

Week	Marking Period 1	Week	Marking Period 3
1	Getting Started Days 1-3	21	Unit 3: Around the Town Lesson 5: Grandpa's Corner Store
2	Getting Started Days 4-8	22	Unit 4: Look Again Lesson 1: Animal Camouflage
3	Getting Started Days 9-10	23	Unit 4: Look Again Lesson 2: Hungry Little Hare
4	Unit 1: Kindness Lesson 1: Because of You	24	Unit 4: Look Again Lesson 3: How to Hide an Octopus and Other Sea Creatures
5	Unit 1: Kindness Lesson 2: For the Love of Our Earth	25	Unit 4: Look Again Lesson 4: How the Guinea Fowl Got Her Spots
6	Unit 1: Kindness Lesson 3: The Elves and the Shoemaker	26	Unit 4: Look Again Lesson 5: I See Animals Hiding
7	Unit 1: Kindness Lesson 4: The Lion and the Mouse	27	Unit 4: Look Again Lesson 5: I See Animals Hiding
8	Unit 1: Kindness Lesson 5: Corduroy	28	Unit 5: Courage Lesson 1: Dragons and Giants
9	Unit 1: Kindness Lesson 5: Corduroy	29	Unit 5: Courage Lesson 2: The Hole in the Dike
10	Unit 2: Let's Explore Lesson 1: Ants! They are hard workers!	30	Unit 5: Courage Lesson 3: The Empty Pot
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2: Let's Explore Lesson 2: If You Find a Rock	31	Unit 5: Courage Lesson 4: Akiak: A Tale from the Iditarod
12	Unit 2: Let's Explore Lesson 3: Hungry Hoppers	32	Unit 5: Courage Lesson 5: Brave as a Mountain Lion
13	Unit 2: Let's Explore Lesson 4: Birdhouse for Rent	33	Unit 5: Courage Lesson 5: Brave as a Mountain Lion
14	Unit 2: Let's Explore Lesson 5: Tell Me, Tree	34	Unit 6: America's People: Lesson 1: April and Her Family
15	Unit 2: Let's Explore Lesson 5: Tell Me, Tree	35	Unit 6: America's People: Lesson 2: New Hope
16	Unit 3: Around the Town Lesson 1: Red Light, Green Light, Mama and Me	36	Unit 6: America's People: Lesson 3: A Picture Book of Martin Luther King, Jr.
17	Unit 3: Around the Town Lesson 2: In the Money: A Book About Banking	37	End of Year Benchmarks
18	Unit 3: Around the Town Lesson 3: Jalapeno Bagels	38	Unit 6: America's People: Lesson 4: Jingle Dancer
19	Unit 3: Around the Town Lesson 4: Out and About at City Hall	39	Unit 6: America's People: Lesson 5: Cesar E. Chavez
20	Unit 3: Around the Town Lesson 5: Grandpa's Corner Store	40	Unit 6: America's People: Lesson 5: Cesar E. Chavez

<b>Time Frame</b>	<b>September/October/November</b>
<b>Topic</b>	
Phonics Review/Listening Skills/Comprehension/Grammar/Writing Process	
<b>Big Idea</b>	
English Language Arts Literacy Skills are required to communicate effectively and fluently.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Reading: How do readers make meaning from text?</li> <li>• Writing: How do writers use drawings, letters, and words to create a story?</li> <li>• Speaking and Listening: What are the things that good listeners do?</li> <li>• Language: How is spoken language different from written language?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Reading: Good readers use strategies to monitor their decoding and comprehension.</li> <li>• Writing: Authors write for many different purposes.</li> <li>• Speaking and Listening: How do we gain information about the world around us?</li> <li>• Language: Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> </ul>	
<b>CCSS</b>	RL.2.1-7 & RL.2.9-10; RI.2.1-8 & RI.2.10; RF.2.3-4; W.2.2-8; SL.2.1-5; L.2.1-6
<b>Key Concepts and Skills</b>	
<p><b><u>Reading for Literature</u></b> Students will</p> <ul style="list-style-type: none"> <li>• ask and answer questions, such as who, what, where, when, why, and how, to demonstrate understanding of key details in a text.</li> <li>• recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>• describe how characters in a story respond to major events and challenges.</li> <li>• describe how words and phrases supply rhythm and meaning in a story, poem, or song.</li> <li>• describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>• use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>• by the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity and proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	

- compare and contrast two or more versions of the same story by different authors or from different cultures.

### **Reading for Information**

Students will

- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 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 to locate key facts or information in a text efficiently.
- identify the main purpose of a text including what the author wants to answer, explain, or describe.
- explain how specific images contribute to and clarify a text.
- describe how reasons support specific points the author makes in a text.
- by the end of the year, read and comprehend informational text, including history, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Reading: Foundational Skills**

Students will

- know and apply grade level phonics and word analysis skills and decoding words.
- read with sufficient accuracy and fluency to support comprehension.

### **Writing**

Students will

- 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.
- with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- participate in shared research and writing projects.
- recall information from experiences or gather information from provided sources to answer a question.

### **Speaking and Listening**

Students will

- prepare for and participate effectively in a range of conversations and collaborations with

diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 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.

### **Language**

Students will

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- demonstrate understanding of word relationships and nuances in word meanings.
- acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Learning Activities**

### **Reading for Literature**

- Read orally.
- Listen to and discuss oral stories.
- Read to find answers to teacher-directed questions about sequence and for clarification.

### **Reading for Information**

- Restate story elements.
- Write simple questions and have classmates respond.
- Review paragraphs orally, stopping to identify main ideas and details.

### **Reading: Foundational Skills**

- Review of sound-spellings through use of wall cards, word lines, and dictation activities.

### **Writing**

- Discuss simple sentence structure as comprising a complete thought.

- Introduce the writing process.
- Provide examples of descriptive writing.
- Journal prompts – pictures and words.
- Review the mechanics of proper handwriting.

**Speaking and Listening**

- Follow and give directions.
- Storytelling
- Modeling/role playing
- Listen to examples of various forms of expression for different types of sentences.

**Language**

- Proofreading as skill reinforcement
- Skills practice sheets completed and corrected together
- Skills practice sheets on different parts of speech

**Assessments**

- Benchmarks
- Quick writes
- Class work/Homework
- Rubric assessment of writing tasks
- Ongoing informal observations
- Oral fluency assessments
- Authentic performance assessments
- Tests and quizzes
- Oral presentations

**21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations and Concepts		

**Interdisciplinary Connections**

- Science
- Social Studies
- Math
- Art
- Technology

<b>Technology Integration</b>		
<b>CPI #</b>	<b>Activity</b>	<b>Proficiency Level</b>
<b>8.1.2.A.5</b>	Navigate in Elementary Browser	Developing
<b>8.1.2.B.1</b>	Create an audio recording of a story or poem	Developing
<b>Technology Resources</b>		
<ul style="list-style-type: none"><li>• eStudent Reader</li><li>• eSkills &amp; eGames</li><li>• eDecodable Stories</li><li>• Listening Library CDs</li><li>• DVDs and player</li><li>• CDs and player</li><li>• Audiotapes and player</li><li>• Computers</li></ul>		

<b>Time Frame</b>	<b>December/January</b>
<b>Topic</b>	
Phonics Review/Listening Skills/Comprehension/Grammar/Writing Process	
<b>Big Idea</b>	
English Language Arts Literacy Skills are required to communicate effectively and fluently.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Reading: What strategies do good readers use?</li> <li>• Writing: What strategies do effective writers use for revising and editing text?</li> <li>• Speaking and Listening: What makes a speaker easy to follow and understand?</li> <li>• Language: What are the correct ways to use punctuation marks?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Reading: Fluent readers group words quickly to help them gain meaning from what they read.</li> <li>• Writing: Writing conveys meaning.</li> <li>• Speaking and Listening: Oral discussion helps to build connections to others and create opportunities for learning.</li> <li>• Language: Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> </ul>	
<b>CCSS</b>	RL.2.1, RL.2.3, RL.2.7, RL.2.10; RI.2.1-8 & 10; RF.2.3-4; W.2.1-3 & 5-8; SL.2.1-6; L.2.1-6
<b>Key Concepts and Skills</b>	
<p><b><u>Reading for Literature</u></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• ask and answer questions, such as who, what, where, when, why, and how, to demonstrate understanding of key details in a text.</li> <li>• describe how characters in a story respond to major events and challenges.</li> <li>• use information gained from the illustrations and words in a print or digital text to demonstrate of its characters, setting, or plot.</li> <li>• by the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity and proficiently, with scaffolding as needed at the high end of the range.</li> </ul> <p><b><u>Reading for Information</u></b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• ask and answer questions, such as who, what, where, when, why, and how, to demonstrate</li> </ul>	

understanding of key details in a text.

- identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 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 to locate key facts or information in a text efficiently.
- identify the main purpose of a text including what the author wants to answer, explain, or describe.
- explain how specific images contribute to and clarify a text.
- describe how reasons support specific points the author makes in a text.
- by the end of the year, read and comprehend informational text, including history, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Reading: Foundational Skills**

Students will

- know and apply grade level phonics and word analysis skills and decoding words.
- read with sufficient accuracy and fluency to support comprehension.

### **Writing**

Students will

- write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- 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.
- with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- participate in shared research and writing projects.
- recall information from experiences or gather information from provided sources to answer a question.

### **Speaking and Listening**

Students will

- prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- integrate and evaluate information presented in diverse media and formats, including



visually, quantitatively, and orally.

- evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.
- 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.
- tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 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.
- adapt speech to a variety of contexts and communicative tasks demonstrating commands of formal English when indicated or appropriate.

### **Language**

Students will

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- demonstrate understanding of word relationships and nuances in word meanings.
- acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Learning Activities**

### **Reading for Literature**

- Develop theme-related vocabulary derived from stories.
- Read orally and with a partner to find answers.
- Read to find answers to teacher-directed questions about sequence and for clarification.

### **Reading for Information**

- Restate story elements.
- Write simple questions and have classmates respond.
- Review paragraphs orally stopping to identify main ideas and details.

**Reading: Foundational Skills**

- Participate in word line games
- Review sound-spellings through dictation activities.

**Writing**

- Respond to a picture.
- Proofread written work.
- Use graphic organizers to help gather thoughts for writing.

**Speaking and Listening**

- Follow and give directions.
- Use theme-related stories to compare and contrast.
- Present to an audience using appropriate speed and volume.
- Critique peer presentations both orally and in written form.
- Listen to stories on CD and respond to teacher-given prompt.
- Share writing with peers through oral presentations.

**Language**

- Use Communicators to play word games.
- Participate in games that reinforce parts of speech.
- Participate in daily editing activities.
- Skills practice sheets--completed and corrected together
- Skills practice sheets on different parts of speech

**Assessments**

- Benchmarks
- Quick writes
- Class work/Homework
- Rubric assessment of writing tasks
- Ongoing informal observations
- Oral fluency assessments
- Oral presentations
- Authentic performance assessments
- Tests and quizzes

**21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations and Concepts		

### Interdisciplinary Connections

- Science
- Social Studies
- Math
- Art
- Theater
- Technology

### Technology Integration

CPI #	Activity	Proficiency Level
<b>8.1.2.A.4</b>	Type weekly spelling words in Microsoft Word	Developing
<b>8.1.2.A.5</b>	Navigate in Elementary Browser	Developing
<b>8.1.2.B.1</b>	Create an audio recording of a story or poem	Developing
<b>8.1.2.C.1</b>	Pen Pals through email	Developing
<b>8.1.2.D.1</b>	Use a modified Works Cited form	Introductory
<b>8.1.2.F.1</b>	<a href="http://www.harcourtschool.com/s2">www.harcourtschool.com/s2</a>	Developing

### Technology Resources

- eStudent Reader
- eSkills & eGames
- eDecodable Stories
- Listening Library CDs
- Audiocassette tapes/recorder/headphones
- computers
- software programs
  - Word
  - PowerPoint
- DVDs and player
- CDs and CD player
- [www.harcourtschool.com/s2](http://www.harcourtschool.com/s2)

<b>Time Frame</b>	<b>February/March</b>
<b>Topic</b>	
Comprehension/Grammar/Writing Process	
<b>Big Idea</b>	
English Language Arts Literacy Skills are required to communicate effectively and fluently.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Reading: How does the style and point of view of the author affect the reader's understanding of the text?</li> <li>• Writing: What strategies do effective writers use for revising and editing text?</li> <li>• Speaking and Listening: What strategies does a viewer use to distinguish between different or persuasive points of view?</li> <li>• Language: How are parts of speech used in daily writing?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Reading: Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Writing: Good writers use a repertoire of strategies that enables them to vary form and style in order to write for different purposes, audiences, and contexts.</li> <li>• Speaking and Listening: Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>• Language: Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> </ul>	
<b>CCSS</b>	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10, RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, RF.2.3, RF.2.4, W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.4, L.2.6
<b>Key Concepts and Skills</b>	
<b><u>Reading for Literature</u></b>	
<ul style="list-style-type: none"> <li>• Students will Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>• Describe how words and phrases supply rhythm and meaning in a story, poem, or song. Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• Describe how characters in a story respond to major events and challenges.</li> <li>• Use information gained from the illustrations and words in a print or digital text to</li> </ul>	

demonstrate of its characters, setting, or plot.

- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity and proficiently, with scaffolding as needed at the high end of the range.

### **Reading for Information**

Students will

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- Identify the main purpose of a text including what the author wants to answer, explain, or describe.
- Explain how specific images contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- By the end of the year, read and comprehend informational text, including history, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Reading: Foundational Skills**

Students will

- Know and apply grade level phonics and word analysis skills and decoding words.
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### **Writing**

Students will

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section
- 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.
- With guidance and support from adults and peers, focus on a topic and strengthen writing a needed by revising and editing.
- With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects.

- Recall information from experiences or gather information from provided sources to answer a question.

### **Speaking and Listening**

Students will

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 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.
- Adapt speech to a variety of contexts and communicative tasks demonstrating commands of formal English when indicated or appropriate.

### **Language**

Students will

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Learning Activities**

### **Reading for Literature**

- Develop theme related vocabulary derived from stories.

- Read orally and with a partner to find answers.
- Read to find answers to teach directed questions about sequence and for clarification.
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### **Reading for Information**

- Restate story elements.
- Write simple questions and have classmates respond.
- Review paragraphs orally stopping to identify main ideas and details.
- Read and respond to related literature.
- Use theme-related vocabulary derived from stories.

### **Reading: Foundational Skills**

- Word line games
- Review of sounds and spellings using dictation.
- Locate vocabulary words in glossary.

### **Writing**

- Write a letter persuading their parent to meet a personal want.
- List details to support an opinion.
- Proofread written work.
- Use graphic organizers to help gather thoughts for writing.
- Review the mechanics of proper handwriting

### **Speaking and Listening**

- View and discuss thematic videos.
- Use theme-related stories to compare and contrast.
- Interview a peer about the theme being studied.
- Use technology resources to reinforce listening and speaking skills.
- Listen to stories on CD and respond to teacher prompt.
- Share writing with peers through oral presentations.

### **Language**

- List various adjectives on cards and post them around the room for future use.
- Proofread to fix punctuation and grammar.
- Daily editing
- Skills practice sheets – done and corrected together
- Skills practice sheets for different parts of speech

## **Assessments**

- Benchmarks
- Quick writes
- Class work/Homework
- Rubric assessment of writing tasks
- Ongoing informal observations

- Oral fluency assessments
- Oral presentations
- Authentic performance assessments
- Tests and quizzes

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills		
x	Problem Solving	x	Decision Making	x	Technology Operations and Concepts		

### Interdisciplinary Connections

- Science
- Social Studies
- Math
- Art
- Technology

### Technology Integration

CPI #	Activity	Proficiency Level
<b>8.1.2.A.4</b>	Write weekly spelling words in Microsoft Word	Developing
<b>8.1.2.A.5</b>	Navigate in Elementary Browser	Developing
<b>8.1.2.B.1</b>	PowerPoint presentations	Developing
<b>8.1.2.C.1</b>	Pen Pals through email	Developing
<b>8.1.2.D.1</b>	Use a modified Works Cited form	Developing
<b>8.1.2.E.1</b>	<a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a> to research problems/solutions in animal habitats	Developing
<b>8.1.2.F.1</b>	<a href="http://www.harcourtschool.com/s2">www.harcourtschool.com/s2</a>	Developing

### Technology Resources

- eStudent Reader
- eSkills & eGames
- eDecodable Stories
- Listening Library CDs
- computers
- [www.harcourtschool.com/s2](http://www.harcourtschool.com/s2)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- CDs and CD player
- DVDs and player
- Audiocassette tapes/recorder/headphones
- software programs



- Word
- PowerPoint

<b>Time Frame</b>	<b>April/May/June</b>
<b>Topic</b>	
Comprehension/Grammar/Writing Process	
<b>Big Ideas</b>	
English Language Arts Literacy Skills are required to communicate effectively and fluently.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Reading: Why and how does a reader generate text supported evidence?</li> <li>• Writing: Does the writer have an obligation to help the reader understand?</li> <li>• Speaking and Listening: What makes a speaker easy to follow and understand?</li> <li>• Language: How does the reader identify and label parts of sentence (parts of speech, punctuation, subject/predicate)?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Reading: Good readers employ strategies to help them understand text. Strategic readers can develop, select, and develop strategies to enhance their comprehension.</li> <li>• Writing: Writing helps us clarify, as well as express, our thoughts.</li> <li>• Speaking and Listening: Oral discussion helps to build connections to others and create opportunities for learning.</li> <li>• Language: Researchers gather and critique information from different sources for specific purposes.</li> </ul>	
<b>CCSS</b>	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10, RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.8, RI.2.10, RF.2.3, RF.2.4, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6
<b>Key Concepts and Skills</b>	
<b><u>Reading for Literature</u></b>	
<ul style="list-style-type: none"> <li>• Students will Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>• Describe how words and phrases supply rhythm and meaning in a story, poem, or song. Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• Describe how characters in a story respond to major events and challenges.</li> <li>• Use information gained from the illustrations and words in a print or digital text to demonstrate its characters, setting, or plot.</li> </ul>	

- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity and proficiently, with scaffolding as needed at the high end of the range.

**Reading for Information**

Students will

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- 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 to locate key facts or information in a text efficiently.
- Identify the main purpose of a text including what the author wants to answer, explain, or describe.
- Describe how reasons support specific points the author makes in a text.
- By the end of the year, read and comprehend informational text, including history, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Foundational Skills**

Students will

- Know and apply grade level phonics and word analysis skills and decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

**Writing**

Students will

- 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.
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects.
- Recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening**

Students will

- Prepare for and participate effectively in a range of conversations and collaborations with

diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 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.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 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.
- Adapt speech to a variety of contexts and communicative tasks demonstrating commands of formal English when indicated or appropriate.

### **Language**

Students will

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Learning Activities**

### **Reading for Literature**

- Develop theme related vocabulary derived from stories.
- Read orally and with a partner to find answers.
- Read to find answers to teach directed questions about sequence and for clarification.
- Read and respond to related literature.

### **Reading for Information**

- Discuss plot and character.
- Complete comprehension assessments independently.
- Review paragraphs orally stopping to identify main ideas and details.
- Read and respond to related literature.
- Use theme related vocabulary derived from stories.

### **Reading: Foundational Skills**

- Word line games
- Review of sounds and spellings using dictation.
- Read and discuss literature involving personal culture and heritage.

### **Writing**

- Create a poster with captions of points of interest as they relate to personal experiences.
- Proofread written work.
- Use graphic organizers to help gather thoughts for writing.
- Review the mechanics of proper handwriting

### **Speaking and Listening**

- Oral presentation of a favorite family or custom.
- Locate and discuss different countries as they are related to personal heritages.
- Use technology resources to reinforce listening and speaking skills.
- Gather and organize data as related to class' favorite holiday, season, or activity.

### **Language**

- Proofread to fix punctuation and grammar.
- Daily editing
- Skills practice sheets – done and corrected together
- Skills practice sheets for different parts of speech
- Locate and illustrate subject and predicate in a sentence.

## **Assessments**

- Benchmarks
- Quick writes
- Class work/Homework
- Rubric assessment of writing tasks
- Ongoing informal observations
- Oral fluency assessments
- Oral presentations
- Authentic performance assessments
- Tests and quizzes

## **21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
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x	Life & Career Skills	x	Information Literacy	x	Media Literacy
x	Chronological Thinking	x	Spatial Thinking	x	Presentational Skills
x	Problem Solving	x	Decision Making	x	Technology Operations and Concepts
<b>Interdisciplinary Connections</b>					
<ul style="list-style-type: none"> <li>• Science</li> <li>• Social Studies</li> <li>• Math</li> <li>• Art</li> <li>• Theater</li> <li>• Technology</li> </ul>					
<b>Technology Integration</b>					
	<b>CPI #</b>		<b>Activity</b>		<b>Proficiency Level</b>
	8.1.2.A.5		Navigate in Elementary Browser		Mastery
	8.1.2.A.4		Write weekly spelling words in Microsoft Word		Mastery
	8.1.2.B.1		PowerPoint presentations		Mastery
	8.1.2.C.1		Pen Pals through email		Mastery
	8.1.2.D.1		Use a modified Works Cited form for research		Mastery
	8.1.2.E.1		<a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a> to research problems/solutions in animal habitats		Mastery
	8.1.2.F.1		<a href="http://www.harcourtschool.com/s2">www.harcourtschool.com/s2</a>		Mastery
	8.2.2.D.1		Various Microsoft programs		Developing → Mastery
	8.2.2.E.1		Participation in a Wiki or blog		Developing → Mastery
<b>Technology Resources</b>					
<ul style="list-style-type: none"> <li>• eStudent Reader</li> <li>• eSkills &amp; eGames</li> <li>• eDecodable Stories</li> <li>• Listening Library CDs</li> <li>• Audiocassette tapes/recorders/headphones</li> <li>• DVDs and player</li> <li>• CDs and CD player</li> <li>• Computers</li> <li>• <a href="http://www.harcourtschool.com/s2">www.harcourtschool.com/s2</a></li> <li>• <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></li> <li>• software program <ul style="list-style-type: none"> <li>○ Word</li> <li>○ PowerPoint</li> </ul> </li> </ul>					