

Rockford Public Schools District Accredited by AdvanceD/NCA Blue Ribbon Exemplary Schools 2012-2013 Advanced Placement Achievement District

	September October	November December	January February	March April	April May
Units of Study for	Unit 1:	Unit 2:	Unit 3:	•	,
 Reading Literature Reading Informational Text Language Speaking and Listening Foundational Skills 	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	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 Onisettia Tal/(Powell) Fables (Lobel)	"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 P 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 Landforms Series 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 <u>Bill at Camp</u> If: >10 total miscues >3 comprehension Then: DRA Level 16 >94% with Fluency >8 and/or Comprehension <u>></u> 16 Words Their Way Primary Spelling Word Inventory	DRA Level 20 90-94% with Fluency <u>></u> 8 and/or Comprehension <u>></u> 16	Jerry Johns Form 2B <u>The Strange</u> <u>Object</u> If: > 5 total miscues >3 comprehension Then: DRA Level 20 >94% with Fluency <u>></u> 8 and/or Comprehension <u>></u> 16 Words Their Way Primary Spelling Word Inventory	DRA Level 24 > 94% with Fluency <u>></u> 8 and/or Comprehension <u>></u> 16	Jerry Johns Form 2C Zoo Work If: >5 total miscues >3 comprehension Then: DRA Level 28 >94% with Fluency <u>></u> 8 and/or Comprehension <u>></u> 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: <i>Lessons from the Masters: Improving Narrative Writing</i> Bend I and II	If ThenCurriculum: 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: <i>Writing About</i> <i>Reading</i> (Opinion) Bends I, II, III	Unit 4: <i>Big Thoughts in Small</i> <i>Packages</i> (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 <i>On-demand and Post</i> <i>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.

Reading Co	mponent/	Student Objectives	Focus	Instru	uction/	Resources/	Assessment
Key I	deas	What do students have to be able to	Standard	Sample /	Activities	Suggested Works	What evidence (product
What reading comp	onents are being	do?	s	What activities a	re used to develop	What materials, texts,	or performance) is
covered and what	is the important	(Common Core Student Objective	(Standard	the skills an	d knowledge?	videos, internet, software, or	collected to determine
vocabulary? What	do students need	Language)	Code)	(Units o	of Study)	human resources support	that the students have
to kno	?wc	Standards are listed when they are				instruction?	met the reading
(Reading Co	mponent)	introduced. Instruction should				(Rockford Resources)	objective?
Reading	Academic	continue throughout the year as		Instruction and	Differentiation		(RPS Literacy
Component	Vocabulary	students progress.		Thematic Ideas	Differentiation		Assessment Charts)
Phonics Word Recognition	consonant vowel long vowel	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. - Distinguish long and short vowels when	RF.2.3 (a, f)	Word Study Making Words CAFÉ Strategies	Stage specific <i>Words Their Way</i> Sorts	<i>Words Their Way</i> (Bear) RPS Word Study Routines Making Words Template	Words Their Way Primary Spelling Inventory
	short vowel syllable oddball words (formerly red words/ rule breakers)	reading regularly spelled one-syllable words. -Recognize and read grade-appropriate irregularly spelled words.			Making Words: stage specific		Jerry Johns Form 2A <u>Bill at Camp</u> If: >11 total miscues >3.5 comprehension Then:
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)	DRA Level 16 >94% with Fluency >8 and/or Comprehension >16 Dolch Word List as necessary (Tier I Watch/Tier II/Tier III)

Essential Question: How does the classroom community support the routines of reading and writing workshops?

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

Reading Component	Academic Vocabulary	Student Objectives	Focus Standard s	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	 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 	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	text topic "all about" "how-to" reread monitor thinking/ comprehension	 band proficiently, with scaffolding as needed at the high end of the range. 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. Range 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	

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
<u>Component</u> Writing	Vocabulary 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	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.	Standards W.2.2 W.2.3 W.2.5	Thematic Ideas Unit 1: Lessons from the Masters: Improving Narrative Writing Bend I and II Bend I and II	Conferring Small group focus lessons	Suggested Works 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	word choice 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	

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)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1 (a,b,c)	Reading and Writing Workshop: Mini-Lessons, conferring	1-1 Conferring Teacher Directed Questioning Strategies	Words Their Way (Bear)	
	plural irregular oddball spelling patterns	 Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). 		Guided Reading Read Aloud	Word Study Groups		
	formal language manners informal language	- Use reflexive pronouns (e.g., <i>myself,</i> <i>ourselves</i>). Demonstrate command of the conventions of standard English capitalization,	L.2.2 (d, e)	Life Skills-Class Meeting			
	editing capital punctuation dictionary formal informal glossary	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		Word Study Vocabulary Wall/Anchor Charts			
	context clues compound word	Use knowledge of language and its conventions when writing, speaking,	L.2.3 (a)				
		reading, or listening. - Compare formal and informal uses of English. <i>Vocabulary Acquisition and Use</i>					
		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.	L.2.4 (a, d, e)				
		-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., <i>birdhouse</i> ,					
		lighthouse, housefly; bookshelf, notebook, bookmark) -Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases					

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 Co	omponent/	Student Objectives	Focus	Instruction/		Resources/	Assessment
Key I What reading comp covered and what vocabulary? What to kn (Reading Co	ponents are being is the important do students need ow?	What do students have to be able to do? (Common Core Student Objective Language) Standards are listed when they are introduced. Instruction should	Standards (Standard Code)	Sample Activities What activities are used to develop the skills and knowledge? (Units of Study)		Suggested Works 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?
Reading Component	Academic Vocabulary	continue throughout the year as students progress.		Instruction and Thematic Ideas	Differentiation		(RPS Literacy Assessment Charts)
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 <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 <u>></u> 8 and/or Comprehension <u>></u> 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	

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)	

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 boldcraft moves lead transition words produce	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 ThenCurriculum: Writing Gripping Fictional Stories with Meaning and Significance Unit 1: Lessons from the Masters: Improving Narrative Writing Bend III Modeling and	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 IfThenCurriculum)	
Speaking and Listening *continue this objective throughout the year	collaborate 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.	SL.2.1 (c)	Conferring Model and redirect incomplete questions/answers Turn and Talk throughout the day! Graphic Organizer	Conferring Visual for categories to expand details or <i>Expanding</i> <i>Expression Tool</i>		
	-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.	SL.2.2 SL.2.3	Explicit instruction and modeling of asking clarifying questions, anchor chart, and guided practice during good things and content areas				
		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.2.4 SL.2.6				

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).	L.2.1 (d)	If ThenCurriculum: Writing Gripping Fictional Stories with Meaning and Significance	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 IfThenCurriculum)	
		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Capitalize holidays, product names, and geographic names.	L.2.2 (a)	Unit 1: <i>Lessons</i> from the Masters: Improving Narrative Writing Bend III Modeling and Conferring			

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.

Reading Co	mponent/	Student Objectives	Focus	Instr	uction/	Resources/	Assessment
Key I	•	What do students have to be able to	Standards	Sample	Activities	Suggested Works	What evidence (product
What reading comp covered and what vocabulary? What to kn (Reading Co	is the important do students need ow?	do? (Common Core Student Objective Language) Standards are listed when they are introduced. Instruction should	(Standard Code)	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)	or performance) is collected to determine that the students have met the reading objective?
Reading Component	Academic Vocabulary	continue throughout the year as students progress.		Instruction and Thematic Ideas	Differentiation		(RPS Literacy Assessment Charts)
Phonics/ Word Recognition		<i>Phonics and Word Recognition</i> 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	Jerry Johns Form 2B <u>The Strange</u> <u>Object</u> If: > 5 total miscues >3 comprehension Then:
Fluency	phrasing	<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	DRA Level 20 >94% with Fluency <u>></u> 8 and/or Comprehension <u>></u> 16 Words Their Way Primary Spelling Word Inventory
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		

Essential Question: How can our opinions influence the thinking of others?

Second Grade Page 9

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	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., <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	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? 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</i> <i>Instruction for Grades K-3</i> (Beck and McKeown)	

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 Co	omponent/	Student Objectives	Focus	Instr	uction/	Resources/	Assessment
Key Ideas 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	Standards (Standard Code)	Sample Activities What activities are used to develop the skills and knowledge? (Units of Study)		Suggested Works 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?
Reading Component	Academic Vocabulary	continue throughout the year as students progress.		Instruction and Thematic Ideas			(RPS Literacy Assessment Charts)
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	Words Their Way (Bear)	DRA Level 24 > 94% with Fluency <u>></u> 8 and/or Comprehension <u>></u> 16
Fluency		<i>Fluency</i> 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	<i>Craft and Structure</i> 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	-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	Time for Kids The Primary Comprehension Toolkit (Harvey and Goudvis) CAFÉ (Boushey and Moser) Reading For Meaning (Miller)	

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

Reading Component	Academic Vocabulary	Student Objectives	Focus Standards	Instruction and Thematic Ideas	Differentiatio n	Resources/ Suggested Works	Assessment
Writing	poets regular contrasting vision	Text Types and Purposes Production and Distribution of Writing		Writing Workshop Unit 4: <i>Big</i> <i>Thoughts in Small</i> <i>Packages</i> (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 Language and Vocabulary	 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 	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. Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when	SL.2.5 L.2.1 (e, f)	PowerPoint Voicethread iMovie Flickr Prezi Glogster Community Language Board Read Aloud	Conferring Assistance with Typing and Navigation Guided Reading	The CAFÉ (Boushey and Moser) Text Talk: Robust Vocabulary	
		 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 little boy watched by the little boy). Vocabulary Acquisition and Use 		Mini-lessons in the Reading Workshop <i>Text Talk</i> mini-lessons Writing Workshop Word Study		<i>Instruction for Grades K-3</i> (Beck and McKeown)	
		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., <i>happy/unhappy, tell /retell</i>) -Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	L.2.4 (b,c)				
		Demonstrate understanding of figurative language, word relationships and nuances in word meanings. -Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy</i> <i>or juicy</i>). -Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny,</i> <i>scrawny</i>).	L.2.5 (a,b)				

Grade: Second

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/		Student Objectives	Focus	Instruction/		Resources/	Assessment
Key Ideas 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		Sample Activities What activities are used to develop the skills and knowledge? (Units of Study)		Suggested Works 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?
Reading Component	Academic Vocabulary	continue throughout the year as students progress.		Instruction and Thematic Ideas	Differentiation		(RPS Literacy Assessment Charts)
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	Words Their Way	Jerry Johns Form 2C <u>Zoo Work</u> If: >5 total miscues >3 comprehension Then:
Fluency		<i>Fluency</i> 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	DRA Level 28 >94% with Fluency <u>></u> 8 and/or Comprehension <u>></u> 16 <i>Words Their Way Primary</i> Spelling Word Inventory
Reading Comprehension: Literature	synthesize	Range of Text Complexity ongoing	RL 2.10	Mini-lessons in Reading Workshop	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)	

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 Landforms Series 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

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 Adventurerers Series, My Science Investigation Series

Plants

Experiments with Plants (True Books)

Second Grade Page 14

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: