

Webster Public Schools

ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 4-Week 1

Texts Used Across All Domains:

<p>Reading Writing Workshop: <u>Alaska: A Special Place</u></p> <p>Literature Anthology: <u>Rain Forests</u></p> <p>Paired Reading in Anthology: <u>African Savannas</u></p> <p>Read Aloud: <u>“Where Do You Live?”</u></p>	<p>Leveled Readers:</p> <p>A: Rocky Mountain National Park O: Rocky Mountain National Park E: Rocky Mountain National Park B: Rocky Mountain National Park</p>	<p>Paired Readings:</p> <p>Genre: Expository A: “Yellowstone” O: “Yellowstone” E: “Yellowstone” B: “Yellowstone”</p>
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Unit 4 Big Idea: Our Life/Our World (6-7 Weeks) ~ What makes different parts of the world different?

Week 1

Weekly Concept: New Places

Essential Question: What makes different parts of the world different?

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>RL 2.1- Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><i>Students will be able to re-read information that is new or unclear. They can stop, and go back to re-read a word or a page to clarify information. Re-reading helps students remember key details from text.</i></p>	<p>T28-T29 Comprehension Strategy: Reread On Lvl PB 153-155 <i>In a Redwood Forest</i></p>		
Reading Informational Text	<p>RI 2.5 Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><i>Students will learn that expository text gives facts about a topic, which includes text features such as headings, photographs, captions, diagrams, labels, and maps</i></p>	<p>T 32-33 Expository Text On Lvl PB p. 157 <i>The Oasis of Mara</i></p>		

<p>Reading Foundations</p>	<p><u>Silent Letters: wr, kn, gn, mb, sc</u></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. <i>Students will be able to blend sounds made by letter pairs leaving out the sounds of the silent letters.</i></p> <p>RF 2.4 Read with sufficient accuracy and fluency to support comprehension.</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 reread a word, or a page of an earlier section to clarify unclear information</i></p>	<p>T 26 Silent Letters</p> <p>YTPB p.152</p> <p>T 28-29 Text Evidence YTPB. pp. 153-155 On Lvl PB <i>In A Redwood Forest</i></p>		
<p>Writing</p>	<p><u>Write to Sources</u></p> <p>W 2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement. <i>Students will be able to write a short response to RWW text Alaska: A Special Place using text evidence as details.</i></p> <p><u>Process Writing</u> Fictional Narrative</p> <p>W2.3-Write narratives in which they recount a well-elaborated event or sequence of events including details to describe actions, thoughts and feelings, using order words to signal events and provide a sense of closure.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an appropriate narrative sequence.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Incorporate figurative language and the sounds of words (e.g., using alliteration, onomatopoeia, or rhyme) as key elements.</p>	<p>Write to Sources: T46</p> <p>YTPB. p. 159</p> <p>Narrative Text Fictional Narrative: T472-477</p>		

	<p>d. Use temporal words and phrases to signal order. Provide a sense of closure. <i>Students will be able to write fictional narratives in which they share an event from their lives, incorporating plot, dialogue, and time order words for sequence.</i></p>			
Speaking & Listening	<p>SL2.2 Recount or describe key details or details from a text read aloud or information presented orally through other media <i>Students will reread an informational text about different regions of the United States</i></p> <p>SL2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups</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 retell or describe key details from a text read aloud or information presented orally through other media.</i></p> <p>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. <i>Students will be able to ask questions and retell story events to explain how different parts of the world are different, and to solidify their understandings of the essential question.</i></p>	<p>T22-23 Interactive Read Aloud: "Where Do You Live?"</p> <p>T8-9 Regions and their characteristics T 11</p> <p>T10 Oral Language: Wonders Platform: Topic Launch</p>		
Language	<p>L2.1 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.</p> <p><i>Sentence Structure and Meaning</i></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>T36-37 Writing About Text <i>Alaska: A Special Place</i></p>		

	<p>b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.</p> <p>Word Usage</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 form past and present tense linking verbs in sentences.</i></p> <p>L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>knife</i> → <i>know</i>, <i>comb</i> → <i>crumb</i>).</p> <p>f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <i>Students will be able to spell and blend words with silent letters wr, kn, gn, mb, sc</i></p> <p>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.</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>Grammar:T38 & T39 Linking Verbs</p> <p>T 86 Words with silent letters</p> <p>YTPB. p. 152</p> <p>T34-35 Compound Words: YTPB p. 158</p>		
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	<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., +, -, \$, ∅).</p> <p>Students will be able to use smaller words to figure out the meaning of the larger compound word also using context clues.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</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 define and use vocabulary words from the selection in their oral language and their writing.</p>	<p>T 16-17 On LVI PB p. 151</p>		
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ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 4-Week 2

Texts Used Across All Domains:

<p>Reading Writing Workshop: <u>Into The Sea</u></p> <p>Literature Anthology: <u>Volcanoes</u></p> <p>Paired Reading in Anthology: <u>“To The Rescue”</u></p> <p>Read Aloud: <u>Earth Changes</u></p>	<p>Leveled Readers:</p> <p>Genre: Expository</p> <p>A: Earthquakes</p> <p>O: Earthquakes</p> <p>E: Earthquakes</p> <p>B: Earthquakes</p>	<p>Paired Readings:</p> <p>Genre: Expository</p> <p>A: “Glaciers”</p> <p>O: “Glaciers”</p> <p>E: “Glaciers”</p> <p>B: “Glaciers”</p>
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Unit 4 Big Idea: Our Life/Our World (6-7 Weeks) ~ How does the Earth change?

Week 2

Weekly Concept: Our Changing Earth
Essential Question: How does the Earth change?

	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				
Reading Informational Text	<p>RL.2.5 Know and use various text features (captions, bold print, subheadings, glossaries , indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><i>Students will recognize the characteristics and text features of an expository text. (headings, photographs with captions, diagrams with labels, and maps)</i></p>	<p>T122-123 Expository Text YTPB: <i>Avalanche</i> p.167</p> <p>RWW: Informational Text, T282</p> <p>Practice Book: P. 17</p>	<p>DIBELS</p> <p>Writing Benchmark</p>	
Reading Foundations	<p>Sorting R-controlled er, ir, ur, or</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><i>Students will blend phonemes to form words that have r-</i></p>	<p>Word Work: T116</p> <p>YTPB. p.162</p> <p>Word Work: T146</p>		

	<p>W.2.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. Students will focus on the draft and revise stages of the writing process. Students will draft a fictional narrative piece.. Students will review their drafts using partners and teacher conferences for suggestions how to revise their writing.</p>	<p>T 472-477 Word Choice YTPB p. 169</p>		
<p>Speaking & Listening</p>	<p>SL.2.2 Recount or describe key details, or details from text read aloud or information presented orally or through other media. Students will participate in conversations at a grade appropriate level and retell details.</p> <p>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. Students will develop oral language and discuss the essential question.</p>	<p>Build the Concept T112-113 “Earth Changes”</p> <p>T100-101</p>		
<p>Language</p>	<p>L.2.4</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., <i>+, -, \$, ø</i>).</p> <p>Students will use context clues within a sentence to determine word meaning</p>	<p><u>Words In Context:</u> T106</p> <p>YTPB: p. 168</p> <p>Words in Context: T106</p> <p>Context Clues T124</p> <p>YTPB: p.161</p>		

	<p>L.2.5 Demonstrate understandings of word relationships and nuances in word meanings <i>Students will use words in context to determine the definition</i></p> <p>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.</p> <p><i>Sentence Structure and Meaning</i></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><i>Word Usage</i></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 review that a helping verb helps another verb to show action in a sentence.</i></p> <p>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.</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</p>	<p>Grammar: T 106 On Lvl PB p. 161</p> <p>T 106-107 On Lvl PB p. 161</p> <p>T 111 Grammar: Helping Verbs PB p. 81</p> <p>Grammar T128-129</p> <p>T 124-125 Context Clues On Lvl PB p. 168</p>		
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	<p>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., +, -, \$, ϕ).</p> <p>Students will use context clues to figure out a word they don't know by looking for a word and sentences near it for clues to its meaning.</p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</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 understand the meaning of each vocabulary word using pictures, definitions, and examples. Students will give examples of each vocabulary word and make their own real-life connections.</p>	<p>TT 106-107</p>		
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ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 4-Week 3

Texts Used Across All Domains:

<p style="text-align: center;">Reading Writing Workshop: Happy New Year!</p> <p style="text-align: center;">Literature Anthology: Dear Primo: A Letter to My Cousin</p> <p style="text-align: center;">Paired Reading in Anthology: “Games Around The World”</p> <p style="text-align: center;">Read Aloud: “My New School”</p>	<p style="text-align: center;">Leveled Readers:</p> <p>A: Sharing Cultures O: A New Life In India E: A New Life In India B: Akita and Carlo</p>	<p style="text-align: center;">Paired Readings:</p> <p>Genre: Literature Realistic Fiction</p> <p style="text-align: center;">A: Music Around The World O: Dress Around the World E: Dress Around the World B: Food Around the World</p>
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Unit 4 Big Idea: Our Life/Our World (6-7 Weeks) ~ How do different environments make the world an interesting place?

Week 3

Weekly Concept: Around the World

Essential Question: How are kids around the world different?

	Focus Standards/Objectives	Resources/ Strategies	Assessments	Special Education and ELL Accommodations <small>How will curriculum instruction and/ or assessments be accommodated to meet the needs of each student? Select one unit and provide examples.</small>
Reading Literature	<p>RL 2.3 - Describe how characters in a story respond to major events and challenges. <i>Students will be able to compare and contrast characters and events in the text.</i></p> <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. <i>Students will be able to look at the structure of a story. In the beginning of most stories, readers find out where the story is set and who the main characters are. In the middle of the story, characters often have a problem to solve. The end tells if and how a problem is solved.</i></p>	<p>T 225A-P <i>Dear Primo: A Letter to My Cousin</i></p> <p>T220 Plot: Sequencing</p>	<p>DIBELS</p> <p>WRITING BENCHMARK</p>	

	<p>RL.2.7 Use information gained from illustrations and words in print or digital text to demonstrate understanding of characters, setting or plot. <i>Students will discuss how children from around the world have different but similar games</i></p>	<p>T 231A-B “Games From Around the World”</p>		
Reading Informational Text				
Reading Foundations	<p><u>R-controlled Vowels: or, ore, oar; ar</u></p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. <i>Students will be able to blend words with or & ar r-controlled vowels</i></p> <p>RF 2.4 Read with sufficient accuracy and fluency to support comprehension.</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 read with expression showing emphasis and excitement</i></p>	<p>T192-193 YTPB p. 172</p> <p>Word Work T194</p> <p>T 231 Expression Using your voice to show feeling</p>		
Writing	<p><u>Write to Sources</u></p> <p>W 2.2 Write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <i>Students will respond to prompt asking for similarities/differences between cousins from different</i></p> <p>W 2.3 Write narratives in which they recount a well-elaborated event or a short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal order, and provide a sense of closure <i>Students will respond to the prompt by using the text evidence to give details, including words to show events and order, and use voice to show main characters feelings</i></p>	<p>T 226 Write to Literature Anthology: Similarities between cousins from different countries</p> <p>T216-217</p>		

	<p><u>Process Writing</u> Fictional Narrative</p> <p>W 2.3 Write narratives in which they recount a well-elaborated event or a short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal order, and provide a sense of closure <i>Students will use a graphic organizer to create their own stories about classmates, friends or family members</i></p>	<p>T 472-477 Fictional Narrative: Made Up Story that uses dialogue, and time order words to show sequence</p>		
<p>Speaking & Listening</p>	<p>SL2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</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>Children will discuss some of the customs, sports and games that are common to our culture versus people from other countries.</i></p> <p>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. <i>Students will be able to answer how kids around the world are the same and different.</i></p>	<p>T 188 How are kids around the world different?</p> <p><i>Around The World</i> T188-189</p> <p>T 191 "My New School" CRC p. 117-119</p>		
<p>Language</p>	<p>L2.1 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.</p> <p><i>Sentence Structure and Meaning</i></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</p>	<p>T 201 Irregular Verbs YTPB p. 172</p>		

	<p>choose between them depending on what is to be modified.</p> <p>Word Usage</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 practice forming the past tense of verbs in their irregular form</i></p> <p>L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Students will learn that irregular verbs don't add "ed" in the past tense</i></p> <p>L2.5 Demonstrate understanding of word relationships and nuances in word meanings.</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, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). <i>Students will be able to define and use vocabulary words from the selection in their oral language and their writing.</i></p> <p>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 <i>Students will use similes to compare how two things are alike using like or as</i></p>	<p>T 201 Grammar PB. p. 86</p> <p>T 196-197 On Lvl PB p. 171</p> <p>T 214-215 Figurative Language: Similes On Lvl PB p. 178</p>		
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Texts Used Across All Domains:

<p>Reading Writing Workshop: <u>Why the Sun and the Moon Live in the Sky</u></p> <p>Literature Anthology: <u>How the Beetle Got Her Colors</u></p> <p>Paired Reading in Anthology: <u>“How the Finch Gets Its Colors”</u></p> <p>Read Aloud: <u>“How Thunder and Lightning Came to Be”</u></p>	<p>Leveled Readers:</p> <p>A: Why Turtles Live In Water O: How Butterflies Came to Be E: How Butterflies Came to Be B: Why Spider Has 8 Thin Legs</p>	<p>Paired Readings:</p> <p>Genre: Drama A: “Why Corn Has Silk” O: “How the Rainbow Was Made” E: “ How the Rainbow Was Made” B: “Why There Are Stars”</p>
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Unit 4 Big Idea: Our Life/Our World (6-7 Weeks) ~ How can we understand nature?

Week 4
Weekly Concept: Stories About Nature
Essential Question: How can we understand nature?

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>RL. 2.7 Use information from illustrations and words in print or digital text to demonstrate understanding of characters, setting, and plot <i>Students will visualize setting and characters in a story to clarify events in the beginning, middle, and end of the story..</i></p>	<p>T 298-299 On Lvl PB p. 183-184 <i>Coyote Bring Fire</i></p>	<p>DIBELS</p> <p>WRITING BENCHMARK</p>	
Reading Informational Text	<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 knowledge of vocabulary to reading.) <i>Students will be introduced to new vocabulary, and will use context clues to determine word meaning</i></p>	<p>T 286-287 On Lvl PB p. 181</p>		
Reading Foundations	<p><u>R-controlled Vowel sounds: eer, ere, ear</u></p> <p>RF. 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading</p>	<p>T282-283 Word Work</p> <p>YTPB p.182</p>		

	<p>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 segment and blend phonemes in words with r-controlled vowels (eer, ere, ear)</i></p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</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 think about what characters say and do, to determine the theme of the text</i></p>	<p>T300-301 RWW p 308-309 Visualize/Theme</p>		
<p>Writing</p>	<p><u>Write to Sources</u></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, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. <i>Students will write an opinion piece responding to the prompt using text evidence to support the character and details with a supporting conclusion statement.</i></p> <p><u>Process Writing</u></p> <p>W2.8 Recall information from experiences or gather information from provided sources to answer a question <u>Narrative Text: Poems</u></p>	<p>T 2306-307 RWWp.312-313</p> <p>T 478-483</p>		

	<p>Expresses feelings, can rhyme, uses similes and metaphors, uses describing and sensory words Students will find a place that interests them, and write some details that make it interesting, and their feelings about this place.</p>			
Speaking & Listening	<p>SL2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</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 read a folktale about how the sun and moon ended up in the sky noting the key details.</p> <p>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. Students will visualize the events happening in the story</p>	<p>T278, Build Background T280, Oral Language</p> <p>T 280-281 <i>"How Thunder And Lightning Came to Be"</i> RWW Visualize/Theme P. 308-309</p>		
Language	<p>L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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 learn that friendly letters have special</p>	<p>T 317 Mechanics: Letter Punctuation</p>		

	examples. Students will give examples of each vocabulary word and make their own real-life connections.			
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Webster Public Schools
ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 4-Week 5

Texts Used Across All Domains:

<p>Reading Writing Workshop: <u>“Snow Shape”</u></p> <p>Literature Anthology: <u>“April Rain Song” “Rain Poem”</u></p> <p>Paired Reading in Anthology: <u>“Helicopters” “Windy Tree”</u></p> <p>Read Aloud: <u>“Redwood National Forest”</u></p>	<p>Leveled Readers:</p> <p>A: <u>A Hike In the Woods</u></p> <p>O: <u>A Little World</u></p> <p>E: <u>A Little World</u></p> <p>B: <u>Star Party</u></p>	<p>Paired Readings:</p> <p>A: “The Woods”</p> <p>O: “See A Star”</p> <p>E: “See A Star”</p> <p>B: “Moon”</p> <p>Genre: Poetry</p>
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Unit 4 Big Idea: Our Life/Our World (6-7 Weeks) ~ What excites us about nature?

Week 5

Weekly Concept: Nature!

Essential Question: What excites us about nature?

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.
<p>Reading Literature</p>	<p>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. <i>Students will read about things that excite people about nature and identify the key details from each poem</i></p> <p>RL. 2.4 Describe how words and phrases(regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song <i>Students will identify repetition in poems in order to stress the poem’s meaning</i></p> <p>RL. 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p>T400- 401 Key Details <i>“Redwood National Forest”</i></p> <p>T 392-393 Repetition RWW324 On Lvl PB p. 197 <i>A Rainy Day</i> YTPB Similies p.198</p> <p>T 388 RWW p. 322 Free Verse YTPB p. 193-195 <i>The First Skate</i></p>	<p>DIBELS</p> <p>WRITING BENCHMARK</p>	

	Students will learn that free-verse poetry tells a poet's thoughts, ideas, and feelings about a topic, they don't end with rhyming words, and can include figurative language that help reader to visualize the topic			
Reading Informational Text				
Reading Foundations	<p><u>R-controlled Vowel Sounds: are, air, ear, ere</u></p> <p>RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</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 apply blending skills with the r-controlled vowels</p>	<p>Word Work T372-373 On Lvl PB p. 192</p>		
Writing	<p><u>Write to Sources</u></p> <p>W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</p> <p>Students will pick a poem and describe what part of nature the author writes about.</p> <p><u>Writing Process</u> W.2.8 Recall information from experiences or gather information from provided sources to answer a question</p> <p>Students will review the features of a poem, and students will use sensory words to describe how something looks,sounds, tastes,smells, and feels</p>	<p>T 380</p> <p>Draft & Revise YTPB p. 199 Sensory Words</p> <p>T 478-483</p>		
Speaking & Listening	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.	<p>Build Background T368-369</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 participate in discussions to address the essential question: What excites people about nature?</p> <p>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.</p> <p>Students will follow the guidelines for collaborative conversations.</p>	<p>T 370-371 <i>"Redwood National Forest"</i></p> <p>Oral Language T378-379 RWW 320-321</p>		
<p>Language</p>	<p>L.2.2</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.</p> <p>g. Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in "When I was one, I was just begun, / When I was two, I was still quite new" from A. A. Milne's poem "Now We Are Six").</p> <p>Students will combine two words into one by using an apostrophe in place of the missing letter(s)</p> <p>L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content choosing flexibility</p>	<p>T 381 Contractions T413 Grammar PB p. 96</p> <p>T411</p>		

	from an array of strategies Students will use the context of a sentence and nearby sentences to figure out the meaning of a word	Multiple Meaning Words		
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Webster Public Schools
ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 4-Week 6

Unit 4 Big Idea: Our Life, Our World (6-7 Weeks) ~ How do different environments make the world an interesting place?

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: Make a visual display exploring the land features, plants, animals, and climate of a region. Be sure to include pictures or photographs and diagrams. Present visual displays to the class. T60

Week 2: Write a summary describing how natural events change the earth. Be sure to include a main idea and details. Share summaries with the class. T150

Week 3: Research games played around the world and write out a set of simple directions for others to be able to play. Teach the class how to play your game, and if able, play it! T240

Week 4: Write your own folktale to explain something in nature. You can type up your stories or use a digital program to create a presentation for your folktale. Include dialogue. T330

Week 5: Make a visual display to show a poem that is about nature. Share poems with the class or create audio recordings of them to share with families. T420

Week 6: * See Teachers' Manual T454-463*

Travel Brochure: Research teams will select one of the regions from the weekly project and conduct additional research to produce a travel brochure to convince people to visit that region.

Natural Events Newspaper Article: Research teams will research a real-life occurrence of a natural event and then write a newspaper article describing the event.

Celebrations Around the World Chart: Research teams will research five celebrations in other parts of the world including illustrations and a description of how each is celebrated.

Folktale Plays: Research teams will write and perform a script based on one of the folktales. Children can research plays to see how to write a script.

Nature Poems: Groups will write a poem. Children will research a place in nature, seasons, or an animal for the poem. Children can record their poems.

Reader's Theater: "A Whale of a Story" Digital Resource, PDF Online, pp.25-37

Reading Digitally: Time for Kids: "Hope for the Everglades" Digital Resource

Unit Wrap Up: The Big Idea: How do different environments make the world interesting? Hold a discussing recalling information from the texts read throughout this unit to come up with an answer to this essential question. Share ideas with classmates.