

Blackhawk School District

CURRICULUM

Course Title: ELA

Grade Level(s): Second Grade

Time Per Week: Daily

Faculty Author(s): Jodi Borroni and Chelsea Haight

Date: May 2012

COURSE DESCRIPTION:

Students will be immersed in a balanced literacy program with the following components:

- Phonemic awareness
- Phonics
- Spelling
- Vocabulary
- High frequency/sight words
- Comprehension skills and strategies
- Reading comprehension
- Listening comprehension
- Speaking and Listening Skills
- Writing composition (narrative, persuasive, informational)
- Letter formation/manuscript writing
- Oral reading fluency
- Grammar
- Literature genres

The above skills will be taught through whole group instruction and small group instruction through *the Daily Five*, a student-driven management structure designed to fully engage students in reading and writing.

<i>Lesson & Story from Storytown/Resources</i>	<i>Skill(s) to be taught</i>	<i>PA Common Core Standard</i>	<i>Pacing</i>	<i>Future Revisions</i>
<p>1.Arthur’s Reading Race</p> <p>2.Frog and Toad All Year</p>	<p>1.3 Reading Literature <i>Key Ideas and Details Literary Elements</i></p> <p>1.4 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <i>Informative/Explanatory Focus</i></p>	<p>Describe how characters in a story respond to major events and challenges.</p> <p>Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>Produce, expand, and rearrange complete simple and compound sentences</p>		
<p>3.Henry and Mudge and paired selection Dogs</p>	<p>1.3 Reading Literature <i>Key Ideas and Details Text Analysis Craft and Structure Vocabulary</i></p>	<p>Ask and answer questions such as who, what, where, when, why and how to determine understanding key details in the text.</p> <p>Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p>		
<p>4. Dogs</p>	<p>1.2 Reading Informational Text <i>Key Ideas and Detail Main Idea Range of Reading</i></p> <p>1.4 Writing <i>Informative/Explanatory Informative/Explanatory, Focus Informative/Explanatory, Content Informative/Explanatory, Organization Production and Distribution of Writing, Writing Process</i></p>	<p>Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within a text.</p> <p>Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Identify and introduce the topic.</p> <p>Develop the topic with facts and definitions.</p> <p>Group information and provide a concluding statement or section.</p> <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>		

<p>5. Winner's Never Quit</p> <p>6. Gus and Grandpa and the Two-Wheeled Bike</p>	<p>1.4 Writing <i>Informative/Explanatory/Conventions</i></p>	<p>Form and use frequently occurring irregular plural nouns</p>		
<p>7. The Great Ball Game and paired selection Bats</p>	<p>1.3 Reading Literature <i>Key Ideas and Details, Theme</i></p> <p><i>Craft and Structure, Text Structure</i></p> <p><i>Craft and Structure, Vocabulary</i></p> <p>1.4 Writing <i>Narrative</i></p> <p><i>Narrative Focus</i></p> <p><i>Narrative Content</i></p> <p><i>Narrative organization</i></p> <p><i>Narrative style</i></p> <p><i>Production and Distribution of Writing- Writing Process</i></p> <p><i>Narrative Conventions of Language</i></p>	<p>Recount stories and determine their central message, lesson or moral.</p> <p>Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.</p> <p>Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>Write narratives to develop real or imagined experiences or events.</p> <p>Establish a situation and introduce a narrator and/or characters.</p> <p>Include thoughts and feeling to describe experience and events to show the response of characters of situations.</p> <p>Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>Choose words and phrases for effect.</p> <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>Capitalize holidays, product names, and geographic names.</p>		
<p>8. Click, Clack, Moo: Cows That Type</p>	<p>1.3 Reading Literature <i>Craft and Text Structure</i></p> <p>1.4 Writing <i>Narrative Conventions of Language</i></p>	<p>Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.</p> <p>Capitalize holidays, product names, and geographic names.</p>		

		Use commas in greetings and closings of letters.		
9. A Trip to the Fire Station	1.3 Reading Literature <i>Key Ideas and Details Text Analysis</i>	Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.		
10. Jamaica Louise James and paired selection A Lazy Thought	1.3 Reading Literature <i>Craft and Structure, Point of View</i> <i>Craft and Structure, Vocabulary</i> 1.4 Writing <i>Narrative</i> <i>Narrative Focus</i> <i>Narrative Content</i> <i>Narrative Organization</i> <i>Narrative Style</i> <i>Production and Distribution of Writing, Writing Process</i>	Acknowledge differences in points of views of characters including by speaking in a different voice for each character when reading dialogue aloud. Describe how words and phrases supply rhythm and meaning in a story, poem, or song. Write narratives to develop real or imagined experiences or events. Establish a situation and introduce a narrator and/or characters. Include thoughts and feeling to describe experience and events to show the response of characters of situations. Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. Choose words and phrases for effect. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
11. At Play – Long Ago and Today	1.2 Reading Informational Text <i>Integration of Knowledge and Ideas, Evaluating Argument</i>	Describe how reasons support specific points the author makes in a text.		

	1.4 Writing <i>Informative/Explanatory Conventions</i>	Use an apostrophe to form contractions and frequently occurring possessives.		
12. Big Bushy Mustache and paired selection Changing	1.4 Writing <i>Narrative Conventions of Language</i> <i>Fiction and Nonfiction</i>	Describe how words and phrases supply rhythm and meaning in a story, poem, or song. Use an apostrophe to form contractions and frequently occurring possessives. Form and use frequently occurring irregular plural nouns		
13. Rain Forest Babies	1.2 Reading Informational Text <i>Craft and Structure, Text Structure</i>	Use various text features and search tools to locate key facts or information in a text efficiently.		
14. A Birthday Mystery review story	1.3 Reading Literature <i>Key Ideas and Details, Text Analysis</i>	Ask and answer questions such as who, what, where, when, why and how to determine understanding key details in the text.		
15. Mr. Putter and Tabby Write the Book 16. Annie's Gifts and paired selection Sarah Enters a Painting	1.3 Reading Literature <i>Integration of Knowledge and Ideas</i> <i>Sources of Information</i> 1.4 Writing <i>Narrative Conventions of Language</i>	Use information from illustrations and words, in print or digital print, to demonstrate understanding of characters, setting, or plot. Describe how words and phrases supply rhythm and meaning in a story, poem, or song. Use adjectives and adverbs, and choose between them depending on what is to be modified.		
17. Ah, Music! and paired selection Come, My Little Children, Here Are Songs for You	1.2 Reading Informational Text <i>Craft and Structure – Text Structure</i> 1.4 Writing <i>Narrative Conventions of Language</i>	Use various text features and search tools to locate key facts or information in a text efficiently. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.		

	<i>Informative/Explanatory/Conventions</i>	Demonstrate a grade appropriate command of the conventions of standard English, grammar and spelling. – Consult reference material as needed.		
18. George Washington Carver	1.2 Reading Informative Text <i>Key Ideas and Details, Text Analysis</i> 1.4 Writing <i>Narrative</i> <i>Narrative Focus</i> <i>Narrative Content</i> <i>Narrative Organization</i> <i>Narrative Style</i> <i>Production and Distribution of Writing, Writing Process</i> <i>Informative/Explanatory/Conventions</i>	Describe the connection between a series of events, concepts, or steps in a procedure within a text. Write narratives to develop real or imagined experiences or events. Establish a situation and introduce a narrator and/or characters. Include thoughts and feeling to describe experience and events to show the response of characters of situations. Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. Choose words and phrases for effect. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. Demonstrate a grade appropriate command of the conventions of standard English, grammar and spelling. – Consult reference material as needed.		
19. What's My Job? Review story	1.3 Reading Literature <i>Craft and Structure, Point of View</i> <i>Key Ideas and Details, Text Analysis</i>	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character, when reading dialogue aloud. Ask and answer questions such as who, what, where, when, why and how to determine understanding key details in the text.		
20. A Chair for My Mother	1.3 Reading Literature <i>Key Ideas and Details, Literary Elements</i> <i>Craft and Structure – Text Structure</i>	Describe how characters in the story respond to major events and challenges. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the		

<p>21. <i>Serious Farm</i> and paired selection <i>Beyond Old MacDonald</i></p>	<p>1.4 Writing <i>Narrative Conventions of Language</i></p> <p><i>Narrative</i></p> <p><i>Narrative Focus</i></p> <p><i>Narrative Content</i></p> <p><i>Narrative Organization</i></p> <p><i>Narrative Style</i></p> <p><i>Production and Distribution of Writing, Writing Process</i></p>	<p>action.</p> <p>Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>Write narratives to develop real or imagined experiences or events.</p> <p>Establish a situation and introduce a narrator and/or characters.</p> <p>Include thoughts and feeling to describe experience and events to show the response of characters of situations.</p> <p>Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>Choose words and phrases for effect.</p> <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>		
<p>22. <i>The Bee</i></p> <p>23. <i>Watching in the Wild</i></p>	<p>1.2 Reading Informational Text <i>Integration of Knowledge and Ideas, Diverse Media</i></p> <p>1.4 Writing <i>Informative/Explanatory</i></p> <p><i>Informative/Explanatory, Focus</i></p> <p><i>Informative/Explanatory, Content</i></p> <p><i>Informative/Explanatory, Organization</i></p> <p><i>Production and Distribution of Writing, Writing Process</i></p> <p><i>Informative/Explanatory/Conventions</i></p>	<p>Explain how graphic representations contribute to and clarify a text.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Identify and introduce the topic.</p> <p>Develop the topic with facts and definitions.</p> <p>Group information and provide a concluding statement or section.</p> <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>Form and use the past tense of frequently occurring irregular verbs</p>		

<p>25. Town Hall review story</p>	<p>1.3 Reading Literature <i>Key Ideas and Details, Text Analysis</i></p>	<p>Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character, when reading dialogue aloud.</p>		
<p>26. Where on Earth is My Bagel?</p>	<p>1.4 Writing <i>Informative/Explanatory/Conventions</i></p>	<p>Capitalize holidays, product names, and geographic names.</p>		
<p>27. My Name is Gabriela</p>	<p>1.4 Writing <i>Informative/Explanatory</i> <i>Informative/Explanatory, Focus</i> <i>Informative/Explanatory, Content</i> <i>Informative/Explanatory, Organization</i> <i>Production and Distribution of Writing, Writing Process</i> <i>Informative/Explanatory/Conventions</i></p>	<p>Write informative/explanatory texts to exam a topic and convey ideas and information clearly. Identify and introduce the topic. Develop the topic with facts and definitions. Group information and provide a concluding statement or section. Participate in individual or shared research and writing projects. Form and use the past tense of frequently occurring irregular verbs</p>		
<p>28. Let's Go Rock Collecting and paired selection <i>Pebbles</i></p>	<p>1.2 Reading Informational Text <i>Vocabulary Acquisition and Use</i> 1.4 Writing <i>Narrative Conventions of Language</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content choosing from a range of strategies and tools Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p>		
<p>29. The Lizard and the Sun</p>	<p>1.3 Reading Literature <i>Vocabulary Acquisition and Use</i> 1.4 Writing <i>Narrative Conventions of Language</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content choosing from a range of strategies and tools Use an apostrophe to form contractions and frequently occurring possessives.</p>		

30. Cross-Country Vacation review story	1.3 Reading Literature <i>Vocabulary Acquisition and Use</i>	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content choosing from a range of strategies and tools		
	<i>Compare/Contrast</i>	Compare and contrast the most important points presented by two texts on the same topic.		
	<i>Robust Vocabulary (Informational & Literature)</i>	Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.		
Lesson & Story from Storytown/Resources	<i>Skill(s) to be taught</i>	<i>PA Common Core Standard</i>	<i>Pacing</i>	<i>Future Revisions</i>
Not Found		Compare and contrast two or more versions of the same story by different authors or from different culture.		
Not Found		Write opinion pieces on familiar topics or texts. Identify the topic and state an opinion. Support the opinion with reasons that include details connected to the opinion.		
Not Found		Use collective nouns Use reflexive pronouns Adverbs		

