

Prescott Unified School District: ELA Curriculum Map

Grade Level: 2nd	Module: Module 1 Week 1	Timeline: Quarter 1 Week 1
Big Idea: Be a Super Citizen		Essential Question: How can being a good citizen make a difference to others?
<b>Standards</b>	<b>Reading Foundational Skills</b>	<b>Reading Comprehension/Vocabulary</b>
<p>2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.L.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>2.RI.2 Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>2.W.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>Phonemic Awareness:</p> <ul style="list-style-type: none"> <li>• Heggerty Yellow Book Week 12</li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>• Consonants Short a, i</li> <li>• Multisyllabic Words: Short a, i</li> </ul> <p>Fluency:</p> <ul style="list-style-type: none"> <li>• Accuracy and Self-Correction</li> </ul> <p>High Frequency Words:</p> <ul style="list-style-type: none"> <li>• a, and, go, got, have, not, the, to, will, you</li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>• <u>Rule</u>: Short a, i</li> <li>• <u>Basic Words</u>: bit, fix, flat, glad, if, jam, kit, list, mask, rip, sad, win</li> <li>• <u>Review Words</u>: as, chip, clap, his</li> <li>• <u>Challenge Words</u>: picnic, sandwich</li> </ul>	<p>Stories:</p> <ul style="list-style-type: none"> <li>• Read Aloud: Meet the Dogs from Bedlam Farm</li> <li>• myBook: Clark the Shark We Are Super Citizens</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Skill: Antonyms</li> <li>• <u>Power Words</u>: bellowed, bounce, carefree, cool, grinned, guards, guide, handle, images, might, munch, rough, serious</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Central Idea</li> </ul>
<b>Assessments</b>	<b>Writing Grammar and Handwriting</b>	<b>Writing Workshop</b>
<ul style="list-style-type: none"> <li>• Weekly Assessment Module 1 Week 1</li> <li>• Short a, i Spelling Test</li> <li>• Progress Monitor Fluency</li> <li>• (Optional) Selection Test for story</li> </ul>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Subjects and Predicates</li> </ul> <p>Handwriting:</p> <ul style="list-style-type: none"> <li>• Handwriting Heros Lowercase Skydivers: l, k, t, i, j</li> </ul>	<p>Focal Text:</p> <ul style="list-style-type: none"> <li>• Just a Dream</li> </ul> <p>Genre:</p> <ul style="list-style-type: none"> <li>• Personal Narrative</li> </ul>
<b>Social and Emotional</b>		
<p>Social Emotional Focus: Social Awareness</p> <ul style="list-style-type: none"> <li>• Empathy Shades</li> <li>• Community Unity</li> </ul>		<p>Lessons:</p> <ul style="list-style-type: none"> <li>• Priming the Students</li> <li>• Priming the Text</li> <li>• The Read</li> <li>• Vocabulary</li> <li>• The Writing Process</li> </ul>

Prescott Unified School District: ELA Curriculum Map

Grade Level: 2nd	Module: Module 1 Week 2	Timeline: Quarter 1 Week 2
Big Idea: Be a Super Citizen		Essential Question: How can being a good citizen make a difference to others?
Standards	Reading Foundational Skills	Reading Comprehension/Vocabulary
<p>2.L.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2.RL.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>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>2.W.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>Phonemic Awareness:</p> <ul style="list-style-type: none"> <li>Heggerty Yellow Book Week 13</li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Consonants Short o, u, e</li> <li>Multisyllabic Words: Short o, u, e</li> </ul> <p>High Frequency Words:</p> <ul style="list-style-type: none"> <li>best, does, end, job, left, men, more, see, than, wash</li> </ul> <p>Fluency:</p> <ul style="list-style-type: none"> <li>Reading Rate</li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li><u>Rule</u>: Short o, u, e</li> <li><u>Basic Words</u>: dot, frog, hug, hum, job, left, melt, net, plum, rest, shut, yes</li> <li><u>Review Words</u>: fix, glad, jam, list</li> <li><u>Challenge Words</u>: helmet, puddle</li> </ul>	<p>Stories:</p> <ul style="list-style-type: none"> <li>Read Aloud: The William Hoy Story</li> <li>myBook: The Great Puppy Invasion Being a Good Citizen</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Skill: Antonyms</li> <li><u>Power Words</u>: cautiously, compliment, discuss, elected, jammed, local, mock, panicked, prohibited, ridiculous, scribbled, smirked, tryouts, wistfully</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>Central Idea</li> <li>Monitor and Clarify</li> <li>Author's Purpose</li> <li>Summarize</li> </ul>
Assessments	Writing Grammar and Handwriting	Writing Workshop
<ul style="list-style-type: none"> <li>Weekly Assessment Module 1 Week 2</li> <li>Spelling Test</li> <li>Progress Monitor Fluency</li> <li>(Optional) Selection Test for story</li> </ul>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>Simple Sentences</li> </ul> <p>Handwriting:</p> <ul style="list-style-type: none"> <li>Handwriting Heros Lowercase</li> <li>Cannon Pops: c,a,d,o,g,q</li> </ul>	<p>Focal Text:</p> <ul style="list-style-type: none"> <li>Just a Dream</li> </ul> <p>Genre:</p> <ul style="list-style-type: none"> <li>Personal Narrative</li> </ul>
Social and Emotional		
<p>Social Emotional Focus: Social Awareness</p> <ul style="list-style-type: none"> <li>Empathy Shades</li> <li>Community Unity</li> </ul>		<p>Lessons:</p> <ul style="list-style-type: none"> <li>Prewriting I: Preparing to Write</li> <li>Prewriting II: Organizing the Story</li> <li>Drafting I: Elements of Narrative Text</li> <li>Drafting II: Completing the Draft</li> <li>Revising I: Word Choice</li> </ul>

Prescott Unified School District: ELA Curriculum Map

Grade Level: 2nd	Module: Module 1 Week 3	Timeline: Quarter 1 Week 3
Big Idea: Be a Super Citizen		Essential Question: How can being a good citizen make a difference to others?
Standards	Reading Foundational Skills	Reading Comprehension/Vocabulary
<p>2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>2.RI.2 Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2.RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>2.W.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><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Heggerty Yellow Book Week 14</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Long a, i (VCe)</li> <li>Soft c and g</li> </ul> <p><b>High Frequency Words:</b></p> <ul style="list-style-type: none"> <li>do, give, he, line, said, set, seven, sure, upon, walk</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>Expression</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li><u>Skill:</u> Long a, i (VCe)</li> <li><u>Basic Words:</u> ate, cake, grape, line, mine, pile, plate, prize, rake, race, size, wipe</li> <li><u>Review Words:</u> flat, if, rip, win</li> <li><u>Challenge Words:</u> guide, mistake</li> </ul>	<p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>Read Aloud: Violet the Pilot</li> <li>myBook: Picture Day Perfection Get Involved: Be Awesome!</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Skill: Antonyms</li> <li><b>Power Words:</b> disaster, fiddled, hamper, jubilantly, mechanical, mood, obnoxious, perfect, planned, praise, queasy, reassemble, scowl, tinkering</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Characters</li> <li>Create Mental Images</li> <li>Central Idea</li> </ul>
Assessments	Writing Grammar and Handwriting	Writing Workshop
<ul style="list-style-type: none"> <li>Weekly Assessment Module 1 Week 3</li> <li>Spelling Test</li> <li>Progress Monitor Fluency</li> <li>(Optional) Selection Test for story</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Kinds of Sentences</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Handwriting Heros Lowercase Bouncers: h, b, r, n, m, p</li> </ul>	<p><b>Focal Text:</b></p> <ul style="list-style-type: none"> <li>Just a Dream</li> </ul> <p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>Personal Narrative</li> </ul>
Social and Emotional		
<p>Social Emotional Focus: Social Awareness</p> <ul style="list-style-type: none"> <li>Empathy Shades</li> <li>Community Unity</li> </ul>		<p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>Revising II: Conferencing</li> <li>Editing I: Possessives and Contractions</li> <li>Editing II: Peer Proofreading</li> <li>Publishing a Personal Narrative</li> <li>Sharing a Personal Narrative</li> </ul>

Prescott Unified School District: ELA Curriculum Map

Grade Level: 2nd	Module: Module 2 Week 1	Timeline: Quarter 1 Week 4
Big Idea: Look Around and Explore		Essential Question: How does exploring help us understand the world around us?
<b>Standards</b>	<b>Reading Foundational Skills</b>	<b>Reading Comprehension/Vocabulary</b>
<p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Heggerty Yellow Book Week 15</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Long o, e, u (CV,VCe)</li> <li>Review Long Vowels (VCe)</li> </ul> <p><b>High Frequency Words:</b></p> <ul style="list-style-type: none"> <li>close, cold, come, done, fire, front, life, name, small, times</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>Phrasing</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li><u>Skill:</u> Long o, u (VCe)</li> <li><u>Basic Words:</u> doze, nose, use, rose, pole, close, June, woke, rule, rode, role, tune</li> <li><u>Review Words:</u> hum, shut, frog, job</li> <li><u>Challenge Words:</u> wrote, flute</li> </ul>	<p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>Read Aloud: The Important Book</li> <li>myBook: What's the Matter? Many Kinds of Matter</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Skill: Synonyms</li> <li><u>Power Words:</u> amount, easily, example, forms, hollow, material, petals, planet, sail, space, splashes, tasty, tender, ticklish</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Author's Purpose</li> <li>Central Idea</li> <li>Make Inferences</li> <li>Content-Area Words</li> </ul>
<b>Assessments</b>	<b>Writing Grammar and Handwriting</b>	<b>Writing Workshop</b>
<ul style="list-style-type: none"> <li>Weekly Assessment Module 2 Week 1</li> <li>Spelling Test</li> <li>Progress Monitor Fluency</li> <li>(Optional) Selection Test for story</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Compound Sentences</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Handwriting Heros Lowercase Skiers: v, w, x, y</li> </ul>	<p><b>Focal Text:</b></p> <ul style="list-style-type: none"> <li>Uncommon Traveler: Mary Kingsley in Africa</li> </ul> <p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>Descriptive Essay</li> </ul>
<b>Social and Emotional</b>		
<p>Social Emotional Focus: Self-Awareness</p> <ul style="list-style-type: none"> <li>Positive Self-Talk</li> <li>Self-Reflection Mirror</li> <li>I Belong</li> <li>Feelings Forecaster</li> </ul>		<p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>Priming the Students</li> <li>Priming the Text</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Preparing to Write</li> </ul>

Prescott Unified School District: ELA Curriculum Map

Grade Level: 2nd	Module: Module 2 Week 2	Timeline: Quarter 1 Week 5
Big Idea: : Look Around and Explore	Essential Question: How does exploring help us understand the world around us?	
<b>Standards</b>	<b>Reading Foundational Skills</b>	<b>Reading Comprehension/Vocabulary</b>
<p>2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.RL.4 Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.</p> <p>2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Heggerty Yellow Book Week 16</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Short and Long Vowels (CvC, vCe)</li> <li>• Suffixes er, est</li> </ul> <p><b>High Frequency Words:</b></p> <ul style="list-style-type: none"> <li>• answer, find, its, miss, old, round, then, until, what, young</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>• Intonation</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• <u>Skill:</u> Short and Long Vowels (CvC, vCe)</li> <li>• <u>Basic Words:</u> tap, tape, fin, fine, cute, ride, rob, robe, cap, cape, slid, slide</li> <li>• <u>Review Words:</u> shop, wish, cut, rid</li> <li>• <u>Challenge Words:</u> scrap, scrape</li> </ul>	<p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>• Read Aloud: It's Only Stanley</li> <li>• myBook: The Great Fuzz Frenzy Water Rolls, Water Rises</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Skill: Synonyms</li> <li>• <u>Power Words:</u> battleground, buzzing, clanking, feud, fit, frenzy, funky, gasped, odd, plumes, recognize, strokes, tumbling, wisps</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Setting</li> <li>• Make Connections</li> <li>• Connect Text and Visuals</li> <li>• Create Mental Images</li> <li>• Elements of Poetry</li> </ul>
<b>Assessments</b>	<b>Writing Grammar and Handwriting</b>	<b>Writing Workshop</b>
<ul style="list-style-type: none"> <li>• Weekly Assessment Module 2 Week 2</li> <li>• Spelling Test</li> <li>• Progress Monitor Fluency</li> <li>• (Optional) Selection Test for story</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Compound Subjects and Predicates</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Handwriting Heros Lowercase Surfers: s, u, f, e, z</li> </ul>	<p><b>Focal Text:</b></p> <ul style="list-style-type: none"> <li>• Uncommon Traveler: Mary Kingsley in Africa</li> </ul> <p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Descriptive Essay</li> </ul>
<b>Social and Emotional</b>		
<p>Social Emotional Focus: Self-Awareness</p> <ul style="list-style-type: none"> <li>• Positive Self-Talk</li> <li>• Self-Reflection Mirror</li> <li>• I Belong</li> <li>• Feelings Forecaster</li> </ul>	<p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>• Prewriting II: Identifying the Topic</li> <li>• Drafting I: Elements of Informational Text</li> <li>• Drafting II: Completing the Draft</li> <li>• Revising I: Sentence Structure</li> <li>• Revising II: Conferencing</li> </ul>	

Prescott Unified School District: ELA Curriculum Map

Grade Level: 2nd	Module: Module 2 Week 3	Timeline: Quarter 1 Week 6
Big Idea: : Look Around and Explore		Essential Question: How does exploring help us understand the world around us?
<b>Standards</b>	<b>Reading Foundational Skills</b>	<b>Reading Comprehension/Vocabulary</b>
<p>2.L.1.a Use collective nouns (e.g., group).</p> <p>2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.RI.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>2.L.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Heggerty Yellow Book Week 17</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Initial Blends with l, r, s</li> <li>• Inflections s, es</li> </ul> <p><b>High Frequency Words:</b></p> <ul style="list-style-type: none"> <li>• baby, bird, blue, bring, fly, her, little, place, she, this</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>• Accuracy and Self-correction</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• <u>Skill</u>: Blends with l, r, s</li> <li>• <u>Basic Words</u>: space, globe, grade, swim, place, last, test, skin, drag, glide, just, stove</li> <li>• <u>Review Words</u>: slid, close, grape, plate</li> <li>• <u>Challenge Words</u>: climb, bruise</li> </ul>	<p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>• Read Aloud: If You Find a Rock</li> <li>• myBook: The Puddle Puzzle Looking at Art</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Skill: Synonyms</li> <li>• <u>Power Words</u>: ace, agency, business, confidently, eagerly, located, mossy, mystery, outstretched, pavement, scoop, seeps, underside</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Central Idea</li> <li>• Ask and Answer Questions</li> <li>• Elements of Drama</li> </ul>
<b>Assessments</b>	<b>Writing Grammar and Handwriting</b>	<b>Writing Workshop</b>
<ul style="list-style-type: none"> <li>• Weekly Assessment Module 2 Week 3</li> <li>• Spelling Test</li> <li>• Progress Monitor Fluency</li> <li>• (Optional) Selection Test for story</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Subject-Verb Agreement</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Double Trouble Letters: Cc, Oo, Ss, Vv, Ww, Xx, Zz</li> </ul>	<p><b>Focal Text:</b></p> <ul style="list-style-type: none"> <li>• Uncommon Traveler: Mary Kingsley in Africa</li> </ul> <p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Descriptive Essay</li> </ul>
<b>Social and Emotional</b>		
<p>Social Emotional Focus: Self-Awareness</p> <ul style="list-style-type: none"> <li>• Positive Self-Talk</li> <li>• Self-Reflection Mirror</li> <li>• I Belong</li> <li>• Feelings Forecaster</li> </ul>		<p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>• Revising III: Elaboration</li> <li>• Editing: Peer Proofreading</li> <li>• Publishing I: Writing the Final Copy</li> <li>• Publishing II: Descriptive Essay</li> <li>• Sharing a Descriptive Essay</li> </ul>

Prescott Unified School District: ELA Curriculum Map

Grade Level: 2nd	Module: Module 3 Week 1	Timeline: Quarter 1 Week 7
Big Idea: Meet in the Middle		Essential Question: How can people work out disagreements?
<b>Standards</b>	<b>Reading Foundational Skills</b>	<b>Reading Comprehension/Vocabulary</b>
<p>2.L.4.a 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>2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>2.L.4.d Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>2.RI.2 Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>2.W.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>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.W.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><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Heggerty Yellow Book Week 18</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Final Blends</li> <li>Closed Syllables</li> </ul> <p><b>High Frequency Words:</b></p> <ul style="list-style-type: none"> <li>are, hand, kept, king, land, long, sing, thing, think, wish</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>Reading Rate</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li><u>Skill</u>: Final Blends</li> <li><u>Basic Words</u>: next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring,</li> <li><u>Review Words</u>: globe, swim, stove, just</li> <li><u>Challenge Words</u>: friend, young</li> </ul>	<p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>Read Aloud: Mango, Abuela, and Me</li> <li>myBook: Meet Me Halfway Big Red Lollipop</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Skill: Context Clues</li> <li><u>Power Words</u>: belongs, bob, bundle, company, greedy, invited, musical, plead, scoots, screams, scurries, shove, snaking, weave</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Central Idea</li> <li>Point of View</li> <li>Monitor and Clarify</li> </ul>
<b>Assessments</b>	<b>Writing Grammar and Handwriting</b>	<b>Writing Workshop</b>
<ul style="list-style-type: none"> <li>Weekly Assessment Module 3 Week 1</li> <li>Spelling Test</li> <li>Progress Monitor Fluency</li> <li>(Optional) Selection Test for story</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Types of Nouns</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Super Similar Letters: Bb, Ff, Hh, Ii, Jj, Kk, Ll, Pp, Tt, Uu, Yy</li> </ul>	<p><b>Focal Text:</b></p> <ul style="list-style-type: none"> <li>Mr. Tiger Goes Wild</li> </ul> <p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>Persuasive Text</li> </ul> <p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>Priming the Students</li> <li>Priming the Text</li> <li>The Read</li> <li>Vocabulary</li> <li>Prewriting I: Choosing a Topic</li> </ul>
<b>Social and Emotional</b>		
<ul style="list-style-type: none"> <li>Cooperating Birds</li> <li>The Resolver</li> </ul>		



Prescott Unified School District: ELA Curriculum Map

Grade Level: 2nd	Module: Module 3 Week 2	Timeline: Quarter 1 Week 8
Big Idea: Meet in the Middle		Essential Question: How can people work out disagreements?
Standards	Reading Foundational Skills	Reading Comprehension/Vocabulary
<p>2.L.4.a 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>2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>2.L.4.d Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2.RI.2 Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>2.W.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>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.W.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><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• Heggerty Yellow Book Week 19</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Double Final Consonants</li> <li>• Inflections: Spelling Changes</li> </ul> <p><b>High Frequency Words:</b></p> <ul style="list-style-type: none"> <li>• across, car, down, fell, full, held, mountain, pull, push, spell</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>• Phrasing</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• <u>Skill</u>: Double Final Consonants</li> <li>• <u>Basic Words</u>: full, dress, mess, add, hill, pull, spill, class, doll, kiss, fell, off</li> <li>• <u>Review Words</u>: drink, stamp, swim, place</li> <li>• <u>Challenge Words</u>: address, across</li> </ul>	<p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>• Read Aloud: Three Hens and a Peacock</li> <li>• myBook: Working with Others Gingerbread for Liberty!</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Skill: Context Clues</li> <li>• <u>Power Words</u>: argue, blamed, booming, brewing, exhausted, moped, persuade, practice, respectful, skill, struts, threatening, wandered, whizzed</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Make and Confirm Predictions</li> <li>• Central Idea</li> <li>• Synthesize</li> <li>• Text Organization</li> </ul>
Assessments	Writing Grammar and Handwriting	Writing Workshop
<ul style="list-style-type: none"> <li>• Weekly Assessment Module 3 Week 2</li> <li>• Spelling Test</li> <li>• Progress Monitor Fluency</li> <li>• (Optional) Selection Test for story</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Singular and Plural Nouns</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Dangerously Different Letters: Aa, Dd, Ee, Gg, Mm, Nn, Qq, Rr</li> </ul>	<p><b>Focal Text:</b></p> <ul style="list-style-type: none"> <li>• Mr. Tiger Goes Wild</li> </ul> <p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Persuasive Text</li> </ul>
Social and Emotional		
<ul style="list-style-type: none"> <li>• Cooperating Birds</li> <li>• The Resolver</li> </ul>		<p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>• Prewriting II: Introducing Persuasive Structure</li> <li>• Drafting I: Elements of Persuasive Text</li> <li>• Drafting II: Completing the Draft</li> <li>• Revising I: Integrating Action Verbs</li> <li>• Revising II: Conferencing</li> </ul>



Prescott Unified School District: ELA Curriculum Map

Grade Level: 2nd	Module: Module 3 Week 3	Timeline: Quarter 1 Week 9
Big Idea: Meet in the Middle		Essential Question: How can people work out disagreements?
<b>Standards</b>	<b>Reading Foundational Skills</b>	<b>Reading Comprehension/Vocabulary</b>
<p>2.L.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2.L.4.d Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2.RI.2 Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>2.W.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>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.W.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><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>Heggerty Yellow Book Week 20</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Consonant Digraphs</li> <li>Prefixes un, re</li> </ul> <p><b>High Frequency Words:</b></p> <ul style="list-style-type: none"> <li>even, mouse, Mr., Mrs., other, shall, these, when, while, white</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>Expression</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li><u>Skill</u>: Consonant Digraphs</li> <li><u>Basic Words</u>: dish, than, chest, such, thin, push, shine, chase, white, while, these, flash</li> <li><u>Review Words</u>: dress, add, off, fell</li> <li><u>Challenge Words</u>: whisper, thumb</li> </ul>	<p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>Read Aloud: Serious Farm</li> <li>myBook: Pepita and the Bully Be a Hero! Work It Out!</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Skill: Context Clues</li> <li><u>Power Words</u>: admit, dragged, excuses, frown, hesitant, humor, immediately, mumbled, nearby, probably, terrible, wrinkled, yanked</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Theme</li> <li>Retell</li> <li>Author's Purpose</li> </ul>
<b>Assessments</b>	<b>Writing Grammar and Handwriting</b>	<b>Writing Workshop</b>
<ul style="list-style-type: none"> <li>Weekly Assessment Module 3 Week 3</li> <li>Spelling Test</li> <li>Progress Monitor Fluency</li> <li>(Optional) Selection Test for story</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>More Plural Nouns</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Focal Text:</b></p> <ul style="list-style-type: none"> <li>Mr. Tiger Goes Wild</li> </ul> <p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>Persuasive Text</li> </ul>
<b>Social and Emotional</b>		
<ul style="list-style-type: none"> <li>Cooperating Birds</li> <li>The Resolver</li> </ul>		<p><b>Lessons:</b></p> <ul style="list-style-type: none"> <li>Revising III: Integrating Adverbs</li> <li>Editing: Peer Proofreading</li> <li>Publishing I: Writing the Final Copy</li> <li>Publishing II: Persuasive Text</li> <li>Sharing a Persuasive Text</li> </ul>