My District Curriculum Maps

2023-2024 Grade 2 ELA: Quarter 1: Weeks 1-10 : Topics- Back to School & Seasons

Last updated: **8/19/2023**

Options

READING

Building Vocabulary and Knowledge of the World:

- Explain how specific words and phrases in a text suggest feelings and help a reader imagine the text with their senses
- Ask and answer questions when reading and listening to diverse texts about the topic/theme
- Use words and phrases from diverse texts to describe key ideas or details about the theme/topic
- Use sentence-level context clues to determine meanings of new words in text
- Use words and phrases –including adjectives and adverbs from the theme/topic texts, conversations, and experiences in speaking and writing

Fluency:

- Apply phonics and decoding skills
- Read texts multiple times to read with word accuracy, appropriate rate, and expression
- Re-read to use context for self-correcting and to support understanding of text

Comprehension/Science of Reading Comprehension Strategies:

- Activate prior knowledgeabout the structure of fictional and informational texts to support understanding of the text
- Understand and use question words
- Ask questions about key ideas and details during reading
- Ask questions about how characters respond to major events and challenges and how ideas, concepts, or a series of events are connected to each other in informational texts
- Ask questions about how specific words and phrases show feelings and help a reader imagine the text with their senses
- Make predictions based on characters and their challenges, the setting and major events in a story
- Make predictions about details in a text based on your life experience with the text topic/theme and what you know about the topic from other texts
- Summarize–tell the central idea/main topic and share key details about a text
- Summarize by discussing characters, setting and major events or key details
- Monitor comprehensionby checking to see if you can provide descriptions of characters and their response to challenges and major events in a story and re-reading if you are unsure

Computer Science and Digital Fluency:

- Compare and explain how rules for using techonology can be different at school and at home.
- Identify examples of technlogy that help solve problems in society - for communities or individuals
- Explain how software helps with tasks (e.g. word processing, Seesaw)

READING TEXT SETS

SUGGESTED READ ALOUDS AND MEDIA FOR TEXT SETS:

First Day

- First Day Jitters
- Scaredy Squirrel
- Kissing Hand

Communities

- Officer Buckle and Gloria
- How Full is Your Bucket?
- Be Kind (Literacy Footprints Resource)

Individual Development

- Giraffes Can't Dance
- Bad Case of Stripes
- Chrysanthemum
- Spaghetti On a Hotdog Bun
- Enemy Pie

READING PRACTICE TEXTS

STUDENT-READ TEXT OPTIONS FOR TEXT SETS:

- Getting Ready For School (RAZ Level E)
- A Day of Firsts (RAZ Level G)
- New Planet, New School (RAZ Level K)
- The Hoppers Start School (RAZ Level M)

PHONEMIC AWARENESS, PHONICS, & DECODING

Fundations

Orientation:

Lesson 1 – re-introduce the standard Fundations deck and assess what letter-keyword-phonemes they know. Assess if they can write a complete alphabet.

Lesson 2 – continue review of Level 1, go over the writing paper with them.

Unit 1: (2 weeks)

*Quick Reference Sheet

- keyword sounds for consonant and vowels
- consonant digraphs and their sounds
- consonant blends
- digraph blends
- spelling of /k/ sound
- closed syllable type

WRITING

Writing about Reading:

- Respond in diverse formats of writing to a theme, text, author, or experience

Building the Foundation of Writing

Core Convention Skills

- Use common, proper, and possesive nouns
- Use collective nouns
- Form and use regular and irregular plural nouns
- Use singular and plural nouns with matching verbs in basic sentences
- Understand and use interrogatives
- Use frequently occuring prepositions
- Produce and expand complete sentences

Core Punctuation and Spelling Skills

- Use personal, possesive, and indefinite pronouns
- Use verbs to convey a sense of past, present, and future
- Use adjectives and adverbs appropriately
- Use frequently occuring conjunctions and transition words
- Produce and expand complete sentences
- Consult reference materials as needed to check and correct spelling
- Use end punctuation for sentences
- Use capital letters when needed (I, first word in a sentence, proper nouns)
- Use commas in dates and to seperate words in a series
- Use an apostrophe to form contractions and frequently occuring possesives

Language Standards: 2L1, 2L2, 2L3

Writing Standards: 2W4,

Speaking and Listening Standards: 2SL1, 2SL2, 2SL4, 2SL6

RESOURCES

Anchor Charts (reading):

Standard 1- Ask and Answer 5 W questions

Standard 1- Ask and Answer 5 W questions (2)

Standard 2- Retelling

Standard 3- Analyzing Characters

Standard 3- Analyzing Characters (chart)

Standard 5- Story Structure

Answer Questions about a Text

Identify Main Topic and Details

Identify Text Features

Writing Rubrics

- Writing Rubrics Folder

***Language focus by quarter**

Help

Options	READING	READING TEXT SETS	READING PRACTICE TEXTS	PHONEMIC AWARENESS, PHONICS, & DECODING	WRITING	RESOURCES
	STANDARDS Reading Foundational Standards Codes: 2RF3, 2RF4 Reading Codes: 2R1, 2R2, 2R3, 2R4, 2R5, 2R9 Speaking and Listening Codes: 2SL1, 2SL2 Language Codes: 2L1, 2L4, 2L6 Computer Science and Digital Fluency Codes: 2-3.IC.2, 2-3.IC.3, 2-3.NSD.2					
	Building Vocabulary and Knowledge of the World: • Explain how specific words and phrases in a text suggest feelings and help a reader imagine the text with their senses • Ask and answer questions when reading and listening to diverse texts about the topic/theme • Use words and phrases from diverse texts to describe key ideas or details about the theme/topic • Use sentence-level context clues to determine meanings of new words in text • Use words and phrases –including adjectives and adverbs from the theme/topic texts, conversations, and experiences in speaking and writing **Fluency:** • Apply phonics and decoding skills • Read texts multiple times to read with word accuracy, appropriate rate, and expression • Re-read to use context for self-correcting and to support understanding of text **Comprehension/Science of Reading Comprehension Strategies :** • Activate prior knowledgeabout the structure of fictional and informational texts to support understanding of the text • Understand and use question words • Ask questions about key ideas and details during reading • Ask questions about how characters respond to major events and challenges and how ideas, concepts, or a series of events are connected to each other in informational texts • Ask questions about how specific words and phrases show feelings and help a reader imagine the text with their senses • Make predictions based on characters and their challenges, the setting and major events in a story • Make predictions about details in a text based on your life experience with the text topic/theme and what you know about the topic from other texts • Summarize–tell the central idea/main topic and share key details about a text • Summarize by discussing characters, setting and major events or key details • Monitor comprehensionby checking to see if you can provide descriptions of characters and their response to challenges and major events in a story and re-reading if you are unsure *Review previously taught skills, as appropriate	**READ ALOUDS AND MEDIA FOR TEXT SETS:** **Geodes Aligned Read Alouds** *in the suggested order below • How Do You Know It's Fall? **(NF)** • Little Yellow Leaf **(F)** • A Color of His Own **(F)** • Why Do Leaves Change Color? **(NF)** • Sky Tree: Seeing Science Through Art **(F)** ***Other texts about the topic/theme of the teacher's choosing** **Suggestions:** • Watching the Seasons **(NF)** • Over and Under the Snow **(NF)** • Goodbye Summer, Hello Autumn **(NF)** • Goodbye Autumn, Hello Winter **(NF)** • Fletcher and the Falling Leaves/ How Do You Know It's Fall? (Bookflix) **(F/NF)** • Henry and Mudge Under the Yellow Moon **(F)** • And Then It's Spring (Bookflix) **(NF)** • The Snowy Day **(F)** • Fiction and nonfiction titles from Geodes Module 1	**STUDENT-READ TEXT OPTIONS FOR TEXT SETS:** Geodes Module 1 - A Season of Change, at least 2 texts from each set (sets 1-4) at least 8 books total **Decodables** Geodes Module 1 • Set 1: Seed Stash, Cranberry Crop, Leaves, Born to Fly • Set 2: Winters USA, Arctic Caterpillar, The Evergreen Tale, Daytime Darkness • Set 3: Spring Fever, Sap to Syrup, Finch Study, Blossom • Set 4: Road Trip, Bathers, Nature's Thermometer, Summer Snow **Bookflix:** • How Do You Know It's Spring? • How Do You Know It's Winter? • How Do You Know It's Summer? • How Do You Know It's Fall? • Snowy Weather Days • Rainy Weather Days **Fiction** • Flying Kites (RAZ Level K) • Wonderful Winter (RAZ Level L) **Nonfiction** • The Four Seasons (RAZ Level E) • Changing Seasons (RAZ Level F) • Migrating Geese (RAZ Level K)	**Unit 2: (2 weeks)** *Quick Reference Sheet • bonus letter spelling rule-ff, ll, ss and sometimes zz • glued sounds • blending and reading words with glued sounds • segmenting and spelling words with glued and bonus letters • ar, er, ir, or and ur • trick words for unit 2 **Unit 3: (1 week)** *Quick Reference Sheet • concepts of closed-syllable exceptions • glued sounds- ild, ind, old, olt, ost • ai, ay, ea, ee, ey, oi, oy • trick words for unit 3 **Unit 4: (2 weeks)** *Quick Reference Sheet • Review suffixes s, es, ed, and ing • Additional Sounds of ed suffix (d, and t) • Comparison Suffixes (er and est) • Forming Plurals • Present and Past Tense • Vowel and consonant suffixes • oa, oe, ow, ou, oo, ue, ew **Unit 5: (2 weeks)** *Quick Reference Sheet • Reading and spelling two-syllable words • Review syllable concept in multisyllabic words • Compound words • Syllable division rules for dividing between closed syllables • Spelling words with more than one syllable	**Writing about Reading:** • Respond in diverse formats of writing to a theme, text, author, or experience. See Geodes Manual for Response Journal Ideas section located at the end of the resources for each title. **Building the Foundation of Writing** **ore Convention Skills** • Use common, proper, and possesive nouns • Use collective nouns • Form and use regular and irregular plural nouns • Use singular and plural nouns with matching verbs in basic sentences • Understand and use interrogatives • Use frequently occuring prepositions • Produce and expand complete sentences **Core Punctuation and Spelling Skills** • Use personal, possesive, and indefinite pronouns • Use verbs to convey a sense of past, present, and future • Use adjectives and adverbs appropriately • Use frequently occuring conjunctions and transition words • Produce and expand complete sentences • Consult reference materials as needed to check and correct spelling • Use end punctuation for sentences • Use capital letters when needed (I, first word in a sentence, proper nouns) • Use commas in dates and to seperate words in a series • Use an apostrophe to form contractions and frequently occuring possesives Language Standards: 2L1, 2L2, 2L3 Writing Standards: 2W4, Speaking and Listening Standards: 2SL1, 2SL2, 2SL4, 2SL6	*See above

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	Computer Science and Digital Fluency: • Compare and explain how rules for using techonology can be different at school and at home. • Identify examples of technlogy that help solve problems in society - for communities or individuals • Explain how software helps with tasks (e.g. word processing, Seesaw) • Create a model to show a pattern or process in nature or with the seasons **STANDARDS** Reading Foundational Standards Codes: 2RF3, 2RF4 Reading Codes: 2R2, 2R3, 2R5, 2R6, 2R7, 2R9 Speaking and Listening Codes: 2SL2 Language Codes: 2L4, 2L6 Computer Science and Digital Fluency Codes: 2-3.IC.2, 2-3.IC.3, 2-3.NSD.2, 2-3.CT.1			• Spelling of ic at the end of multisyllabic words • Suffixes-ful, ment, ness, less, able, en, ish • Prefixes- mis, un, non, dis, and trans • au and aw **STANDARDS** Reading Foundational Skills Codes: 2RF3		