

Orange Board of Education

**ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS**

Second Grade

PARCC Aligned Curriculum Guide



School Year 2014-2015

Second Grade ELA Curriculum



Unit 1

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Purpose of This Unit:

The purpose of this document is to provide teachers with a set of lessons that are standards-based and aligned with the Common Core State Standards (CCSS). The standards establish guidelines for English language arts (ELA) as well as for literacy in social studies, and science. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines. The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life.

Essential Questions	Enduring Understanding
<ol style="list-style-type: none">1. What is a narrative story? How does an author develop a narrative story including relevant details?2. Why is knowing how to accurately answer who, what, where, when, why and how questions important to readers? Why is it important for readers to also ask these types of questions while reading an informational text?3. How do illustrations and words work together to develop a reader's understanding of the story elements?4. Why is it important to know the main topic of an informational text? How do the paragraphs within an informational text contribute to the main topic?5. What can a reader do to understand unknown words in a text?	<ol style="list-style-type: none">1. Narrative stories entertain and inform the reader with real or imagined events. Writers use a sequence of events with details to help the reader understand the story.2. A reader must monitor their understanding of informational text by asking questions before, during, and after reading.3. Illustrations work with the text of a story to develop the characters, setting, and plot.4. It is important for readers to know the main topic of the text so that they understand the author's message. Paragraphs in a text discuss different key details that will help to contribute to the reader's overall understanding of the main topic.5. A reader can build understanding of unknown words and phrases by using context clues, word analysis strategies, and a glossary to clarify meaning, which strengthens a reader's overall comprehension of the text or topic.

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Unit I:

Topic:	CCSS:	
Narrative Writing	RL.2.1	Answer questions such as who, what, where, when, and how about key details in a text.
	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.
Key Details in a Text	W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Main Topic	L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).
	L.2.2.d	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).
Context Clues	L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children</i>)
	L.2.2.b	Use commas in greetings and closings of letters.
	L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
	L.2.4.d	Predict the meaning of compound words based on grade two reading and content using the meaning of individual words (e.g., <i>birdhouse</i>).
	L.2.5.a	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).
	L.2.5.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>).
	L.2.2.a	Capitalize holidays, product names, and geographic names.
	RI.2.2	Identify the main topic of a multiparagraph text.
	RI.2.4	Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context.
	L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
	RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
	RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
	RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
	RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.

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	RF.2.4.a	Read grade-level text with purpose and understanding.
	RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Assessments:		
Formative: Journeys Day 3 Skill Checks, Journeys Guided Reading Skill Checks, Anecdotal Records, Running Records; Teacher-made assessments; Narrative Piece Rough Draft	Summative: Model Curriculum Unit 1 Assessment; Journeys Weekly Assessment; Journeys Unit 4 Assessment; Narrative Piece Final Draft; Open-Ended Response to Literature	Authentic: (Portfolio Requirement): Narrative Piece; Open-Ended Response to Literature
Interdisciplinary Connections/Social Studies Connection:		
Technology Integration: <i>iRead</i> www.studyisland.com (main idea practice) www.spellingcity.com (spelling practice/compound words) www.thinkcentral.com (Journeys resources)		
Speaking and Listening Vocabulary: main idea, details, characters, setting, plot, compound word, narrative, temporal words, context clues, capitalization, predict, irregular verbs		
Useful Sites: http://www.ezschoo.com/Games/CompoundWords.html (compound words game) www.smartexchange.com (past tense irregular words smart board lessons) http://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf (story map for narrative) http://www.readwritethink.org/files/resources/lesson_images/lesson1083/lettersamples.pdf (sample friendly letter)		

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Lucy Calkins Units of Study		
Lessons From the Masters: Improving Narrative Writing Unit 1 Narrative		
Lessons	Lesson Title	CCSS Related to Lesson
Lesson 1	Discovering Small Moments that Matter: Generating Ideas for Writing	W.2.3, RL.2.1, L.2.1, L.2.2
Lesson 2	Capturing Story Ideas: Tiny Topics Notepads	W.2.3, RL.2.1, L.2.1, L.2.2
Lesson 3	Stretching Out Small Moments	W.2.3, RL.2.1, L.2.1, L.2.2
Lesson 4	Writing with Detail: Magnifying a Small Moment	W.2.3, RL.2.1, RL.2.7, L.2.1, L.2.2
Lesson 5	Letter to Teachers: Revising with Masters: Creating Powerful Endings	W.2.3, RL.2.1, L.2.1, L.2.2
Lesson 6	Rereading Like Detectives: Making Sure Our Writers Makes Sense and Sounds Right	W.2.3, L.2.1, L.2.2
Lesson 7	Working Hard: Setting Goals and Making Plans for Writing Time	W.2.3, RL.2.1, L.2.1, L.2.2
Lesson 10	Learning to Write in Powerful Ways: Trying Out Craft Moves Learned From Mentor Authors	W.2.3, L.2.1, L.2.2
Lesson 12	Emulating Authors in Ways that Matter: Revising in Meaningful Ways	W.2.3, L.2.1, L.2.2
Lesson 14	Letter to Teachers: Rereading and Quick Editing: Preparing for a Mini-Celebration	W.2.3, RL.2.7, L.2.1, L.2.2
Lesson 15	Learning Craft Moves from Any Mentor Text	W.2.3, L.2.1, L.2.2
Lesson 16	Being Bold: Trying New Craft Moves	W.2.3, L.2.1, L.2.2
Lesson 17	Letter to Teachers: Writers Can Help Each Other: Partners Offer Feedback	W.2.3, L.2.1, L.2.2
Lesson 18	Editing and Preparing for Publication	W.2.3, L.2.1, L.2.2
Lesson 19	Letter to Teachers: A Celebration	W.2.3, L.2.1, L.2.2

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Grade 2: Unit 1 Journey's Alignment

		Reading Literature and Informational Text		Foundational Skills	
Lesson	Selection	Text Based Comprehension	Phonological Awareness/Phonics	Fluency, High Frequency Words	
1	<u>Anchor Text</u> Henry and Mudge Genre: Realistic Fiction <u>Paired Selection</u> All in the Family Genre: Informational Text <u>Decodable Readers</u> We Camp The Picnic Ants	<u>Target Skill</u> Sequence of Events <u>Target Strategy</u> Infer/Predict <u>Supporting Skills</u> Author's Word Choice	<u>Phonemic Awareness</u> Identify Phonemes Syllables in Spoken Words <u>Phonics</u> Short Vowels <i>a, i</i> CVC Syllable Pattern	<u>Fluency</u> Accuracy: Word Recognition <u>High-Frequency Words</u> <i>around, be, five, help, next, or, pull, take, until, walked</i>	
Pages T2-T91					
		Speaking and Listening		Language and Writing	
Lesson	Speaking and Listening	Academic Vocabulary	Spelling	Language	Writing
1	<u>Read Aloud</u> The Perfect Pet Listening/Speaking: Recount key details <u>Speaking and Listening Skill</u> Hold a Conversation	<u>Target/Academic Vocabulary</u> <i>curly, straight, floppy, drooled, weighed, stood, collars, row</i> <u>Domain-Specific Vocabulary</u> <i>traits, offspring, inherit</i>	<u>Spelling Principle</u> Short Vowels <i>a, i</i> <u>Spelling Words</u> Basic: <i>sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask</i>	<u>Grammar Skill</u> Subjects and Predicates	<u>Writing Mode</u> Narrative Writing <u>Writing Form</u> Sentences That Tell a True Story <u>Write About Reading</u> Performance Task

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		Reading Literature and Informational Text		Foundational Skills	
Lesson	Selection	Text Based Comprehension	Phonological Awareness/Phonics	Fluency, High Frequency Words	
2	<u>Anchor Text</u> My Family Genre: Informational Text <u>Paired Selection</u> Family Poetry “Everybody Says” by Dorothy Aldis “Abuelita’s Lap” by Pat Mora “Grandpa’s Stories” by Langston Hughes Genre: Poetry <u>Decodable Readers</u> Bud, Ben, and Roz The Funny Hat Contest	<u>Target Skill</u> Compare and Contrast <u>Target Strategy</u> Question	<u>Phonemic Awareness</u> Identify Phonemes Syllables in Spoken Words <u>Phonics</u> Short Vowels o, u, e CVC Syllable Pattern	<u>Fluency</u> Accuracy: Connected Text <u>High-Frequency Words</u> <i>bring, children, comes, do, family, like, make, those, use, with</i>	
		Speaking and Listening		Language and Writing	
Lesson	Speaking and Listening	Academic Vocabulary	Spelling	Language	Writing
2	<u>Read Aloud</u> More Than a Best Friend Listening/Speaking: Ask questions about what a speaker says to clarify comprehension <u>Speaking and Listening Skill</u> Ask and Answer Questions	<u>Target/Academic Vocabulary</u> <i>remembered, porch, crown, spend, stuck, visit, cousin, piano</i> <u>Domain-Specific Vocabulary</u> <i>conflict, related, siblings, unity, interact</i>	<u>Spelling Principle</u> Short Vowels o, u, e <u>Spelling Words</u> Basic: <i>wet, job, hug, rest, spot, mud, left, help, plum, nut, net, hot</i>	<u>Grammar Skill</u> Simple Sentences	<u>Writing Mode</u> Narrative Writing <u>Writing Form</u> Friendly Letter <u>Focus Trait</u> Voice <u>Write About Reading</u> Performance Task

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		Reading Literature and Informational Text		Foundational Skills	
Lesson	Selection	Text Based Comprehension	Phonological Awareness/Phonics	Fluency, High Frequency Words	
3	<u>Anchor Text</u> Dogs Genre: Informational	<u>Target Skill</u> Author's Purpose	<u>Phonemic Awareness</u> Blend Phonemes Sort Phonemes	<u>Fluency</u> Accuracy: Self-Correct	
	<u>Paired Selection</u> Helping Paws Genre: Informational Text	<u>Target Strategy</u> Analyze/Evaluate	<u>Phonics</u> Long Vowels <i>a, i</i> Sounds for <i>c</i>	<u>High-Frequency Words</u> <i>city, full, no, think, other, places, put, school, sing, think, this</i>	
Pages T187-T277	<u>Decodable Readers</u> City Ride Mice Can Race	<u>Supporting Skills</u> Compare and Contrast			
		Speaking and Listening		Language and Writing	
Lesson	Speaking and Listening	Academic Vocabulary	Spelling	Language	Writing
3	<u>Read Aloud</u> Choosing a Pet	<u>Target/Academic Vocabulary</u> <i>hairy, litter, canned, clipped, stayed, coat, chews, mammals</i>	<u>Spelling Principle</u> Long Vowels <i>a, i</i>	<u>Grammar Skill</u> Types of Sentences	<u>Writing Mode</u> Narrative Writing
	<u>Listening/Speaking:</u> Main Idea and Details, Supporting Details		<u>Spelling Words</u> Basic: <i>cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake</i>		<u>Writing Form</u> Sentences That Describe
	<u>Speaking and Listening Skill</u> Share an Experience		Review: <i>gave, bike</i>		<u>Focus Trait</u> Word Choice
			Challenge: <i>mistake, while</i>		<u>Write About Reading</u> Performance Task

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		Reading Literature and Informational Text		Foundational Skills	
Lesson	Selection	Text Based Comprehension	Phonological Awareness/Phonics	Fluency, High Frequency Words	
4	<u>Anchor Text</u> Diary of a Spider Genre: Humorous Fiction <u>Paired Selection</u> A Swallow and a Spider Genre: Fable <u>Decodable Readers</u> A Bed of Roses Swim Like a Frog	<u>Target Skill</u> Cause and Effect <u>Target Strategy</u> Summarize <u>Supporting Skills</u> Figurative Language	<u>Phonemic Awareness</u> Segment, Substitute Phonemes Sort Phonemes <u>Phonics</u> Long Vowels o, u, e Sounds for g	<u>Fluency</u> Intonation <u>High-Frequency Words</u> <i>mind, could, today, play, cheer, hello, read, see, by, hundred</i>	
	Speaking and Listening			Language and Writing	
Lesson	Speaking and Listening	Academic Vocabulary	Spelling	Language	Writing
4	<u>Read Aloud</u> Bats: Beastly or Beautiful? <u>Speaking and Listening Skill</u> Recount key ideas from text read aloud	<u>Target/Academic Vocabulary</u> <i>rotten, sticky, insects, scare, judge, screaming, dangerous, breeze</i>	<u>Spelling Principle</u> Long Vowels o, u <u>Spelling Words</u> Basic: doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune	<u>Grammar Skill</u> What Is a Noun?	<u>Writing Mode</u> Narrative Writing <u>Writing Form</u> Personal Story <u>Focus Trait</u> Ideas <u>Write About Reading</u> Performance Task <u>Research/Media Literacy Skill</u> Brainstorming

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		Reading Literature and Informational Text		Foundational Skills	
Lesson	Selection	Text Based Comprehension	Phonological Awareness/Phonics	Fluency, High Frequency Words	
5	<u>Anchor Text</u> Teacher's Pets Genre: Realistic Fiction <u>Paired Selection</u> See Westburg by Bus! Genre: Informational Text <u>Decodable Readers</u> Flint Cove Clambake The Stop and Spend Sale	<u>Target Skill</u> Story Structure <u>Target Strategy</u> Visualize <u>Supporting Skills</u> Author's Word Choice	<u>Phonemic Awareness</u> Segment Phonemes <u>Phonics</u> Consonant Blends with <i>r, l, s</i>	<u>Fluency</u> Phrasing: Punctuation <u>High-Frequency Words</u> <i>table, says, little, find, both, cold, long, green, we, eat</i>	
		Speaking and Listening		Language and Writing	
	Speaking and Listening	Academic Vocabulary	Spelling	Language	Writing
Lesson 5	<u>Read Aloud</u> Lester <u>Speaking and Listening Skill</u> Recount the beginning, middle, end	<u>Target/Academic Vocabulary</u> <i>share, noticed, suddenly, bursting, noises, wonderful, quiet, sprinkled</i> <u>Vocabulary Strategies</u> Base Words and Endings <i>-ed, -ing</i>	<u>Spelling Principle</u> Consonant Blends with <i>r, l, s</i> <u>Spelling Words</u> Basic: <i>spin, clap, grade, swim, place, last, test, skin, drag, glide, just, stage</i>	<u>Grammar Skill</u> Singular and Plural Nouns	<u>Writing Mode</u> Narrative Writing <u>Writing Form</u> Personal Story <u>Focus Trait</u> Sentence Fluency <u>Write About Reading</u> Performance Task <u>Research/Media Literacy Skill</u> Finding Information

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Suggested Literacy Centers to Support Guided Reading:

Writing Center: See Writing Prompts pg TE T6-T7, T98-T99, T192-T193, T284-T285, T382-T383, Projectable Book pgs 1.11, 2.11, 3.11, 4.10, 5.3	Computer Center: IREAD Spellingcity.com studyisland.com
Library Center: Leveled Readers Listening Center (Journey's Weekly Stories) Stories used as Read Alouds (Previously Read by the Teacher)	Word Work Center: Sight Words Review High Frequency Word Practice
Independent Reading Center: Reread Decodable Readers Poems	Literacy Game Center: ABC Memory Match/Bingo Sight Word Memory Match/Bingo CVC word Memory Match/Bingo

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Message Time Plus Example

This Message addresses the following standards:

- **W.2.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **L.2.1:** Recognize a sentence begins with a capital letter and ends with a punctuation mark.
- **RF.2.3A:** Distinguish long and short vowel sounds in a spoken single-syllable word (e.g., cat, play).
- **RF.2.4A:** Identify and read grade-level high-frequency/irregular words in and out of context.
- **L.2.4.b:** Predict the meaning of compound words based on grade two reading and content using the meaning of individual words (e.g., birdhouse).

Have you ever been to a pet store before? Well, I would like to tell you about the time I got my first goldfish. I was in my Second Grade classroom, and my homeroom teacher said that I made the Honor Roll. As a reward, my dad picked me up from school and took me to the pet store. I didn't know which pet to choose until I saw a gold and brown fish in a tank next to a hamster. I knew right away that this would be the perfect pet for me. I wanted to see if my dad would help me take care of it, but he said it would have to be my job to list the items my fish needed and to feed him every day. Guess what! I did a fabulous job taking care of my first pet.

Scaffolding Opportunities:

- **Introduce Narrative Writing**
- **High Frequency Words:** next, until, be, help, take
- **Short a words:** rabbit, class, dad
- **Short I words:** did (didn't), it, list, which

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- **Juicy Word:** fabulous
- **Compound Words:** goldfish, classroom, homeroom

Resources	<u>Teacher Resources</u> www.corestandards.org www.achievethecore.org www.cliontheweb.org http://exchange.smarttech.com/search.html http://www.learner.org/jnorth/tm/InstrucStrat9.html
Evaluation /Reflection	Guiding Questions: <ol style="list-style-type: none"> 1. What worked? 2. What do you think could have been implemented more effectively in your lessons and instruction? 3. What do you need to learn more about?

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	4. What resources were helpful?
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