

# Webster Public Schools

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

### Texts Used Across All Domains:

<p><b>Reading Writing Workshop:</b> <u>A Visit to the Desert</u></p> <p><b>Literature Anthology:</b> <u>Sled Dogs Run</u></p> <p><b>Paired Reading in Anthology:</b> <u>Cold Dog, Hot Fox</u></p> <p><b>Read Aloud:</b> <u>Swamp Life</u></p>	<p><b>Leveled Readers:</b></p> <p>A: Hippos at the Zoo</p> <p>O: Where Are They Going?</p> <p>E: An Arctic Life for Us</p> <p>B: Where Are They Going?</p>	<p><b>Paired Readings:</b></p> <p>A: "Hippos"</p> <p>O: "A Whale's Journey"</p> <p>E: "A Whale's Journey"</p> <p>B: "What is a Ptarmigan?"</p>
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**Unit 2 Big Idea:** Animals Discoveries (6-7 Weeks) ~ How do animals play a part in the world around us?

### Week 1

*Weekly Concept: Animals and Nature*  
*Essential Question: How do animals survive?*

	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 2.3 Describe how characters in a story respond to major events and challenges.</b> <i>Students will use evidence from the story to learn how the main character of the story feels and how the character responds to the events in the story.</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 identify the plot of the story by identifying the key events that happen in the beginning, middle, and end of the story.</i></p> <p><b>RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b></p>	<p>Reading/Writing Workshop, p. 109</p> <p>Practice Book, pp.53-55</p> <p>Reading/Writing Workshop, p. 110</p> <p>Practice Book, p. 57</p>	<p>DIBELS</p> <p>Writing Benchmark</p>	

	Students will be able to recognize the features of realistic fiction.			
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 look at each picture and discuss the definition of each word.</p>	Practice Book, p. 51		
Reading Foundations	<p><b><u>Short o. Long o</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>Students will be able to apply phonics when decoding words with short o and long o. Students will be able to isolate phonemes to help determine if a vowel is long or short.</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.</p> <p>Students will read with correct phrasing by grouping words together in phrases as they read. Students will pay attention to punctuation, such as commas and periods, to help them group words together.</p>	<p>Word Work, T12</p> <p>Practice Book, p. 52</p> <p>Phonics/Spelling Book, p. 28</p>		
Writing	<p><b><u>Writing Process: How-To Text</u></b> Week One: Expert Model and Prewrite</p> <p><b>W.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b></p> <p>Using the expert model, students will discuss features of informational writing and discuss the expert model. Students will complete a pre-write to plan the topic and discuss purpose and audience.</p> <p><b><u>Write to Sources</u></b></p>	T480-T481		

	<p>Draw evidence from realistic fiction</p> <p><b>W 2.3 Write narratives to develop _ experiences or events using effective literary techniques, descriptive details, and clear sequences.</b></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>d. Use temporal words and phrases to signal order. Provide a sense of closure.</p> <p>Students will analyze the student model focusing on the event, descriptive details, and details. Students will respond to the prompt focusing their writing on the event, descriptive details, and the details.</p>	T38-T39		
Speaking & Listening	<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>Students will engage in collaborative discussions about animals in nature.</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 develop oral language, discuss the essential question, and retell story events.</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 make predictions based on information and pictures from a story.</p>	<p>Build Background, T8</p> <p>Reading/Writing Workshop, p.108</p> <p>Practice Book, pp. 53-55</p>		



# Webster Public Schools

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

### Texts Used Across All Domains:

<p><b>Reading Writing Workshop:</b> <u>The Boy Who Cried Wolf</u></p> <p><b>Literature Anthology:</b> <u>Wolf! Wolf!</u></p> <p><b>Paired Reading in Anthology:</b> <u>Cinderella and Friends</u></p> <p><b>Read Aloud:</b> <u>The Fox and the Crane</u></p>	<p><b>Leveled Readers:</b></p> <p>A: The Cat and the Mice O: The Dog and the Bone E: The Dog and the Bone B: The Spider in the Honey Tree</p>	<p><b>Paired Readings:</b></p> <p>A: "Beware of Tiger!" O: "The Dingo and his Shadow" E: "The Dingo and his Shadow" B: "The Girl and the Spider"</p>
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**Unit 2 Big Idea:** Animals Discoveries (6-7 Weeks) ~ How do animals play a part in the world around us?

**Week 2**  
*Weekly Concept:* Animals in Stories  
*Essential Question: What can animals in stories teach 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.
<b>Reading Literature</b>	<p><b>RL 2.2 Retell stories, including fables and folktales, and determine their central message, lesson, or moral.</b>  <i>Students will be able to identify a fable by discussing the beginning that tells about a problem, the middle in which the character tries to solve the problem, and the end where the character learns a lesson. Also, students will be able to communicate that a fable is a made up story that teaches a lesson.</i></p> <p><b>RL 2.3 Describe how characters in a story respond to major events and challenges.</b>  <i>Students will describe how the characters respond to the little boy crying wolf.</i></p>	<p>Practice Book, p. 67</p>        <p>Practice Book, pp. 63-65</p>	<p>DIBELS</p> <p>Writing Benchmark</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>  Students will discuss the overall plot of the story. They will be able to identify the problem and the ending in which the character solves or tries to solve the problem.</p> <p><b>RL 2.7 Use information gained from the Illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b>  Students will use illustrations from the story to understand how the characters are feeling in the story and to help better understand what is happening.</p> <p><b>RL 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</b>  Students will use evidence from different texts and discuss the essential question: What can animals in stories teach us?</p>	<p>Practice Book, p. 67</p> <p>Literature Anthology, pp. 160-161</p>		
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>  Students will recognize pictures and discuss the meaning of each vocabulary word.</p>	<p>Practice Book, p. 61</p>		
Reading Foundations	<p><b><u>Short 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.</p> <p>Students will practice deleting phonemes in a word and will apply phonics when decoding words with short and long u.</p>	<p>Practice Book, p. 62</p> <p>Practice Book, pp. 63-65</p> <p>Phonics/Spelling Book, p. 33</p>		

	<p>Students will also be able to recognize, read, and spell words with short u and long u.</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.</p> <p>Students will practice fluency while reading on-level text and will be able to use the vocabulary words in context.</p>			
<p><b>Writing</b></p>	<p><b><u>Writing Process: How-To Text</u></b> Week Two: Draft and Revise</p> <p><b>W.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b></p> <p><b>W 2.8 Recall information from experiences or gather information from provided sources to answer a question.</b> Students will review the features of how-to texts. Students will review the materials lists and numbered steps lists they prepared in Prewrite and will use time-order words as they draft their how-to text. Students will use peers to review drafts using the revise and edit checklist.</p> <p><b><u>Write to Sources</u></b></p> <p><b>W 2.3 Write narratives to develop _ experiences or events using effective literary techniques, descriptive details, and clear sequences.</b></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>d. Use temporal words and phrases to signal order. Provide a sense of closure.</p> <p>Students will analyze the student model focusing on reasons, organization, and supporting details. Students will respond to the prompt: Add an event to the story. Tell what the boy does</p>	<p>T482-483</p> <p>T130-T131</p>		

	the next day instead of crying wolf.			
<b>Speaking &amp; Listening</b>	<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.</p> <p><b>SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>  <i>Students will make, confirm, and revise predictions. Students will retell story events.</i></p>			
<b>Language</b>	<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.</p> <p><i>Students will use prior knowledge to discuss what a noun is and will be able to discuss and identify the difference between a singular and plural noun, Students will be able to make nouns plural by adding -s, -es, changing y to i and adding -es, changing f or fe to v and adding -es.</i></p>	<p>Grammar Practice Book, p. 31</p> <p>Practice Book, p. 68</p>		



**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., +, -, \$,  $\emptyset$ ).

Students will use suffixes to figure out the meanings of words in the story. Students will be able to identify the suffixes -ly and -ful and discuss their meanings.

Practice Book, p. 68

# Webster Public Schools

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

### Texts Used Across All Domains:

<p><b>Reading Writing Workshop:</b> <u>A Prairie Guard Dog</u></p> <p><b>Literature Anthology:</b> <u>Turtle, Turtle, Watch Out!</u></p> <p><b>Paired Reading in Anthology:</b> <u>At Home in the River</u></p> <p><b>Read Aloud:</b> <u>Explore a Coral Reef</u></p>	<p><b>Leveled Readers:</b></p> <p>A: A Tree Full of Life O: A Tree Full of Life E: A Tree Full of Life B: A Tree Full of Life</p>	<p><b>Paired Readings:</b></p> <p>A: "Life in a Termite Mound" O: "Life in a Termite Mound" E: "Life in a Termite Mound" B: "Life in a Termite Mound"</p>
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**Unit 2 Big Idea:** Animals Discoveries (6-7 Weeks) ~ How do animals play a part in the world around us?

### Week 3

*Weekly Concept:* Animal Habitats

*Essential Question:* What are the features of different animal habitats?

	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	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		DIBELS  Writing Benchmark	
Reading Informational Text	<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>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p style="color: red;">Students will complete the graphic organizer by going back into the text to find key details. They will identify key details and identify the main topic of the selection.</p>	<p>Reading/Writing Workshop, p. 141</p>   <p>Turtle, Turtle, Watch Out!</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></p> <p>Students will be able to identify the genre of “A Prairie Guard Dog” because students will understand the features of an informational text. Students will be able to discuss that the story includes facts and information about a living thing and the story is told by a narrator. Also, students will identify text features like headings and bold print.</p> <p>R.CCR.3</p>			
<p><b>Reading Foundations</b></p>	<p><b><u>Soft C and Soft G</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 segment phonemes into words and apply phonics when decoding words with soft c and g. Students will also be able to recognize and read words with soft c and g.</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>Practice Book, p. 72</p> <p>Phonics/Spelling Practice Book, p. 38</p>		

	<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <b>Students will practice reading fluency and use vocabulary words in context. Students will pay attention to using proper phrasing.</b></p>			
<b>Writing</b>	<p><b>Writing Process: How-To Text</b>  Week Three: Proofread, Edit, Publish, and Evaluate</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><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>  <b>Students will edit questions from the revise and edit checklist to guide them as they independently review and edit their drafts. When students have finished this process, students will publish their how-to-texts. Depending on your students, students may handwrite or use a computer to complete their final drafts.</b></p> <p>Evaluate: Use the student rubric to identify and focus on areas that might need further work. Review with students:</p> <ol style="list-style-type: none"> <li>1. Focus and coherence</li> <li>2. Organization</li> <li>3. Ideas and support</li> <li>4. Word choice</li> <li>5. voice/sentence fluency</li> <li>6. conventions</li> </ol> <p><b>Write to Sources</b>  Draw evidence from narrative nonfiction.</p> <p><b>W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b>  <b>Students will analyze student the student model response and explain how the student used text evidence. Students will also respond to the prompt, “How does the use of text features help tell the story?” focusing on sequence,</b></p>	T484-T485		
		T232		

	supporting details, and a strong conclusion.			
<b>Speaking &amp; Listening</b>	<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.</p> <p>Students will build background knowledge about what are the features of the owl's habitat through discussion with peers.</p> <p><b>SL.2.3 Students will develop oral language by asking and answering questions about what a speaker says to clarify comprehension.</b></p>	Oral Language, T194		
<b>Language</b>	<p><b>L.2.2 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>Students will understand the difference between common nouns and proper nouns which names a particular person, place, or thing.</p> <p><b>L.2.4 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, 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>,</p>	Words in Context, T200		

additional).

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*;

Students will be able to find the meaning of a word by breaking a word into parts. They can split the root word from its ending or beginning.

**L.2.5. 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 identify and discuss the meaning of vocabulary words. Students will be able to make connections between words like nature and habitat, and peeks and spies.

# Webster Public Schools

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

### Texts Used Across All Domains:

<p><b>Reading Writing Workshop:</b> <u>Eagles and Eglets</u></p> <p><b>Literature Anthology:</b> <u>Baby Bears</u></p> <p><b>Paired Reading in Anthology:</b> <u>From Caterpillar to Butterfly</u></p> <p><b>Read Aloud:</b> <u>Wild Animal Families</u></p>	<p><b>Leveled Readers:</b></p> <p>A: Animal Families O: Animal Families E: Animal Families B: Animal Families</p>	<p><b>Paired Readings:</b></p> <p>A: "Tadpoles into Frogs" O: "Tadpoles into Frogs" E: "Tadpoles into Frogs" B: "Tadpoles into Frogs"</p>
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**Unit 2 Big Idea:** Animals Discoveries (6-7 Weeks) ~ How do animals play a part in the world around us?

### Week 4

*Weekly Concept:* Baby Animals

*Essential Question:* How are offspring like their parents?

	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 reread difficult sections in a story to increase comprehension.</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></p>	<p>Reading/Writing Workshop, p.156</p> <p>Practice Book, pp.83-85</p> <p>Reading/Writing Workshop, p. 157</p> <p>Practice Book, pp. 83-85</p>		

	<p>Students will be able to identify the main topic and give key details to support the main topic.</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></p> <p>Students will identify the text as an expository text. Students will discuss text features such as it gives facts about a topic, and can have text features like a diagram and labels.</p>	<p>Practice Book, p. 87</p>		
<p><b>Reading Foundations</b></p>	<p><b><u>Digraphs: ch, tch, sh, ph, th, ng, and wh</u></b></p> <p><b>RF2.3. 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 apply phonics when decoding words with consonant digraphs.</p> <p>Students will be able to identify and generate rhyming words.</p> <p>Students will be able to identify the root word and the suffixes -ful and -less.</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>Word Work, T288</p> <p>Practice Book, p. 82</p> <p>Practice Book, p. 82</p>		



	<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Students will read with correct phrasing by grouping words together in phrases as they read. Students will pay attention to punctuation, such as commas and periods, to help them group words together.</p>			
<b>Writing</b>	<p><b><u>Writing Process: How-To Text</u></b>  Week Four: Expert Model and Prewrite</p> <p><b>W.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b></p> <p><b>W.2.8 Recall information from experiences or gather information from provided source to answer a question.</b>  Using the expert model, students will discuss features of informational writing and discuss the expert model. Students will complete a pre-write to plan the topic and discuss purpose and audience. Students will be writing a How-To giving directions.</p> <p><b><u>Write to Sources</u></b>  Draw evidence from narrative nonfiction.</p> <p><b>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.</b>  Students will analyze the student model response and explain how the student used text evidence. Students will also respond to the prompt, “In your opinion, is it easy or hard for an eagle to take care of an eaglet?” focusing on topic sentence, supporting details, and linking words.</p>	<p>T486-487</p> <p>T314  Reading/Writing Workshop,  p. 160</p>		
<b>Speaking &amp; Listening</b>	<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>Build background, T284</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).  <i>Students will engage in collaborative discussions about animals and their offspring.</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 develop oral language, discuss the essential question, and retell story events.</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 comprehend the story by going back and rereading something they are unsure about.</i></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>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 discuss the difference between a singular and plural noun. Also, students will be able to</i></p>			



# Webster Public Schools

## ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 2-Week 5

### Texts Used Across All Domains:

<p><b>Reading Writing Workshop:</b> <u>Cats and Kittens</u></p> <p><b>Literature Anthology:</b> <u>Beetles</u></p> <p><b>Paired Reading in Anthology:</b> <u>Grey Goose</u></p> <p><b>Read Aloud:</b> <u>The Furry Alarm Clock</u> <u>Little Crocodile</u></p>	<p><b>Leveled Readers:</b></p> <p>A: Amira’s Petting Zoo O: Alice’s New Pet E: Ava’s Animals B: Alice’s New Pet</p>	<p><b>Paired Readings:</b></p> <p>A: “Sheep Season” O: “Baby Joey” E: “Four Little Ducklings” B: “Nanook”</p>
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**Unit 2 Big Idea:** Animals Discoveries (6-7 Weeks) ~ How do animals play a part in the world around us?

**Week 5**  
*Weekly Concept:* Animals in Poems  
*Essential Question:* What do we love about animals?

	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, and how</i> to demonstrate understanding of key details in a text.</b> <i>Students will understand that in a poem, key details give important pieces of information that can help them understand the poem.</i></p> <p style="padding-left: 20px;"><i>Students will be able to find key details in the text.</i></p> <p><b>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4–6 on</b></p>	<p>Reading/Writing Workshop, p. 171</p> <p>Reading/Writing Workshop, p.170</p> <p>Practice Book, pp. 93-95</p> <p>Reading/Writing Workshop, p. 172</p>	<p>DIBELS</p> <p>Writing Benchmark</p>	

	<p><b>applying knowledge of vocabulary to reading.)</b>  Students will recognize the characteristics of rhyming poetry. Students will also be able to identify rhythm in poems.</p>	Practice Book, p. 97		
Reading Informational Text				
Reading Foundations	<p><b><u>Blend Words with Three-Letter Blends</u></b></p> <p><b>RF2.3. 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 apply phonics when decoding words with 3-letter blends.</p>	<p>Practice Book, p. 92</p> <p>Phonics/Spelling Book, p. 48</p>		
Writing	<p><b><u>Writing Process: How-To Text</u></b>  Week Five:Draft and Revise</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>  Review the features of how-to directions.. Students will begin their how-to directions keeping their purpose and audience in mind. Students will use their peer review routine and questions to review their partner's draft.</p> <p>(Teachers can use week six to publish, but not all writing pieces need to be published)</p> <p><b><u>Write to Sources</u></b></p>	Reading/Writing Workshop, p. 174		

	<p>Write About the Text</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>  <i>Students will analyze student the student model response and explain how the student used evidences from his notes to help him write a poem. Students will also respond to the prompt, "Write your own rhyming poem about an animal" focusing on precise words, details, and rhyme.</i></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).  <i>Students will engage in collaborative discussions about what we love about animals. Students will answer questions such as what is an animal you like? How does that animal behave?</i></p> <p><b>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>  <i>Student will reread part or all of a poem if they do not understand a word or idea. Students will retell each poem and discuss important ideas and details about each animal.</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 comprehend the story and the poem in this selection by rereading parts that are unclear.</i></p>	<p>Build Background, T376</p>		
<p><b>Language</b></p>	<p><b>L.2.5 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>Practice Book, p. 91</p>		

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 review vocabulary pictures and definitions. Students will be able to give real life connections and examples of similar meaning words.

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

a. Print upper- and lowercase letters legibly and fluently.

b. Capitalize holidays, product names, and geographic names.

c. Use commas in greetings and closings of letters.

d. Use an apostrophe to form contractions and frequently occurring possessives.

e. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge, boy* → *boil*).

f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

g. Demonstrate understanding that context determines whether the writer uses a numeral or a written number

Students will be able to identify an noun as a person, place, or thing, and will be able to identify possessive nouns that show who or what owns something.

**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

Grammar Book, p. 46

Practice Book, p. 92

	<p>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>;</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 identify compound words as one word made of two shorter words.</p> <p>Students will use context clues to find the meaning of a multiple-meaning word.</p>	<p>Reading/Writing Workshop, p. 173</p> <p>Practice Book, p. 98</p>		
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# Webster Public Schools

## ELA Curriculum Map ~ Wonders McGraw-Hill: Grade 2 - Unit 2-Week 6

**Unit 2 Big Idea:** Animals Discoveries (6-7 Weeks) ~ How do animals play a part in the world around us?

### Week 6

*Weekly Concept:* Animals in Poems

*Essential Question:* What do we love about animals?

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**

**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.)

### Research and Inquiry Projects

**Week 1:** Create a fact sheet that describes how animals survive in their natural environments. Students should include important facts, photographs, and diagrams. Students can present their projects to the class. T62

**Week 2:** Make a chart describing how animal fables teach us lessons. Be sure to include specific examples from the text to support the lesson or claim. T154

**Week 3:** Create an animal and habitat card that describes the features of different animal habitats. Include photographs or drawings of the habitat. T246

**Week 4:** Make a Venn Diagram to show how baby animals are like their parents and how they are different. Include details from the text and create notes that can be used during presentations. T338

**Week 5:** Research poems about animals and collect some that use rhyme, rhythm, and/or word choice to create imagery. Put together the poems in an anthology. Take turns reading aloud a favorite poem with fluency. T428

**Week 6:** \* See Teachers' Manual T462-470\*

**Compare and Contrast Animals:** Research groups will use the list of facts to determine the main features and characteristics of animals that live in cold and hot environments.

**Review of Two Fables:** Group members will research to find two versions of the same fable. Then they'll review comparing how the versions communicate.

**Shared Habitat Posters:** Group members will explore which animals share habitats and group them to create posters.

**Life Cycle Booklet:** Research groups will select one of the animals from the weekly project and create a life cycle booklet that shows how their animals grow.

**Animal Poems:** Group members will do research on an animal they find funny or interesting and collaborate to write a poem.

**Reader's Theater:** "The Secret Song" Digital Resource, PDF Online, pp.11-24

**Reading Digitally:** Time for Kids: "Under the Sea" Digital Resource

**Unit Wrap Up:** The Big Idea: How do animals play a part in the world around us? Hold a discussion recalling information from the texts read throughout this unit to come up with an answer to this essential question. Share ideas with classmates.