

Curriculum Map: Second Grade ELA-2024

Course: 2 Reading Process Sub-topic: Reading

Grade(s): 2

Course Description: The following are the big ideas that encompass second grade curriculum. Effective readers use appropriate strategies to construct meaning. Using questioning, reflecting, responding and evaluating help listeners make meaning from what they hear. Also, effective readers use appropriate strategies to construct meaning such as expanding vocabulary, interpret, analyze, synthesize, and evaluate information. The use of audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques. In addition, the rules of grammar and convention of language support clarity of communications between writers/ speakers, and readers/listeners. Finally, effective research requires multiple sources of information to gain or expand knowledge.

Course Textbooks, Workbooks, Materials Citations: The use of the following materials are necessary for the implementation of the required coursework. The Houghton Mifflin Harcourt Journeys 2014 language arts text book and reader's notebook are utilized. The use of the decodable readers, leveled readers, vocabulary readers, and trade books are incorporated into the lessons. Other materials used are from Teacher Pay Teacher website, Reading A to Z, Readworks, Super Teachers, graphic organizers, I-ready, Accelerated Reader, writing rubrics, Quick Phonics Screener, Fountas & Pinnell reading assessment, Heggerty Phonemic Awareness program, and Words Their Way spelling phonics pattern program. The use of sound walls, heart words, and the Science of Reading resources are implemented in the curriculum.

Unit: Unit 1-September

Timeline: Week 1 to 7

Unit Description: The students will be reading a variety of genres and working on different focus skills with each weekly story. Also, students will be learning various phonics, grammar, vocabulary, and writing skills within the selected story of the week.

Unit Essential Questions:

1. How do strategic readers create meaning from informational and literary text?
2. How do grammar and the conventions of language influence spoken and written communication?
3. Why learn new words?

Unit Big Ideas:

Students will be able to independently use their learning in a variety of ways. The following are the big ideas for this unit:

- *comprehend and evaluate complex text across a range of types and disciplines
- *be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
- *produce writing to address tasks, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message

- *communicate effectively for varied purposes and audiences

- *listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy and order to learn, reflect, and respond

Unit Materials: The use of the following materials are used in this unit.

- *chromebook
- *Visionboard
- *student reading textbook and workbook
- *leveled, vocabulary, and decodable books
- *Teacher Pay Teacher resources
- *Reading A to Z website resources
- *Accelerated Reader and STAR assessments
- *I-Ready reading
- *graphic organizers
- *writing rubric

Unit The following assignments are utilized in this unit.

Assignments:

- *reader's notebook pages
- *read a weekly story in anthology
- *spelling word lists
- *narrative writing
- *compare and contrast writing
- *story mapping
- *phonics skill center activities
- *grammar skill center activities
- *weekly assessments (spelling, grammar, comprehension, phonics, and vocabulary)
- *I-Ready assigned lessons
- *AR reading assessments-goals are given to each student for the month
- *AR test on the anthology story and leveled reader (if applicable)

Unit Key

Terminology & Definitions: The key terms that are important for this unit are as follows:

- Genre
 - *informational, realistic and humorous fiction
- Focus/Target skills
 - *Story elements (characters, setting, problem, and solution)
 - *compare and contrast
 - *cause and effect
 - *context clues

- *author's purpose
- *sequence of events
- *glossary
- *alphabetical order

*multiple meaning words

Grammar skills

*subject

*predicate

*statement, questions, command, exclamation

*nouns (singular and plural)

Phonics

*short and long vowel sounds

*hard and soft c and g

*consonant blends

Writing

*narrative

*compare and contrast

*rubric

Unit Notes: Unit activities vary in each classroom.

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in
(Advanced) decoding words.

? Distinguish long and short vowels when reading regularly spelled one-syllable words. ? Decode two-syllable words with long vowels and words with common prefixes and suffixes. ? Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. ? Read grade-appropriate irregularly spelled words.

CC.1.1.2.E
(Advanced)

Read with accuracy and fluency to support comprehension:

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

CC.1.2.2.A
(Advanced)

Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.B
(Advanced)

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.C
(Advanced)

Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.2.2.E
(Advanced)

Use various text features and search tools to locate key facts or information in a text efficiently.

CC.1.2.2.F
(Advanced)

Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

CC.1.2.2.J
(Advanced)

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.3.2.J
(Advanced)

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.4.2.F
(Advanced)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns.
- Use commas and apostrophes appropriately.
- Spell words drawing on common spelling patterns.
- Consult reference material as needed.

CC.1.4.2.K
(Advanced)

Use a variety of words and phrases to appeal to the audience.

- CC.1.4.2.L
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize proper nouns.
 - Use commas and apostrophes appropriately.
 - Spell words drawing on common spelling patterns.
 - Consult reference material as needed.
- CC.1.4.2.M
(Advanced) Write narratives to develop real or imagined experiences or events.
- CC.1.4.2.N
(Advanced) Establish a situation and introduce a narrator and/or characters.
- CC.1.4.2.P
(Advanced) Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
- CC.1.4.2.Q
(Advanced) Choose words and phrases for effect
- CC.1.4.2.R
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize proper nouns.
 - Use commas and apostrophes appropriately.
 - Spell words drawing on common spelling patterns.
 - Consult reference material as needed.
- CC.1.4.2.T
(Advanced) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CC.1.4.2.W
(Advanced) Recall information from experiences or gather information from provided sources to answer a question.
- CC.1.4.2.X
(Advanced) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.1.5.2.D
(Advanced) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- CC.1.5.2.E
(Advanced) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

This Curriculum Map Unit has no Topics to display

Unit: Unit 2-October

Timeline: Week 7 to 12

Unit Description: The students will be reading a variety of genres and working on different focus skills with each weekly story. Also, students will be learning various phonics, grammar, vocabulary, and writing skills within the selected story of the week.

Unit Essential Questions:

1. What do good listeners do?
2. How do task, purpose, and audience influence how speakers craft and deliver a message?
3. How do speakers employ language and utilize resources to effectively communicate a message?

Unit Big Ideas: The students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Unit Materials: The materials used in this unit are as follows:

- *text book
- *reader's notebook
- *leveled, decodable, and vocabulary readers

- *graphic organizers
- *rubric
- *I-Ready
- *AR assessments

- Unit Assignments:** The assignments for this unit are as follows:
- *weekly assessments (phonics, vocabulary, comprehension, grammar, and spelling)
 - *AR assessment on anthology story and leveled reader if applicable
 - *reader's notebook
 - *informational writing with rubric
 - *I-Ready lessons
 - *Phonics and grammar center activities
 - *Target skills center activities

- Unit Key Terminology & Definitions:** This is the terminology used in this unit.
- Genre
- *informational
 - *realistic fiction
 - *poetry
 - *folktale
- Target focus skills
- *text and graphic features (label, heading, diagram, bold faced words, photographs)
 - *drawing conclusions
 - *main idea
-
- *key details
 - *cause and effect
 - *fact and opinion
 - *setting
 - *plot
 - *author's purpose
- Phonics Skills
- *common ending blends

- *consonant digraphs
- *double consonants and /ck/
- *base words /ed/ and /ing/
- *contractions
- Grammar
- *plural nouns
- *collective nouns
- *base words
- *prefixes (un, re)
- *proper nouns
- *action verbs
- *present, past, and future tense verbs
- Writing
- *informational

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

- CC.1.1.2.E** Read with accuracy and fluency to support comprehension:
(Advanced)
- ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- CC.1.2.2.F** Determine the meaning of words and phrases as they are used in
(Advanced) grade-level text including multiple-meaning words.

- CC.1.2.2.J
(Advanced) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- CC.1.3.2.B
(Advanced) Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CC.1.4.2.K
(Advanced) Use a variety of words and phrases to appeal to the audience.
- CC.1.4.2.L
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize proper nouns.
 - Use commas and apostrophes appropriately.
 - Spell words drawing on common spelling patterns.
 - Consult reference material as needed.
- CC.1.4.2.M
(Advanced) Write narratives to develop real or imagined experiences or events.
- CC.1.4.2.N
(Advanced) Establish a situation and introduce a narrator and/or characters.
- CC.1.4.2.P
(Advanced) Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
- CC.1.4.2.Q
(Advanced) Choose words and phrases for effect
- CC.1.4.2.R
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize proper nouns.
 - Use commas and apostrophes appropriately.
 - Spell words drawing on common spelling patterns.
 - Consult reference material as needed.
- CC.1.4.2.T
(Advanced) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CC.1.4.2.W
(Advanced) Recall information from experiences or gather information from provided sources to answer a question.
- CC.1.4.2.X
(Advanced) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

	audiences.
CC.1.5.2.A (Advanced)	Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B (Advanced)	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C (Advanced)	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.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.5.2.F (Advanced)	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
CC.1.5.2.G (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

This Curriculum Map Unit has no Topics to display

Unit: Unit 3-December

Timeline: Week 13 to 18

Unit Description: The students will be reading a variety of genres and working on different focus skills with each weekly story. Also, students will be learning various phonics, grammar, vocabulary, and writing skills within the selected story of the week.

Unit Essential Questions:

1. What is the text really about?
2. How do strategic readers create meaning from informational and literary text?
3. How does interaction with text provoke thinking and response?

- Unit Big Ideas:** The students will be able to independently use their learning to:
1. Comprehend and evaluate complex texts across a range of types and disciplines.
 2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
 3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
 4. Communicate effectively for varied purposes and audiences.
 5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

- Unit Materials:** The materials used in this unit are as follows:
- *text book
 - *reader's notebook
 - *leveled, decodable, and vocabulary readers
 - *graphic organizers
 - *rubric
 - *I-Ready
 - *AR assessments

- Unit Assignments:** The assignments for this unit are as follows:
- *weekly assessments (phonics, vocabulary, comprehension, grammar, and spelling)
 - *AR assessment on anthology story and leveled reader if applicable
 - *reader's notebook
 - *informational writing with rubric
 - *I-Ready lessons
 - *Phonics and grammar center activities
 - *Target skills center activities

- Unit Key Terminology & Definitions:** These are the key terms used in this unit.
- Genre
 - *information text
 - *biography
 - *humorous fiction

Target and focus skills

- *author's word choice
- *drawing conclusions
- *text and graphic features (headings, captions, labels, illustrations, thought bubbles)
- *fact and opinion
- *main idea and details
- *author's purpose
- *summarize
- *cause and effect

Phonics

- *base words and endings (s, and es)
- *vowel digraphs (ai, ay, ee, ea)
- *long o (o, oa, ow)
- *compound words
- *schwa vowel sound

Grammar

- *suffix ly
- *compound sentences
- *quotation marks
- *using proper nouns
- *abbreviations

Writing

- *persuasive

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.E Read with accuracy and fluency to support comprehension:
(Advanced)

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

CC.1.2.2.E (Advanced)	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.G (Advanced)	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.H (Advanced)	Describe how reasons support specific points the author makes in a text.
CC.1.2.2.J (Advanced)	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.F (Advanced)	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.4.2.G (Advanced)	Write opinion pieces on familiar topics or texts.
CC.1.4.2.H (Advanced)	Identify the topic and state an opinion.
CC.1.4.2.I (Advanced)	Support the opinion with reasons that include details connected to the opinion.
CC.1.4.2.J (Advanced)	Create an organizational structure that includes reasons and includes a concluding statement.
CC.1.4.2.K (Advanced)	Use a variety of words and phrases to appeal to the audience.
CC.1.4.2.L (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
	<ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N (Advanced)	Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.P (Advanced)	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

CC.1.4.2.Q (Advanced)	Choose words and phrases for effect
CC.1.4.2.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.V (Advanced)	Participate in individual or shared research and writing projects.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

This Curriculum Map Unit has no Topics to display

Unit: Unit 4-February

Timeline: Week 19 to 24

Unit Description: The students will be reading a variety of genres and working on different focus skills with each weekly story. Also, students will be learning various phonics, grammar, vocabulary, and writing

skills within the selected story of the week.

Unit Essential Questions:

1. Why learn new words?
2. How do strategic readers create meaning from informational and literary text?
3. How does what readers read influence how text should be read?

Unit Big Ideas: The students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Unit Materials: The materials used in this unit are as follows:

- *text book
- *reader's notebook
- *leveled, decodable, and vocabulary readers
- *graphic organizers
- *rubric
- *I-Ready
- *AR assessments

Unit Assignments: The assignments for this unit are as follows:

- *weekly assessments (phonics, vocabulary, comprehension, grammar, and spelling)
- *AR assessment on anthology story and leveled reader if applicable
- *reader's notebook
- *informational writing with rubric
- *I-Ready lessons

*Phonics and grammar center activities

*Target skills center activities

Unit Key The following are the terms used in this unit.

Terminology &

Definitions:

Genre

*realistic fiction

*biography

*humorous fiction

*fantasy

Target/focus skills

*story structure

*understanding characters

*sequence of events

*formal/informal language

*author's word choice

*text and graphic features (illustrations)

*point of view

*compare and contrast

*figurative language-similes

Phonics

*base words and endings- /ed/ and /ing/

*long i (i, igh, ie, y)

*long e sound for y-changing y to i

*words with /ar/

*words with /or/ and /ore/

Grammar

*pronouns

*subject verb agreement

*verb of be

*commas in dates, places, and series

*homographs

*antonyms

*suffixes /y/ and /ful/

*shades of meaning

*prefix (over)

Writing

- *compare/contrast
- *poetry
- *informational
- *narrative

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

- CC.1.1.2.E
(Advanced) Read with accuracy and fluency to support comprehension:
? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- CC.1.3.2.D
(Advanced) Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- CC.1.3.2.E
(Advanced) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- CC.1.3.2.G
(Advanced) Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
- CC.1.4.2.A
(Advanced) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.2.B
(Advanced) Identify and introduce the topic.
- CC.1.4.2.C
(Advanced) Develop the topic with facts and/or definitions.
- CC.1.4.2.K
(Advanced) Use a variety of words and phrases to appeal to the audience.
- CC.1.4.2.L
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. •

	Consult reference material as needed.
CC.1.4.2.M (Advanced)	Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N (Advanced)	Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.P (Advanced)	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
CC.1.4.2.Q (Advanced)	Choose words and phrases for effect
CC.1.4.2.R (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.
CC.1.4.2.T (Advanced)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.1.4.2.W (Advanced)	Recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.2.X (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.5.2.D (Advanced)	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E (Advanced)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

This Curriculum Map Unit has no Topics to display

Unit: Unit 5-March

Timeline: Week 25 to 30

Unit Description: The students will be reading a variety of genres and working on different focus skills with each weekly story. Also, students will be learning various phonics, grammar, vocabulary, and writing skills within the selected story of the week.

Unit Essential Questions:

1. How do strategic readers create meaning from informational and literary text?
2. What strategies and resources does the learner use to figure out unknown vocabulary?

Unit Big Ideas: The students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Unit Materials: The materials used in this unit are as follows:

- *text book
- *reader's notebook
- *leveled, decodable, and vocabulary readers
- *graphic organizers
- *rubric
- *I-Ready
- *AR assessments

Unit Assignments: The assignments for this unit are as follows:

- *weekly assessments (phonics, vocabulary, comprehension, grammar, and spelling)
- *AR assessment on anthology story and leveled reader if applicable

- *reader's notebook
- *informational writing with rubric
- *I-Ready lessons
- *Phonics and grammar center activities
- *Target skills center activities

Unit Key

Terminology & Definitions:

The terms used in this unit are as follows:

Genre

- *narrative nonfiction
- *realistic fiction
- *narrative fiction
- *folktale
- *informational text
- *folktale

Target and Focus Skills

- *main idea and details
- *cause and effect

- *understanding characters
- *figurative language (similes)
- *drawing conclusions
- *sequence of events
- *point of view
- *text and graphic feature
- *using context clues

Phonics

- */er/, /ir/, ur/ words
- *homophones
- *base words and endings (er, est)
- *suffixes (y, ly, ful)
- *prefixes /re/, /un/, /over/, /pre/, /mis/
- *words with /ou/, /au/, /aw/, /al/, /o/, /a/
- *final stable syllables (tion, ture)

Grammar

- *adjectives

- *irregular action verbs
- *antonyms
- *dictionary entries
- *idioms
- Writing
- *informational
- *compare and contrast
- *How to writing
- *friendly letter

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

- CC.1.1.2.E
(Advanced) Read with accuracy and fluency to support comprehension:
 - ? Read on-level text with purpose and understanding. ? Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- CC.1.2.2.F
(Advanced) Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
- CC.1.2.2.J
(Advanced) Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- CC.1.3.2.A
(Advanced) Recount stories and determine their central message, lesson, or moral.
- CC.1.3.2.C
(Advanced) Describe how characters in a story respond to major events and challenges.
- CC.1.3.2.I
(Advanced) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
- CC.1.4.2.K
(Advanced) Use a variety of words and phrases to appeal to the audience.

- CC.1.4.2.L
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize proper nouns.
 - Use commas and apostrophes appropriately.
 - Spell words drawing on common spelling patterns.
 - Consult reference material as needed.
- CC.1.4.2.M
(Advanced) Write narratives to develop real or imagined experiences or events.
- CC.1.4.2.N
(Advanced) Establish a situation and introduce a narrator and/or characters.
- CC.1.4.2.P
(Advanced) Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
- CC.1.4.2.Q
(Advanced) Choose words and phrases for effect
- CC.1.4.2.R
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Capitalize proper nouns.
 - Use commas and apostrophes appropriately.
 - Spell words drawing on common spelling patterns.
 - Consult reference material as needed.
- CC.1.4.2.T
(Advanced) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CC.1.4.2.W
(Advanced) Recall information from experiences or gather information from provided sources to answer a question.
- CC.1.4.2.X
(Advanced) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- CC.1.5.2.D
(Advanced) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- CC.1.5.2.E
(Advanced) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

This Curriculum Map Unit has no Topics to display

Unit:

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Unit: Unit 6-April/May

Timeline: Week 31 to 36

Unit Description: The students will be reading a variety of genres and working on different focus skills with each weekly story. Also, students will be learning various phonics, grammar, vocabulary, and writing skills within the selected story of the week.

Unit Essential

- Questions:**
1. How do characters in a story respond to major events and challenges?
 2. How would you compare and contrast two or more versions of the same story by different authors or from different cultures?
 3. How would thoughts and feelings be used to show the experiences and events of characters to situations?

- Unit Big Ideas:** The students will be able to independently use their learning to:
1. Comprehend and evaluate complex texts across a range of types and disciplines.
 2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
 3. Produce writing to address task, purpose, perspective, and intended audience; research and

gather evidence to create a clear and coherent message.

4. Communicate effectively for varied purposes and audiences.

5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Unit Materials: The use of the following materials are used in this unit.

*chromebook

*vision board

*student reading textbook and workbook

*leveled reader

*vocabulary readers

*decodable books

*Teacher Pay Teacher resources

*Reading A to Z website resources

*Accelerated Reader and STAR assessments

*I-Ready reading

*graphic organizers

*writing rubric

Unit The following assignments are utilized in this unit.

Assignments:

*reader's notebook pages

*read a weekly story in anthology

*spelling word lists

*opinion writing

*compare and contrast writing

*story mapping

*phonics skill center activities

*grammar skill center activities

*fact and opinion activities

*weekly assessments (spelling, grammar, comprehension, phonics, and vocabulary)

*I-Ready assigned lessons

*AR reading assessments-goals are given to each student for the month

*AR test on the anthology story and leveled reader(if applicable)

Unit Key

Terminology & The key terms that are important for this unit are as follows:

Definitions:

Genre

*Fantasy, Biography, Fairy Tale, Folktale, and informational text

Focus/Target Skills

*story structure

*drawing conclusions

*fact and opinion

*author's purpose

*sequence of events

*compare and contrast

*understanding characters

*point of view

*using context

*multiple meaning words

*shades of meaning

*classify and categorize

*antonyms

*root words

Grammar Skills

*contractions

*adverbs

*possessive nouns

*possessive pronouns

*choose between adjectives and adverbs

Phonics

*words with /oo/, /ew/, /ue/, / and /ou/

*words with /oo/ such as book

*vowel diphthongs /ow/ and /ou/; /oi/ and /oy/

*reading longer words with long vowels /o/ and /e/

Writing

*opinion/persuasive

*compare and contrast

Unit Notes:

Unit activities vary in each classroom.

*A narrative writing prompt for writing portfolios is given in the spring to show growth from the beginning of the year.

STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.2.E
(Advanced)

Read with accuracy and fluency to support comprehension:

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

CC.1.2.2.F
(Advanced)

Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

CC.1.2.2.I
(Advanced)

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

CC.1.2.2.J
(Advanced)

Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.2.2.L
(Advanced)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.3.2.K
(Advanced)

Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.4.2.K
(Advanced)

Use a variety of words and phrases to appeal to the audience.

CC.1.4.2.L
(Advanced)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns.
- Use commas and apostrophes

appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

CC.1.4.2.M
(Advanced)

Write narratives to develop real or imagined experiences or events.

CC.1.4.2.N
(Advanced)

Establish a situation and introduce a narrator and/or characters.

CC.1.4.2.P
(Advanced)

Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

CC.1.4.2.Q
(Advanced)

Choose words and phrases for effect

CC.1.4.2.R
(Advanced)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

• Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

CC.1.4.2.T
(Advanced)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.1.4.2.U
(Advanced)

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

CC.1.4.2.W
(Advanced)

Recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.2.X
(Advanced)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.2.D
(Advanced)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E
(Advanced)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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