|  |  |
| --- | --- |
| **Grade Level: 2nd Grade** | **Timeframe Needed for Completion:** November, December, January**Grading Period:** Second Nine Weeks |
| **Essential Questions: Language Arts*** How can asking and answering questions help me to better understand a text?
* How can I use graphic organizers to recall key details?
* Why is the order of events in a story important?
* How can asking and answering questions help me to better understand a text?
* How can I use graphic organizers to recall key details?
* How can using diagrams help me comprehend informational text?
 |
| **Language Arts** |
| **Reading****Foundational Skills:*****Phonological Awareness*****Phonics and Word Recognition**Reading Foundation Phonics and Word Recognition**RF.2.3a** - 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**RF.2.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.Phonics and Word Recognition**RF2.3b** - Know and apply grade-level phonics and word analysis in decoding words. Know spelling-sound correspondences for additional common vowel teams.Fluency**RF2.4a** - Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. **Fluency****Informational Text:** **Integration of Knowledge & Ideas****RI.2.1** - 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.Integration of Knowledge and Ideas**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.2.1** 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**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.Integration of Knowledge and Ideas**Integration of Knowledge & Ideas** **RL.2.5** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**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*****Text Types and Purposes***  ***Theme: Writing like a Scientist*****W2.2 -** Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**W2.6** – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**L2.1b** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).**L2.2d** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage – badge; boy – boil).***Theme: Writing & Research*****W2.2 –** Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **W2.6**- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**W2.7 –** 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).**W2.8** – Recall information from experiences or gather information from provided sources to answer a question.**L2.1** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).f - Produce, expand, and rearrange complete simple and **compound sentences** (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).**L2.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a - Capitalize holidays, product names, and geographical names. e - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | **Speaking and Listening****Presentation of Knowledge and Ideas** Comprehension and Collaboration**SL 2.1a** - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups. Follow agree-upon rules for discussion (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).**SL2.1** – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. b - Build on others’ talk in conversations by linking their comments to the remarks of others.c - 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.**SL2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**SL2.3** – 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.**SL2.6** – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  | **Language*****Conventions of Standard English*** ***Vocabulary Acquisition and Use*****L2.3a** - Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L2.4c** – 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 a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).**L2.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).**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 phrased. 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:**illustrate, beginning, middle, end, plot, compare, contrast, conclusion details, recall, character, story, setting, plot, beginning, middle, end, author examine, ask, generate, understand, graphic organizer, key details, stamina, context, good fit book, story structure, informational text, long vowel, short vowel, compound word, nuances, word relationships, alliteration, rhythm, fix-up strategies, image, diagram, collaborative conversations, posture, diagrams, images, graphs, interpret, nonfiction, informational | **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> |