



English Language Arts Curriculum Map Grade 2

Updated August 2024

District 109 Overview of Programming

Department Vision

In the English-Language Arts Department, we believe in learning environments that foster students becoming **avid readers, prolific writers, and eloquent communicators**. Throughout the K-8 journey, students in District 109 will be challenged to:

- read, comprehend, analyze and critique text,
- clearly communicate ideas through crafting writing aligned with purpose and audience,
- and collaborate with others to learn new perspectives, articulate ideas, and challenge preconceived thinking.

As educators, we are committed to helping each student develop and strengthen these skills while cultivating a **love for literacy**, ensuring that our approach is inclusive, acknowledging and celebrating the diverse backgrounds and abilities within our school community.

Elementary (K-5)

District 109 uses a workshop model to nurture engagement and motivation by integrating choice, collaboration, and targeted scaffolding into literacy tasks. This practice provides students with opportunities to engage with grade level texts across a wide range of genres; balances teacher and student-led discussions; and promotes independence by providing time for strategic support and differentiated instruction. Teachers explicitly identify and model the skills and strategies they use as readers, writers, and communicators then support students in practicing and developing these skills independently. This instructional model allows teachers to develop students through naturally occurring and intentionally designed, responsive instruction that systematically addresses the strengths and needs of each learner. In Kindergarten writing is developed orally with teacher modeling and whole group & partner discussions.

Students also engage in explicit and systematic foundational skills instruction. This supports students in becoming active word solvers that are able to recognize words and patterns, take apart or put together words, know what words mean and to connect words to other words. Word study supports students through a developmental progression of listening, speaking, reading and writing. The progression includes phonological awareness, the ability to recognize and manipulate the spoken parts of words; phonemic awareness the ability to identify and manipulate isolated sounds in spoken words; and phonics, the relationship between letters and sounds. As students develop, they move to study word parts and associate them with meaning, and in turn develop vocabulary. Language study develops students in understanding and utilizing appropriate grammar and conventions when reading, writing and speaking.

Key tenants of literacy development in the elementary grades:

- **Foundational Skills:** Phonemic Awareness, Phonological Awareness, Decoding, Spelling, Fluency, Concepts of Print (K-1), Handwriting (Manuscript K-1 and Cursive 2nd).
- **Vocabulary Development:** Generative Vocabulary (word parts and what they mean), Word Solving Strategies (ways to solve new or unknown words), Content Vocabulary (building knowledge about specific content) and Academic Vocabulary (the language of learning).
- **Communication:** Developing specific skills to listen effectively and speak clearly and strategically.

- **Knowledge Building:** Increasing knowledge around specific content, ideas, topics and concepts in order to understand new and more complex information in the future.
- **Comprehension Strategies:** Developing intentional and strategic ways to make meaning of complex texts (i.e. making inferences, identifying main idea, etc.).
- **Genre Knowledge:** Utilizing knowledge of unique genre characteristics to locate information and make meaning (i.e. structures, features, organizational patterns, etc.).
- **Writing Process:** Approaching writing tasks with intentional moves that are specific to where they are in the progression of developing written communication (pre-writing, drafting, revising, editing and publishing).

Middle School (6-8)

In District 109 a focus is placed on disciplinary literacy. This practice highlights the specific reading, writing and communicating skills in a discipline (i.e. ELA, Science, Social Studies, etc.), with a focus on how experts in that discipline think and the skills and tools they use. In the discipline of ELA, students build knowledge around a topic, idea or content to critique and analyze literature. As part of the literature critique, students discuss and debate their thinking and interpretations, resulting in the formation of an opinion. They eventually form a final impression or opinion and argue their position through writing and debate.

Students begin by setting a purpose for reading and writing, which allows them to focus on specific skills and strategies that contribute to being successful thinkers and communicators. Additionally, all students are afforded the opportunity to independently interact with high quality, complex, grade level anchor texts in order to maintain equitable access to rigorous content and instruction. Students are supported through strategic scaffolding of texts, activities and lessons when working to build knowledge and study genre. These scaffolds ensure students are successful when working with anchor texts. After developing a deep understanding of anchor texts, students employ the writing process to articulate their thoughts and opinions to others.

Instructional flow of ELA Units:

- **Introduction of Writing Prompt:** Supporting students in establishing a purpose for reading and identifying the task they will focus on.
- **Reading for Comprehension (1):** A grade-level anchor text is provided for students to independently read and develop an initial understanding.
- **Building Knowledge:** Scaffolded instruction and varied texts allow students to develop schema connected to the content of the anchor text.
- **Reading for Comprehension (2):** Students revisit the anchor text with new knowledge and re-read to deepen understanding.
- **Genre Study:** Scaffolded instruction and varied texts allow students to develop an understanding of genre characteristics connected to the content of the anchor text.
- **Reading for Comprehension (3):** Students revisit the anchor text with understanding of genre and re-read to deepen understanding.

- **Synthesis:** Students engage in a seminar connected to the anchor text to further deepen understanding and discuss/debate the understandings of others.
- **Writing Process:** Students take their new learning, develop an idea or opinion and utilize the writing process to communicate their thinking about the anchor text, based on the posed prompt introduced at the beginning of the unit.

Students also engage in novel studies and books clubs throughout the year. These opportunities allow students to apply what they have learned during previous instruction in an authentic way. This also affords students the opportunity to have a common experience around a specific text, topic or theme. Novels and book clubs expose students to texts and/or genres that they may not have read otherwise. Book clubs are also an opportunity to increase engagement, motivation and independence, as students are able to choose the texts they are reading and lead the conversations about those texts.

Workshop Model

The primary objective of workshop teaching is to engage students in authentic learning experiences and to develop independence/agency. Through the use of the Gradual Release of Responsibility (quickly moving from teacher modeling, to shared and guided practice, to independent practice), this model of instruction fosters creativity and leads students to be responsive and take ownership of their own learning.

Key tenets of the Workshop model include:

- **Exploration, Launch, Investigation, Dig-In, Connection:** A discovery exploration or task that encourages conceptual thinking or a meaningful connection to the teaching point and/or instructional focus for the period.
- **Mini-lessons:** The teacher provides targeted instruction, through modeling and demonstration of a specific skill, strategy, or concept. The lesson utilizes approximately 25% of the instructional period.
- **Independent Practice/Work Time:** Intentional and structured periods of time in which students are practicing and developing skills in authentic and meaningful ways. This work is targeted, based on individual learner needs. Approximately 60% of an instructional period is devoted to independent practice/work time.
- **Small Group Instruction:** During independent practice/work time, teachers may pull small groups of students to reinforce and/or extend learning. Groupings are flexible, with student data leading to the development of learning targets.
- **Conferring:** Teachers talk with students, typically 1:1, to understand the work that a student is engaged in during independent practice/work time. The teacher then uses this information to generate a teaching point and/or goal for the student to support continued growth specific to the individual student's needs.
- **Choice:** Engagement is key to learning and retention. By supporting students in choosing their learning tools, topics, and methods of communicating understanding, they will be more connected to their learning; and in turn, more engaged.
- **Routines/Structures:** Teachers spend time explicitly naming, teaching and practicing behaviors that successful learners demonstrate. Through this intentional work, students have a clear understanding of what is expected of them as learners, and are able to develop

independence and take responsibility for their own learning.

- **Closure:** Instructional periods end with assessment, reflection and/or discussion to solidify student learning and provide the teacher with an opportunity to gather information to plan next steps. The closing also provides an opportunity for students to connect the day’s learning/work to the broader content area and/or real world. The closing utilizes approximately 15% of the instructional period.

Standards

[English Language Arts Standards](#)

In grade 2, instructional modules last approximately 3 weeks.

Semester 1		
Module 1: Be a Super Citizen		
Foundational Skills		
<p>Phonological & Phonemic Awareness: Blending & Segmenting Phonemes Phonics: Open & Closed Syllables; Closed Syllable Exceptions; Floss Rule; Words with -all, -oll, -ull; Digraphs sh, wh, th, ch Spelling: Words with Open & Closed Syllables; Closed Syllable Exceptions; Floss Rule; Words with -all, -oll, -ull; Digraphs sh, wh, th, ch Handwriting: Manuscript m, t, d, c, a, i, f, l, s, e, o, u, h, n, g, w, p, b Fluency: Accuracy & Self-Correction; Reading Rate & Automaticity; Expression</p>		
Reading	Writing: <i>Narrative - Personal Narrative</i>	Grammar
<p>Speaking & Listening: Collaborative Conversations</p> <p>Vocabulary Development: Topic Words Strategy: Antonyms Generative Vocabulary: Words that Describe Actions and People, Places & Things, Inflections -ed, -ing</p> <p>Comprehension Strategies: Ask & Answer Questions Monitor & Clarify Author's Purpose Summarize Create Mental Images</p> <p>Genre Characteristics:</p>	<p>Prewriting: Use multiple prewriting strategies to plan writing Plan for elements of narrative Follow a narrative structure Elaborate on ideas for personal narratives</p> <p>Drafting: Develop a draft of a personal narrative Follow & label structural elements Use descriptive language</p> <p>Revising: Check for correct use of common & proper nouns Add, delete, move or change words & sentences to enhance ideas</p> <p>Editing:</p>	<p>Sentence Structure/Clarity: Subjects Predicates Using Sentences Complete Sentences Word Order in Sentences Run-On Sentences</p> <p>Sentence Types: Statements Questions Commands Exclamations</p> <p>Review: Nouns Action Verbs</p>

<p><u>Fiction</u> - Setting, Characters</p> <p><u>Informational Text</u> - Central Idea</p>	<p>Identify & correct errors in mechanics: Capitalization; Spelling; End Punctuation</p> <p>Identify & correct errors in conventions of grammar: Possessive nouns; Contractions</p> <p>Publishing: Create a final draft with legible handwriting Make decisions about final layout Add or finalize illustrations Share with an audience</p>	
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Core Texts

- We Are Super Citizens* - HMH
- Meet the Dogs of Bedlam Farm* - Jon Katz
- Clark the Shark* - Bruce Hale
- The William Hoy Story* - Nancy Churnin
- The Great Puppy Invasion* - Alastair Heim
- Being a Good Citizen* - Rachelle Kreisman
- Violet the Pilot* - Steve Breen
- Picture Day Perfection* - Deborah Diesen
- Just a Dream* - Chris Van Allsburg

Module 2: Look Around and Explore!

Foundational Skills

Phonological & Phonemic Awareness: Blending & Segmenting Phonemes
Phonics: Digraphs ck, ng, ph; Three-Consonant Blends; Contractions; Schwa
Spelling: Words with Digraphs ck, ng, ph; Three-Consonant Blends; Contractions; Schwa
Handwriting: Manuscript r, j, k, q, v, y, M, T, D, C, E, I, F, L, S, A, O, U
Fluency: Phrasing & Intonation; Accuracy & Self Correction

Reading	Writing: <i>Informational - Descriptive Essay</i>	Grammar
Speaking & Listening: Collaborative Conversations	Prewriting: Use prewriting strategies to plan writing	Parts of Speech (Nouns): People

<p>Vocabulary Development: Topic Words Content Area Vocabulary Strategy: Synonyms Generative Vocabulary: Suffixes -er, -est, Inflections, -s, -es, Words that Name Places</p> <p>Comprehension Strategies: Author's Purpose Make Inferences Make Connections Connect Texts & Visuals Create Mental Images Ask & Answer Questions</p> <p>Genre Characteristics: <u>Fiction</u> - Setting, Elements of Drama <u>Informational Text</u> - Central Idea <u>Poetry</u> - Elements of Poetry <u>Research</u> - Select a Topic</p>	<p>Identify the main topic for an essay Identify details to support the main topic</p> <p>Drafting: Develop a draft using the features of informational writing Add details to text</p> <p>Revising: Check for correct sentence structure - subject-verb agreement Write in complete sentences Add or change adjectives Use a variety of sentence types</p> <p>Editing: Identify & correct errors in mechanics: Capitalization; Punctuation; Spelling</p> <p>Publishing: Develop a final draft with legible handwriting Choose a layout for final draft Include visuals & illustrations Share with an audience</p>	<p>Animals Places Things Singular & Plural Adding -s, -es Nouns that Change Spelling Collective Nouns</p> <p>Review: Sentence Types Simple Sentences</p>
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Core Texts

- What's the Matter?* - HMH
- The Important Book* - Margaret Wise Brown
- Many Kinds of Matter* - Jennifer Boothroyd
- It's Only Stanley* - Jon Agee
- The Great Fuzz Frenzy* - Janet Stevens & Susan Stevens Crummel
- Water Rolls, Water Rises* - Pat Mora
- If You Find a Rock* - Peggy Christian
- The Puddle Puzzle* - Ellen Weiss
- Looking At Art* - Andrew Stevens

Module 3: Meet in the Middle

Foundational Skills

Phonological & Phonemic Awareness: Blending & Segmenting Phonemes

Phonics: VCe Long a, e, i, o, u; Plurals & Possessives; Sofy c & g; Trigraphs tch & dge; VCe Syllables

Spelling: Words with VCe Long a, e, i, o, u; Plurals & Possessives; Sofy c & g; Trigraphs tch & dge; VCe Syllables

Handwriting: Manuscript H, N, G, W, P, B, R, J, K, Q, V, Y, X, x, Z, z

Fluency: Reading Rate & Automaticity; Phrasing & Intonation; Expression

Reading

Writing: *Opinion - Persuasive Text*

Grammar

Speaking & Listening:

Social Conversation

Vocabulary Development:

Topic Words

Strategy: Context Clues

Generative Vocabulary: Prefixes un-, re-, Inflections -ed, -ing, Words About Communication

Comprehension Strategies:

Point of View

Monitor & Clarify

Make & Confirm Predictions

Synthesize

Text Organization

Retell

Author's Purpose

Genre Characteristics:

Fiction - Theme

Informational Text - Central Idea

Prewriting:

Use prewriting strategies to plan writing

Share information and ideas about a topic

Plan for features of persuasive text

Drafting:

Develop a draft using features of a persuasive text

Use specific & relevant details

Use precise words to convey emotion

Revising:

Add specific & relevant details

Use precise vocabulary

Use a consistent Verb-tense

Add Adverbs that show time, manner & place

Editing:

Identify & correct errors in mechanics: Capitalization;

Punctuation; Spelling

Publishing:

Create a final draft with legible handwriting

Make decisions about adding additional visual features

Share with an audience

Parts of Speech (Proper Nouns):

Names for People, Animals, Places & Things

Parts of Speech (Verbs):

Action Verbs

Action Verbs & Subjects

Action Verbs in Sentences

Sentence Structure/Clarity:

Compound Subjects & Predicates

Coordinating Conjunctions

Review:

Plural Nouns

Spelling

Core Texts

Meet Me Halfway - HMH

Mango, Abuela, and Me - Meg Medina

Big Red Lollipop - Rukhsana Khan

Three Hens and a Peacock - Lester Laminack

Working With Others - Robin Nelson

Gingerbread for Liberty! - Mara Rockliff

Serious Farm - Tim Egan

Pepita and the Bully - Ofelia Dumas Lachtman

Be a Hero! Work It Out! - Ruben Cooley

Mr. Tiger Goes Wild - Peter Brown

Module 4: Once Upon a Time

Foundational Skills

Phonological & Phonemic Awareness: Blending & Segmenting Phonemes

Phonics: Inflectional Suffixes -s, -es, -ed; All jobs of y; Consonant Doubling for Adding Suffixes -ed, -ing, -er, -est

Spelling: Words with Inflectional Suffixes -s, -es, -ed; the letter y; Spelling Changes; Consonant Doubling for Suffix Addition (-ed, -ing, -er, -est)

Handwriting: Manuscript L, I, T, t, l, i, J, j, U, u, Y, y, R, r, N, n, M, m

Fluency: Phrasing & Intonation; Accuracy & Self-Correction; Reading Rate & Automaticity

Reading

Speaking & Listening:

Give & Follow Directions

Vocabulary Development:

Topic Words

Strategy: Multiple Meaning Words

Generative Vocabulary: Suffixes -ful, -less, Words that

Describe People, Places & Things and Actions

Comprehension Strategies:

Text Organization: Cause & Effect

Make Inferences

Create Mental Images

Make & Confirm Predictions

Author's Purpose

Make Connections

Writing: *Narrative - Imaginative Story*

Prewriting:

Use multiple prewriting strategies to plan for writing;

Identify the main topic for an imaginative story

Describe a topic in response to a prompt

Drafting:

Develop a lead

Use features of narrative writing

Develop a multiple-paragraph narrative

Include a problem & solution

Revising:

Use a variety of sentence lengths

Include narrative structural elements - lead, beginning,

middle, end & details

Editing:

Grammar

Parts of Speech (Verbs):

Verb Tense

Adding -s, -es

Adding -ed

Present, Past & Future

Sentence Structure/Clarity:

Compound Sentences with

Conjunctions

Forming Compound Sentences

Combining Sentences

Review:

Compound Subjects & Predicates

Proper Nouns

Possessive Nouns

<p>Genre Characteristics: <u>Fiction</u> - Story Structure, Elements of Drama, Figurative Language</p>	<p>Identify & correct errors in mechanics: Capitalization; End Punctuation; Spelling</p> <p>Publishing: Create a final draft with legible handwriting Add images using technology & by creating illustrations Share with an audience</p>	
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Core Texts

<p><i>Recipe for a Fairy Tale</i> - HMH</p> <p><i>Goldilocks and the Three Dinosaurs</i> - Mo Willems</p> <p><i>How to Read a Story</i> - Kate Messner</p> <p><i>Rabbit's Snow Dance</i> - James & Joseph Bruchac</p> <p><i>A Crow, A Lion, and a Mouse! Oh, My!</i> - retold by Crystal Hubbard</p> <p><i>Hollywood Chicken</i> - Lisa Fleming</p> <p><i>A Perfect Season for Dreaming: Un Tiempo Perfecto Para Soñar</i> - Benjamin Alire Sáenz</p> <p><i>If the Shoe Fits: Two Cinderella Stories</i> - retold by Pleasant DeSpain</p> <p><i>Aunt Isabel Tells a Good One</i> - Kate Duke</p>
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Module 5: Lead the Way

Foundational Skills

<p>Phonological & Phonemic Awareness: Blending & Segmenting Phonemes Phonics: Drop Silent e for Suffix Addition; Change y to i for Suffix Addition; Consonant + le; Vowel Teams ee, ea, ey /ē/ Spelling: Words with Spelling Changes: Drop Silent e for Suffix Addition; Change y to i for Suffix Addition; Consonant + le; Vowel Teams ee, ea, ey /ē/ Handwriting: Manuscript H, h, B, b, P, p, C, c, O, o, A, a, D, d, G, g, Q, q Fluency: Expression; Phrasing & Intonation</p>

Reading	Writing: Informational - Personal Essay	Grammar
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<p>Speaking & Listening: Recount Experiences</p> <p>Vocabulary Development: Topic Words</p>	<p>Prewriting: Use prewriting strategies to plan for writing Identify the main topic for a personal essay Generate ideas for writing Plan for key features of expository text</p>	<p>Conventions (Punctuation): Quotation Marks Commas in Quotations Writing Quotations</p>
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<p>Content Area Vocabulary Strategy: Reference Sources Generative Vocabulary: Suffixes -y, -ly, Prefix dis-, Words that Name People</p> <p>Comprehension Strategies: Ask & Answer Questions Summarize Evaluate Text Organization: Chronological Order</p> <p>Genre Characteristics: <u>Fiction</u> - Figurative Language, Characters <u>Informational Text</u> - Ideas & Support, Text Features</p>	<p>Drafting: Develop a draft with an introduction, body & conclusion Add details Use figurative language</p> <p>Revising: Add transitions to show logical order & connect ideas Add, delete, move or change words and sentences to clarify ideas Revise transitions to strengthen connections</p> <p>Editing: Identify & correct errors in mechanics: Capitalization; End punctuation; Spelling</p> <p>Publishing: Develop or locate visual features to enhance writing Share with an audience</p>	<p>Parts of Speech (Proper Nouns): Days of the Week Months Holidays</p> <p>Conventions (Punctuation - Abbreviations): Titles for People Days & Months Places</p> <p>Review: Compound Sentences Verb Tense (Past, Present & Future)</p>
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Core Texts

- What's Good to Read? Book Reviews for Kids!* - HMH
- Seed by Seed: The Legend of John "Appleseed" Chapman* - Esme Raji Codell
- Going Places* - Peter and Paul Reynolds
- My Dream Playground* - Kate M. Becker
- Wilma Rudolph: Against All Odds* - Stephanie E. Macceca
- Great Leaders* - HMH
- Woosh! Lonnie Johnson's Super-Soaking Stream of Inventions* - Chris Barton
- Who Are Government's Leaders?* - Jennifer Boothroyd
- Stand Tall Molly Lou Melon* - Patty Lovell

Semester 2

Module 6: Weather Wise

Foundational Skills

Phonological & Phonemic Awareness: Blending & Segmenting Phonemes
Phonics: Vowel Teams ai, ay, ey, eigh /ā/, ow, oa, oe /ō/, ie, igh /ī/
Spelling: Words with Vowel Teams ai, ay, ey, eigh /ā/, ow, oa, oe /ō/, ie, igh /ī/
Handwriting: Manuscript S, s, F, f, E, e, V, v, W, w, Z, z, X, x, K, k
Fluency: Accuracy & Self-Correction; Reading Rate & Automaticity; Phrasing & Intonation

Reading

Speaking & Listening:
 Collaborative Conversations

Vocabulary Development:
 Topic Words
 Content Area Vocabulary
 Strategy: Homophones
 Generative Vocabulary: Suffixes -er, -est, Prefixes un-, re-, Inflections -ed, -ing,

Comprehension Strategies:
 Point of View
 Make Inferences
 Text Organization: Cause & Effect
 Ask & Answer Questions
 Make Connections
 Evaluate

Genre Characteristics:
Fiction -

Informational Text - Text Features

Poetry - Elements of Poetry

Media Literacy - Digital Tools & Texts

Writing: *Poetry - Informational Poem*

Prewriting:
 Brainstorm ideas for a poem
 Identify a topic
 Use prewriting strategies to plan writing
 Discuss descriptive & sensory words

Drafting:
 Draft a poem using elements of poetry
 Identify audience & purpose
 Choose & follow an organizational structure
 Organize poem around an idea

Revising:
 Brainstorm & add sensory details
 Restructure draft to add & elaborate on ideas
 Use first-person point-of-view and first-person pronouns
 Ensure consistency of voice

Editing:
 Identify & correct errors in mechanics: Capitalization:
 Spelling
 Identify & correct errors in conventions of grammar:
 Verb-tense

Publishing:
 Choose layout or presentation format
 Write legibly
 Add additional features
 Prepare for display

Grammar

Parts of Speech (Pronouns):
 Subject Pronouns
 Object Pronouns
 Reflexive Pronouns

Sentence Structure/Clarity:
 Subject-Verb Agreement
 Subjects and More Verbs
 Pronouns and Verbs

Parts of Speech (Verbs):
 Being Verbs: *am, is, are, was, were, be*

Review:
 Possessive Pronouns
 Abbreviations
 Quotation Marks

Share with an audience

Core Texts

Weather Through the Seasons - HMH

Freddy the Frogcaster - Janice Dean

Wild Weather - Thomas Kingsley Troupe

The Story of Snow: The Science of Winter's Wonder - Mark Cassino

Cloulette - Tom Lichtenheld

Get Ready for Weather - Lucy Jones

Fall Leaves - Loretta Holland

Whatever the Weather - A Collection of Poems

When the Moon is Full: A Lunar Year - Penny Pollock

Module 7: Everyone Has a Story

Foundational Skills

Phonological & Phonemic Awareness: Blending & Segmenting Phonemes

Phonics: Syllable Division VC/CV; r-Controlled Vowels ar, are, air, ear /air/, Homophones

Spelling: Multisyllabic Words with the VC/CV pattern; Words with r-Controlled Vowels ar, are, air, ear /air/, Homophones

Handwriting: Cursive c, a, d, g, q, o, i, t, p, u, w, j, e, l, f, h, b

Fluency: Phrasing & Intonation; Expression; Accuracy & Self-Correction

Reading

Speaking & Listening:

Collaborative Conversations

Vocabulary Development:

Topic Words

Strategy: Shades of Meaning

Generative Vocabulary: Suffixes -ful, -less, Prefixes pre-, Compound Words

Comprehension Strategies:

Text Organization

Writing: Narrative - Imaginative Story

Prewriting:

Use prewriting strategies to plan writing

Plan for features of narrative writing

Identify the main character

Write brief descriptions

Drafting:

Develop a draft using the features of narrative text

Add character traits

Add a problem & solution

Add details to enhance ideas

Grammar

Conventions (Punctuation):

Commas in Dates

Commas with Place Names

Commas in Parts of a Letter

Commas in a Series (nouns, verbs, nouns & verbs)

Parts of Speech (Adjectives):

How Things Look, Feel, Sound, Taste, Smell

Using Articles

<p>Synthesis Monitor & Clarify Make Inferences Author's Purpose Create Mental Images</p> <p>Genre Characteristics: <u>Fiction</u> - Setting</p> <p><u>Informational Text</u> - Ideas & Support, Text Features, Central Idea</p> <p><u>Research</u> - Research Questions</p>	<p>Revising: Add or revise dialogue Add, delete, move or change words, sentences & ideas to clarify writing and enhance ideas</p> <p>Editing: Identify & correct errors in mechanics: Capitalization; Punctuation; Format & punctuation of dialogue</p> <p>Publishing: Create final draft with legible handwriting Make decisions about final publication format and layout Add visual supports Share with an audience</p>	<p>Review: Irregular Verbs Pronouns</p>
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Core Texts

- Get to Know Biographies* - HMH
- Miss Moore Thought Otherwise* - Jan Pinborough
- I Am Hellen Keller* - Brad Metzler
- The Camping Trip That Changed America: Theodore Roosevelt, John Muir and our National Parks* - Barb Rosenstock
- How to Make a Timeline* - Boyd N. Gillin
- The Stories He Tells: The Story of Joseph Bruchac* - James Bruchac
- Molly, by Golly!: The Legend of Molly Williams, America's First Female Firefighter* - Dianne Ochiltree
- Drum Dream Girl* - Margarita Engle
- How I Became a Pirate* - Melinda Long

Module 8: Time to Grow!

Foundational Skills

Phonological & Phonemic Awareness: Blending & Segmenting Phonemes
Phonics: r-Controlled Vowels or /or/, our, ore /or/, er, ir, ur /er/, eer, ear /ēr/, or, ar /er/
Spelling: Words with r-Controlled Vowels or /or/, our, ore /or/, er, ir, ur /er/, eer, ear /ēr/, or, ar /er/
Handwriting: Cursive k, r, s, v, m, n, x, y, z, A, C, O, U, V
Fluency: Reading Rate & Automaticity; Expression; Phrasing & Intonation

Reading	Writing: <i>Informational - Procedural Text</i>	Grammar
<p>Speaking & Listening: Collaborative Conversations</p> <p>Vocabulary Development: Topic Words Strategy: Reference Sources Generative Vocabulary: Inflections -s, -es, Prefix mis-, dis-</p> <p>Comprehension Strategies: Make Connections Text Organization - Cause & Effect Retell Make Connections Synthesis</p> <p>Genre Characteristics: <u>Fiction</u> - Characters, Figurative Language, Story Structure <u>Informational Text</u> - Text Features <u>Poetry</u> - <u>Research</u> - Choose & Use Sources</p>	<p>Prewriting: Use prewriting skills to plan writing Plan for elements of procedural text Identify a topic</p> <p>Drafting: Organize content to follow the steps of a process Focus ideas and describe clearly Unfold steps in a logical order Use time-order words</p> <p>Revising: Review & revise structure Add time-order transition words Revise for parallel structure Use action verbs Use domain-specific vocabulary</p> <p>Editing: Identify & correct errors in mechanics: Capitalization; End Punctuation; Spelling</p> <p>Publishing: Make decisions about how to present work Add features to enhance ideas Make decisions about layout and format Share with an audience</p>	<p>Parts of Speech (Adjectives): Telling How Many Comparing - Words with <i>-er, -est</i></p> <p>Parts of Speech (Verbs): Irregular Verbs (<i>have, has & had; do, does & did</i>) Irregular Action Verbs (<i>say, eat, run, sit, hide, tell, give, take see, go</i>) Using Action Verbs in the Present & Past Tense</p> <p>Review: Subject-Verb Agreement Being Verbs Commas in Dates & Places</p>

Core Texts

- The Growth of a Sunflower* - HMH
- From Seed to Pine Tree: Following the Life Cycle* - Suzanne Slade
- Experiment with What a Plant Needs to Grow* - Nadia Higgins
- The Legend of the Indian Paintbrush* - retold by Tomie dePaola
- Jack and the Beanstalk* - Helen Lester
- Jackie and the Beanstalk* - Lori Mortensen
- The Patchwork Garden - Pedacitos de Huerto* - Diane de Anda

Don't Touch Me! - Elizabeth Preston

From Seed to Plant - Gail Gibbons

Module 9: Home Sweet Habitat

Foundational Skills

Phonological & Phonemic Awareness: Blending & Segmenting Phonemes

Phonics: Syllable Division V/CV & VC/V; Vowel Teams oo /*oo*/, oo, ou /*ū*/; Vowel u /*oo*/

Spelling: Multisyllabic Words with V/CV & VC/V Patterns; Words with Vowel Teams oo /*oo*/, oo, ou /*ū*/; Vowel u /*oo*/

Handwriting: Cursive I, D, E, J, S, G, H, K, F, L T, M, N, W, X, Y

Fluency: Phrasing & Intonation; Expression

Reading

Speaking & Listening:

Collaborative Conversations

Vocabulary Development:

Topic Words

Strategy: Context Clues

Generative Vocabulary: Words that Name Places,

Prefixes mis-, pre-

Comprehension Strategies:

Ask & Answer Questions

Text Organization - Chronological Order

Monitor & Clarify

Create Mental Images

Retell

Genre Characteristics:

Fiction - Figurative Language

Informational Text - Ideas & Support, Text Features

Poetry - Elements of Poetry

Media Literacy - Digital Reference Sources

Writing: Informational - Research Report

Prewriting:

Use background knowledge to brainstorm ideas on a topic

Use multiple prewriting strategies to plan writing

Identify a topic for a research report

Develop a plan for research

Conduct research to locate specific & relevant details

Drafting:

Organize facts & information logically

Add details to information

Cite sources

Maintain focus

State facts & information in own words

Revising:

Use conjunctions to create compound sentences

Rearrange information & ideas for clarity

Use varying sentence lengths - simple & compound

Ensure subject-verb agreement

Write in complete sentences

Editing:

Identify & correct errors in mechanics: Capitalization;

Punctuation; Spelling

Publishing:

Make decisions about layout & format

Add visual features to support & enhance ideas

Grammar

Parts of Speech

(Verbs/Pronouns):

Contractions with *Not*

Contractions with Pronouns

Forming Contractions

Parts of Speech (Adverbs):

Adverbs that Tell *How, When &*

Where

Adjectives & Adverbs

Parts of Speech (Nouns):

Forming Possessive Nouns

Nouns Ending with *-s & -s'*

Review:

Adjectives & Articles

Share with an audience

Core Texts

The Best Habitat for Me - HMH

Nature's Patchwork Quilt: Understanding Habitats - Mary Miche

The Long, Long Journey - Sandra Markle

Kali's Story: An Orphaned Polar Bear Rescue - Jennifer Keats Curtis

Sea Otter Pups - Ruth Owen

At Home in the Wild - Poetry & Song Collection

Out of the Woods: A True Story of an Unforgettable Event - Rebecca Bond

Abuelo and the the Three Bears - Jerry Tello

The Great Kapok Tree: A Talk of the Amazon Rainforest - Lynne Cherry

Module 10: Many Cultures, One World

Foundational Skills

Phonological & Phonemic Awareness: Blending & Segmenting Phonemes

Phonics: Vowel Teams ew, ui, ue /ū/, au, aw, ough /aw/, ea /ě/; Vowel a /ō/

Spelling: Words With Vowel Teams ew, ui, ue /ū/, au, aw, ough /aw/, ea /ě/; Vowel a /ō/

Handwriting: Cursive Z, P, R, B, Q, C, c, A, a, D, d, G, g, Q, q, P, p

Fluency: Phrasing & Intonation; Accuracy & Self-Correction; Reading Rate & Automaticity

Reading

Writing: *Opinion - Thank-You Letter*

Grammar

Speaking & Listening:

Collaborative Conversations

Vocabulary Development:

Topic Words

Strategy: Shades of Meaning

Generative Vocabulary: Suffixes -ion, -tion, -sion, -y, -ly

Comprehension Strategies:

Make Inferences

Make & Confirm Predictions

Prewriting:

Understand elements of correspondence

Identify parts of a letter

Use prewriting strategies to plan writing

Identify a topic

Drafting:

Develop a draft of a Thank-You letter

Use elements of correspondence

Add details

Parts of Speech (Pronouns):

Pronouns and Ownership

Possessive Pronouns

Parts of Speech (Prepositions):

Prepositional Phrases for *Where*

& *When*

Conventions (Spelling):

Frequently Misspelled Words -

Vowel Teams; Endings

<p>Make Connections</p> <p>Genre Characteristics: <u>Fiction</u> - Figurative Language, Theme, Story Structure</p> <p><u>Informational Text</u> - Text Features, Central Idea, Graphic Features</p> <p><u>Research</u> - Follow a Research Plan</p>	<p>Revising: Identify & add missing parts of a letter Adjust formatting Use a variety of sentence types Combine simple sentences Use pronouns correctly</p> <p>Editing: Identify & correct errors in mechanics: Capitalization; Punctuation; Spelling</p> <p>Publishing: Create final draft using legible handwriting Add pictures for interest (drawn or digital)</p>	<p>High-Frequency Words</p> <p>Review: Irregular Action Verbs Adverbs</p>
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Core Texts

- Hello, World!* - HMH
- Trombone Shorty* - Troy "Trombone Shorty" Andrews
- Where on Earth Is My Bagel?* - Frances Park & Ginger Park
- Time for Cranberries* - Lisl H. Detlefsen
- May Day Around the World* - Tori Telfer
- Goal!* - Sean Taylor
- Dreams Around the World* - Takashi Owaki
- Poems in the Attic* - Nikki Grimes
- The Name Jar* - Yangsook Choi

Module 11

Foundational Skills

Phonological & Phonemic Awareness: Blending, Segmenting & Reversing Phonemes
Phonics: Syllable Division Review VC/CV, V/CV, VC/V, V/V; Vowel Diphthongs ou, ow /ow/ & oi, oy /oi/
Spelling: Multisyllabic Words with VC/CV, V/CV, VC/V, V/V Patterns; Words With Vowel Diphthongs ou, ow /ow/ & oi, oy /oi/
Handwriting: Cursive l, i, T, t, J, j, U, u, W, w, E, e, L, l, F, f, H, h
Fluency: Phrasing & Intonation; Expression

Module 12

Foundational Skills

Phonological & Phonemic Awareness: Blending, Segmenting & Reversing Phonemes

Phonics: Silent Letter Combinations kn, gn, mb, lm, wr /r/, gh /g/; Digraphs ch /k/, /sh/; Common Prefixes un-, re-, pre-, in-, dis-, mis-

Spelling: Words With Silent Letter Combinations kn, gn, mb, lm, wr /r/, gh /g/; Digraphs ch /k/, /sh/; Common Prefixes un-, re-, pre-, in-, dis-, mis-

Handwriting: Cursive K, k, R, r, S, s, B, b, O, o, V, v, X, x, M, m, N, n, Y, y, Z, z

Fluency: Reading Rate & Automaticity; Accuracy & Self-Correction; Phrasing & Intonation