My District Curriculum Maps

2023-2024 Grade 2 ELA: Quarter 3: Weeks 22-33: Topics- Heroes

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

Options

READING

Building Vocabulary and Knowledge of the World:

- 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
- Learn about a topic from a speaker and agree or disagree with the speaker's point of view, providing a reason(s)
- Use appropriate verb tenses, conjunctions, and adjectives to produce simple and complex sentences about a topic in speaking and writing
- Use proper, common, and collective nouns (singular and plural) to speak and write about a topic
- Use new meanings for familiar multiple meaning words related to the theme/topic
- 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:

- 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 the illustrations relate to the characters, setting, events in stories or topic in informational text
- Monitor comprehension by 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
- Monitor comprehension by reading for a purpose and finding specific information in a text that supports ideas in the text

*Review previously taught skills, as appropriate

STANDARDS

Reading Foundational Standards Codes: 2RF3, 2RF4

Reading Codes: 2R3, 2R7, 2R8

Speaking and Listening Codes: 2SL1, 2SL2, 2SL3

Language Codes: 2L1, 2L4, 2L6

Computer Science and Digital Fluency Codes: 2-3.DL.1, 2-3.DL.2, 2-3.DL.4

READING TEXT SETS

READ ALOUDS AND MEDIA FOR TEXT SETS:

Media to Introduce Topic

- Brain Pop Jr- Search Civil Rights
- Civil Rights Overview from Kids Academy

Geodes Aligned Read Alouds

*In Order suggested below

- Martin Luther King Jr. and the March on Washington **(NF)**
- I Have a Dream**(NF)**
- Ruby Bridges Goes to School **(NF)**
- The Story of Ruby Bridges **(NF)**
- Separate is Never Equal **(NF)**

***Other texts about the topic/theme of the teacher's choosing**

Suggestions:

- Freedom Summer **(F)**
- If You Were a Kid During the Civil Rights Movement by Gwendolyn Hooks **(NF)**
- The Other Side (Literacy Footprints) **(F)**
- Harvesting Hope (from Listen and Learn Fighting for a Cause book set) **(NF)**
- The Ballot Box Battle (from Listen and Learn Fighting for a Cause book set) **(NF)**
- We Shall Overcome by Bryan Collier **(NF)**
- Fiction and nonfiction titles from Geodes Module 3

READING PRACTICE TEXTS

STUDENT-READ TEXT OPTIONS FOR TEXT SETS:

Geodes Module 3 - Civil Rights Heroes, at least 2 texts from each set (sets 1-4) at least 8 books total

- Set 1: Brown v. Board of Education, And the Winner Is . . ., Bring A Chair, Free to Move
- Set 2: Sampson's Disguise, Robinson and Rickey, Zaha Hadid, Stop. Wait. Start.
- Set 3: Just Like Jane, Gordon Parks, We Will Ride, The Paralympics
- Set 4: A Vote is a Voice, Expanding the Right to Vote, Susan Adds Her Name, My Freedom Story

RAZ Fiction and Nonfiction

- Harriet Tubman (RAZ Level G)
- Dr. King's Memorial (RAZ Level H,K,N)
- Riding with Rosa Parks (RAZ Level J)
- Thurgood Marshall (RAZ Level K)
- George Washington Carver (RAZ Level L)
- Jackie Robinson (RAZ Level K,N)

Literacy Footprints Leveled Readers

- Abraham Lincoln (J-53)
- Harriet Tubman (M-81)
- Runaway Slave (N-80)

Other Decodable Readers

Click here to access texts

PHONEMIC AWARENESS, PHONICS, & DECODING

Fundations

Unit 10: (2 weeks)

*Quick Reference Sheet

- Double vowel syllable type
- sounds of ai and ay
- combining double vowel syllables with other syllable types
- homophones
- Trick words for Unit 10

Unit 11: (2 weeks)

*Quick Reference Sheet

- sounds of ee, ea and ey
- spelling option for long e sound
- Trick words for Unit 11

Unit 12: (1 week)

*Quick Reference Sheet

- sounds of oi and oy
- spelling generalizations of oi sound
- Trick words for Unit 12

Unit 13: (2 Weeks)

*Quick Reference Sheet

- Long o: oa, oe, ow
- Spelling Long o
- Review Suffix endings
- Trick words for unit 13

*Continue on in units as time allows

STANDARDS

Reading Foundational Skills Codes: 2RF3

WRITING

Writing about Reading:

- Respond to 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.
- Write about what you learned from a text, text set, experience, and or class/research
- Respond to a question about the class theme/topic in different formats using words and phrases from the class lessons and texts

Writing Process:

- Name the topic you are writing about (teaching about)
- Use facts to give information about the topic
- Use specific words and phrases about your topic
- Include a conclusion

Writing for Information Mini Lessons:

- Brainstorm topics that students know a lot about and would enjoy teaching others about
- Plan/Rehearse each section for the teaching book and draw an initial sketch
- Use quick sketches and plans to help students draft their chapters
- Use fancy words (the most precise, content-specific language. we can)
- Plan out the structure of a teaching book. (the order/way it is organized)
- Use bold print to highlight content specific vocabulary. (fancy words)
- Model being creative on how to display fancy words. EX: glossary, word banks, word bubbles, etc
- State a big idea and then support that idea with smaller ideas
- Model to add an introduction that states the topic in an interesting way (begin with a question, vivid description, or WOW fact)
- Model adding charts and diagrams to help the reader understand the topic
- Model adding captions to help the reader understand charts, diagrams, and pictures
- Model how to conclude the book in a satisfying way
- Use comparisons to help the reader understand new information better
- Use mentor texts to help add new and exciting pages to my books (e.g. other text features, dedication page, about the author page, etc.)
- Choose a piece to revise, edit, and publish
- Work with a partner to develop an additional question or two to research on their topic.

RESOURCES

Anchor Charts

***Language focus by quarter**

Writing Rubrics

Resources

Help

Options	READING	READING TEXT SETS	READING PRACTICE TEXTS	PHONEMIC AWARENESS, PHONICS, & DECODING	WRITING	RESOURCES
					• Model how to revise, edit, and publish Addition Resources: Teaching Without Frills YouTube videos **Computer Science and Digital Fluency:** • Use keyboard with proper form. • Use digital tools to communicate and collaborate (e.g. Seesaw) • Use a digital tool to credit and edit an artifact (picture, poster, drawing, etc.) Writing Standards: 2W2, 2W4, 2W6 Speaking and Listening Standards: 2SL4 Computer Science and Digital Fluency Codes: 2-3.DL1, 2-3.DL.2, 2-3.DL.4	