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| --- | --- | --- | --- | --- | --- |
| **Rockford Public Schools 2nd Grade ELA Curriculum Map Overview** | | | | | |
|  | **September**  **October** | **November**  **December** | **January**  **February** | **March**  **April** | **April**  **May** |
| **Units of Study for**   * **Reading Literature** * **Reading Informational Text** * **Language** * **Speaking and Listening** * **Foundational Skills** | Unit 1:  Learning Within Our Classroom Community  *Neville*  *Stand Tall Molly Lou Melon*  *Howard B. Wigglebottom Learns to Listen*  *Goldisocks and the Three Libearians*  Blast off Readers  Scholastic Investigators  National Geographic Readers | Unit 2:  Cultural Impacts on Literature  *How Tiger Got His Stripes*  *Zen Shorts*  *The Adventures of Spider: West African Folktales*  *Tikki Tikki Tembo*  *One Grain of Rice*  *The Empty Pot*  *The Magic Fan*  *The Clever Monkey*  *Two Green Frogs*  *The Legend of the Blue Bonnet*  *Her Tales*  *Aesop's Fables*  *How the Stars Fell into the Sky*  *The Legend of the Poinsettia*  *Tall* (Powell)  *Fables* (Lobel) | Unit 3:  “In My Opinion…”  *Have I Got a Book for You!*  *Earrings* (Viorst)  *Thank You, Sarah (NF)*  *Emily’s Runaway Imagination*  *I Wanna New Room*  *Check Please (Frankly Frannie)*  *Crazy Hair Day*  *Dear Mother Earth*  *Best Time of Day*  *Can I Have a Stegosaurus Mom? Can I? Please!?*  *Click Clack Moo: Cows that Type*  *I Wanna Iguana*  *Hey, Little Ant*  *Dear Mrs. LaRue*  *Plantzilla* | Unit 4: Poetry- Powerful Thoughts in Tiny Packages  *National Geographic Book of Animal Poetry*  *A Stick Is an Excellent Thing: Poems Celebrating Outdoor Play* | Unit 5: Science Detectives  *What’s the Plan? Designing Your Experiment*  *Geography Zone Series* LandformsSeries  *Experiments with Water: Water and Buoyancy (Do It Yourself)*  *Comparing Bodies of Water*  *How Full Is Full?: Comparing Bodies of Water*  *Great Salt Lake*  *Volcanoes, Caves, Prairie, Bodies of Water Series* |
| Literacy Assessments   * Jerry Johns *Basic Reading Inventory* * Developmental Reading Assessment (DRA) * Primary Spelling Inventory | *Jerry Johns*  Form 2A Bill at Camp  If: >10 total miscues  >3 comprehension  Then:  DRA Level 16 >94%  with Fluency >8 and/or  Comprehension >16  *Words Their Way Primary Spelling Word Inventory* | DRA Level 20 90-94%  with Fluency >8 and/or Comprehension >16 | *Jerry Johns*  Form 2B The Strange Object  If: > 5 total miscues  >3 comprehension  Then:  DRA Level 20 >94%  with Fluency >8 and/or  Comprehension >16  *Words Their Way Primary Spelling Word Inventory* | DRA Level 24 > 94%  with Fluency >8 and/or Comprehension >16 | *Jerry Johns*  Form 2C Zoo Work  If: >5 total miscues  >3 comprehension  Then:  DRA Level 28 >94%  with Fluency >8 and/or  Comprehension >16  *Words Their Way Primary Spelling Word Inventory* |
| Writing:  *Units of Study in Opinion, Information, and Narrative Writing*  Pacing Goal: 3 LC lessons per week to allow time to extend mini-lessons and mid-workshop teaching points over 5 workshop days | Unit 1: *Lessons from the Masters: Improving Narrative Writing*  Bend I and II | *If… Then…Curriculum*: Writing Gripping Fictional Stories with Meaning and Significance  *(Introduce genre, Bend I if students need story development, Bend II, Bend III)*  Unit 1: Bend III | Unit 3: *Writing About Reading* (Opinion)  Bends I, II, III | Unit 4: *Big Thoughts in Small Packages* (Poetry)  Bends I, II, III  (5 weeks) | Unit 2: Lab Reports and Science Books (Information)  Bends I, II, and III  (7 weeks) |
| Writing: Lucy Calkins *On-demand and Post Writing Assessments* | Narrative and Informational On-demand Writing Assessments |  | Opinion On-demand and Post Assessment (data not collected) |  | Informational Post Assessment (data collected for School Improvement) |

**Rockford Public Schools Curriculum Map**

Content Area: English Language Arts

**Grade: Second**

**SEPTEMBER/OCTOBER-Unit 1: Learning Within Our Classroom Community**

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| **Unit Overview:** September is a key month for establishing routines for the reading and writing workshop and establishing a classroom environment for learning and collaboration. Students will learn about rules for life and our classroom community by building a social contract through reading narrative and informational books that focus on **community** (*Howard B. Wigglebottom Learns to Listen, The Library Lion, When Squirrels Try),*  **friendship** (*Neville, Mzee*: [*The True Story of a Remarkable Friendship*](http://www.amazon.com/Owen-Mzee-Story-Remarkable-Friendship/dp/0439829739/ref=sr_1_11?s=books&ie=UTF8&qid=1330361207&sr=1-11)*, Charlotte’s Web )*, and **tolerance** (*Stand Tall Molly Lou Melon, Pinduli, Chrysanthemum*). Students will deepen their understanding of community, friendship, and tolerance by asking wh- questions through shared reading of narrative text.  **Essential Question: How does the classroom community support the routines of reading and writing workshops?** | | | | | | | |
| **Reading Component/**  **Key Ideas**  What reading components are being covered and what is the important vocabulary? What do students need to know?  (Reading Component) | | **Student Objectives**  What do students have to be able to do?  (Common Core Student Objective Language)  **Standards are listed when they are introduced. Instruction should continue throughout the year as students progress.** | **Focus Standards**  (Standard Code) | **Instruction/**  **Sample Activities**  What activities are used to develop the skills and knowledge?  (Units of Study) | | **Resources/**  **Suggested Works**  What materials, texts, videos, internet, software, or human resources support instruction?  (Rockford Resources) | **Assessment**  What evidence (product or performance) is collected to determine that the students have met the reading objective?  (RPS Literacy Assessment Charts) |
| **Reading Component** | **Academic Vocabulary** | **Instruction and**  **Thematic Ideas** | **Differentiation** |
| Phonics  Word Recognition | consonant  vowel  long vowel  short vowel  syllable  oddball words  (formerly red words/ rule breakers) | ***Phonics and Word Recognition***  Know and apply grade-level phonics and word analysis skills in decoding words.  - Distinguish long and short vowels when reading regularly spelled one-syllable words.  -Recognize and read grade-appropriate irregularly spelled words. | RF.2.3 (a, f) | Word Study  Making Words  CAFÉ Strategies | Stage specific *Words Their Way* Sorts  Making Words: stage specific | *Words Their Way* (Bear)  RPS Word Study Routines  Making Words Template | *Words Their Way Primary Spelling Inventory*  *Jerry Johns*  Form 2A Bill at Camp  If:  >11 total miscues  >3.5 comprehension  Then:  DRA Level 16 >94%  with Fluency >8 and/or  Comprehension >16  Dolch Word List as necessary  (Tier I Watch/Tier II/Tier III) |
| Fluency | text  accuracy  fluency  comprehension  just right books or good fit books | **Fluency*****Read with sufficient accuracy and fluency to support comprehension***.  *-* Read grade-level text with purpose and understanding.  -Read grade-level text orally with accuracy, appropriate rate, and expression.  -Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | RF.2.4 (a, b,c) | Read Aloud  *Goldisocks and the Three Libearians,*  Poetry  Reader’s Theater  CAFÉ Strategies | Leveled Books | *Growing Readers* (Collins)  *The Daily 5* (Boushey and Moser)  *The Café* (Boushey and Moser) |

**Grade: Second**

**SEPTEMBER/OCTOBER-Unit 1: Learning Within Our Classroom Community**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Reading Comprehension: Literature | details  main idea  key/supporting details  Wh-questions  questioning  understand  clarify  conclusion  introduction  characters  setting  plot  fiction  nonfiction  informational text  topic  “all about”  “how-to”  reread  monitor thinking/  comprehension | ***Key Ideas and Details***  **-**Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  ***Craft and Structure***  **-**Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  ***Integration of Knowledge and Ideas***  **-**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  ***Range of Reading/Text Complexity***  ***-***By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RL.2.1  RL.2.5  RL.2.7  RL.2.10 | Mini-lessons in Reading Workshop  CAFÉ strategies  Guided Reading  Conferring  Read Aloud with  Turn and Talk  Mentor Text  Anchor Charts | Small Group  Conferring | The CAFÉ (Boushey and Moser)  *7 Keys to Comprehension* *(Zimmerman and Hutchins)*: Monitor Comprehension and Schema  *Strategies that Work* (Harvey and Goudvis)  wegivebooks.org  Storia (Scholastic) and other eBooks |  |
| Reading Comprehension: Informational Text | ***Key Ideas and Details***  -Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  -Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  ***Craft and Structure***  -Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.  -Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  ***R******ange of Reading/Text Complexity***  -By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RI.2.1  RI.2.3  RI.2.4  RI.2.10 | Reading Workshop: mini-lessons, guided reading, read to self, conferring  Mentor Text  Writing Workshop connections  Vocabulary Wall/CAFÉ strategies  Read to Self | Just Right Books | *The Primary Comprehension Toolkit*  *Time for Kids* |  |

**Grade: Second**

**SEPTEMBER/OCTOBER-Unit 1: Learning Within Our Classroom Community**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Writing | small moment  “all about”  “how- to”  topic  paragraph  supporting details  content  informative  explanatory  concluding statement  mentor text  magnify  end punctuation  edit  comma  revise  headings  chapter  sections  table of contents  labeled diagram  craft  intent  intentions  craft moves  volume  word choice | ***Text Types and Purposes***  -Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  -Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  ***Production and Distribution of Writing***  -With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | W.2.2  W.2.3  W.2.5 | Unit 1: *Lessons from the Masters: Improving Narrative Writing*  Bend I and II | Conferring  Small group focus lessons | *Units of Study in Opinion, Information, and Narrative Writing* (Calkins) | Information On-demand Assessment  Narrative On-demand and Post Assessment (data not collected) |
| Speaking and Listening | discussion  conversation  speaking  listening  descriptive details  volume  relevant  agree  disagree  important  facts | ***Comprehension and Collaboration***  Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  -Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **-** Build on others’ talk in conversations by linking their comments to the remarks of others. | SL.2.1 (a, b) | Good Things  Social Contract  Reading and Writing Workshop  Read Aloud-Turn and Talk | 1-1 Conferring  Teacher Directed Questioning Strategies | Capturing Kids’ Hearts |  |

**Grade: Second**

**SEPTEMBER/OCTOBER-Unit 1: Learning Within Our Classroom Community**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Language and Vocabulary | nouns  verb  pronoun (vocab wall)  plural  irregular  oddball  spelling patterns  formal language  manners  informal language  editing  capital  punctuation  dictionary  formal  informal  glossary  context clues  compound word | ***Conventions of Standard English***  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **-** Use collective nouns (e.g., *group*).  **-**Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).  - Use reflexive pronouns (e.g., *myself, ourselves*).  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **-**Generalize learned spelling patterns when writing words .  -Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  ***Knowledge of Language***  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  - Compare formal and informal uses of English.  ***Vocabulary Acquisition and Use***  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 sentence-level context as a clue to the meaning of a word or phrase.  -Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*)  -Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases | L.2.1 (a,b,c)  L.2.2 (d, e)  L.2.3 (a)  L.2.4 (a, d, e) | Reading and Writing Workshop:  Mini-Lessons, conferring  Guided Reading  Read Aloud  Life Skills-Class Meeting  Word Study  Vocabulary Wall/Anchor Charts | 1-1 Conferring  Teacher Directed Questioning Strategies  Word Study Groups | *Words Their Way* (Bear) |  |

**Rockford Public Schools Curriculum Map**

Content Area: English Language Arts

**Grade: Second**

**NOVEMBER/DECEMBER – Unit 2: Cultural Impacts on Literature**

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| **Unit Overview:** Students will use multiple texts including folk tales and fables that represent different cultures to compare characters, themes, and points of view to help define their views and opinions after learning about their own family heritage and traditions. Students will apply point of view, how characters respond to challenges, and lessons learned from folk tales/fables to write realistic fiction.  The class will collaboratively write questions to interview a family member about their heritage (where were your ancestors from, what is a favorite family tradition, what is favorite family recipe, what is fact about your family’s country/ies of origin?) Students will use their interview questions to present highlights of their culture and create a visual display (culture quilt, paper doll, recipe book, Power Point, brochure, video, poster, collage).  **Essential Question: How does culture impact our point of view as readers and writers?** | | | | | | | |
| **Reading Component/**  **Key Ideas**  What reading components are being covered and what is the important vocabulary? What do students need to know?  (Reading Component) | | **Student Objectives**  What do students have to be able to do?  (Common Core Student Objective Language)  **Standards are listed when they are introduced. Instruction should continue throughout the year as students progress.** | **Focus Standards**  (Standard Code) | **Instruction/**  **Sample Activities**  What activities are used to develop the skills and knowledge?  (Units of Study) | | **Resources/**  **Suggested Works**  What materials, texts, videos, internet, software, or human resources support instruction?  (Rockford Resources) | **Assessment**  What evidence (product or performance) is collected to determine that the students have met the reading objective?  (RPS Literacy Assessment Charts) |
| **Reading Component** | **Academic Vocabulary** | **Instruction and**  **Thematic Ideas** | **Differentiation** |
| Phonics/ Word  Recognition | vowel teams | ***Phonics and Word Recognition***  Know and apply grade-level phonics and word analysis skills in decoding words.  -Know spelling-sound correspondences for additional common vowel teams. | RF.2.3 (b) | Word Study  Making Words  CAFÉ Strategies–revisit goals with students | Stage specific *Words Their Way* Sorts  Making Words-stage specific | *Words Their Way (Bear)*  RPS Word Study Routines | DRA Level 20 90-94%  with Fluency >8 and/or Comprehension >16 |
| Fluency | fluency  pace  expression  volume  self-correct  phrasing  punctuation  period  question mark  exclamation point  comma  dialogue  quotation marks | ***Fluency***  Read with sufficient accuracy and fluency to support comprehension. | RF.2.4 | CAFÉ Strategies–revisit goals with students  Repeated Reading-Reader’s Theater, Poetry, Take Home Reading | Conferring  Leveled Text  Small Group | [www.readinglady.com](http://www.readinglady.com)  [www.readinga-z.com](http://www.readinga-z.com) |

**Grade: Second**

**NOVEMBER/DECEMBER – Unit 2: Cultural Impacts on Literature**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Reading Comprehension: Literature | fables  folk Tales  message  moral  cultures  challenges  point of View  compare  contrast | ***Key Ideas and Details***  -Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  -Describe how characters in a story respond to major events and challenges.  ***Craft and Structure***  **-**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  ***Integration of Knowledge and Ideas***  -Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures  ***Range of Text Complexity***  ongoing | RL.2.2  RL 2.3  RL.2.6  RL.2.9  RL.2.10 | Mini-lessons in Reading Workshop  CAFÉ Strategies–revisit goals with students | Leveled Text  Small Group  Conferring | *The CAFÉ*  (Boushey and Moser)  *7 Keys to Comprehension* *(Zimmerman and Hutchins)*:  Continue developing schema, introduce mental images  wegivebooks.org  Storia (Scholastic) and other eBooks |  |
| Reading Comprehension: Informational Text | multiple paragraphs  captions  title  heading  bold print  map  diagram  chart  graph  labels  photograph  illustration | ***Key Ideas and Details***  Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  ***Craft and Structure***  Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  ***Integration of Knowledge and Ideas***  Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  ***Range of Text Complexity***  ongoing | RI.2.2  RI.2.6  RI.2.7  RI.2.10 | Mini-lessons in Reading and Writing Workshop  Conferring  CAFÉ strategies  Read Aloud  Guided Reading | Leveled Text  Small Group  Conferring | *Time for Kids*  *The Primary Comprehension Toolkit* (Harvey and Goudvis) |  |

**Grade: Second**

**NOVEMBER/DECEMBER – Unit 2: Cultural Impacts on Literature**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Writing | narrative  storytelling  realistic fiction  fictional episodes  characters  problem  solution  tension  momentum  point of view  revise  be bold…craft moves  lead  transition words  produce  collaborate | ***Text Types and Purposes***  ***Production and Distribution of Writing***  With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | W.2.6 | If… Then…Curriculum: Writing Gripping Fictional Stories with Meaning and Significance  Unit 1: *Lessons from the Masters: Improving Narrative Writing*  Bend III  Modeling and Conferring | Conferring  Small group focus lessons | *Units of Study in Opinion, Information, and Narrative Writing; Units of Study for Primary Writing (*Calkins)  Mentor Text (page 40 in If…Then…Curriculum) |  |
| Speaking and Listening  \*continue this objective throughout the year | complete sentence  question  statement  clarify  relevant | ***Comprehension and Collaboration***  -Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  -Ask for clarification and further  explanation as needed about the topics and texts under discussion.  -Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  -Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  ***Presentation of Knowledge and Ideas***  -Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **-**Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | SL.2.1 (c)  SL.2.2  SL.2.3  SL.2.4  SL.2.6 | Model and redirect incomplete questions/answers  Turn and Talk throughout the day!  Graphic Organizer  Explicit instruction and modeling of asking clarifying questions, anchor chart, and guided practice during good things and content areas | Conferring  Visual for categories to expand details or *Expanding Expression Tool* |  |  |

**Grade: Second**

**NOVEMBER/DECEMBER – Unit 2: Cultural Impacts on Literature**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Language |  | ***Conventions of Standard English***  *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*  -Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*  -Capitalize holidays, product names, and geographic names. | L.2.1 (d)  L.2.2 (a) | If… Then…Curriculum: Writing Gripping Fictional Stories with Meaning and Significance  Unit 1: *Lessons from the Masters: Improving Narrative Writing*  Bend III  Modeling and Conferring | Conferring  Small group focus lessons | *Units of Study in Opinion, Information, and Narrative Writing; Units of Study for Primary Writing (*Calkins)  Mentor Text (page 40 in If…Then…Curriculum) |  |

**Rockford Public Schools Curriculum Map**

Content Area: English Language Arts

**Grade: Second**

**JANUARY/FEBRUARY – Unit 3: “In My Opinion…”**

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| **Unit Overview:** Students will read multiple texts across different media (mentor text, online reviews, newspaper opinion section, blogs, book reviews) to learn about the role supporting reasons play while expressing an opinion in letter writing or reviews. Students will learn about how the power of persuasion with the book *Have I Got a Book for You* to demonstrate how strong opinions influence others. During the writing workshop students will learn how to write letters and reviews about books, movies, foods they eat, and hobbies to recognize that they have a voice and that writing is a great method to share their thinking with others. They will use details and evidence to convince others of their argument or opinion.  Students will choose a topic from their opinion writing to revise, publish, and present to the class.  **Essential Question:** How can our opinions influence the thinking of others? | | | | | | | |
| **Reading Component/**  **Key Ideas**  What reading components are being covered and what is the important vocabulary? What do students need to know?  (Reading Component) | | **Student Objectives**  What do students have to be able to do?  (Common Core Student Objective Language)  **Standards are listed when they are introduced. Instruction should continue throughout the year as students progress.** | **Focus Standards**  (Standard Code) | **Instruction/**  **Sample Activities**  What activities are used to develop the skills and knowledge?  (Units of Study) | | **Resources/**  **Suggested Works**  What materials, texts, videos, internet, software, or human resources support instruction?  (Rockford Resources) | **Assessment**  What evidence (product or performance) is collected to determine that the students have met the reading objective?  (RPS Literacy Assessment Charts) |
| **Reading Component** | **Academic Vocabulary** | **Instruction and**  **Thematic Ideas** | **Differentiation** |
| Phonics/ Word  Recognition |  | ***Phonics and Word Recognition***  Know and apply grade level phonics and word analysis skills in decoding words. | RF 2.3 | Word Study  Making Words  CAFÉ Strategies **F**; revisit goals with students | Stage specific *Words Their Way* Sorts  Making Words-stage specific | *Words Their Way* (Bear)  RPS Word Study Routines | *Jerry Johns*  Form 2B The Strange Object  If: > 5 total miscues  >3 comprehension  Then:  DRA Level 20 >94%  with Fluency >8 and/or  Comprehension >16  *Words Their Way Primary Spelling Word Inventory* |
| Fluency | phrasing | ***Fluency***  Read with sufficient accuracy and fluency to support comprehension. | RF 2.4 | CAFÉ Strategies–revisit goals with students  Repeated Reading-Reader’s Theater, Poetry, Take Home Reading | Conferring  Leveled Text  Small Group | [www.readinglady.com](http://www.readinglady.com)  [www.readinga-z.com](http://www.readinga-z.com) |
| Reading Comprehension: Literature | inferring  prior knowledge  schema  mental image | ***Range of Text Complexity*** | RL 2.10 | Mini-lessons in Reading Workshop  CAFÉ Strategies–revisit goals with students | Conferring  Leveled Text  Small Group | *The CAFÉ* (Boushey and Moser)  *7 Keys to Comprehension* *(Zimmerman and Hutchins)*:  *Reading for Meaning* by Debbie Miller |  |
| Speaking and Listening  \*continue this objective throughout the year |  |  |  |  | Conferring |  |  |

**Grade: Second**

**JANUARY/FEBRUARY – Unit 3: “In My Opinion…”**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Reading Comprehension: Informational Text |  | ***Integration of Knowledge and Ideas***  Describe how reasons support specific points the author makes in a text.  ***Range of Text Complexity***  ongoing | RI 2.8  RI.2.10 | Mini-lessons in Reading Workshop  CAFÉ Strategies–revisit goals with students  Guided Reading | Leveled Text  Small Group  Conferring | *Time for Kids*  *The Primary Comprehension Toolkit* (Harvey and Goudvis)  *CAFÉ* (Boushey and Moser)  *Reading For Meaning* (Miller) |  |
| Writing | opinion  linking words  conclusion  reasons  details  support  letter writing  introduction  greeting  closing  evidence  for example  rehearse  audience  convincing  reading closely  linking words  nominations  quote  comparisons  rest-stop punctuation  conclusion | ***Text Types and Purposes***  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 (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. | W 2.1 | Unit3: Writing About Reading (Opinion) | 1-1 conferring  Small group focus lessons | *Units of Study in Opinion, Information, and Narrative Writing* (Calkins)  **Suggested Text:**  Have I Got a Book for You!  Earrings (Viorst)  Thank You, Sarah (NF)  Emily’s Runaway Imagination  I Wanna New Room  Check Please  Crazy Hair Day  Dear Mother Earth  Best Time of Day  Can I Have a Stegosaurus Mom? Can I? Please!?  Click Clack Moo: Cows that Type  I Wanna Iguana  Hey, Little Ant  Dear Mrs. LaRue  Plantzilla | Opinion On-demand and Post Assessment (data not collected) |
| Language and Vocabulary | apostrophe  letter  greeting  closing  contractions  possessives | ***Conventions of Standard English***  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  *-*Use commas in greetings and closings of letters.  *-*Use an apostrophe to form contractions and frequently occurring possessives. | L.2.2 (b,c) | Community Language Board (shared reading, anchor vocabulary lists, no excuses words, transition words, content words, “tired” words etc.)  Read Aloud  Reading Workshop:  CAFÉ Strategy  (tune into interesting words) | Conferring  Guided Reading | The CAFÉ (Boushey and Moser)  *Text Talk: Robust Vocabulary Instruction for Grades K-3* (Beck and McKeown) |  |

**Rockford Public Schools Curriculum Map**

Content Area: English Language Arts

**Grade: Second**

**MARCH/APRIL Unit 4:** **Poetry- Powerful Thoughts in Tiny Packages**

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| **Unit Overview:** Students will develop their comprehension across genres by exploring language, voice, metaphor, structure, and sensory detail in poetry.  Students will study many mentor poems and select a structure to apply poetry strategies (such as precise words, repetition, mood, point of view, comparisons, etc.) to publish a poem in a digital format (PowerPoint, Microsoft Word, Voicethread, Prezi, Glogster, iMovie, etc.).  **Essential Question:** How do poetry strategies enhance understanding and critical thinking within a text? | | | | | | | |
| **Reading Component/**  **Key Ideas**  What reading components are being covered and what is the important vocabulary? What do students need to know?  (Reading Component) | | **Student Objectives**  What do students have to be able to do?  (Common Core Student Objective Language)  **Standards are listed when they are introduced. Instruction should continue throughout the year as students progress.** | **Focus Standards**  (Standard Code) | **Instruction/**  **Sample Activities**  What activities are used to develop the skills and knowledge?  (Units of Study) | | **Resources/**  **Suggested Works**  What materials, texts, videos, internet, software, or human resources support instruction?  (Rockford Resources) | **Assessment**  What evidence (product or performance) is collected to determine that the students have met the reading objective?  (RPS Literacy Assessment Charts) |
| **Reading Component** | **Academic Vocabulary** | **Instruction and**  **Thematic Ideas** | **Differentiation** |
| Phonics/ Word  Recognition | prefix  suffix  root word | ***Phonics and Word Recognition***  Know and apply grade level phonics and word analysis skills in decoding words.  -Decode words with common prefixes and suffixes. | RF 2.3 (d) | Word Study  Making Words  CAFÉ Strategies | Stage specific *Words Their Way* Sorts  Making Words-stage specific | *Words Their Way (Bear)* | DRA Level 24 > 94%  with Fluency >8 and/or Comprehension >16 |
| Fluency |  | ***Fluency***  Read with sufficient accuracy and fluency to support comprehension. | RF 2.4 | CAFÉ Strategies Repeated Reading: Reader’s Theater, Poetry, Take Home Reading | Conferring  Leveled Text  Small Group |  |
| Reading Comprehension: Literature | determining importance  facts  rhythm  rhyme  figurative language  -alliteration  -simile  -onomatopoeia  personification | ***Craft and Structure***  RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | RL.2.4 | Mini-lessons in Reading Workshop | wegivebooks.org  Storia (Scholastic) and other ereaders | *The CAFÉ* (Boushey and Moser)  *7 Keys to Comprehension* *(Zimmerman and Hutchins)*:  *Reading for Meaning* by Debbie Miller |  |
| Reading Comprehension: Informational Text | ***Integration of Knowledge and Ideas***  Compare and contrast the most important points presented by two texts on the same topic.  **Range of Text Complexity** | RI 2.9  RI.2.10 | Mini-lessons in Reading Workshop  for Determining Importance  Venn Diagram  CAFÉ strategies | Leveled Text  Conferring  Guided Reading | *Time for Kids*  *The Primary Comprehension Toolkit* (Harvey and Goudvis)  *CAFÉ* (Boushey and Moser)  *Reading For Meaning* (Miller) |  |

**Grade: Second**

**MARCH/ARPIL Unit 4:** Poetry- Powerful Thoughts in Tiny Packages

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Writing | poets  regular  contrasting  vision  line breaks  highlight  image  big feeling  concrete details  precise  pattern  repetition  mood  point of view  poetic voice  comparisons  structure  audio  visual  digital  displays  adjective  adverb  prefix  root | ***Text Types and Purposes***  ***Production and Distribution of Writing*** |  | Writing Workshop Unit 4: *Big Thoughts in Small Packages* (Poetry)  Bends I, II, III | 1-1 conferring  Small group focus lessons | *Units of Study in Opinion, Information, and Narrative Writing* (Calkins) |  |
| Speaking and Listening  \*continue this objective throughout the year | ***Presentation of Knowledge and Ideas***  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.2.5 | PowerPoint  Voicethread  iMovie  Flickr  Prezi  Glogster | Conferring  Assistance with Typing and Navigation |  |  |
| Language and Vocabulary | ***Conventions of Standard English***  *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*  -Use adjectives and adverbs, and choose between them depending on what is to be modified.  -Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).  ***Vocabulary Acquisition and Use***  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.  -Determine the meaning of the new word  formed when a known prefix is added to  a known word (e.g., *happy/unhappy, tell /retell*)  -Use a known root word as a clue to the meaning of an unknown word with the  same root (e.g., *addition, additional*).  Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  -Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).  -Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). | L.2.1 (e, f)  L.2.4 (b,c)  L.2.5 (a,b) | Community Language Board  Read Aloud  Mini-lessons in the Reading Workshop  *Text Talk*  mini-lessons  Writing Workshop  Word Study | Guided Reading | The CAFÉ (Boushey and Moser)  *Text Talk: Robust Vocabulary Instruction for Grades K-3* (Beck and McKeown) |  |

**Rockford Public Schools Curriculum Map**

Content Area: English Language Arts

**Grade: Second**

**APRIL/MAY- Unit 5: Science Detectives**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Overview:** Students will apply their knowledge of non-fiction writing to create scientific lab reports based on scientific inquiries and experiments conducted in the classroom to test their hypotheses.  Students will collaboratively research a scientific topic from the current unit of study, determine a scientific concept they would like to investigate, formulate a hypothesis, and conduct an experiment to determine the results. Students will then create a lab report to share their results and conclusions.  **Essential Question:** How do researchers use reading and writing skills in inquiry-based investigations? | | | | | | | |
| **Reading Component/**  **Key Ideas**  What reading components are being covered and what is the important vocabulary? What do students need to know?  (Reading Component) | | **Student Objectives**  What do students have to be able to do?  (Common Core Student Objective Language)  **Standards are listed when they are introduced. Instruction should continue throughout the year as students progress.** | **Focus Standards**  (Standard Code) | **Instruction/**  **Sample Activities**  What activities are used to develop the skills and knowledge?  (Units of Study) | | **Resources/**  **Suggested Works**  What materials, texts, videos, internet, software, or human resources support instruction?  (Rockford Resources) | **Assessment**  What evidence (product or performance) is collected to determine that the students have met the reading objective?  (RPS Literacy Assessment Charts) |
| **Reading Component** | **Academic Vocabulary** | **Instruction and**  **Thematic Ideas** | **Differentiation** |
| Phonics/ Word  Recognition |  | ***Phonics and Word Recognition***  Know and apply grade level phonics and word analysis skills in decoding words.  - Identify words with inconsistent but common spelling-sound correspondences. | RF 2.3 (e) | Word Study | Stage specific *Words Their Way* Sorts  RPS Word Study Routines | *Words Their Way* | *Jerry Johns*  Form 2C Zoo Work  If: >5 total miscues  >3 comprehension  Then:  DRA Level 28 >94%  with Fluency >8 and/or  Comprehension >16  *Words Their Way Primary Spelling Word Inventory* |
| Fluency |  | ***Fluency***  Read with sufficient accuracy and fluency to support comprehension. | RF 2.4 | CAFÉ Strategies –  **F**  Repeated Reading-Reader’s Theater, Poetry, Take Home Reading | Conferring  Leveled Text  Small Group | [www.readinglady.com](http://www.readinglady.com)  [www.readinga-z.com](http://www.readinga-z.com) |
| Reading Comprehension: Literature | synthesize | ***Range of Text Complexity***  ongoing | RL 2.10 | Mini-lessons in Reading Workshop | [www.wegivebooks.org](http://www.wegivebooks.org) | *The CAFÉ* (Boushey and Moser)  *7 Keys to Comprehension* *(Zimmerman and Hutchins)*:  *Reading for Meaning* by Debbie Miller |  |
| Reading Comprehension: Informational Text | RI.2.10 | Mini-lessons in Reading Workshop  CAFÉ strategies | Leveled Text  Guided Reading  Conferring | *Time for Kids*  *The Primary Comprehension Toolkit* (Harvey and Goudvis)  *CAFÉ* (Boushey and Moser)  *Reading For Meaning* (Miller) |  |

**Grade: Second**

**APRIL/MAY- Unit 5: Science Detectives**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading Component** | **Academic Vocabulary** | **Student Objectives** | **Focus Standards** | **Instruction and**  **Thematic Ideas** | **Differentiation** | **Resources/**  **Suggested Works** | **Assessment** |
| Writing | investigate  hypothesis  formulate  conduct  experiment  materials  research  procedure  conclusion  analyze data  observations  sources  results  characteristics  properties  scientific method | *Research to Build and Present Knowledge*  Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).   * Recall information from experiences or gather information from provided sources to answer a question. | W 2.7  W.2.8 | Writing *Workshop Unit: 2 Lab Reports and Science Books* (Information)  Bends I, II, and III | conferring  Small group focus lessons | *Units of Study in Opinion, Information, and Narrative Writing* (Calkins)  **Suggested Text:**  *What’s the Plan? Designing Your Experiment*  *Geography Zone Series* LandformsSeries  *Experiments with Water: Water and Buoyancy (Do It Yourself)*  *Comparing Bodies of Water*  *How Full Is Full?: Comparing Bodies of Water*  *Great Salt Lake*  *Volcanoes, Caves, Prairie, Bodies of Water Series* | Information Post Assessment (data collected for School Improvement) |
| Speaking and Listening  \*continue this objective throughout the year |  | *Presentation of Knowledge and Ideas* | SL.2.5 |  | conferring |  |  |
| Language and Vocabulary | \*Current Science Unit Vocabulary | ***Vocabulary Acquisition and Use***  Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe | L.2.6 |  | conferring-revision strategies in writing | The CAFÉ (Boushey and Moser)  *Text Talk: Robust Vocabulary Instruction for Grades K-3* (Beck and McKeown) |  |

Unit 5 Additional Text:

What’s the Plan? Designing Your Experiment

Geography Zone Series: Peninsulas, Caves, Valleys, Canyons, Bays, Beaches, Islands, Glaciers, Plains

Experiments with Water: Water and Buoyancy (Do It Yourself) by [Chris Oxlade](http://www.amazon.com/Chris-Oxlade/e/B001HPOR74/ref=ntt_athr_dp_pel_1)

Comparing Bodies of Water by [Rebecca](http://www.amazon.com/Rebecca-Rissman/e/B001JRZQ5W/ref=ntt_athr_dp_pel_1) Rissman

How Full Is Full?: Comparing Bodies of Water (Measuring and Comparing) [Vic Parker](http://www.amazon.com/s/ref=ntt_athr_dp_sr_1?_encoding=UTF8&field-author=Vic%20Parker&ie=UTF8&search-alias=books&sort=relevancerank)

Great Salt Lake (Rookie Read-About Geography) [Mary Schulte](http://www.amazon.com/Mary-Schulte/e/B001HOJNVU/ref=ntt_athr_dp_pel_1)

[Volcanoes, Caves, Prairie, Islands, Valleys (Landforms Series)](http://www.amazon.com/Volcanoes-Landforms-Cassie-Mayer/dp/1403484384/ref=sr_1_28?s=books&ie=UTF8&qid=1351879667&sr=1-28&keywords=cassie+mayer) by [Cassie Mayer](http://www.amazon.com/Cassie-Mayer/e/B001JS3GS0/ref=sr_ntt_srch_lnk_28?qid=1351879667&sr=1-28)

Lakes and Ponds, Rivers and Streams, Comparing Bodies of Water, Oceans and Seas, Canals (Bodies of Water Series) by Cassie Mayer

Natural Wonders Series: Water Bodies Series, Landform Series, Landform Adventurerers Series, My Science Investigation Series

***Plants***

[Experiments with Plants (True Books)](http://www.amazon.com/Experiments-Plants-Books-Christine-Taylor-Butler/dp/0531266478/ref=sr_1_3?ie=UTF8&qid=1351880216&sr=8-3&keywords=childrens+plant+experiments)

[Time For Kids: Plants! (Time for Kids Science Scoops)](http://www.amazon.com/Time-Kids-Plants-Science-Scoops/dp/0060782188/ref=sr_1_3?s=books&ie=UTF8&qid=1351880504&sr=1-3&keywords=plants)

# Hungry Plants

DK Readers: Plants Bite Back!

[Meat-Eating Plants (The Strangest Plants on Earth)](http://www.amazon.com/Meat-Eating-Plants-Strangest-Earth/dp/1448849888/ref=sr_1_12?s=books&ie=UTF8&qid=1351880504&sr=1-12&keywords=plants)

[Poisonous Plants (Strangest Plants on Earth)](http://www.amazon.com/Poisonous-Plants-Strangest-Earth/dp/1448849896/ref=sr_1_21?s=books&ie=UTF8&qid=1351880870&sr=1-21&keywords=plants)

# Weird and Wacky Plants, Grades 1 - 2: Level 3

# Experiments with Plants

***Measurement***

Measuring and Comparing Series

[How Big Is Big? : Comparing Plants](http://www.CapstoneClassroom.com/product/9781432939670)

[How Far Is Far? : Comparing Geographical Distances](http://www.CapstoneClassroom.com/product/9781432939649)

[How Full Is Full? : Comparing Bodies of Water](http://www.CapstoneClassroom.com/product/9781432939656), [How Heavy Is Heavy? : Comparing Vehicles](http://www.CapstoneClassroom.com/product/9781432939625)

[How Long Is Long? : Comparing Animals](http://www.CapstoneClassroom.com/product/9781432939663)

[How Small Is Small? : Comparing Body Parts](http://www.CapstoneClassroom.com/product/9781432939687)

[How Tall Is Tall? : Comparing Structures](http://www.CapstoneClassroom.com/product/9781432939632)

[How Do You Measure Length and Distance?](http://www.CapstoneClassroom.com/product/9781429663304)

[How Do You Measure Liquids?](http://www.CapstoneClassroom.com/product/9781429663311)

[How Do You Measure Time?](http://www.CapstoneClassroom.com/product/9781429663328)

[How Do You Measure Weight?](http://www.CapstoneClassroom.com/product/9781429663335)

**Rockford Public Schools Curriculum Map**

Second Grade ELA

NOTES: