

English Language Arts Curriculum Map

Grade 2 Year-at-a-Glance

Unit 1

	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 1 Sept.-Dec.	2 weeks	<p>This unit focuses on building the classroom community through discussion of themes in literature and poetry; routines of the Common Core Classroom are established; initial assessments of reading and writing. Students will write informational pieces about themselves.</p> <p>Reading</p> <ul style="list-style-type: none"> Determine central message of stories and poems Describe how characters respond to major events and challenges Use clues from the text to make inferences <p>Writing</p> <ul style="list-style-type: none"> Informational “All About Me” piece Narrative- zoom in on a moment Daily writing to include journals, short responses to lit <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily opportunities for talk about stories and themes (partnerships, small and large group) Learn and practice agreed-upon rules for discussion Build on each other’s talk in conversations; link their remarks to those of others Ask for clarification and further explanation if needed <p>Language</p> <ul style="list-style-type: none"> Review rules for correct capitalization and end punctuation Use reflexive pronouns (e.g., myself, ourselves) Use adjectives and adverbs appropriately in speaking and writing 	<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</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>Supporting: RL.2.7</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 or section. (All About Me)</p> <p>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.</p> <p>Supporting: W.2.4 W.2.5 W.2.8 W.2.10</p>	<p>SL.2.1.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>SL.2.1.b Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>L.2.1.d Use reflexive pronouns (e.g., myself, ourselves).</p> <p>L.2.1.f Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>

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	<p>Designated English Language Development</p> <p>Designated ELD is a protected time during the regular school day where teachers use the CA ELD Standards in ways that build into and from content instruction in order to develop critical English Language skills, knowledge, and abilities needed for content learning in English. During this protected time, ELs are grouped by proficiency level and are actively engaged in collaborative discussions where they build awareness about language and develop skills and abilities to use language. Designated ELD supports related to the unit foci are available from the Office of Language Acquisition. –Adapted from Ca Dept. of Educ. ELA/ELD Framework, 2014 draft</p>
	<p>Unit 1 Resources</p> <p>http://safari.sandi.net/?p=aa4bbf79-d9fa-11e3-85a3-842b2b64e69e (overview, tasks, habits of common core classroom)</p>

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Unit 2						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
2	5 weeks	<p>It is suggested that teachers use social studies (biographies) as a focus for this unit. The unit centers on determining author’s purpose and determining main idea in informational text. Students will practice monitoring for comprehension when reading. Students will research an important person and write an informational report. They will present what they have learned to an audience.</p> <p>Reading</p> <ul style="list-style-type: none"> • Ask and answer questions about the text • Locate specific information/textual evidence • Identify main ideas; determine what is important vs. what is interesting • Determine author’s purpose • Use sentence level context clues; monitor comprehension; stop and think <p>Writing</p> <ul style="list-style-type: none"> • Research an important person in history • Daily writing practice around annotation, note taking skills • Put key ideas into own words • Write a report that includes events from person’s life • Create a timeline that adds information in a visual way <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Describe key ideas and details from a text • Daily opportunities for talk in small groups and partnerships • Ask and answer questions about what a speaker says • Ask for clarification and further explanations <p>Language</p> <ul style="list-style-type: none"> • Form and use the past tense of irregular verbs • Distinguish shades of meaning • Determine meaning of vocabulary using context, glossaries, dictionaries <p>Designated English Language Development for English Learners</p>	<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 multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Supporting: RI.2.1 RI.2.4 RI.2.5 RI.2.7</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 or section.</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>Supporting: W.2.4 W.2.5 W.2.6 W.2.8 W.2.10</p>	<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</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.</p> <p>SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in complete sent.</p>	<p>L.2.2.e Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.</p> <p>L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
		<p>Unit 2 Resources http://safari.sandi.net/?p=98d2f19f-f005-11e3-85a3-842b2b64e69e (overview, tasks, text, assessment)</p>				

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Unit 3						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
	5 weeks	<p>The focus of this unit returns to literature, looking more deeply at the structure of a story, the characters, and the theme. Attention is paid to point of view of characters, as well as the idea of speaking in different voices when reading dialogue. Students will also analyze illustrations to gain more information about characters, setting, and plot.</p> <p>Students will write personal narratives about well-elaborated events, using dialogue, and including details to describe actions, thoughts, and feelings, and adding illustrations that support the details of the text. Students will share these stories and illustrations aloud, speaking audibly in coherent sentences.</p> <p>Reading</p> <ul style="list-style-type: none"> Understand and describe structure of story (story elements) Character analysis, including point of view of characters Use story elements and character analysis to determine themes Analyze illustrations to gain more information about characters, setting, plot. <p>Writing</p> <ul style="list-style-type: none"> Write a personal narrative about a well-elaborated event Use dialogue and include details to describe actions, thoughts, and feelings Add illustrations that support details of the text Daily opportunities to write- responses about story elements <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily opportunities to talk, practice extending language when answering or retelling Plan and deliver a narrative presentation Orally share stories <p>Language</p> <ul style="list-style-type: none"> Use appropriate adjectives and adverbs; use irregular plural nouns Distinguish shades of meaning when choosing precise vocabulary Use words and phrases acquired through reading Use past tense appropriately Capitalize holidays, product names, proper nouns, first word in sentence <p>Designated English Language Development for English Learners</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</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>Supporting: RL.2.4 RL.2.5 RL.2.6 RL.2.7</p>	<p>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.</p> <p>Supporting: W.2.4 W.2.5 W.2.6 W.2.10</p>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.4.a Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</p>	<p>L.2.1.f Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.5.b Distinguish shades of meaning among closely related verbs</p> <p>L.2.6 Use words and phrases acquired through reading and conversation</p> <p>L.2.1.c Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>

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	Unit 3 Resources Exemplar Unit: http://safari.sandi.net/?p=a87bdb47-c4dc-11e3-85a3-842b2b64e69e (Overview, tasks, assessment, teaching points)					

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Unit 4						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 2 (Jan.-Mar)	6 weeks	<p>This unit focuses on comparing and contrasting points in two texts on the same topic. Students will read multiple texts to gain a deep understanding of a topic. They will then write an opinion paper where they state their opinion, back it up with evidence, and present it to an audience.</p> <p>Reading</p> <ul style="list-style-type: none"> Identify main idea of text, as well as determining focus for individual sections Compare the important points presented by two texts on the same topic Describe how authors make points and support them with details and evidence Orally summarize important information <p>Writing</p> <ul style="list-style-type: none"> Daily opportunities to write including annotation, response to prompts Write an opinion piece including an introduction, opinion, reasons, and a conclusion Use linking words and academic language appropriate to topic and purpose Revise in collaboration with peers and guidance from adults <p>Speaking and Listening</p> <ul style="list-style-type: none"> Build on others' talk in conversations daily Ask and answer questions in order to clarify comprehension, gather additional info, deepen understanding of topic <p>Language</p> <ul style="list-style-type: none"> Determine meaning of unknown words using prefixes, root words, glossaries, digital tools Use formal English when speaking and writing; distinguish between formal and informal uses of English Use past tense irregular verbs in writing Compound words- determining their meaning looking at word parts <p>Designated English Language Development for English Learners</p>	<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 multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Supporting: RI.2.6 RI.2.3 RI.2.8</p>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>Supporting: W.2.4 W.2.5 W.2.6 W.2.7 W.2.8 W.2.10</p>	<p>SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</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.</p>	<p>L.2.3.a Compare formal and informal uses of English.</p> <p>L.2.4d Predict the meaning of compound words</p> <p>L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.</p> <p>L.2.4.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).</p> <p>L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>

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	Unit 4 Resources					
	Common Core Exemplar Unit					
	http://safari.sandi.net/?p=37933b7f-e050-11e3-85a3-842b2b64e69e (overview, tasks, texts, assessment)					

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Unit 5					
Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
6 weeks	<p>This unit focuses on analyzing and interpreting traditional literature from around the world in order to compare themes, plots, characters, and cultures. Students will write an opinion paragraph on a character’s traits, as well as writing a book review giving their opinion on one of the stories in the unit.</p> <p>Reading</p> <ul style="list-style-type: none"> Compare and contrast two or more versions of the same story by different authors or from different cultures Determine central message, lesson, or moral Describe how characters respond to major events and challenges Make inferences about a culture based on clues from the story <p>Writing</p> <ul style="list-style-type: none"> Write opinion pieces around characters and their traits Write a book review, giving opinion and reasons Revise writing to expand sentences and use academic vocabulary Write a letter about one of the stories read <p>Speaking and Listening</p> <ul style="list-style-type: none"> Produce complete sentences when speaking and writing Daily opportunities for language expansion when discussing stories Ask for clarification and further explanation about topics and texts under discussion Tell (retell) a story with appropriate facts and relevant descriptive details <p>Language</p> <ul style="list-style-type: none"> Demonstrate command of conventions of capitalization, punctuation, and spelling Use apostrophe’s to form contractions and for possessives Determine meaning of unknown words using multiple strategies Use past tense verbs when speaking and writing <p>Designated English Language Development for English Learners</p>	<p>RL.2.1 Ask and answer questions</p> <p>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.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>Supporting : RL.2.6</p>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also)to connect opinion and reasons, and provide a concluding statement or section.</p> <p>Supporting: W.2.4 W.2.6</p>	<p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.4 Tell a story with appropriate facts and relevant descriptive details.</p>	<p>L.2.1.g Produce, expand, and rearrange complete simple and compound sentences</p> <p>L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage-badge; boy-boil).</p> <p>L.2.1.e Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.2b Use commas in greetings and closings of letters</p>
<p>Unit 5 Resources</p> <p>Common Core Exemplar Unit</p> <p>http://safari.sandi.net/?p=4cfa454b-c9d1-11e3-8279-842b2b6535a1 (overview, tasks, text suggestions, strategies, assessment)</p>					

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Unit 6						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
Trimester 3 (Mar-June)	4 weeks	<p>The last two units work in tandem. The main purpose of Units 6 and 7 is to for students to see how authors of fictional stories get their ideas from scientific topics/historical events. During Unit 6, the students research scientific topics (e.g. ants, bats, snakes, butterflies, etc...) or historical topics/events (family trees, then and now). They write informational research reports on these topics. In the next unit, students will study literature around these same topics (example: study about bats and then read <i>Stellaluna</i>) to examine how the author uses factual information about bats in the story. Students present their work to an audience.</p> <p>Reading</p> <ul style="list-style-type: none"> Research a topic and compare and contrast the most important points presented in two (or more) texts on the same topic (examples are ants, bats, snakes, butterflies, family, trees, then and now) Identify main ideas in informational text using text features, illustrations, and running text Gather information by taking notes; summarize information <p>Writing</p> <ul style="list-style-type: none"> Daily opportunities to write including note taking, practice summarizing info learned Write an informational report: introduce topic, use facts and details to develop points, provide a conclusion Use a variety of digital tools to produce and publish writing and to collaborate with peers <p>Speaking and Listening</p> <ul style="list-style-type: none"> Daily opportunities for talk including collaborative conversations around topic being discussed Add drawings and visuals to clarify ideas Ask for clarification and further explanation as needed <p>Language</p> <ul style="list-style-type: none"> Determine the meaning of unknown words using a variety of strategies Distinguish shades of meaning among closely related verbs <p>Designated English Language Development for English Learners</p>	<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>Supporting: RI.2.4 RI.2.5 RI.2.6 RI.2.7</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 or section.</p> <p>Supporting: W.2.4 W.2.5 W.2.6 W.2.7 W.2.8 W.2.10</p>	<p>SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.5 Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in complete sentences.</p>	<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</p> <p>L.2.5.b Distinguish shades of meaning among closely related verbs</p>

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	Unit 6 Resources http://safari.sandi.net/?p=cd65e84f-c1bd-11e3-85a3-842b2b64e69e (Overview, tasks, texts, assessment)				

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Unit 7						
	Approx. Duration	Unit Focus	Reading Standards	Writing	Speaking and Listening	Language
7	4 weeks	<p>In this final unit, students read literature on the same topics studied in Unit 6 and discuss the way scientific or historical content is used in literature. Students write a narrative with a scientific or historical theme (e.g., students write their own story about a bat's adventures).</p> <p>Reading</p> <ul style="list-style-type: none"> Determine central ideas in literature Describe how characters respond to challenges Describe how scientific or historical content is used in literature <p>Writing</p> <ul style="list-style-type: none"> Write narratives in the style of the literature they have been studying (i.e., write a story incorporating scientific or historical content) Describe a well-elaborated event or short sequence of events Use temporal words to signal event order <p>Speaking and Listening</p> <ul style="list-style-type: none"> Publish work using audio or digital Add drawings or visuals to clarify ideas, thoughts, feelings <p>Language</p> <ul style="list-style-type: none"> Use correct grammar, punctuation, verb tense Choose precise adjectives and adverbs, considering shades of meaning <p>Designated English Language Development for English Learners</p>	<p>RL.2.1 Ask and answer questions</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>Supporting: RL.2.6 RL.2.7</p>	<p>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.</p> <p>Supporting: W.2.4 W.2.5 W.2.6 W.2.10</p>	<p>SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>

Unit 7 Resources

<http://safari.sandi.net/?p=f68113bb-e2a5-11e3-85a3-842b2b64e69e> (overview, tasks, text suggestions)