My District Curriculum Maps

2023-2024 Grade 2 ELA: Quarter 4: Weeks 34-41: Topic- Healthy Living

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 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 specific words and phrases show feelings and help a reader imagine the text with their senses
- Inferencing is not explicitly required in Grade 2 standards. However, it can relate to making predictions and connections, summarizing, and asking questions. Teachers may wish to model using background knowledge to make inferences that support predicting and making connections.

*Review previously taught skills, as appropriate

STANDARDS

Reading Foundational Standards Codes: 2RF3, 2RF4

Reading Codes: 2R3, 2R4, 2R8

Speaking and Listening Codes: 2SL1, 2SL2

Language Codes: 2L6

READING TEXT SETS

READ ALOUDS AND MEDIA FOR TEXT SETS:

Geodes Aligned Read Alouds

*in the suggested order below

- The Digestive System **(NF)**
- Bone Button Borscht **(F)**
- Stone Soup **(F)**
- The Vegetables We Eat **(NF)**
- Good Enough to Eat **(NF)**

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

Suggestions:

- Soul Food Sunday **(F)**
- Magic Ramen **(NF)**
- Something's Happening on Calabash Street **(F)**
- Before We Eat: From Farm to Table **(NF)**

- Mama Panya's Pancakes (Literacy Footprints) **(F)**
- What Makes a Person Healthy Close Reading Pack (Level 4) RAZ **(NF)**
- Stone Soup Close Reading Pack (Reading A to Z) **(F)**
- Fiction and nonfiction titles from Geodes Module 4

READING PRACTICE TEXTS

STUDENT-READ TEXT OPTIONS FOR TEXT SETS:

Geodes Module 4 - Good Eating, at least 2 texts from each set (sets 1-4) at least 8 books total

- Set 1: The Inside Scoop, Stomach vs. Tongue, HowDo You Chew, Body of Water
- Set 2: Sick at Sea, Bone Builder, Space Menu, Please Pass the Bugs
- Set 3: Garden Study, Milk to Mozzarella, Thank You, Mr. Peanut Man, Rice Staircase
- Set 4: Mooncakes, Luau, Matzo Meal, Cakes

Health and Body Article-a-Day Text Set from Readworks

Fiction and Nonfiction from RAZ

Click here to access texts

- Healthy Me (level I) RAZ
- A Rainbow of Food (level J) RAZ
- Sugar, Sugar Everywhere (level J) RAZ
- Why Exercise? (level J) RAZ
- I'm Allergic to Peanuts (level K) RAZ
- An Apple a Day (level R) RAZ

PHONEMIC AWARENESS, PHONICS, & DECODING

Fundations

Unit 14: (2 weeks)

*Quick Reference Sheet

- /ou/ sound of ou and ow
- Spelling of /ou/ sound
- Trick words for Unit 14

Unit 15: (2 weeks)

*Quick Reference Sheet

- the /ü/ sound of oo, ou, ue, and ew
- the /u/ sound of ue (check Fundations manual)
- the /u/ sound of oo (check Fundations manual)
- Trick words for Unit 15

Unit 16: (1 week)

*Quick Reference Sheet

- sounds of au and aw
- spelling option for /o/ sound (check Fundations manual)
- Trick words for Unit 16

Unit 17: (2 weeks)

*Quick Reference Sheet

- consonant -le syllable tupe
- spelling consonant -le words
- review all 6 syllable types
- Trick words for Unit 17

STANDARDS

Reading Foundational Skills Codes:

2RF3

WRITING

Writing about Reading:

- Create or use given visual and/or media intentionally to clarify written thoughts, ideas, and feelings
- 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:

- Write about real or imagined experiences or a short sequence of events
- Write details to describe actions, thoughts, and feelings
- Use temporal words to signal event order
- Provide a sense of closure

Narrative Mini Lessons:

1. Brainstorm and discuss an idea for a small moment narrative

2. Sequence your narrative using the words beginning, middle and end

3. Include details in your writing that show actions

4. Include details in your writing that show thoughts

5. Include details in your writing that show feelings

6. Add temporal words to your writing that show event order (first, then, next, last)

7. End your writing with a closing that shows how the character feels or what the character learned

Computer Science and Digital Fluency:

- Use keyboard with proper form.
- Use digital tools to communicate and collaborate (e.g. Seesaw)
- Identify key words for an internet search using teacher-directed search tool
- Use a digital tool to credit and edit an artifact (picture, poster, drawing, etc.)
- When searching for information online for research, recognize when to notify the teacher if a device or application is not performing (e.g. pop-ups, loading issues)

Writing Standards: 2W3, 2W4

Speaking and Listening Standards: 2SL1, 2SL2, 2SL3, 2SL4, 2SL5, 2SL6

RESOURCES

Anchor Charts

***Language focus by quarter**

Writing Rubrics

Help

Options	READING	READING TEXT SETS	READING PRACTICE TEXTS	PHONEMIC AWARENESS, PHONICS, & DECODING	WRITING	RESOURCES
					Computer Science and Digital Fluency Codes: 2-3.DL1, 2-3.DL.2, 2-3DL.4 Languge Standards: L2, L3, L6	