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| **Grade Level: 2nd Grade** | | **Timeframe Needed for Completion:** April**,** May, June  **Grading Period:** Fourth Nine Weeks | |
| **Essential Questions: Language Arts**  How can I compare events, scientific ideas, or steps in technical procedures?   * What reasons support an author's ideas? * How can I analyze two texts on the same topic? * How do I select text on my level? * How do I independently read and comprehend informational text? How can I use the 5Ws to retell a story, fable or folktale and determine a central message, lesson, or moral? * How can I connect the text to the world, myself or another text? How do I decode and use expression to read fluently? * Can you find an illustration that tells you how a character is feeling? * What is the same about the characters in the two stories? * What is different? * What happened to the characters that is the same? * What happened that is different? * Look at these two stories. How did the authors solve the same problem in different ways? What cultural references are found in the texts? How do I select appropriate text? | | | |
| **Language Arts** | | | |
| **Reading**  ***Phonological Awareness***  **Phonics and Word Recognition**  **RF2.3d**- Know and apply grade-level phonics and word analysis in decoding words.  Decode words with common prefixes and suffixes.    **Fluency**  **RF2.4** - Read with sufficient accuracy and fluency to support comprehension.  a – Read on-level text with purpose and understanding.  c - Use context to confirm or self-correct word recognition and understanding,  rereading as necessary.  **Informational Text:**  **RI2.3 –** Describe the connection between a series of historical events, scientific  Ideas or concepts, or steps in technical procedures in a text.  **Integration of Knowledge & Ideas**  **RI2.8 –** Describe how reasons support specific points the author makes in a  text.  **RI2.9**– Compare and contrast the most important point presented by two texts on the same topic.  **RI2.10 -** By the end of the 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.  **Literature:**  ***Craft and Structure***  **RL2.2 –** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RL2.4**– 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 & Ideas**  **RL2.9**– Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  **RL2.10 –** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **Writing**  ***Text Types and Purposes***  ***Theme: Persuasive Writing***  **W2.1 -** 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.  **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.  **L2.1e** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.  ***Theme: Imagination 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.  **W2.6**- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  **L2.2c** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives. | **Speaking and Listening**  **Presentation of Knowledge and Ideas**    **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.  **SL2.4**– 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**  **L2.3a**– Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.  **L2.5a**- Demonstrates understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  **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). |
| **Essential Vocabulary:**  historical, scientific, technical, procedures, sequence, purpose, time line, main idea, details, evidence in text or text evidence reliability of a source, compare, contrast, author's purpose, text purpose , topic proficient, reading level, text complexity, comprehension, fluency, miscues, informational text retell, culture, diversity, events, details, fables, folktales, lesson, moral, central message, fluency, decoding, accuracy, expression, purpose, compare, contrast, version, authors, culture, proficient, reading level, text complexity, comprehension, fluency, miscues | | **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> | |