select challenging, complex text Read Aloud titles to stretch students. Must relate to content, goals, and/or standards\*\*** | | | | | | |
| **Lesson 14**  12/4-12/7 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High Frequency Words** | **Speaking and Listening and Reading**  **Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Helen Keller* **Genre** Biography  **Paired Selections** *Talking Tools* **Genre** Informational text  **Read Aloud** *Whale of a Lesson*  **Decodables** *Bill E. Goat and Wise Crow*  *Mud Bugs* | **Vocabulary Strategy**  Suffix *-ly*  **Target/Academic Vocabulary** *curious,*  *imitated, knowledge, motion, silence, illness, darkness, behavior*  **Domain Specific Vocabulary** *nonverbal, communicate, visual*  **Apply Vocabulary Knowledge**  Use a dictionary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Segment phonemes  **Phonics**  Long *o (o, oa, ow)*  **Spelling Principle**  Long *o (o, oa, ow)*  **Spelling Words Basic:** *own, most, soap, float, both, know,*  *loan, goat, flow, loaf, throw, coach*  **Review:** *so, grow*  **Challenge:** *shallow, ocean* | **Target Skill**  Author's purpose  **Target Strategy**  Summative  **Second Read Skill**  Genre: biography  **Fluency**  Natural pauses  **High Frequency Words**  *front, hair, warm, started, stories, never, all, food, sky, party* | **Speaking and Listening**  Describe key ideas  **Reading Foundational Skills** Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  Using proper nouns  **Writing Mode**  Opinion writing  **Writing Form**  Persuasive essay  **Write About Reading**  Performance task  **Research/Media Literacy Skills** Science experiment  **Writing Foundational Skills**  Handwriting,  Sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *The Adventures of Erik*  ** On Level Readers** *Alexander Graham Bell*   * **Struggling Readers**   *Anne Sullivan*   * **English Language Learners**   *Inventor of the Telephone*  **Vocabulary Readers (for all levels)**  *Special Tools* |

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| **Second Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 3** | **This Week's Essential Question: Why is it important to follow safety rules?** | | | | | |
| **\*\*Lessons 11-15: Teachers may select challenging, complex text Read Aloud titles to stretch students. Must relate to content, goals, and/or standards\*\*** | | | | | | |
| **Lesson 15**  12/11-12/14 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High**  **Frequency Words** | **Speaking and Listening and Reading**  **Foundational Skills** | **Language, Writing, and Writing**  **Foundational Skills** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Officer Buckle and Gloria* **Genre**  Humorous fiction  **Paired Selection Text**  *Safety at Home*  **Genre**  Readers theater  **Read Aloud** *Adventures at Scout Camp*  **Decodables** *What Does It Say?*  *In the Grove* | **Vocabulary Strategy** Roots  **Target/Academic Vocabulary** *attention,*  *buddy, obeys, speech, enormous, safety, shocked, station*  **Domain-Specific Vocabulary**  *risk, protection, hazard, inform*  **Apply Vocabulary Knowledge** Determine pronunciation | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Syllables in spoken words  **Phonics**  Compound words, Schwa vowel sound  **Spelling Principle**  Compound words  **Spelling Words**  **Basic:** *cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing*  **Review:** *Into, inside*  **Challenge:** *nobody, everywhere* | **Target Skill**  Cause and effect  **Target Strategy**  Monitor /Clarify  **Second Read Skill**  Humor  **Fluency** Accuracy: connected text  **High Frequency Words**  *ever, care, thought, over, off, small, new, book,*  *live, after* | **Speaking and Listening**  Ask questions to clarify comprehension  **Speaking and Listening Skill** Retell or summarize  **Reading Foundational Skills**  Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  Abbreviations  **Writing Mode**  Opinion writing  **Writing Form**  Persuasive essay  **Write About Reading**  Performance task  **Writing Foundational Skills** Handwriting, Sound-letter concepts, Spelling: phonics and word analysis skills when  encoding | ** Advanced Readers**  *A Well-Trained Dog*  ** On Level Readers**  *Good Citizen*   * **Struggling Readers** *Firedog!* * **English Language Learners**   *The Best Student*  **Vocabulary Readers (for all levels)**  *Police in the Community* |

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| **Second Grade ELA Curriculum Map—Quarter 2, Lessons 9-15**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing December 18-21** |
| **BAW or Journeys Writing Project for Quarter** | |

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| **Second Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 4** | **This Week's Essential Question: How can others make you feel good?** | | | | | |
| **\*\*Teach Sometime During Quarter 3: Required Reading resources —Arizona Standards Reading List and in back of Unit 4 TE\*\***  **Required Text: *Sarah, Plain and Tall* Required Text: *Where Do Polar Bears Live*** | | | | | | |
| **Lesson**  **16**  1/8-1/11 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and High**  **Frequency Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational Skills** | **Language, Writing,**  **and Writing**  **Foundational Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Mr. Tanen’s Tie Trouble* **Genre**  Realistic fiction  **Paired Selection** *The Jefferson Daily News* **Genre**  Informational text  **Read Aloud** *A Better Way to Save*  **Decodables**  *Beep!*  *We Helped* | **Vocabulary Strategy** Homographs  **Target/ Academic Vocabulary** *received, account, budget, disappointed, chuckled, staring, repeated, fund*  **Domain-Specific Vocabulary** *duties, citizen, responsibility*  **Apply Vocabulary Knowledge**  Use a digital dictionary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Syllables in spoken words  **Phonics**  Base words and endings *–ed, - ing*  **Spelling Principle**  Base words with endings  *-ed, -ing*  **Spelling Words**  **Basic:** *running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed*  **Review:** *mixed, going*  **Challenge:** *wrapped, swelling* | **Target Skill**  Story Structure  **Target Strategy**  Infer/Predict  **Second Read Skill** Understanding characters  **Fluency**  Rate  **High Frequency Words**  *gone, said, something, fly, also, saw, look, horse, river, have* | **Speaking and Listening**  Recount characters and plot details  **Reading Foundational Skills** Spell single syllable words,  Spell two and three syllable words,  Spell words with suffixes. Spell grade- level words | **Grammar Skill**  Pronouns  **Writing Mode**  Narrative writing  **Writing Form**  Story paragraph  **Write About Reading**  Performance task  **Research/Media Skills**  Audio recording  **Writing Foundational Skills**  Handwriting,  Sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *The Town Auction*  ** On Level Readers**  *The Bake Sale*   * **Struggling Readers**   *Our Library*   * **English Language Learners**   *Ms. Hawkins and the Bake Sale*  **Vocabulary Readers (for all levels)**  *Raising Funds* |

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| **Second Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 4** | **This Week's Essential Question: Why is it important to keep trying even if something is difficult to do?** | | | | | |
| **\*\*Teach Sometime During Quarter 3: Required Reading resources- Arizona Standards Reading List and in back of Unit 4 TE\*\***  **Required Text: *Sarah, Plain and Tall* Required Text: *Where Do Polar Bears Live*** | | | | | | |
| **Lesson**  **17**  Two Weeks  **1/15-1/25** | **Vocabulary** | **Phonemic**  **Awareness, Phonics,**  **and Spelling** | **Comprehension,**  **Fluency, and High**  **Frequency Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational Skills** | **Language, Writing, and**  **Writing Foundational Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Luke Goes to Bat*  **Genre**  Realistic fiction  **Paired**  **Selection Text**  *Jackie Robinson* **Genre** Informational text  **Read Aloud** *And the Crowd Roared!*  **Decodables**  *Bright Lights Wild Cats* | **Vocabulary Strategy** Antonyms  **Target/ Academic Vocabulary** *practice, hurried, position, roared, extra, curb, cheered, final*  **Domain-Specific Vocabulary** *determined, morals, respect*  **Apply Vocabulary Knowledge** Multiple entries | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Segment phonemes  **Phonics**  Long *i (i, igh, ie, y)*  **Spelling Principle**  Long *i (igh, ie, y)*  **Spelling Words Basic:** *night, kind, spy, child, light, find, right, high, wild, July, try, sigh*  **Review:** *by, why*  **Challenge:** *behind, lightning* | **Target Skill**  Sequence of events  **Target Strategy**  Visualize  **Second Read Skill**  Formal and informal language  **Fluency**  Stress  **High Frequency Words**  *doing, sure, else, turned, blue, room, teacher, only, studied, carry* | **Speaking and Listening**  Use complete sentences to answer questions  **Reading**  **Foundational Skills** Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  Subject-verb agreement  **Writing Mode**  Narrative writing  **Writing Form**  Story paragraph  **Write About Reading**  Performance task  **Research/Media Literacy Skills**  Compare and contrast media messages  **Writing Foundational Skills**  Handwriting,  Sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *The New Field*  ** On Level Readers** *Take Me Out to the Ballpark*   * **Struggling Readers**   *The Winning Hit*   * **English Language Learners**   *The Summer of Baseball Parks*  **Vocabulary Readers (for all levels)**  *The Brooklyn Dodgers* |

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| **Second Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 4** | **This Week's Essential Question: Why are reading and writing important?** | | | | | |
| **\*\*Teach Sometime During Quarter 3: Required Reading resources -Arizona Standards Reading List and in back of Unit 4 TE\*\***  **Required Text: *Sarah, Plain and Tall* Required Text: *Where Do Polar Bears Live*** | | | | | | |
| **Lesson 18**  1/29-2/1 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High**  **Frequency Words** | **Speaking and Listening and Reading**  **Foundational Skills** | **Language, Writing, and Writing**  **Foundational Skills** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *My Name is Gabriela* **Genre** Biography  **Paired Selection** *Poems About Reading and Writing* **Genre** Poetry  **Read Aloud** *Doctor Salk's Treasure*  **Decodable** *Bunny and the Penny*  *Puppies* | **Vocabulary Strategy**  Suffixes *-y* and *-ful*  **Target/ Academic Vocabulary** *accepted, express, fluttering, grans, pretend, prize, wonder, taught*  **Domain-Specific Vocabulary** *print, journalist,*  *exchange, publish*  **Apply Vocabulary Knowledge**  Use a dictionary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness** Blending phonemes Identify sound placement  **Phonics**  Long *e* Sound for *y*  Changing *y to i*  **Spelling Principle**  Long *e* phoneme spelled with *y*  Changing *y* to *i*  **Spelling Words**  **Basic:** *happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city*  **Review:** *tiny, many*  **Challenge:** *sorry, noise* | **Target Skill** Understanding characters  **Target Strategy**  Analyze/Evaluate  **Second Read Skill** Author's word choice  **Fluency**  Expression  **High Frequency Words**  *words, mother, friends, under, draw, watch, always, soon, anything, been* | **Speaking and Listening**  Describe key details  **Speaking and Listening Skill**  Share an experience  **Reading Foundational Skills**  Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  The verb *be*  **Writing Mode**  Narrative writing  **Writing Form** Descriptive paragraph  **Write About Reading** Performance task  **Writing Foundational Skills** Handwriting, Sound-letter concepts,  Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *The Life of Langston Hughes*  ** On Level Readers**  *The Life of Jack Prelutsky*   * **Struggling Readers** *Beatrix Potter* * **English Language Learners** *Jack Prelutsky*   **Vocabulary Readers (for all levels)**  *All About Chile* |

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| **Second Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 4** | **This Week's Essential Question: Why are signs helpful?** | | | | | |
| **\*\*Teach Sometime During Quarter 3: Required Reading resources—Arizona Standards Reading List and in back of Unit 4 TE\*\***  **Required Text: *Sarah, Plain and Tall* Required Text: *Where Do Polar Bears Live*** | | | | | | |
| **Lesson 19**  2/5-2/8 | **Vocabulary** | **Phonemic Awareness, Phonics,**  **and Spelling** | **Comprehension, Fluency, and High**  **Frequency Words** | **Speaking and Listening and Reading**  **Foundational Skills** | **Language, Writing, and Writing**  **Foundational Skills** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *The Signmaker's Assistant*  **Genre**  Humorous fiction  **Paired Selection** *The Trouble with Signs*  **Genre**  Play  **Read Aloud** *Wild Friends, Wow!*  **Decodables**  *Darling Starling*  *Going to the Farm* | **Vocabulary Strategy**  Shades of meaning  **Target/ Academic Vocabulary** *assistant, agree, polite, failed, tearing, wisdom, trouble, cleared*  **Domain-Specific Vocabulary** *advertise, announcement*, *post, beacon*  **Apply Vocabulary Knowledge**  Use a glossary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness** Substitute phonemes  **Phonics**  Words with *ar*  **Spelling Principle**  Words with *ar*  **Spelling Words Basic:** *car, dark, arm, star, park, yard, party, hard, farm, start, part, spark*  **Review:** *art, jar*  **Challenge:** *carpet, apartment* | **Target Skill**  Text and graphic features  **Target Strategy**  Question  **Second Read Skill**  Point of view  **Fluency** Phrasing: punctuation  **High Frequency Words**  *didn't, I'll, please, talk, good, is, are, baby, too, sound* | **Speaking and Listening** Ask questions to clarify comprehension  **Speaking and Listening Skill**  Following directions  **Reading Foundational Skills**  Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill** Commas in dates and places  **Writing Mode**  Narrative writing  **Writing Form**  Fictional story  **Write About Reading**  Performance task  **Writing Foundational Skills**  Handwriting,  Sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *Too Many Signs!*  ** On Level Readers**  *Finding the Party*   * **Struggling Readers**   *Aldo and Abby*   * **English Language Learners**   *Sam Finds the Party*  **Vocabulary Readers (for all levels)**  *Signs Are Everywhere* |

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| **Second Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 4** | **This Week's Essential Question: What makes someone a hero?** | | | | | |
| **\*\*Teach Sometime During Quarter 3: Required Reading resources- Arizona Standards Reading List and in back of Unit 4 TE\*\***  **Required Text: *Sarah, Plain and Tall* Required Text: *Where Do Polar Bears Live*** | | | | | | |
| **Lesson**  **20**  2/12-2/15 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and High**  **Frequency Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational Skills** | **Language, Writing,**  **and Writing**  **Foundations** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Dex: The Heart of a Hero* **Genre**  Fantasy  **Paired**  **Selections** *Heroes Then and Now* **Genre** Informational text  **Read Aloud** *Ordinary Heroes*  **Decodables**  *A Sporty Game*  *My Story* | **Vocabulary Strategy**  Prefix *over-*  **Target/ Academic Vocabulary**  *depended, overlooked, sprang, studied, gazing, hero, exercise, soar*  **Domain-Specific Vocabulary** *charity, grant, improve, figure*  **Apply Vocabulary Knowledge** Dictionary skills: Discuss example sentences  (punctuation and style of sentences) | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Substitute phonemes  **Phonics**  Words with r-controlled vowels *or, are* / r-controlled syllable  **Spelling Principle**  r-controlled vowels *or, are*  **Spelling Words**  **Basic:** *from, story, fork, score, store, corn, morning, share, short, born, tore, forget*  **Review:** *for, more*  **Challenge:** *report, force* | **Target Skill** Compare and contrast  **Target Strategy**  Monitor/Clarify  **Second Read Skill**  Figurative language  **Fluency**  Intonation  **High Frequency Words**  *being, ready, I've, tall, stood, very, ground, laugh, begins, flower* | **Speaking and Listening**  Answer questions to clarify understanding  **Speaking and**  **Listening Skill** Compare and contrast  **Reading Foundational Skills** Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  Commas in a series  **Writing Mode**  Narrative writing  **Writing Form**  Fictional story  **Write About Reading** Performance task  **Writing Foundational Skills** Handwriting, Sound-letter concepts,  Spelling: phonics and word analysis skills when encoding | ** Advanced Readers** *The Mysterious Superhero*  ** On Level Readers** *Superheroes to the Rescue*   * **Struggling Readers**   *Two Heroes*   * **English Language Learners** *Superheroes Save the Day*   **Vocabulary Readers (for all levels)**  *Everyday Hero* |

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| **Second Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 5** | **This Week's Essential Question: How do animals care for their young?** | | | | | |
| **\*\*Teach Sometime During Quarter 3: Required Reading resources- Arizona Standards Reading List and in back of Unit 4 TE\*\***  **Required Text: *Sarah, Plain and Tall* Required Text: *Where Do Polar Bears Live*** | | | | | | |
| **Lesson 21-**  **Two Weeks**  2/20-2/29 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High Frequency Words** | **Speaking and Listening and Reading**  **Foundational Skills** | **Language, Writing and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Penguin Chick* **Genre** Narrative nonfiction  **Paired Selection** *Emperor Penguins*  **Genre** Informational text  **Read Aloud** *From Duckling to Duck*  **Decodables**  *Mustangs Time to Move* | **Vocabulary Strategy** Dictionary entry  **Target/ Academic Vocabulary** *finally, junior,*  *otherwise, slippery, steer, waterproof, webbed, whistle*  **Domain-Specific Vocabulary** *development, life cycle, shelter, climate*  **Apply Vocabulary Knowledge**  Use a thesaurus | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Substitute phonemes  **Phonics**  Words with *er,*  Words with *ir, ur,*  R controlled syllable  **Spelling Principle**  Words with *er*  **Spelling Words**  **Basic:** *father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master*  **Review:** *fern, ever*  **Challenge:** *remember, feather* | **Target Skill** Main ideas and details  **Target Strategy**  Infer/Predict  **Second Read Skill**  Cause and effect  **Fluency** Phrasing: natural pauses  **High Frequency Words**  *nothing, move, across, took, house, voice, behind, one, how, out* | **Speaking and Listening** Describe key ideas and details  **Reading Foundational Skills**  Spell single syllable words,  Spell two and three syllable words,  Spell words with suffixes, Spell grade- level words | **Grammar Skill**  What is an adjective?  **Writing Mode**  Informative writing  **Writing Form**  Problem solution paragraph  **Write About Reading**  Performance task  **Research/Media Literacy Skills**  Answer a question  **Writing Foundational Skills**  Handwriting,  Sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers** *McMurdo Station*  ** On Level Readers**  *Exploring Antarctica*   * **Struggling Readers** *Penguins* * **English Language Learners** *Going to the South Pole*   **Vocabulary Readers (for all levels)**  *Antarctic Animals* |

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| **Second Grade ELA Curriculum Map—Quarter 3, Lessons 16-21**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Quarterly Benchmark Testing March 14-7** |
| **BAW or Journeys Writing Project for Quarter** | |

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| **Second Grade ELA Curriculum Map—Quarter 3, Lessons 22-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 5** | **This Week's Essential Question: How do friends help each other?** | | | | | |
| **\*\*Teach Sometime During Quarter 3: Required Reading resources -Arizona Standards Reading List and in back of Unit 4 TE\*\***  **Required Text: *Sarah, Plain and Tall* Required Text: *Where Do Polar Bears Live*** | | | | | | |
| **Lesson 22**  3/18-3/21 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High**  **Frequency Words** | **Speaking and Listening and Reading**  **Foundational Skills** | **Language, Writing, and Writing**  **Foundational Skills** | **Leveled Readers for Small Group**  **Differentiation** |
| **Anchor Text** *Gloria Who Might Be My Best Friend* **Genre**  Realistic fiction  **Paired Selection** *How to Make a Kite*  **Genre** Informational text  **Read Aloud**  *The Middle Seat*  **Decodables**  *What's That? Get Smarter!* | **Vocabulary Strategy** Figurative language/idioms  **Target/Academic Vocabulary** *lonely, seriously, copy, heavily, planning, answered, guessed, knot*  **Domain-Specific Vocabulary** *force, flight, pressure*  **Apply Vocabulary Knowledge**  Use a dictionary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness** Rhyme and meaning Syllables in spoken words  **Phonics**  Homophones,  Base words and endings *-er,*  *-est*  **Spelling Principle**  Homophones  **Spelling Words**  **Basic:** *meet, meat, week, weak, mane, main, tale, tail, be, bee, too, two*  **Review:** *sea, see*  **Challenge:** *threw, through* | **Target Skill** Understanding characters  **Target Strategy**  Question  **Second Read Skill**  Figurative language  **Fluency** Accuracy: self- correct  **High Frequency Words**  *floor, toward, what's, found, boy, everyone, field, does, into, their* | **Speaking and Listening** Ask questions to clarify comprehension  **Speaking and Listening Skill**  Explain a procedure  **Reading Foundational Skills**  Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  Using adjectives  **Writing Mode**  Informative writing  **Writing Form** Compare and contrast paragraph  **Write About Reading** Performance task  **Writing Foundational Skills** Handwriting, Sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *Sand Castle Contest*  ** On Level Readers**  *Every Kind of Wish*   * **Struggling Readers**   *The Kite Contest*   * **English Language Learners**   *Elena's Wish*  **Vocabulary Readers (for all levels)**  *Friendship Rules!* |

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| **Second Grade ELA Curriculum Map—Quarter 4, Lessons 22-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 5** | **This Week's Essential Question: How is art connected to the past?** | | | | | |
| **\*\*Teach Sometime During Quarter 4\*\***  **Required Text: *Exploring Space Travel*** | | | | | | |
| **Lesson**  **23**  3/25-3/28 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and High**  **Frequency Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational**  **Skills** | **Language, Writing, and**  **Writing Foundational**  **Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *The Goat in the Rug*  **Genre** Narrative nonfiction  **Paired Selection** *Basket Weaving* **Genre** Informational text  **Read Aloud** *Nothing But a Quilt*  **Decodables**  *Fraidy Cat Bugs in Action* | **Vocabulary Strategy** Compound words  **Target/ Academic Vocabulary** *sharpening, spinning, strands, weave, yarn, dye, duplicated, delicious*  **Domain-Specific Vocabulary** *craft, fiber, loom, textile*  **Apply Vocabulary Knowledge**  Use a glossary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Syllables in spoken words  **Phonics**  Suffixes *-y, -ly, -ful*  Final stable syllables *-tion,*  *-ture*  **Spelling Principle**  Suffixes *-ly, -ful*  **Spelling Words**  **Basic:** *helpful, sadly, hopeful, thankful, slowly, wishful, kindly, useful, safely, painful, mouthful, weakly*  **Review:** *jumped, saying*  **Challenge:** *quickly, wonderful* | **Target Skill**  Conclusions  **Target Strategy**  Summarize  **Second Read Skill**  Sequence of events  **Fluency**  Rate: adjust rate to purpose  **High Frequency Words**  *knew, idea, though, down, four, give, great, large, write, coming* | **Speaking and Listening** Recount most important details  **Reading Foundational Skills**  Spell single syllable words, Spell two and three syllable words,  Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  Irregular verbs  **Writing Mode**  Informative writing  **Writing Form**  Informational paragraph  **Write About Reading**  Performance task  **Research/Media Literacy Skills**  Using digital visual aids  **Writing Foundational Skills**  Handwriting,  Sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers** *Textiles from Around the World*  ** On Level Readers**  *Wool*   * **Struggling Readers** *From Sheep to Sweater* * **English Language Learners**   *How We Use Wool*  **Vocabulary Readers (for all levels)**  *Weaving* |

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| **Second Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 5** | **This Week's Essential Question: Why are some stories told over and over again?** | | | | | |
| **\*\*Teach Sometime During Quarter 4\*\***  **Required Text: *Exploring Space Travel*** | | | | | | |
| **Lesson**  **24**  4/1-4/4 | **Vocabulary** | **Phonemic Awareness, Phonics,**  **and Spelling** | **Comprehension,**  **Fluency, and High**  **Frequency Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational**  **Skills** | **Language, Writing,**  **and Writing**  **Foundational Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Half-Chicken* **Genre** Folktale  **Paired Selection** *The Lion and the Mouse* **Genre**  Traditional tale  **Read Aloud** *Tiger in the Water: A Folktale from Malaysia*  **Decodables** *The Unreal Party*  *Knick and Knack* | **Vocabulary Strategy** Antonyms  **Target/ Academic Vocabulary** *tumbling, flung tangles, empty, peacefully, stream, blazed, swift*  **Domain-Specific Vocabulary** *customs, classic, honor, myth*  **Apply Vocabulary Knowledge** Determine part of speech | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness** Syllables in spoken words, Segment phonemes  **Phonics**  Prefixes *re-, un-, over-, pre-, mis-*, Silent consonants  **Spelling Principle**  Prefixes *re-, un-*  **Spelling Words**  **Basic:** *unhappy, retell, untangle, unkind, repaint, refill, unlike, remake, unpack, reread, unlock, replay*  **Review:** *read, happy*  **Challenge:** *rewrite, overheard* | **Target Skill**  Cause and effect  **Target Strategy**  Visualize  **Second Read Skill**  Point of view  **Fluency**  Expression  **High Frequency Words**  *earth, away, brothers, brown, without, here, learning, began, surprised, there* | **Speaking and Listening**  Answer questions to deepen understanding  **Speaking and Listening Skill** Compare and contrast  **Reading Foundational Skills**  Spell single syllable words, Spell two and three syllable words,  Spell words with suffixes,  Spell grade-level words | **Grammar Skill** Irregular action verbs  **Writing Mode**  Informative writing  **Writing Form**  Research report  **Write About Reading** Performance task  **Writing Foundational Skills** Handwriting, Sound-letter concepts,  Spelling: phonics and word analysis skills when encoding | ** Advanced Readers** *Groundhog's New Home*  ** On Level Readers**  *Coyote and Rabbit*   * **Struggling Readers** *Favorite Fables* * **English Language Learners** *The Trick*   **Vocabulary Readers (for all levels)**  *Clever Animals* |

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| **Second Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 5** | **This Week's Essential Question: How do plants grow and change?** | | | | | |
| **\*\*Teach Sometime During Quarter 4\*\***  **Required Text: *Exploring Space Travel*** | | | | | | |
| **Lesson 25**  4/8-4/11 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High Frequency Words** | **Speaking and Listening, Language, and Reading**  **Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *From Seed to Plant*  **Genre**  Informational text  **Paired Selection** *Super Soil* **Genre**  Informational text  **Read Aloud** *Johnny Appleseed and His Apples*  **Decodables**  *A Spring Walk*  *The Softball Game* | **Vocabulary Strategy** Using context  **Target/Academic Vocabulary**  *pod, soak, shoot, root, nutrition, tasty, soften, grain*  **Domain-Specific Vocabulary** *process, bud, sprout*  **Apply Vocabulary Knowledge**  Use a digital dictionary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Substitute phonemes  **Phonics**  Words with *au, aw, al, o, a*  **Spelling Principle**  Words with *aw, al, o*  **Spelling Words Basic:** *tall, saw, dog,*  *draw, call, fall, soft, paw, ball, yawn, log, small*  **Review:** *all, walk*  **Challenge:** *awful, wallpaper* | **Target Skill**  Text and graphic features  **Target Strategy**  Monitor/Clarify  **Second Read Skill**  Cause and effect  **Fluency**  Phrasing: punctuation  **High Frequency Words**  *through, young, leaves, bail, our, done, hear, learn, were only* | **Speaking and Listening Skill** Following directions in a procedure  **Reading Foundational Skills** Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  More irregular action verbs  **Writing Mode**  Informative writing  **Writing Form**  Research report  **Write About Reading**  Performance task  **Writing Foundational Skills** Handwriting, Sound-letter concepts,  Spelling: phonics and word analysis skills when encoding | ** Advanced Readers** *Desert Plants*  ** On Level Readers**  *The Life Cycle of a Tree*   * **Struggling Readers**   *Plant and Animal Partners*   * **English Language Learners** *How a Tree Grows*   **Vocabulary Readers (for all levels)**  *Grow a Bean Plant* |

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| **Second Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 6** | **This Week's Essential Question: How do some animals change as they grow?** | | | | | |
| **\*\*Teach Sometime During Quarter 4\*\***  **Required Text: *Exploring Space Travel*** | | | | | | |
| **Lesson**  **26**  4/15-4/18 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and High**  **Frequency Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational Skills** | **Language, Writing,**  **and Writing**  **Foundational Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *The Mysterious Tadpole*  **Genre**  Fantasy  **Paired Selection** *From Eggs to Frogs* **Genre** Informational text  **Read Aloud** *Diego's Double Surprise*  **Decodables**  *The New Moose Follow the Clues* | **Vocabulary Strategy**  Multiple-meaning words  **Target/Academic Vocabulary** *confused, ordinary, control, sensible, suspiciously, training, cage, upset*  **Domain-Specific Vocabulary** *larvae, biology, organism*  **Apply Vocabulary Knowledge**  Pronunciation | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Segment phonemes  **Phonics**  Words with *oo, ew, ue, ou*  Vowel teams syllable  **Spelling Principle**  Words with *ew, oo, ou*  **Spelling Words**  **Basic:** *root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew*  **Review:** *zoo, noon*  **Challenge:** *shampoo,*  *balloon* | **Target Skill**  Story structure  **Target Strategy**  Infer/Predict  **Second Read Skill**  Conclusions  **Fluency** Accuracy: connected text  **High Frequency Words**  *every, ago, won't, now, follow, head, don't goes, again, alone* | **Speaking and Listening**  Recount key details  **Speaking and Listening Skill** Cooperative storytelling  **Reading Foundational Skills** Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  Contractions  **Writing Mode**  Opinion writing  **Writing Form**  Response poem  **Write About Reading**  Performance task  **Writing Foundational Skills** Handwriting, Sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *Katy's Inventions*  ** On Level Readers**  *Planet Zogo*   * **Struggling Readers** *Larry and the Singing Chicken* * **English Language Learners**   *Jason and the Space Creature*  **Vocabulary Readers (for all levels)**  *The Loch Ness Monster* |

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| **Second Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 6** | **This Week's Essential Question: How can you learn about animals that lived long ago?** | | | | | |
| **\*\*Teach Sometime During Quarter 4\*\***  **Required Text: *Exploring Space Travel*** | | | | | | |
| **Lesson 27**  4/22-4/25 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High Frequency Words** | **Speaking and Listening and**  **Reading Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *The Dog That Dug for Dinosaurs* **Genre** Biography  **Paired Selection Text**  *La Brea Tar Pits* **Genre** Informational text  **Read Aloud**  *Epperson's Icicle*  **Decodables** *Woody Woodchuck and the Mysterious Ball*  *One or More* | **Vocabulary Strategy**  Shades of meaning  **Target/Academic Vocabulary** *discovered, guard, remove, souvenirs, amazed, explained, exact, growled*  **Domain-Specific Vocabulary** *impression, remains, organic, material*  **Apply Vocabulary Knowledge**  Use a dictionary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness** Match phonemes, Add a phoneme  **Phonics**  Words with *oo* (b***oo***k)  **Spelling Principle**  Words with *oo* (b***oo***k)  **Spelling Words**  **Basic:** *took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook*  **Review:** *look, good*  **Challenge:** *crooked, bookcase* | **Target Skill**  Fact and opinion  **Target Strategy**  Question  **Second Read Skill**  Author's purpose  **Fluency**  Intonation  **High Frequency Words**  *buy, father, called, town, even, maybe, where, water, outside, tomorrow* | **Speaking and Listening**  Ask and answer questions to clarify comprehension  **Reading Foundational Skills** Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  What is an adverb?  **Writing Mode**  Opinion writing  **Writing Form**  Opinion paragraph  **Write About Reading**  Performance task  **Research**  Research question  **Writing Foundational Skills**  Handwriting,  Sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *Sir Hans Sloane*  ** On Level Readers**  *Sue Hendrickson*   * **Struggling Readers**   *The Mysterious Bone*   * **English Language Learners**   *Sue Hendrickson: Fossil Hunter*  **Vocabulary Readers (for all levels)**  *Dinosaur Fossils* |

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| **Second Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 6** | **This Week's Essential Question: What can you learn from a fairy tale?** | | | | | |
| **\*\*Teach Sometime During Quarter 4\*\***  **Required Text: *Exploring Space Travel*** | | | | | | |
| **Lesson 28**  4/29-5/2 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High Frequency Words** | **Speaking and Listening and Reading**  **Foundational Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Yeh-Shen* **Genre** Fairytale  **Paired Selection** *Cinderella* **Genre** Fairytale  **Read Aloud** *Cinderella Stories*  **Decodables** *Howie's Big Brown Box*  *What a Surprise!* | **Vocabulary Strategy**  Classify/ Categorize  **Vocabulary Words** *served, overjoyed, valuable, worn, concealed, glimmering, content, task*  **Domain-Specific Vocabulary**  *oral tradition, multicultural, generation*  **Apply Vocabulary Knowledge**  Part of speech | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Blend phonemes  **Phonics**  Vowel diphthongs *ow, ou*  **Spelling Principle**  Words with *ow, ou*  **Spelling Words**  **Basic:** *cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower*  **Review:** *out, now*  **Challenge:** *towel, pounce* | **Target Skill**  Sequence of Events  **Target Strategy** Analyze/ Evaluate  **Second Read Skill** Compare and contrast  **Fluency** Phrasing: natural pauses  **High Frequency Words**  *want, while, falling, enough, lived, loved, should, happened, sorry, above* | **Speaking and Listening Skill** Retelling a story  **Reading Foundational Skills** Spell single syllable words,  Spell two and three syllable words, Spell words with suffixes,  Spell grade-level words | **Grammar Skill**  Possessive nouns  **Writing Mode**  Opinion writing  **Writing Form**  Response paragraph  **Write About Reading** Performance task  **Writing Foundational Skills** Handwriting, Sound-letter concepts,  Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *The Shoemaker*  ** On Level Readers**  *The Three Princes*   * **Struggling Readers**   *The Youngest Brother*   * **English Language Learners**   *The King and the Princes*  **Vocabulary Readers (for all levels)** *Festival Fun in China* |

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| **Second Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 6** | **This Week's Essential Question: What good things happen when people work together?** | | | | | |
| **\*\*Teach Sometime During Quarter 4\*\***  **Required Text: *Exploring Space Travel*** | | | | | | |
| **Lesson**  **29**  5/6-5/9 | **Vocabulary** | **Phonemic Awareness,**  **Phonics, and Spelling** | **Comprehension,**  **Fluency, and High**  **Frequency Words** | **Speaking and**  **Listening and**  **Reading**  **Foundational**  **Skills** | **Language, Writing, and**  **Writing Foundational**  **Skills** | **Leveled Readers for**  **Small Group**  **Differentiation** |
| **Anchor Text** *Two of Everything* **Genre** Folktale  **Paired Selection** *Stone Soup* **Genre** Traditional tale  **Read Aloud** *A Lesson In Happiness*  **Decodables**  *Not So Alike*  *Corduroy and Will* | **Vocabulary Strategy** Antonyms  **Target/Academic Vocabulary** *contained, grateful, startled, odd, search, leaned, tossed, village*  **Domain-Specific Vocabulary** *tales, values, beliefs*  **Apply Vocabulary Knowledge**  Use a glossary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness** Syllables in spoken words, Substitute phonemes  **Phonics**  Reading longer words with long vowels *a and i,*  Vowel diphthongs *oi, oy*  **Spelling Principle**  Words with *ai, ay, igh, -y*  **Spelling Words**  **Basic:** *aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright*  **Review:** *tray, try*  **Challenge:** *contain, thigh* | **Target Skill** Understanding characters  **Target Strategy**  Summarize  **Second Read Skill**  Point of view  **Fluency**  Expression  **High Frequency Words**  *once woman, upon, eight, seven, near, wash, paper, who, your* | **Speaking and Listening** Recount key details  **Reading Foundational Skills**  Spell single syllable words, Spell two and three syllable words,  Spell words with suffixes, Spell grade- level words | **Grammar Skill**  Possessive pronouns  **Writing Mode**  Opinion writing  **Writing Form**  Response essay  **Write About Reading**  Performance task  **Research/Media Literacy Skills**  Share an experience  **Writing Foundational Skills**  Handwriting,  Sound-letter concepts, Spelling: phonics and word analysis skills when encoding | ** Advanced Readers**  *Wali Dad's Gifts*  ** On Level Readers**  *Mouse and Crocodile*   * **Struggling Readers** *Brer Rabbit at the Well* * **English Language Learners**   *The Smart Mouse*  **Vocabulary Readers (for all levels)**  *Take a Trip to China* |

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| **Second Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | | | | | | |
| **Unit 6** | **This Week's Essential Question: Why might a person from long ago still be important today?** | | | | | |
| **\*\*Teach Sometime During Quarter 4\*\***  **Required Text: *Exploring Space Travel*** | | | | | | |
| **Lesson 30**  5/13-5/16 | **Vocabulary** | **Phonemic Awareness, Phonics, and Spelling** | **Comprehension, Fluency, and High Frequency Words** | **Speaking and Listening and Reading Foundational**  **Skills** | **Language, Writing, and Writing Foundational Skills** | **Leveled Readers for Small Group Differentiation** |
| **Anchor Text** *Now and Ben* **Genre** Informational text  **Paired Selection** *A Model Citizen* **Genre**  Informational text  **Read Aloud** *Steve Jobs: Inventor*  **Decodables** *A Picnic Problem*  *Polly Poodle* | **Vocabulary Strategy**  Roots  **Target/Academic Vocabulary** *accomplishments, inventions,*  *result, designed, achieve, composed, remarkable, amounts*  **Domain-Specific Vocabulary** *patriot, pioneer, symbol, historical*  **Apply Vocabulary Knowledge:**  Use a digital dictionary | **MUST DO DAILY:**  ***Opening Routines***  **Phonemic Awareness**  Syllables in spoken words  **Phonics**  Reading longer words with long vowels *o and e /* vowel team syllable, Final stable syllable *–le /* consonant le syllable  **Spelling Principle**  Words with *oa, ow, ee, ea /* vowel team syllable  **Spelling Words**  **Basic:** *seated, keeps, speed, seen, means, clean, groan, roast, bowls, crow, owe, grown*  **Review:** *green, snow*  **Challenge:** *peace, below* | **Target Skill** Compare and contrast  **Target Strategy**  Visualize  **Second Read Skill**  Using context  **Fluency**  Rate: adjust rate to purpose  **High Frequency Words**  *almost, from, money, door, years, together, sometimes, pushed, remember, dear* | **Speaking and Listening Skill** Presentations  **Reading Foundational Skills**  Spell single syllable words, Spell two and three syllable words,  Spell words with suffixes, Spell grade- level words | **Grammar Skill** Choose between adjectives and adverbs  **Writing Mode**  Opinion writing  **Writing Form**  Response essay  **Write About Reading**  Performance task  **Writing Foundational Skills** Handwriting, Sound-letter concepts,  Spelling: phonics and word analysis skills when encoding | ** Advanced Readers** *From Trails to Highways*  ** On Level Readers** *America's First Firefighters*   * **Struggling Readers**   *Making a Newspaper*   * **English Language Learners**   *Firefighter in America*  **Vocabulary Readers (for all levels)**  *Philadelphia 1756* |

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| **Second Grade ELA Curriculum Map—Quarter 4, Lessons 23-30**  ***For Reading & Writing in each quarter: Cite Evidence, Analyze Content, Conduct Discussions, Report Findings*** | |
| **Last Week of School Activities** |
| **BAW or Journeys Writing Project for End of Year** | |