



Rockford Public Schools 2nd Grade ELA Curriculum Map Overview

	September October	November December	January February	March April	April May
Units of Study for <ul style="list-style-type: none"> Reading Literature Reading Informational Text Language Speaking and Listening Foundational Skills 	Unit 1: Learning Within Our Classroom Community <i>Neville</i> <i>Stand Tall Molly Lou Melon</i> <i>Howard B. Wigglebottom Learns to Listen</i> <i>Goldsocks and the Three Libearians</i> Blast off Readers Scholastic Investigators National Geographic Readers	Unit 2: Cultural Impacts on Literature <i>How Tiger Got His Stripes</i> <i>Zen Shorts</i> <i>The Adventures of Spider: West</i> <i>African Folktales</i> <i>Tikki Tikki Tembo</i> <i>One Grain of Rice</i> <i>The Empty Pot</i> <i>The Magic Fan</i> <i>The Clever Monkey</i> <i>Two Green Frogs</i> <i>The Legend of the Blue Bonnet</i> <i>Her Tales</i> <i>Aesop's Fables</i> <i>How the Stars Fell into the Sky</i> <i>The Legend of the Poinsettia</i> <i>Tall (Powell)</i> <i>Fables (Lobel)</i>	Unit 3: "In My Opinion..." <i>Have I Got a Book for You! Earrings (Viorst)</i> <i>Thank You, Sarah (NF)</i> <i>Emily's Runaway Imagination</i> <i>I Wanna New Room</i> <i>Check Please (Frankly Frannie)</i> <i>Crazy Hair Day</i> <i>Dear Mother Earth</i> <i>Best Time of Day</i> <i>Can I Have a Stegosaurus Mom? Can I? Please!?</i> <i>Click Clack Moo: Cows that Type</i> <i>I Wanna Iguana</i> <i>Hey, Little Ant</i> <i>Dear Mrs. LaRue</i> <i>Plantzilla</i>	Unit 4: Poetry- Powerful Thoughts in Tiny Packages <i>National Geographic Book of Animal Poetry</i> <i>A Stick Is an Excellent Thing: Poems Celebrating Outdoor Play</i>	Unit 5: Science Detectives <i>What's the Plan? Designing Your Experiment</i> <i>Geography Zone Series Landforms Series</i> <i>Experiments with Water: Water and Buoyancy (Do It Yourself)</i> <i>Comparing Bodies of Water</i> <i>How Full Is Full?: Comparing Bodies of Water</i> <i>Great Salt Lake</i> <i>Volcanoes, Caves, Prairie, Bodies of Water Series</i>
Literacy Assessments <ul style="list-style-type: none"> Jerry Johns <i>Basic Reading Inventory</i> Developmental Reading Assessment (DRA) Primary Spelling Inventory 	<i>Jerry Johns</i> Form 2A <u>Bill at Camp</u> If: >10 total miscues >3 comprehension Then: DRA Level 16 >94% with Fluency ≥8 and/or Comprehension ≥16 <i>Words Their Way Primary</i> <i>Spelling Word Inventory</i>	DRA Level 20 90-94% with Fluency ≥8 and/or Comprehension ≥16	<i>Jerry Johns</i> Form 2B <u>The Strange Object</u> If: > 5 total miscues >3 comprehension Then: DRA Level 20 >94% with Fluency ≥8 and/or Comprehension ≥16 <i>Words Their Way Primary</i> <i>Spelling Word Inventory</i>	DRA Level 24 > 94% with Fluency ≥8 and/or Comprehension ≥16	<i>Jerry Johns</i> Form 2C <u>Zoo Work</u> If: >5 total miscues >3 comprehension Then: DRA Level 28 >94% with Fluency ≥8 and/or Comprehension ≥16 <i>Words Their Way Primary</i> <i>Spelling Word Inventory</i>
Writing: <i>Units of Study in Opinion, Information, and Narrative Writing</i> 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: <i>Lessons from the Masters: Improving Narrative Writing</i> Bend I and II	<i>If... Then...Curriculum:</i> Writing Gripping Fictional Stories with Meaning and Significance <i>(Introduce genre, Bend I if students need story development, Bend II, Bend III)</i> Unit 1: Bend III	Unit 3: <i>Writing About Reading (Opinion)</i> Bends I, II, III	Unit 4: <i>Big Thoughts in Small Packages (Poetry)</i> Bends I, II, III (5 weeks)	Unit 2: Lab Reports and Science Books (Information) Bends I, II, and III (7 weeks)
Writing: Lucy Calkins <i>On-demand and Post Writing Assessments</i>	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

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, 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		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)	<i>Phonics and Word Recognition</i> 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 <i>Words Their Way</i> Sorts Making Words: stage specific	<i>Words Their Way</i> (Bear) RPS Word Study Routines Making Words Template	<i>Words Their Way Primary Spelling Inventory</i> <i>Jerry Johns Form 2A Bill at Camp</i> 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	<i>Fluency</i> <i>Read with sufficient accuracy and fluency to support comprehension.</i> - 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 <i>Goldisocks and the Three Libearians,</i> Poetry Reader's Theater CAFÉ Strategies	Leveled Books	<i>Growing Readers</i> (Collins) <i>The Daily 5</i> (Boushey and Moser) <i>The Café</i> (Boushey and Moser)	

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	<i>Text Types and Purposes</i> -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. <i>Production and Distribution of Writing</i> -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: <i>Lessons from the Masters: Improving Narrative Writing</i> Bend I and II	Conferring Small group focus lessons	<i>Units of Study in Opinion, Information, and Narrative Writing</i> (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	<i>Comprehension and Collaboration</i> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> 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	

Rockford Public Schools Curriculum Map
Content Area: English Language Arts

Grade: Second

NOVEMBER/DECEMBER – Unit 2: Cultural Impacts on Literature

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		Student Objectives	Focus Standards (Standard Code)	Instruction/ Sample Activities		Resources/ Suggested Works	Assessment
What reading components are being covered and what is the important vocabulary? What do students need to know? <i>(Reading Component)</i>		What do students have to be able to do? <i>(Common Core Student Objective Language)</i> Standards are listed when they are introduced. Instruction should continue throughout the year as students progress.		What activities are used to develop the skills and knowledge? <i>(Units of Study)</i>		What materials, texts, videos, internet, software, or human resources support instruction? <i>(Rockford Resources)</i>	What evidence (product or performance) is collected to determine that the students have met the reading objective? <i>(RPS Literacy Assessment Charts)</i>
Reading Component	Academic Vocabulary			Instruction and Thematic Ideas	Differentiation		
Phonics/ Word Recognition	vowel teams	<i>Phonics and Word Recognition</i> 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 <i>Words Their Way</i> Sorts Making Words- stage specific	<i>Words Their Way (Bear)</i> 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	<i>Fluency</i> 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 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	<p><i>Key Ideas and Details</i></p> <p>-Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>-Describe how characters in a story respond to major events and challenges.</p> <p><i>Craft and Structure</i></p> <p>- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>-Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures</p> <p><i>Range of Text Complexity</i> ongoing</p>	<p>RL.2.2</p> <p>RL 2.3</p> <p>RL.2.6</p> <p>RL.2.9</p> <p>RL.2.10</p>	<p>Mini-lessons in Reading Workshop</p> <p>CAFÉ Strategies- revisit goals with students</p>	<p>Leveled Text</p> <p>Small Group</p> <p>Conferring</p>	<p><i>The CAFÉ</i> (Boushey and Moser)</p> <p><i>7 Keys to Comprehension</i> (Zimmerman and Hutchins); Continue developing schema, introduce mental images</p> <p>wegivebooks.org Storia (Scholastic) and other eBooks</p>	
Reading Comprehension: Informational Text	multiple paragraphs captions title heading bold print map diagram chart graph labels photograph illustration	<p><i>Key Ideas and Details</i></p> <p>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><i>Craft and Structure</i></p> <p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><i>Range of Text Complexity</i> ongoing</p>	<p>RI.2.2</p> <p>RI.2.6</p> <p>RI.2.7</p> <p>RI.2.10</p>	<p>Mini-lessons in Reading and Writing Workshop</p> <p>Conferring</p> <p>CAFÉ strategies</p> <p>Read Aloud</p> <p>Guided Reading</p>	<p>Leveled Text</p> <p>Small Group</p> <p>Conferring</p>	<p><i>Time for Kids</i></p> <p><i>The Primary Comprehension Toolkit</i> (Harvey and Goudvis)</p>	

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	<i>Text Types and Purposes</i> <i>Production and Distribution of Writing</i> 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: <i>Lessons from the Masters: Improving Narrative Writing</i> Bend III Modeling and Conferring	Conferring Small group focus lessons	<i>Units of Study in Opinion, Information, and Narrative Writing; Units of Study for Primary Writing</i> (Calkins) Mentor Text (page 40 in If...Then...Curriculum)	
Speaking and Listening *continue this objective throughout the year	complete sentence question statement clarify relevant	<i>Comprehension and Collaboration</i> -Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> 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. <i>Presentation of Knowledge and Ideas</i> -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 <i>Expanding Expression Tool</i>		

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		<p><i>Conventions of Standard English</i> <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> -Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p><i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> -Capitalize holidays, product names, and geographic names.</p>	<p>L.2.1 (d)</p> <p>L.2.2 (a)</p>	<p>If... Then...Curriculum: Writing Gripping Fictional Stories with Meaning and Significance</p> <p>Unit 1: <i>Lessons from the Masters: Improving Narrative Writing</i> Bend III</p> <p>Modeling and Conferring</p>	<p>Conferring Small group focus lessons</p>	<p><i>Units of Study in Opinion, Information, and Narrative Writing; Units of Study for Primary Writing</i> (Calkins)</p> <p>Mentor Text (page 40 in <i>If...Then...Curriculum</i>)</p>	

Rockford Public Schools Curriculum Map
Content Area: English Language Arts

Grade: Second

JANUARY/FEBRUARY - Unit 3: "In My Opinion..."

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		Student Objectives	Focus Standards (Standard Code)	Instruction/ Sample Activities		Resources/ Suggested Works	Assessment
Reading Component	Academic Vocabulary			Instruction and Thematic Ideas	Differentiation		
What reading components are being covered and what is the important vocabulary? What do students need to know? (Reading Component)		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.		What activities are used to develop the skills and knowledge? (Units of Study)		What materials, texts, videos, internet, software, or human resources support instruction? (Rockford Resources)	What evidence (product or performance) is collected to determine that the students have met the reading objective? (RPS Literacy Assessment Charts)
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 <i>Words Their Way</i> Sorts Making Words-stage specific	<i>Words Their Way</i> (Bear) RPS Word Study Routines	<i>Jerry Johns</i> Form 2B <u>The Strange Object</u> If: > 5 total miscues >3 comprehension Then: DRA Level 20 >94% with Fluency ≥8 and/or Comprehension ≥16 <i>Words Their Way Primary Spelling Word Inventory</i>
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 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	<i>The CAFÉ</i> (Boushey and Moser) <i>7 Keys to Comprehension</i> (Zimmerman and Hutchins); <i>Reading for Meaning</i> by Debbie Miller	
Speaking and Listening					Conferring		
*continue this objective throughout the year							

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		<i>Integration of Knowledge and Ideas</i> Describe how reasons support specific points the author makes in a text. <i>Range of Text Complexity</i> 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	<i>Time for Kids</i> <i>The Primary Comprehension Toolkit</i> (Harvey and Goudvis) <i>CAFÉ</i> (Boushey and Moser) <i>Reading For Meaning</i> (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	<i>Text Types and Purposes</i> 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., <i>because, and, also</i>) 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	<i>Units of Study in Opinion, Information, and Narrative Writing</i> (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	<i>Conventions of Standard English</i> 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) <i>Text Talk: Robust Vocabulary Instruction for Grades K-3</i> (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

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 <i>Words Their Way</i> Sorts Making Words- stage specific	<i>Words Their Way (Bear)</i>	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	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	<i>The CAFÉ</i> (Boushey and Moser) <i>7 Keys to Comprehension</i> (Zimmerman and Hutchins); <i>Reading for Meaning</i> by Debbie Miller	
Reading Comprehension: Informational Text	-alliteration -simile -onomatopoeia personification	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	<i>Time for Kids</i> <i>The Primary Comprehension Toolkit</i> (Harvey and Goudvis) <i>CAFÉ</i> (Boushey and Moser) <i>Reading For Meaning</i> (Miller)	

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APRIL/MAY- Unit 5: Science Detectives

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)
				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 <i>Words Their Way</i> Sorts RPS Word Study Routines	<i>Words Their Way</i>	<i>Jerry Johns Form 2C Zoo Work</i> If: >5 total miscues >3 comprehension Then: DRA Level 28 >94% with Fluency ≥8 and/or Comprehension ≥16 <i>Words Their Way Primary Spelling Word Inventory</i>
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 www.readinga-z.com	
Reading Comprehension: Literature	synthesize	Range of Text Complexity ongoing	RL 2.10	Mini-lessons in Reading Workshop	www.wegivebooks.org	<i>The CAFÉ</i> (Boushey and Moser) <i>7 Keys to Comprehension</i> (Zimmerman and Hutchins) <i>Reading for Meaning</i> by Debbie Miller	
Reading Comprehension: Informational Text			RI.2.10	Mini-lessons in Reading Workshop CAFÉ strategies	Leveled Text Guided Reading Conferring	<i>Time for Kids</i> <i>The Primary Comprehension Toolkit</i> (Harvey and Goudvis) <i>CAFÉ</i> (Boushey and Moser) <i>Reading For Meaning</i> (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	<i>Research to Build and Present Knowledge</i> 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	<i>Units of Study in Opinion, Information, and Narrative Writing</i> (Calkins) Suggested Text: <i>What's the Plan? Designing Your Experiment</i> <i>Geography Zone Series</i> <i>Landforms Series</i> <i>Experiments with Water: Water and Buoyancy (Do It Yourself)</i> <i>Comparing Bodies of Water</i> <i>How Full Is Full?: Comparing Bodies of Water</i> <i>Great Salt Lake</i> <i>Volcanoes, Caves, Prairie, Bodies of Water Series</i>	Information Post Assessment (data collected for School Improvement)
Speaking and Listening *continue this objective throughout the year		<i>Presentation of Knowledge and Ideas</i>	SL.2.5		conferring		
Language and Vocabulary	*Current Science Unit Vocabulary	<i>Vocabulary Acquisition and Use</i> 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) <i>Text Talk: Robust Vocabulary Instruction for Grades K-3</i> (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

Comparing Bodies of Water by Rebecca Rissman

How Full Is Full?: Comparing Bodies of Water (Measuring and Comparing) Vic Parker

Great Salt Lake (Rookie Read-About Geography) Mary Schulte

Volcanoes, Caves, Prairie, Islands, Valleys (Landforms Series) by Cassie Mayer

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 Adventurers Series, My Science Investigation Series

Plants

Experiments with Plants (True Books)

Time For Kids: Plants! (Time for Kids Science Scoops)

Hungry Plants

DK Readers: Plants Bite Back!

Meat-Eating Plants (The Strangest Plants on Earth)

Poisonous Plants (Strangest Plants on Earth)

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

Experiments with Plants

Measurement

Measuring and Comparing Series

How Big Is Big? : Comparing Plants

How Far Is Far? : Comparing Geographical Distances

How Full Is Full? : Comparing Bodies of Water, How Heavy Is Heavy? : Comparing Vehicles

How Long Is Long? : Comparing Animals

How Small Is Small? : Comparing Body Parts

How Tall Is Tall? : Comparing Structures

How Do You Measure Length and Distance?

How Do You Measure Liquids?

How Do You Measure Time?

How Do You Measure Weight?

Rockford Public Schools Curriculum Map
Second Grade ELA

NOTES: