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| **Grade Level: 2nd Grade** | **Timeframe Needed for Completion:** August, September, October**Grading Period:** First Nine Weeks |
| **Essential Questions: Language Arts*** What do good readers do?
* How can asking questions while reading increase understanding?
* Why is it important for readers to be aware of their reading habits?
* What impact can a reader's posture or attitude have on their reading of difficult text?
* How can attending closely to text, specific word choices, illustrations and images contribute to understanding?
 | **Essential Questions: Writing*** How do authors get ideas for their stories?
* How do authors make their stories come to life?
* Why is a story about one small moment, more interesting than a story that lists all the different things done on a day?
* What does reading as a writer mean?
* How can studying a master help you as a writer?
* What do you admire about an author's writing?
* Why is punctuation important?
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| **Language Arts** |
| **Reading*****Foundational Skills:******Phonological Awareness*****Phonics and Word Recognition****RF2.3a** – Know and apply grade-level phonics and word analysis in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words.***Fluency*****RF2.4a -**Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.**RF2.4c** – Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary***Informational Text:*** ***Craft and Structure******Integration of Knowledge & Ideas*****RF2.1**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text**RI2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**RI2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**Literature:** ***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.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.****Integration of Knowledge & Ideas****RL.2.1 Ask and answer, such questions as** who, what, where, when, why, and how**to demonstrate understanding of key details in a text.****RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | **Writing*****Theme: Personal Narratives*** ***Text Types and Purposes*** **Production and Distribution of Writing****W2.3** - 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.**W2.5** - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**Language*****Conventions of Standard English*** **L2.1a** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).**L2.2b** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closing of letters. | **Speaking and Listening****Presentation of Knowledge and Ideas****SL2.1a** – 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)**.****SL2.4** – Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.**SL2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | **Language*****Vocabulary Acquisition and Use**** L2.4 - 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.

a - Use sentence-level context as a clue to the meaning of a word or phrase.d - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark). |
| **Essential Vocabulary:**key detailsstaminacontextgood fit bookstory structureinformational textlong vowelshort vowelcharactersettingplotcompound wordnuancesword relationshipsalliterationrhythmfix-up strategiesimagediagramcollaborative conversationposture | **Resources:**<http://readingandwritingproject.org/resources/assessments/running-records>NYEngage Modules: <https://www.engageny.org/resource/grade-2-english-language-arts><https://learnzillion.com/><http://achievethecore.org/><https://www.readinga-z.com/><http://www.starfall.com/>Games and practice:<https://www.studyladder.com/><http://pbskids.org/games/reading/>[**https://www.abcya.com/second\_grade\_computers.htm**](https://www.abcya.com/second_grade_computers.htm)<http://www.learninggamesforkids.com/vocabulary_games.html><http://www.sheppardsoftware.com/web_games_vocab.htm> |