

# Webster Public Schools

## ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 3-Week 1

### Texts Used Across All Domains:

<p><b>Reading Writing Workshop:</b> <u>Magnets Work!</u></p> <p><b>Literature Anthology:</b> <u>I Fall Down</u></p> <p><b>Paired Reading in Anthology:</b> <u>Article: "Move It!"</u></p> <p><b>Read Aloud:</b> <u>Apples and Gravity</u></p>	<p><b>Leveled Readers:</b></p> <p>A: Forces at Work O: Forces at Work E: Forces at Work B: Forces at Work</p>	<p><b>Paired Readings:</b></p> <p>A: "Machines to Push and Pull" O: "Machines to Push and Pull" E: "Machines to Push and Pull" B: "Machines to Push and Pull"</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Unit 3 Big Idea:** Live and Learn (6-7 Weeks) ~ What have you learned about the world that surprises you?

### Week 1

*Weekly Concept:* The Earth's Forces  
*Essential Question:* How do the Earth's forces affect us?

	Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/ or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature			DIBELS  Writing Benchmark	
Reading Informational Text	<p><b>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.</b></p> <p style="color: red;">Students will be able to ask and answer questions about forces before, during, and after reading.</p> <p style="color: red;">Students will be able to make connections between texts to compare and contrast the forces described in each text.</p>	<p>Comprehension Strategy: Reread T30</p> <p>Reading/ Writing Workshop P 188</p> <p>Practice Book PP 103-105</p> <p>Reading/Writing Workshop</p>		

	<p><b>RI 2.5 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.</b>  Students will be able to use text features and text evidence to answer questions about forces.</p> <p>Students will be able to describe features of expository text.</p> <p><b>RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>  Students will be able to determine the <b>author's purpose</b> for writing this text (to inform). Students will be able to locate clues that indicate the author's purpose.</p> <p>Students will be able to list facts they've discovered about forces from the readings.</p> <p><b>RI 2.8 Describe how reasons support specific points the author makes in a text.</b>  Students will be able to find details from the text that support the subheadings.</p> <p><b>RI 2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. (See grade 2 Language standards 4–6 on applying knowledge of vocabulary to reading.)</b>  Students will be able to define and use vocabulary words specific to the science content throughout the texts.</p>	<p>P 190</p> <p>Practice Book P 107</p> <p>Comprehension Skill: Author's Purpose T32-33</p> <p>Graphic Organizer Practice Book P. 106</p> <p>Reading/Writing Workshop P. 189</p> <p>Practice Book PP 103-105</p>		
<p><b>Reading Foundations</b></p>	<p><b><u>Long a: ai, ay</u></b></p> <p><b>RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p>	<p>Word Work T12</p>		

	<p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.  <b>Students will be able to blend words with long a. Students will practice blending strategies by isolating phonemes in long a words.</b></p> <p><b>RF 2.4 Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <b>Students will be able to practice fluency and vocabulary in context.</b></p> <p><b>Students will be able to practice fluency and vocabulary in context.</b></p> <p><b>Students will be able to read high frequency words with accuracy and fluency.</b></p>	<p>Practice Book P. 102</p>		
<p><b>Writing</b></p>	<p><b><u>Write to Sources</u></b></p> <p><b>W 2.8.</b> Recall information from experiences or gather information from provided sources to answer a question  <b>Students will be able to use the text to answer text dependent questions.</b></p> <p><b>W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b>  <b>Students will be able to write complete sentences using action verbs. Students will be able to revise sentences to include action verbs.</b></p>	<p>Write to Sources  T22, T38-39, T54-55</p> <p>Reading/ Writing Workshop  P 192-193</p> <p>Language Arts: Grammar  Action Verbs  T 40</p>		

	<p><b><u>Writing Process</u></b></p> <p>W.2.1- Write opinion pieces that 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</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>Students will use the writing process to create an opinion/persuasive letter. Students should prewrite and draft a letter.</p>	Opinion Text T482		
Speaking & Listening	<p><b>SL 2.1b Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</b></p> <p>a. 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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>Students will be able to discuss what they already know about forces before reading the texts for this week.</p> <p>Students will discuss this week's vocabulary words by answering questions posed about each vocabulary word.</p> <p><b>SL 2.2 Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.</b></p> <p>Students will be able to retell orally the story of Isaac Newton and his discovery of gravity.</p> <p><b>SL 2.3 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.</b></p> <p>Students will be able to ask and answer questions about the read aloud story so that he or she will be able to retell the story to a peer.</p>	<p>Build Background T8</p> <p>Oral Language T10</p> <p>Listening Comprehension T11</p>		



	<p>dictionaries, as needed to check and correct spellings.  <b>Students will be able to spell words with long a vowel patterns.</b></p> <p><b>Students will be able to sort words with different long a spelling patterns.</b></p> <p><b>Students will be able to identify and read words with contracts- 's, 're,'ll, and 've.</b></p> <p><b>L2.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</b></p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. 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>).</p> <p>c. 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>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., <i>Dr., St., MA, p.m.</i>)</p> <p>g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., +, -, \$, ø).</p> <p><b>Students will be able to identify a root word, and be able to add inflectional endings such as ed, ing, s, or es to change the meaning of a word.</b></p> <p><b>Students will be able to rewrite names and addresses using abbreviations correctly.</b></p> <p><b>L2.5a Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>a. Identify real-life connections between words and</p>	<p>Expand Vocabulary T29</p> <p>Root Words T 53</p> <p>Grammar Mechanics: Abbreviations T 61</p> <p>Reading/ Writing Workshop</p>		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p> <p>Students will be able to make connections to the vocabulary words in this story by sharing experiences relating to the words.</p> <p><b>L2.6 Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</b></p> <p>a. Understand and use vocabulary from the Reading Literature standards up to and including grade 2 (e.g., <i>moral</i>, <i>dialogue</i>, <i>rhyme</i>, <i>rhythm</i>, <i>repetition</i>, <i>plot</i>) to talk and write about literary texts. [Note: Students are expected to use the terms in the context of reading, writing, speaking, and listening; they are not expected to define the terms in isolation.]</p> <p>Students will be able to make comparisons about the content in texts by recognizing and using similes.</p>	<p>pp 180-181</p> <p>Words in Context T16, T47</p> <p>Practice Book P. 101</p> <p>Reading/Writing Workshop P. 191</p> <p>Practice Book P. 108</p>		
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

**Webster Public Schools**  
**ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 3-Week 2**

**Texts Used Across All Domains:**

<p><b>Reading Writing Workshop:</b> <u>Starry Night</u></p> <p><b>Literature Anthology:</b> <u>Mr. Putter and Tabby See the Stars</u></p> <p><b>Paired Reading in Anthology:</b> <u>Article: "Day to Night"</u></p> <p><b>Read Aloud:</b> <u>The Hidden Sun</u></p>	<p><b>Leveled Readers:</b></p> <p>A: <u>A Special Sunset</u></p> <p>O: <u>A Different Set of Stars</u></p> <p>E: <u>A Different Set of Stars</u></p> <p>B: <u>Shadows in the Sky</u></p>	<p><b>Paired Readings:</b></p> <p>A: "Shadows and Sundials"</p> <p>O: "Stars"</p> <p>E: "Stars"</p> <p>B: "Eclipses"</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------

**Unit 3 Big Idea:** Live and Learn (6-7 Weeks) ~ What have you learned about the world that surprises you?

**Week 2**  
*Weekly Concept:* Look at the Sky  
*Essential Question:* What can we see in the sky?

	Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/ or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature	<p><b>RL 2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</b>  <i>Students will be able to ask and answer questions about the characters, setting, and plot of the texts read.</i></p> <p><i>Students will be able to reread a text to clarify understandings.</i></p> <p><b>RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b>  <i>Students will be able to use their understandings of genre and story elements to recognize the beginning, middle, and end of a story.</i>  <i>Students will be able to tell the sequence of events in a fictional text.</i>  <i>Students will be able to describe the important factual</i></p>	<p>Reading/Writing Workshop P 204</p> <p>Graphic Organizer Practice Book P 116</p> <p>Practice Book P 113-115</p> <p>Reading/Writing Workshop P 205</p> <p>Genre: Literature Reading/Writing Workshop P 206</p> <p>Access Complex Text T111</p>	<p>DIBELS</p> <p>Writing Benchmark</p>	



	information included in a fictional text.			
Reading Informational Text	<p><b>RI 2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. (See grade 2 Language standards 4–6 on applying knowledge of vocabulary to reading.)</b></p> <p>Students will be able to define and use vocabulary words specific to the science content throughout the texts.</p>			
Reading Foundations	<p><b><u>Long i</u></b></p> <p><b>RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Students will be able to blend words with long i. Students will practice blending strategies by isolating phonemes in long i words.</p> <p>Students will be able to divide a word into its syllables. Students will be able to recognize that open syllables end in one vowel, and that vowel sound is often long.</p> <p><b>RF 2.4b Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as</p>	<p>Word Work T 118, T136, T151</p> <p>Practice Book P 112</p> <p>Structural Analysis T119, 137, 143</p> <p>Online Platform: Structural Analysis</p> <p>Practice Book P 112</p> <p>Phonics/Spelling Practice Book P 58</p>		

	<p>necessary.  <b>Students will be able to practice fluency and vocabulary in context.</b></p> <p><b>RF 2.4c Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <b>Students will be able to practice fluency and vocabulary in context.</b></p> <p><b>Students will be able to read high frequency words with accuracy and fluency.</b></p>	<p>Fluency: Intonation  T 138</p> <p>Vocabulary  T 139</p> <p>Word Work: High Frequency Words  T 107</p>		
<p><b>Writing</b></p>	<p><b><u>Write to Sources</u></b></p> <p><b>W 2.8. Recall information from experiences or gather information from provided sources to answer a question</b>  <b>Students will be able to use the text to answer text dependent questions.</b></p> <p><b>Students will be able to use a model piece of writing to determine text evidence used to answer a prompt.</b></p> <p><b>W 2.4</b> Produce_ writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  <b>Students will be able to write to two sources by analyzing text evidence.</b></p> <p><b><u>Writing Process</u></b></p> <p><b>W 2.1 Write opinion pieces that introduce the</b></p>	<p>Language Arts: Write to Sources  T114, 130, 140</p> <p>Reading/Writing Workshop  P 208-209</p> <p>Language Arts: Write to Sources  T146</p>		

	<p><b>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.</b>  <i>Students will be able revise and edit an opinion letter with peers and independently.</i></p> <p><b>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b></p> <p>a. (Begins in grade 3)</p> <p>b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 2).  <i>Students will be able revise and edit an opinion letter with peers and independently.</i></p> <p><b>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>  <i>Students will be able revise and edit an opinion letter with peers and independently.</i></p>	<p>Opinion Text: T484</p>		
<p><b>Speaking &amp; Listening</b></p>	<p><b>SL 2.1a Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</b></p> <p>a. 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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.  <i>Students will be able to discuss what they already know about the sky before reading the texts for this week.</i></p> <p><i>Students will discuss this week's vocabulary words by answering questions posed about each vocabulary word.</i></p> <p><b>SL 2.2 Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>  <i>Students will be able to retell orally the story elements</i></p>			

	<p>of the story, "The Hidden Sun", and be able to describe orally what a "blue moon" is.</p> <p><b>SL 2.3 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.</b>  <i>Students will be able to ask and answer questions about the read aloud story so that he or she will be able to retell the story to a peer.</i></p>	<p>Listening Comprehension T103</p>		
<p>Language</p>	<p><b>L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b></p> <p><b><i>Sentence Structure and Meaning</i></b></p> <p>a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.</p> <p>b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.</p> <p><b><i>Word Usage</i></b></p> <p>c. Use collective nouns and frequently occurring irregular plural nouns.</p> <p>d. Use reflexive pronouns.</p> <p>e. Form and use the past tense of frequently occurring irregular verbs.  <i>Students will be able to determine if a verb is present or past tense. Students will be able to explain that present-tense verbs are actions that are happening now. Students will be able to identify present tense verbs.</i></p> <p><i>Students will be able to rewrite sentences using commas in a series.</i></p> <p><b>L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Print upper- and lowercase letters legibly and</p>	<p>Language Arts: Grammar Present-Tense Verbs T 115, T 132, T141</p> <p>Grammar Practice Book P 56, 60</p> <p>Grammar T147</p> <p>Word Work/ Phonics T 104, 120, 143, 144</p> <p>Online Platform: Spelling Word Sort</p> <p>Practice Book P 112</p> <p>Spelling T106</p>		

	<p>fluently.</p> <p>b. Capitalize holidays, product names, and geographic names.</p> <p>c. Use commas in greetings and closings of letters.</p> <p>d. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>e. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>, <i>boy</i> → <i>boil</i>).</p> <p>f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  <b>Students will be able to spell words with long i vowel patterns.</b>  <b>Students will be able to sort words with different long i spelling patterns.</b></p> <p><b>L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</b></p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., <i>Dr.</i>, <i>St.</i>, <i>MA</i>, <i>p.m.</i>)</p> <p>g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., +, -, \$, ø).</p>	<p>Reading/Writing Workshop P 207</p> <p>Practice Book P 118</p> <p>Vocabulary: Expand Vocabulary T 121</p> <p>Vocabulary/ Words in Context T108</p>		
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>Students will be able to identify the two words that make up a compound word. Students will be able to determine if a word is a compound word or not.</p> <p>Students will be able to identify a root word, and determine the inflectional ending attached to the root word.</p> <p>Students will be able to recognize present tense verbs by identifying the inflectional endings -s, -es, -ing.</p> <p><b>L2.5a Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p> <p>Students will be able to make connections to the vocabulary words in this story by sharing experiences relating to the words.</p>	<p>Reading/Writing Workshop P 196-197</p> <p>Oral Language/ Oral Vocabulary Words T 102</p>		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	--	--

**Webster Public Schools**  
**ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 3-Week 3**

Texts Used Across All Domains:

<p><b>Reading Writing Workshop:</b> <u>Lighting Lives</u></p> <p><b>Literature Anthology:</b> <u>Biblioburro: A True Story from Columbia</u></p> <p><b>Paired Reading in Anthology:</b> <u>Folktale: "The Enormous Turnip"</u></p> <p><b>Read Aloud:</b> <u>Color Your Community</u></p>	<p><b>Leveled Readers:</b></p> <p>A: City Communities O: City Communities E: City Communities B: City Communities</p>	<p><b>Paired Readings:</b></p> <p>A: "Magic Anansi" O: "Magic Anansi" E: "Magic Anansi" B: "Magic Anansi"</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

**Unit 3 Big Idea:** Ways People Help (6-7 Weeks) ~ How can people help out their community?

**Week 3**  
*Weekly Concept:* Ways People Help  
*Essential Question:* How can people help out their community?

	<b>Focus Standards/Objectives</b>	<b>Resources/ Strategies</b>	<b>Assessments</b>	<b>Special Education and ELL Accommodations</b> How will curriculum instruction and/ or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
<b>Reading Literature</b>	<p>RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><i>Students will be able to identify the features of narrative-nonfiction as a true story with characters and a plot.</i></p> <p><i>Students will recognize that the story is true, and is thus non-fiction even though it contains story elements similar to that of a fictional story.</i></p>	<p>Narrative Nonfiction T 218</p> <p>Practice Book P. 127</p> <p>Reading/Writing Workshop P 222</p>	<p>DIBELS</p> <p>Writing Benchmark</p>	
<b>Reading Informational Text</b>	<p>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.</p> <p><i>Students will be able to ask and answer questions about the texts read in order to clarify their understandings of what was read.</i></p> <p>RI 2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. (See grade 2 Language standards 4–6 on applying</p>	<p>Ask and Answer Questions T 214</p> <p>Reading/Writing Workshop P 220</p> <p>Practice Book Pp. 123-125</p>		

	<p><b>knowledge of vocabulary to reading.)</b>  Students will be able to define and use vocabulary words specific to the science content throughout the texts.</p> <p><b>RI 2.5 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.</b>  Students will be able to identify the key characteristics of narrative non-fiction, such as photographs and captions.</p> <p><b>RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</b>  Students will be able to identify the main topic of a selection.</p> <p><b>RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>  Students will be able to determine the <b>author's purpose</b> of the texts.</p> <p><b>RI 2.8 Describe how reasons support specific points the author makes in a text.</b>  Students will be able to identify clues that help to support the <b>author's purpose</b>.</p> <p>Students will be able to determine key details that support a given main topic.</p>	<p>Narrative Nonfiction T 218</p> <p>Practice Book P. 127</p> <p>Reading/Writing Workshop P 222</p> <p>Author's Purpose T 216</p> <p>Reading/Writing Workshop P 221</p> <p>Graphic Organizer Practice Book P.126 Practice Book P 123-125</p> <p>Main Topic and Key Details T 227</p>		
<p><b>Reading Foundations</b></p>	<p><u><b>Long o</b></u></p> <p><b>RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Students will be able to blend words with long o. Students</p>	<p>Word Work T 196, 210</p> <p>Practice Book P 197</p>		



	<p>will practice blending strategies by isolating phonemes in long o words.</p> <p><b>RF 2.4b Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <i>Students will be able to practice fluency and vocabulary in context.</i></p> <p><b>RF 2.4c Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <i>Students will be able to practice fluency and vocabulary in context.</i></p> <p><i>Students will be able to read high frequency words with accuracy and fluency.</i></p>	<p>Expression T 230</p> <p>High Frequency Words T 199</p> <p>Online Platform High-Frequency Word Routine</p>		
<p><b>Writing</b></p>	<p><b><u>Write to Sources</u></b></p> <p><b>W 2.8. Recall information from experiences or gather information from provided sources to answer a question</b></p> <p><i>Students will be able to use the text to answer text dependent questions.</i></p> <p><i>Students will be able to identify text evidence that was used in model response to text.</i></p> <p><i>Students will be able to use two sources to support an opinion.</i></p> <p><b><u>Writing Process</u></b></p> <p><b>W 2.1 Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply</b></p>	<p>Write to Sources: T206, 222, 232, 238, 244</p> <p>Reading/Writing Workshop P 224-225</p> <p>Write to Sources T 238</p> <p>Opinion Text T486</p>		



	<p><b>Sentence Structure and Meaning</b></p> <p>a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.</p> <p>b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.</p> <p><b>Word Usage</b></p> <p>c. Use collective nouns and frequently occurring irregular plural nouns.</p> <p>d. Use reflexive pronouns.</p> <p>e. Form and use the past tense of frequently occurring irregular verbs  Students will be able to identify past tense verbs.  Students will be able to determine if a verb is in past or present tense.</p> <p><b>L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Print upper- and lowercase letters legibly and fluently.</p> <p>b. Capitalize holidays, product names, and geographic names.</p> <p>c. Use commas in greetings and closings of letters.</p> <p>d. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>e. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>, <i>boy</i> → <i>boil</i>).</p> <p>f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  Students will be able to spell words with long o vowel patterns.  Students will be able to sort words with different long o spelling patterns.  Students will be able to write the two words that are used to make contractions with 't.  Students will be able to capitalize the beginning letter of a greeting and closing of a letter.</p>	<p>Word Work  T 198, 210, 212, 229, 235, 236</p> <p>Online Platform  Spelling Word Sort</p> <p>Practice Book  P 122</p> <p>Structural Analysis  T 211, 229, 235</p> <p>Phonics/Spelling Practice Book  P. 63</p> <p>Contractions:  Practice Book  P 122</p> <p>Mechanics:</p>		
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>Students will be able to recognize the punctuation needed after a greeting and closing in a letter.</p> <p><b>L2.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</b></p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Students will be able to use context clues (in both the text and the illustrations) to determine the meanings of an unknown word.</p> <p><b>L2.5a Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p> <p>Students will be able to make connections to the vocabulary words in this story by sharing experiences relating to the words.</p> <p>Students will be able to determine words that have similar meanings. Students will be able to determine if a word is stronger or weaker than others based on their shade of meaning.</p>	<p>Letter Punctuation T 233, 245</p> <p>Words in Context T 200</p> <p>Visual Vocabulary Cards &amp; Visual Glossary online</p> <p>Reading/Writing Workshop P 212-213</p> <p>Practice Book P121</p> <p>Synonyms T 220</p> <p>Reading/Writing Workshop P 223</p> <p>Practice Book P 128</p>		
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

**Webster Public Schools**

**ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 3-Week 4**

**Texts Used Across All Domains:**

<p><b>Reading Writing Workshop:</b> <u>Tornado!</u></p> <p><b>Literature Anthology:</b> <u>Wild Weather</u></p> <p><b>Paired Reading in Anthology:</b> <u>Article: "Can You Predict the Weather?"</u></p> <p><b>Read Aloud:</b> <u>Clouds All Around</u></p>	<p><b>Leveled Readers:</b></p> <p>A: Weather All Around O: Weather All Around E: Weather All Around B: Weather All Around</p>	<p><b>Paired Readings:</b></p> <p>A: "Colors in the Sky" O: "Colors in the Sky" E: "Colors in the Sky" B: "Colors in the Sky"</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------

**Unit 3 Big Idea:** Live and Learn (6-7 Weeks) ~ What have you learned about the world that surprises you?

**Week 4**

*Weekly Concept:* Weather Alert!

*Essential Question:* How does weather affect us?

	<b>Focus Standards/Objectives</b>	<b>Resources/ Strategies</b>	<b>Assessments</b>	<b>Special Education and ELL Accommodations</b> How will curriculum instruction and/ or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
<b>Reading Literature</b>			DIBELS  Writing Benchmark	
<b>Reading Informational Text</b>	<p><b>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.</b> <i>Students will be able to ask and answer questions about different types of dangerous weather while reading texts throughout this week.</i></p> <p><b>RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</b> <i>Students will be able to identify the main topic of each subheading section, as well as the main topic of the entire selection. Students will be able to take the main topic, and determine the main idea of the passage.</i></p> <p><b>RI 2.4 Determine the meaning of words and</b></p>	<p>Ask and Answer Questions T 306-307</p> <p>Reading/Writing Workshop P 236</p> <p>Practice Book Pp. 133-134</p> <p>Main Idea and Key Details T 308-309</p> <p>Reading/Writing Workshop P 237</p> <p>Graphic Organizer</p>		

	<p><b>phrases in a text relevant to a <i>grade 2 topic or subject area</i>. (See grade 2 Language standards 4–6 on applying knowledge of vocabulary to reading.)</b>  <i>Students will be able to define and use vocabulary words specific to the science content throughout the texts.</i></p> <p><b>RI 2.5 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.</b>  <i>Students will be able to determine the genre of the text by recognizing text features such as a sidebar and subheadings.</i></p>	<p>Practice Book  P.136  Practice Book  Pp. 133-135</p> <p>Informational Text  T 310</p> <p>Reading/Writing Workshop  P 238</p>		
<p><b>Reading Foundations</b></p>	<p><b><u>Long e</u></b></p> <p><b>RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.  <i>Students will be able to blend words with long e. Students will practice blending strategies by isolating phonemes in long e words.</i></p> <p><i>Students will be able to identify words that are singular and plural based on the endings of -s or -es.</i></p> <p><b>RF 2.4 Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive</p>	<p>Word Work  T 288, 320</p> <p>Practice Book  P 132</p> <p>Structural Analysis  T 303, 321, 327</p> <p>Practice Book  132</p> <p>Phonics/ Spelling Practice Book  P 68</p> <p>Phrasing</p>		

	<p>readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Students will be able to read texts using appropriate phrasing and expression by rereading the same text multiple times.</p> <p>Students will be able to read high frequency words with accuracy and fluency.</p>	<p>T 322</p> <p>High Frequency Words T 291</p> <p>Online Platform High-Frequency Word Routine</p>		
<b>Writing</b>	<p><b><u>Write to Sources</u></b></p> <p><b>W 2.8. Recall information from experiences or gather information from provided sources to answer a question</b></p> <p>Students will be able to use the text to answer text dependent questions. Students will be able to use multiple texts to determine a response including text evidence.</p> <p><b><u>Writing Process</u></b></p> <p><b>W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b></p> <p>a. (Begins in grade 3)</p> <p>b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 2).</p> <p>Students will be able to revise and edit a book review.</p> <p><b>W. 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</b></p> <p>Students will be able to revise and edit a book review.</p> <p><b>W 2.10 Write routinely for a range of tasks, purposes, and audiences.</b></p> <p>Students will be able to write a book review.</p>	<p>Write to Sources: T 298, 314, 324, 330, 336</p> <p>Reading/Writing Workshop P 240-241</p> <p>Opinion Text: Book Review T490</p>		
<b>Speaking &amp; Listening</b>	<p><b>SL 2.1b Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</b></p> <p>a. Follow agreed-upon rules for discussions (e.g.,</p>	<p>Introduce the Concept: T 284</p> <p>Reading/Writing Workshop P 226-227</p>		

	<p>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.  <i>Students will be able to discuss what they already know about forces before reading the texts for this week.</i></p> <p><i>Students will discuss this week's vocabulary words by answering questions posed about each vocabulary word.</i></p> <p><b>SL 2.2 Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>  <i>Students will be able to recall facts from the text "Clouds All Around" orally.</i></p> <p><b>SL 2.3 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.</b>  <i>Students will be able to ask and answer questions about the read aloud story so that he or she will be able to retell the story to a peer.</i></p>	<p>Oral Language T 286</p> <p>Interactive Read Aloud T 287</p> <p>Online Platform Ask and Answer Questions- Think Aloud Cloud</p>		
<p><b>Language</b></p>	<p><b>L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b></p> <p><b><i>Sentence Structure and Meaning</i></b></p> <p>a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.</p> <p>b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.</p> <p><b><i>Word Usage</i></b></p>	<p>Grammar: T 299, 316, 331, 337</p> <p>Grammar Practice Book P 66, 70</p>		



	<p>c. Use collective nouns and frequently occurring irregular plural nouns.</p> <p>d. Use reflexive pronouns.</p> <p>e. Form and use the past tense of frequently occurring irregular verbs.  <i>Students will be able to identify the verb "have" when the subjects are either singular or plural.</i></p> <p><i>Students will be able to determine whether the verb has or has should be used in a sentence by determining if the subject is either singular or plural.</i></p> <p><b>L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>a. Print upper- and lowercase letters legibly and fluently.</p> <p>b. Capitalize holidays, product names, and geographic names.</p> <p>c. Use commas in greetings and closings of letters.</p> <p>d. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>e. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  <i>Students will be able to spell words with long e vowel patterns.</i></p> <p><i>Students will be able to sort words with different long e spelling patterns.</i></p> <p><i>Students will be able to capitalize the first word in each important word in a title.</i></p> <p><b>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>,</p>	<p>Word Work T 290, 302, 304</p> <p>Online Platform Spelling Word Sort</p> <p>Practice Book P 132</p> <p>Mechanics: Book Titles T 325</p> <p>Words in Context T 292</p> <p>Visual Vocabulary Cards &amp; Visual Glossary online</p> <p>Reading/Writing Workshop P 228-229</p> <p>Practice Book P 131</p>		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p><i>scrawny</i>).</p> <p>Students will be able to make connections to the vocabulary words in this story by sharing experiences relating to the words.</p> <p>Students will be able to recognize antonyms and understand their connections to other words in the text, specifically other words that mean something similar and those that are opposites.</p>	<p>Antonyms T 312</p> <p>Reading/Writing Workshop P 239</p> <p>Practice Book P 138</p>		
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------	--	--

**Webster Public Schools**  
**ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 3-Week 5**

**Texts Used Across All Domains:**

<p><b>Reading Writing Workshop:</b> <u>They've Got the Beat</u></p> <p><b>Literature Anthology:</b> <u>Many Ways to Enjoy Music</u></p> <p><b>Paired Reading in Anthology:</b> <u>Article: "A Musical Museum"</u></p> <p><b>Read Aloud:</b> <u>Why People Drum</u></p>	<p><b>Leveled Readers:</b></p> <p>A: The Sounds of Trash O: The Sounds of Trash E: The Sounds of Trash B: The Sounds of Trash</p>	<p><b>Paired Readings:</b></p> <p>A: "Talking Underwater" O: "Talking Underwater" E: "Talking Underwater" B: "Talking Underwater"</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------

**Unit 3 Big Idea:** Live and Learn (6-7 Weeks) ~ What have you learned about the world that surprises you?

**Week 5**

*Weekly Concept:* Express Yourself

*Essential Question:* How do you express yourself?

Focus Standards/Objectives		Resources/ Strategies	Assessments	Special Education and ELL Accommodations How will curriculum instruction and/ or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.
Reading Literature			DIBELS  Writing Benchmark	
Reading Informational Text	<p><b>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.</b> <i>Students will be able to ask and answer questions about how people express themselves. Students will use details from the text to answer such questions.</i></p> <p><b>RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</b> <i>Students will be able to identify the most important point that an author makes about a topic.</i></p> <p><b>RI 2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or</i></b></p>	<p>Ask and Answer Questions T396</p> <p>Reading/Writing Workshop P 250</p> <p>Main Idea and Key Details T 398</p> <p>Reading/Writing Workshop P 251</p> <p>Graphic Organizer</p>		

	<p><b>subject area. (See grade 2 Language standards 4–6 on applying knowledge of vocabulary to reading.)</b>  <i>Students will be able to define and use vocabulary words specific to the content of the texts.</i></p> <p><b>RI 2.5 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.</b>  <i>Students will be able to identify expository text by recognizing text features such as bar graphs, photos, and captions.</i></p> <p><b>RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>  <i>Students will be able to determine the author's purpose for each of the texts read this week.</i></p>	<p>Practice Book P 146</p> <p>Practice Book P 143-145</p> <p>Expository Text T 400</p> <p>Reading/ Writing Workshop P 252</p> <p>Author's Purpose T 409</p>		
<p><b>Reading Foundations</b></p>	<p><b><u>Long u</u></b></p> <p><b>RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.  <i>Students will be able to blend words with long a. Students will practice blending strategies by isolating phonemes in long a words.</i></p> <p><b>RF 2.4 Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>a. Read grade-level text with purpose and understanding.</p>	<p>Word Work T 380, 381</p> <p>Practice Book P 142</p> <p>Fluency T 412</p>		

	<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <i>Students will be able to practice fluency and vocabulary in context.</i></p> <p><i>Students will be able to read high frequency words with accuracy and fluency.</i></p>	<p>High Frequency Words T 383</p> <p>Online Platform: High Frequency Word Routine</p>		
<p><b>Writing</b></p>	<p><b><u>Write to Sources</u></b></p> <p><b>W 2.8. Recall information from experiences or gather information from provided sources to answer a question</b>  <i>Students will be able to use the text to answer text dependent questions. Students will be able to use multiple sources to answer text dependent questions.</i></p> <p><b><u>Writing Process</u></b></p> <p><b>W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b></p> <p>a. (Begins in grade 3)</p> <p>b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 2).  <i>Students will be able to combine and rearrange sentences to make a more complex idea.</i></p> <p><b>W 2.10 Write routinely for a range of tasks, purposes, and audiences.</b>  <i>Students will be able to create a multimedia presentation to teach classmates about a musical instrument and how it works.</i></p> <p><b>W2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>  <i>Students will be able to create a multimedia presentation to teach classmates about a musical instrument and how it works.</i></p> <p><b>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</b></p>	<p>Write to Sources T 388, 404, 414, 421</p> <p>Reading/Writing Workshop P 254-255</p>		

	<p>observations).</p> <p>Students will be able to work with a partner to research a musical instrument.</p>			
Speaking & Listening	<p><b>SL 2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</b></p> <p>a. 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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.  Students will be able to discuss what ways they like to express themselves. Students will discuss with classmates the differences and similarities between the ways they express themselves and the way their classmates do.</p> <p>Students will discuss this week's vocabulary words by answering questions posed about each vocabulary word.</p> <p><b>SL 2.2 Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>  Students will be able to retell the key details from "Why People Drum" to a partner. They will be able to make connections between the different reasons people use drums to express themselves.</p> <p><b>SL 2.3 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.</b>  Students will be able to ask and answer questions about the read aloud story so that he or she will be able to retell the story to a peer.</p>	<p>Build Background T 376</p> <p>Reading/Writing Workshop P 242-243</p> <p>Oral Language T 378</p> <p>Listening Comprehension T 379</p>		
Language	<p><b>L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b></p>	<p>Grammar T 389, 406, 415, 421, 427</p> <p>Grammar Practice Book</p>		



Students will be able to sort words with different long a spelling patterns.

**L 2.4 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.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., *Dr., St., MA, p.m.*)
- g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., *+, -, \$, ø*).

Students will be able to recognize the prefixes re-, un-, and dis-. Students will be able to separate the root word from the prefix to help determine the meaning of the word.

**L2.5a Demonstrate understanding of word relationships and nuances in word meanings.**

- a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

Students will be able to make connections to the vocabulary words in this story by sharing experiences relating to the words.

Prefixes  
T 402

Reading/Writing Workshop  
P 253

Words in Context  
T 384

Digital Visual Glossary

Reading/Writing Workshop  
Pp 244-245

Practice Book



		P141		
--	--	------	--	--

**Webster Public Schools**  
**ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 3-Week 6**

**Unit 3 Big Idea:** Live and Learn (6-7 Weeks) ~ What have you learned about the world that surprises you?

Week Six can be used to reteach and revisit topics throughout the unit, assess students, level up with leveled readers, and work on the research standards listed below. We've included research suggestions from each of the five weeks in this unit along with additional ones from week 6. Our suggestion is to choose one or two of the projects described below to address the following speaking and listening, writing, and research standards.

### Standards

**W. 2.4 Produce\_ writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

**W. 2.6 With guidance and support from adults, use a variety of digital tools, to produce and publish writing, including in collaboration with peers**

**W. 2.7 Participate in shared research and writing projects (reading multiple books on single topic to produce a report, and record observations**

**W.2.10 Write routinely for a range of tasks, purposes, and audiences**

**RL.2.2 Retell stories, including fables and folktales, and determine their central message, lesson, or moral.**

**RL 2.6 Explain what dialogue is and how it can reveal characters' thoughts and perspectives**

**RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**

**RI. 2.9 Compare and contrast the most important points presented by two texts on the same topic**

**RI. 2.10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.**

**SL 2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**

- a. 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

**SL 2.3 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.**

**SL 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings.**

**SL 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)**

**L 2.2 f. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.f: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**

### Research and Inquiry Projects

**Week 1: Create a chart that shows different examples of pushes and pulls in everyday life. Students will add photographs to their charts, and create notecards about the information they researched in order to present them to the class. T62**

**Week 2: Write a description of one phase of the moon. Students will include an illustration or photograph to show the shape of the moon during the phase they are researching. Photographs should include captions. Groups can present their projects to the class. T154**

**Week 3: Create a fact sheet describing a community helper who solves problems in your community. Fact sheets should include the person's name, birthplace, along with specific details about how he or she solved a problem or helped the community. The fact sheet should include a picture of the person. T246**

**Week 4: Make a poster that explains how to stay safe in dangerous weather. Students will use formal information on their poster, and organize their information using text features. T338**

**Week 5: Create a poster or Multimedia Presentation about a musical instrument. Presentations should include information from a variety of sources, pictures or photographs showing what the instrument looks like, a diagram of the instrument. If creating a multimedia presentation, audio clips of the instrument's sound should be included. T428**

**Week 6: \* See Teachers' Manual T466-468\***

***Forces Experiment:*** Research teams generate questions around the forces described in the text and then design an experiment that answers that question.

***Phases of the Moon Poster:*** Research teams will research the order of the phases of the moon and create a visual poster.

***Community Helpers Play:*** The group will create and perform a play about the community helper. Children will research to find how the person helped.

***Weather Newscast:*** Research teams will select one of the weather types from the weekly texts and find an article describing a real-life situation.

***Making Musical Instruments:*** Research teams will research and then make an instrument. Then teams will present the instrument and explain how it makes sound.

**Reader's Theater: "I'll Be the Dragon" T 462-463, Digital Resource, PDF Online, pp.12-24**

**Reading Digitally: Time for Kids: "Antarctica Bound!" T464**

**Unit Wrap Up: The Big Idea: What have you learned about the world that surprises you? Students will review the texts and essential questions throughout this unit. Students will create an accordion foldable to record comparisons of texts.**