| Unit 1 Theme: elationships | Reading Ask and answer questions "Who, What, etc." RL 2.1 Recount stories, including fables and folktales, to determine central message RL 2.2 Describe how characters in a story respond to events RL 2.3 Describe the overall structure of a story RL 2.5 | Santambar |
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| Theme: | Ask and answer questions "Who, What, etc." RL 2.1 Recount stories, including fables and folktales, to determine central message RL 2.2 Describe how characters in a story respond to events RL 2.3 | Sontombore |
| | Differences in points of view of characters when reading aloud RL 2.6 Use information gained from illustrations to create meaning RL 2.7 Compare/contrast 2+ versions of the same story RL 2.9 Read/comprehend literature in the grades 2-3 complexity band proficiently RL 2.10 Ask and answer questions "Who, What, etc." Rl.2.1 Identify the main topic of a text Rl.2.2 Describe the connection between historical events, scientific ideas, or steps in a technical procedure in a text Rl.2.3 Determine the meaning of words and phrases Rl.2.4 Know and use text features (e.g., captions, bold print) Rl.2.5 Identify the main purpose of a text Rl.2.6 Describe how reasons support specific points the author makes Rl.2.8 Compare/contrast the most important points of two texts on the same topic Rl.2.9 Read and comprehend informational texts in the grades 2-3 text complexity band Rl.2.10 Know and apply grade-level phonics and word analysis skills in decoding words RF.2.3 Read with sufficient accuracy and fluency to support comprehension RF.2.4 Writing Opinion Writing W 2.1 Informative Writing W 2.3 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing W 2.5 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers W 2.6 Recall information from experiences or gather information from provided sources to answer a question W 2.8 Speaking and Listening Participate in collaborative conversations SL 2.1 Recount or describe key ideas or details SL 2.2 Ask and answer questions about what a speaker says SL 2.3 Tell a story or recount an experience SL 2.4 Produce complete sentences when appropriate to task SL 2.6 | Reading PALS (only required for students reading below grade level) Informal Running Record (Rigby) November: Reading DRA-Expected Level K (20) |
| | Language ◆ Conventions L 2.1-2.3 ◆ Word Magning and Polationships L 2.4.2.6 | Text: Green Freddie |
| | Word Meaning and Relationships L 2.4-2.6 Reading | - |
| Unit 2 Theme: Growth and Change | Ask and answer questions "Who, What, etc." RL 2.1 Recount stories, including fables and folktales, to determine central message RL 2.2 Describe how characters in a story respond to events RL 2.3 Describe the overall structure of a story RL 2.5 Differences in points of view of characters when reading aloud RL 2.6 Use information gained from illustrations to create meaning RL 2.7 Read/comprehend literature in the grades 2-3 complexity band proficiently RL 2.10 Ask and answer questions "Who, What, etc." RI.2.1 Identify the main topic of a text RI.2.2 Describe the connection between historical events, scientific ideas, or steps in a technical procedure in a text RI.2.3 Determine the meaning of words and phrases RI.2.4 Know and use text features (e.g., captions, bold print) RI.2.5 | Writing • Narrative: Families celebrate holidays in many different ways. Think about a holiday that your family celebrates. Where were you? Who were you with? What |
| T erc | heme: owth and | Describe the overall structure of a story RL 2.5 Differences in points of view of characters when reading aloud RL 2.6 Use information gained from illustrations to create meaning RL 2.7 Read/comprehend literature in the grades 2-3 complexity band proficiently RL 2.10 Ask and answer questions "Who, What, etc." RI.2.1 Identify the main topic of a text RI.2.2 Describe the connection between historical events, scientific ideas, or steps in a technical procedure in a text RI.2.3 Determine the meaning of words and phrases RI.2.4 |

| | UNIT | COMMON CORE CLUSTERS AND STANDA | | ASSESSMENTS |
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| | | grade2NorthSmithfiel | d.docx | |
| | | Vriting | | Write a narrative about |
| | | Opinion Writing W 2.1 Opinion Writing W 2.2 | | your favorite holiday |
| | | Informative Writing W 2.2 | | celebration. |
| | | Narrative Writing W 2.3 Milk and decreased as a set for and the set of a set of the set of th | and form and a bands and about the co | celebration. |
| | | With guidance and support from adults and per | | |
| | | writing as needed by revising and editing W 2 With guidance and support from adults, use a | | Constructed |
| | | With guidance and support from adults, use a publish writing, including in collaboration with | | Response |
| | | Recall information from experiences or gather | | Response |
| | | answer a question W 2.8 | morniation from provided sources to | |
| | | peaking and Listening | | |
| | | Participate in collaborative conversations SL 2 | 2.1 | |
| | | Recount or describe key ideas or details SL 2. | 2 | |
| | | Ask and answer questions about what a speak | | |
| | | Tell a story or recount an experience SL 2.4 | | |
| | | Produce complete sentences when appropriat | e to task SL 2.6 | |
| | | anguage | | |
| | | Conventions L 2.1-2.3 | | |
| | | Word Meaning and Relationships L 2.4-2.6 | | _ |
| | | eading | | |
| | Unit 3 | Ask and answer questions "Who, What, etc." | | |
| | Theme: | Recount stories, including fables and folktales, | S S | |
| | | Describe how characters in a story respond to | | |
| | Growth and | Describe the overall structure of a story RL 2. Biffer a series of the series of | | |
| | Change | Differences in points of view of characters who | 9 | |
| | | Use information gained from illustrations to cr Read/comprehend literature in the grades 2-3 | _ | |
| | | Ask and answer questions "Who, What, etc." | | |
| | | Identify the main topic of a text RI.2.2 | M.Z.1 | |
| | | Describe the connection between historical ev | ents scientific ideas or stens in a | |
| | | technical procedure in a text RI.2.3 | ents, scientific ideas, or steps in a | |
| | | Determine the meaning of words and phrases | RI.2.4 | |
| | | Know and use text features (e.g., captions, bol | | |
| | | Identify the main purpose of a text RI.2.6 | • | |
| | | Describe how reasons support specific points t | he author makes RI.2.8 | |
| | | Read and comprehend informational texts in t | he grades 2-3 text complexity band | |
| | | RI.2.10 | | |
| # 5 | | Know and apply grade-level phonics and word | = | |
| - G | | Read with sufficient accuracy and fluency to su | ipport comprehension RF.2.4 | |
| Trimester# | | Vriting | | |
| μe | | Opinion Writing W 2.1 Informative Writing W 2.2 | | |
| ; <u>≒</u> | | Informative Writing W 2.2 Narrative Writing W 2.3 | | |
| | | Narrative Writing W 2.3 With guidance and support from adults and pe | pers facus on a tonic and strengthen | |
| | | writing as needed by revising and editing W 2 | | |
| | | With guidance and support from adults, use a | | |
| | | publish writing, including in collaboration with | , , | |
| | | Recall information from experiences or gather | | |
| | | answer a question. W 2.8 | | |
| | | peaking and Listening | | |
| | | Participate in collaborative conversations SL 2 | | |
| | | Recount or describe key ideas or details SL 2 | | |
| | | Ask and answer questions about what a speak Tall a start an appropriate of 12.4 | er says SL 2.3 | |
| | | Tell a story or recount an experience SL 2.4 Create audio recordings SL 2.5 | | |
| | | Create audio recordings SL 2.5 Produce complete contences when appropriate | o to tack SI 26 | |
| | | Produce complete sentences when appropriat anguage | E LO LOSN JL Z.U | |
| | | Conventions L 2.1-2.3 | | |
| | | Word Meaning and Relationships L 2.4-2.6 | | |
| | | eading | | 7 |
| | | Ask and answer questions "Who, What, etc." | RL 2.1 | |

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|--|---|--|
| Unit 4 Theme: Better Together | Recount stories, including fables and folktales, to determine central message RL 2.2 Describe how characters in a story respond to events RL 2.3 Describe how words (eg: regular beats) supply rhythm and meaning RL 2.4 Describe the overall structure of a story RL 2.5 Differences in points of view of characters when reading aloud RL 2.6 Use information gained from illustrations to create meaning RL 2.7 Compare/contrast 2+ versions of the same story RL 2.9 Read/comprehend literature in the grades 2-3 complexity band proficiently RL 2.10 Ask and answer questions "Who, What, etc." Rl.2.1 Identify the main topic of a text Rl.2.2 Describe the connection between historical events, scientific ideas, or steps in a technical procedure in a text Rl.2.3 Determine the meaning of words and phrases Rl.2.4 Know and use text features (e.g., captions, bold print) Rl.2.5 Identify the main purpose of a text Rl.2.6 Describe how reasons support specific points the author makes Rl.2.8 Compare/contrast the most important points of two texts on the same topic Rl.2.9 Read and comprehend informational texts in the grades 2-3 text complexity band Rl.2.10 Know and apply grade-level phonics and word analysis skills in decoding words RF.2.3 Read with sufficient accuracy and fluency to support comprehension RF.2.4 | March Reading • DRA-Expected Level L (24) Text: The Wonderful Day |
| | Writing Opinion Writing W 2.1 Informative Writing W 2.3 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing W 2.5 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers W 2.6 Recall information from experiences or gather information from provided sources to answer a question. W 2.8 Speaking and Listening Participate in collaborative conversations SL 2.1 Recount or describe key ideas or details SL 2.2 Ask and answer questions about what a speaker says SL 2.3 Tell a story or recount an experience SL 2.4 Produce complete sentences when appropriate to task SL 2.6 | Writing |
| | Conventions L 2.1-2.3 Word Meaning and Relationships L 2.4-2.6 | in your opinion, should |
| Unit 5/6 Theme: Land, Sea and Sky | Reading Ask and answer questions "Who, What, etc." RL 2.1 Recount stories, including fables and folktales, to determine central message RL 2.2 Describe how characters in a story respond to events RL 2.3 Describe the overall structure of a story RL 2.5 Differences in points of view of characters when reading aloud RL 2.6 Use information gained from illustrations to create meaning RL 2.7 Compare/contrast 2+ versions of the same story RL 2.9 Read/comprehend literature in the grades 2-3 complexity band proficiently RL 2.10 Ask and answer questions "Who, What, etc." RI.2.1 Identify the main topic of a text RI.2.2 Describe the connection between historical events, scientific ideas, or steps in a technical procedure in a text RI.2.3 Determine the meaning of words and phrases RI.2.4 Know and use text features (e.g., captions, bold print) RI.2.5 Identify the main purpose of a text RI.2.6 Describe how reasons support specific points the author makes RI.2.8 Read and comprehend informational texts in the grades 2-3 text complexity band RI.2.10 Know and apply grade-level phonics and word analysis skills in decoding words RF.2.3 | be your bedtime. Write about how would you convince your parents that your bedtime should be changed to either earlier or later? What reasons would you share with them to support your opinion? Constructed Response |

| | UNIT | COMMON CORE CLUSTERS AND STANDARDS Curriculum ELA | ASSESSMENTS |
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| | | grade2NorthSmithfield.docx Writing | |
| | | Opinion Writing W 2.1 | |
| | | Informative Writing W 2.2 | |
| | Narrative Writing W 2.3 | | |
| | | With guidance and support from adults and peers, focus on a topic and strengthen | |
| | | writing as needed by revising and editing W 2.5 | |
| | | With guidance and support from adults, use a variety of digital tools to produce and | |
| | | publish writing, including in collaboration with peers W 2.6 | |
| | | Recall information from experiences or gather information from provided sources to | |
| | | answer a question. W 2.8 | |
| | Speaking and Listening Participate in collaborative conversations SL 2.1 Recount or describe key ideas or details SL 2.2 | | |
| | | | |
| | | Ask and answer questions about what a speaker says SL 2.3 | |
| | | Tell a story or recount an experience SL 2.4 | |
| | | Produce complete sentences when appropriate to task SL 2.6 | |
| | | Language | |
| | | Conventions L 2.1-2.3 | |
| | | Word Meaning and Relationships L 2.4-2.6 | _ |
| | | Reading | |
| | | Ask and answer questions "Who, What, etc." RL 2.1 Construction of the constr | |
| | Unit 7 | Recount stories, including fables and folktales, to determine central message RL 2.2 Recount stories, including fables and folktales, to determine central message RL 2.2 Recount stories, including fables and folktales, to determine central message RL 2.2 Recount stories, including fables and folktales, to determine central message RL 2.2 | |
| | | Describe how characters in a story respond to events RL 2.3 Describe how yeards (agreed the bests) capable that the and magning RL 2.4. | |
| | Theme: | Describe how words (eg: regular beats) supply rhythm and meaning RL 2.4 Describe the overall structure of a story RL 2.5 | |
| | Discoveries | Differences in points of view of characters when reading aloud RL 2.6 | |
| | | Use information gained from illustrations to create meaning RL 2.7 | |
| | | Read/comprehend literature in the grades 2-3 complexity band proficiently RL 2.10 | |
| | | Ask and answer questions "Who, What, etc." RI.2.1 | |
| | | Identify the main topic of a text RI.2.2 | |
| | | Describe the connection between historical events, scientific ideas, or steps in a | |
| | | technical procedure in a text RI.2.3 | |
| | | Determine the meaning of words and phrases RI.2.4 | |
| | | Know and use text features (e.g., captions, bold print) RI.2.5 | |
| | | Identify the main purpose of a text RI.2.6 Explain how specific images clarify a text (e.g., diagram showing how a machine works) | |
| | | RI.2.7 | |
| £ | | Describe how reasons support specific points the author makes RI.2.8 | |
| # | | Read and comprehend informational texts in the grades 2-3 text complexity band | |
| ste | | RI.2.10 | |
| mester #3 | | Know and apply grade-level phonics and word analysis skills in decoding words RF.2.3 | |
| Trin | | Read with sufficient accuracy and fluency to support comprehension RF.2.4 William | |
| _ | | Writing Opinion Writing W 2.1 | <u>June</u> |
| | | Opinion Writing W 2.1 Informative Writing W 2.2 | |
| | | Narrative Writing W 2.3 | Deading |
| | | With guidance and support from adults and peers, focus on a topic and strengthen | Reading |
| | | writing as needed by revising and editing W 2.5 | DRA-Expected |
| | | With guidance and support from adults, use a variety of digital tools to produce and | Level M (28) |
| | | publish writing, including in collaboration with peers W 2.6 | |
| | | Participate in shared research and writing projects W 2.7 | Nonfiction Text: |
| | | Recall information from experiences or gather information from provided sources to | Animals Can Help |
| | | answer a question W 2.8 | |
| | | Speaking and Listening | |
| | | Participate in collaborative conversations SL 2.1 | |
| | | · | Writing |
| | | · · · · · · · · · · · · · · · · · · · | Informative: |
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| | | _ | 120 3001 000 7 37 1001 |
| | | answer a question W 2.8 Speaking and Listening Participate in collaborative conversations SL 2.1 Recount or describe key ideas or details SL 2.2 Ask and answer questions about what a speaker says SL 2.3 Tell a story or recount an experience SL 2.4 Create audio recordings SL 2.5 | Animals Can Help Writing Informative: We just read African |

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|------|--|--|
| | Language Conventions L 2.1-2.3 Word Meaning and Relationships L 2.4-2.6 | American Inventors by Jim Haskins and learned about four different inventors. Think about one inventor within the text. Who was the inventor? What did he or she invent? How did the invention change the world? Write about one of the inventors in the text and describe how his or her invention changed the world. Remember to give specific details to support your thinking. • Constructed Response |