

Pine Hill Public Schools Curriculum

Content Area:		Language Arts Literacy	
Course Title/ Grade Level:		Grade 2	
Unit 1:	Count on Me	Duration:	6 Weeks
Unit 2:	Doing Our Best	Duration:	7 Weeks
Unit 3:	Changing Times	Duration:	6 Weeks
Unit 4:	Dream Big	Duration:	6 Weeks
Unit 5:	Better Together	Duration:	5 Weeks
Unit 6:	Seek and Find	Duration:	6 Weeks
Date Created or Revised:		July, 2012	
BOE Approval Date:		8/28/2012	

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Count on Me

Unit #: 1

Course or Grade Level: LAL – Grade 2

Length of Time: 6 Weeks

Reading Pacing	Week of / Lesson #	Focus Skill	Genre	Comments/additional materials
	9-10	Benchmark testing/ Running Records		
	9-17 / Lesson 1	Characters / Schema	Fiction	<i>Reading with Meaning</i> by Debbie Miller Chapter 5
	9-24 / Lesson 2	Characters/Schema	Fiction	
	10-1 / Lesson 3	Main Idea/ Details/Schema	Realistic Fiction	
	10-9 / Lesson 4	Main Idea/ Details/Schema	Realistic Fiction	
	10-15 Theme test	Main Idea/Characters	Reader's Theater	
Essential Questions	<ul style="list-style-type: none"> • How and why do good readers use prior knowledge (schema)? • How do characters in story respond to major events and challenges? • Why is it important to understand the main idea of a story? • How do good readers identify main idea and key details to demonstrate understanding of story? • How is the main idea used to help readers summarize? 			
Reading Content	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Characters • Main Idea/Details • Schema <p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none"> • Short Vowels /a/a /i/i • CVC Pattern in Longer Words • Short Vowels /e/e, /o/o, /u/u • Inflections • -s, -es • Long Vowels /a/a-e, /i/ i-e • /o/o-e, /(y)oo/u-e • CVCe Pattern in Longer Words • Long Vowels /e/ee, ea • Inflections • -ed, -ing <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Sentences L 2.1F • Statements and Questions • Commands and Exclamations • Parts of a Sentence <p><u>Fluency</u></p> <ul style="list-style-type: none"> • Accuracy • Reading Rate <p><u>High Frequency Words</u></p> <p>Lesson 1: ran, class, across, hid, sick, stay, why, best</p> <p>Lesson 2: everything, through, last, rest, new, friend, take</p> <p>Lesson 3: children, different, finally, short, behind, hide, ride, river</p> <p>Lesson 4: special, animal, build, find, food, sleep, outside</p>			

<p>Reading Skills</p>	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Use background knowledge and experience to contribute to text interpretation. • Answer questions such as who, what, where, when and how about key details in a text. • Write a character description using information from illustrations and key words from the text. • Describe differences in story characters’ points of view. • Describe how characters respond to major events and challenges in a story. <p><u>Spelling/Phonics</u></p> <ul style="list-style-type: none"> • Recognize and use long and short vowel sounds in words. • Recognize and use short vowel sounds in words (CVC pattern) for /a/, /e/, /i/, /o/, /u/ • Recognize and use vowel sounds in closed syllables (CVC : lem–on) • Recognize and use vowel sounds in open syllables (CV: ho-tel) • Build longer words using the CVC pattern in longer words (picnic, napkin, etc.) • Build longer words using the CVCe pattern in longer words.(notepad, homemade, etc.) • Use –s to form most plural nouns. Use –es to form the plurals of a noun that ends in s, x, ch, or sh. • Identify the –ed and –ing inflections. • Recognize the three sounds of –ed (/t/, /ed/, /d/. • Use long e sound with ee/ea spelling to spell and write words.(ex. need, teapot) <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Produce, expand, and rearrange complete simple and compound sentences. • Use a range of complete sentences (declarative, interrogative, exclamatory). <p><u>Fluency</u></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>Writing Content</p>	<p>Launching the Writing Workshop and Personal Narrative</p>
<p>Writing Skills</p>	<p>Student will:</p> <ul style="list-style-type: none"> • effectively use time, space, and materials during the writing workshop • generate ideas for writing based on his/her life, choose an idea, sketch it, and then write a tiny bit about it. • keep working by adding more to his/her picture, words, or by starting a new piece of writing • tell stories in illustrations: decide on a topic, envision it, and then record that meaning on the page with drawings that are representational • understand a small moment story: stretch the action across several pages • stretch one small moment: plan his/her own writing in the presence of partners by touching each page and saying what they'll write • differentiate between storytelling and summarizing through rehearsing of details of the story • write effective story endings • add descriptive details and vivid verbs to revise • add what they are feeling, thinking and wondering. • choose a piece to publish • use an editing checklist- use the CLAP acronym as a means for editing.

	<ul style="list-style-type: none"> • share his/her writing with the world – read with fluency and expression
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	LLI, RTI, guided reading, flexible grouping, conferencing, cross-grade buddy reading, center activities, strategic intervention/challenge resources
Inter-disciplinary Connections	TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • Storytown Resources - Phenix City Schools http://www.pcboe.net/les/elderweb/harcourtresources.htm. • Education City Website • Spelling City • Debbie Miller <u>Reading with Meaning</u> • <u>See Dropbox Account for 2nd Grade</u> • <u>Primary Comprehension Toolkit</u> • Units of Study Beth Asbury • Into the Book Website http://reading.ecb.org/teacher/visualizing/index.html
Common Core State Standards	
Grade:	
Strand:	
Category:	#. Standard: RL. 2.1, RL.2.3 RL 2.6, RL 2.7, ,
	L. 2.1F
	RF.2.4
Career and College Readiness Anchor Standards:	

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Doing Our Best **Unit #: 2**

Course or Grade Level: LAL – Grade 2 **Length of Time:**

Reading Pacing	Week of / Lesson #	Focus Skill	Genre	Comments/additional materials
	10-22/Lesson 6	Schema/predictions	Autobiography	
	10-29/Lesson 7	Images/predictions	Realistic Fiction	
	11-5/Lesson 7 (con't.)	Plot	Folktale	
	11-12/Lesson 8	Plot/Mental Images	Pour quoi Tale	<i>Reading with Meaning</i> by Debbie Miller Chapter 6.
	11-19/Lesson 8 (con't)	Plot/Mental Images	Pour quoi Tale	
	11-26/Lesson 9	Plot/Mental Images	Fiction	
	12-3/Lesson 10	Prediction/Plot	Folk Tales	
Essential Questions	<ul style="list-style-type: none"> • What do we need to know to predict? • How does the reader summarize important details from a story? • How can information gained from illustrations and words in print demonstrate understanding of its characters, setting, or plot? • How do proficient readers create images from all five senses to enhance comprehension? 			
Reading Content	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Schema • Predictions • Mental Images • Plot <p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none"> • Long Vowels /i/ie, igh • Inflections -ed, -ing (drop final e) • Long Vowel/a/ ai, ay • Compound Words • r-Controlled Vowel /ar/ar • Syllable Pattern C-ie • Long Vowel /o/ oa, ow • Compound Words • Long Vowels /i/ie, igh • Long Vowels /a/ai, ay • r-Controlled Vowel /ar/ar • Long Vowels /o/oo, ow <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Nouns • Singular/Plural Nouns • Proper Nouns 			

	<p><u>Fluency</u></p> <ul style="list-style-type: none"> • Intonation • Expression <p><u>High Frequency Words</u></p> <p>Lesson 6: brother, even, goes, house, inside, myself, scared, high Lesson 7: world, idea, anything, been, something, happen, every, maybe Lesson 8: car, city, again, couldn't, getting, lunch, school, they're, Lesson 9: enough, understand, always, begin, you're, easy, game, start</p>
Reading Skills	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Share mental images created from listening to a portion of a text read aloud through discussion and/or drawing. • Make connections to prior knowledge. • Use evidence from the text to support predictions. • Follow multiple steps in a story to understand the plot. <p><u>Phonics/ Spelling</u></p> <ul style="list-style-type: none"> • Recognize and use letter combinations that represent long vowel sounds (/i/ ie, igh, /a/ ai, ay, /o/oa, ow, • Recognize and use a variety of compound words (myself, without, inside, etc.) • Recognize and use vowel sounds with -r. (car, first, hurt, etc.) • Read longer words with the syllable pattern <i>consonant – le</i>. <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Use proper nouns to name specific people, places and things. • Capitalize proper nouns. • Identify nouns and people, places, things or animals. • Identify singular and plural nouns in context. • Form and use frequently occurring irregular plural nouns (ex. feet, children, teeth, mice, fish, etc.) <p><u>Fluency</u></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing Content	Cont. Launching the Writing Workshop and Personal Narrative Author as a Mentor
Writing Skills	<p>Students will :</p> <ul style="list-style-type: none"> • read from author's selection (immersion) • look closely at the work of one writer and let that writer function as a mentor • explore author's craft techniques and then emulate the techniques • write well elaborated short stories, use planning strategy to think about character, problem, solution

	<ul style="list-style-type: none"> • write effective leads • include details that give insight into the characters’ traits and responsibility • add sensory details • add dialogue that reveals characters’ traits • write sequenced narrative , while providing a sense of closure • use “show, not tell” strategy to more effectively convey characters’ feelings • revise with partners, reread each other's writing to find and fill in missing words • edit and fancy up writing, reread, check,
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	<ul style="list-style-type: none"> • LLI, RTI, guided reading, flexible grouping, conferencing, cross-grade buddy reading, center activities, strategic intervention/challenge resources
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • Storytown Resources - Phenix City Schools http://www.pcboe.net/les/elderweb/harcourtresources.htm. • Education City Website • Spelling City • Debbie Miller <u>Reading with Meaning</u> • <u>Primary Comprehension Toolkit</u> • Units of Study Beth Asbury • Into the Book Website http://reading.ecb.org/teacher/visualizing/index.html
Common Core State Standards	
Grade:	
Strand:	
Category:	#. Standard :RL. 2.1, RL. 2.2, RL.2.5, RL, 2.7
	L2.1F, L2.1 A, L2.1B, L2.2A
	RF.2.4
Career and College Readiness Anchor Standards:	

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Changing Times

Unit #: 3

Course or Grade Level: LAL – Grade 2

Length of Time:

Pacing	Week of / Lesson #	Focus Skill	Genre	Comments/additional materials
	12-10 Lesson 11	Mental Images/Author's Purpose	Realistic Fiction	
	12-17 Lesson 12	Mental Images/Author's Purpose	Nonfiction	
	1-2 Lesson 13	Inferring/Determining Importance in Nonfiction	Nonfiction	
	1-7 Lesson 13 (cont)	Inferring/Determining Importance in Nonfiction	Nonfiction	
	1-14 Lesson 14	Inferring/Determining Importance in Nonfiction	Nonfiction	
	1-22 Review and Benchmark	Inferring	Poetry	
Essential Questions	<ul style="list-style-type: none"> • How do proficient readers create images from all five senses to enhance comprehension? • What is the main purpose of the text and what does the author want to answer, explain or describe? • How does an image (ex. picture, graphic) in a text contribute to or clarify the text? • How do we use key details or facts from within the text to answer who, what, when, where and how? • How do we determine the main topic of a multi-paragraph text? 			
Reading Content	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Mental Images • Author's Purpose • Inferring • Determining Importance in Nonfiction <p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none"> • Digraphs /ch/ch, tch, /sh/ sh, /th/ th • Syllable pattern VCCV • Long vowel /e/ ey, y • Inflections -ed, -es, (y to i) • Consonants /s/c, /j/g, dge • Inflections -ed, -ing, (double final consonant) • R-controlled Vowels /ur/ir, er, ear <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Omit abbreviations from Storytown • Singular Possessive Nouns 			

	<ul style="list-style-type: none"> • Plural Possessive Nouns • Check for mastery of pronouns (he, she, it, etc) and possible omit. and add (new) Use of Reflexive Pronouns (myself, ourselves) <p><u>Fluency</u></p> <ul style="list-style-type: none"> • Expression (punctuation) • Phrasing <p><u>High Frequency Words</u></p> <p>Lesson 11: draw, picture, question, sky, circle, answer, pretty Lesson 12: year, favorite, slowly, really , teacher, everyone, also, without Lesson 13: young, beautiful, cleans, does, grow, large, winter Lesson 14: care, father, follow, first, gone, possible, often, wouldn't</p>
Reading Skills	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Share mental images created from listening to a portion of a text read aloud through discussion and/or drawing. • Identify the main purpose of the text and what the author wants to answer, explain or describe. • Describe how reasons support specific points the author makes in a text. • Identify and use various text features (ex. captions), to locate key facts or information and to determine the meaning of words and phrases relevant to a grade two topic. • Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text. • Identify examples of rhymes and describe how they supply rhythm and meaning in a story, poem, or song. <p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none"> • Recognize and use the full range of consonant letters and letter clusters such as digraphs: /ch/ch, tch, /sh/ sh, /th/ th, in beginning, middle and ending position in words. • Understand that every syllable has a vowel sound as a means for understanding how to divide words into syllables such as syllable pattern VCCV (in-to, al-to, un-do, etc.) • Recognize and use long vowel /e/ with –ey, y pattern (ex. honey, silly) • Recognize and remember that when a word ends in consonant – y, change the y to i before adding es or ed (carry, carries, carried) • Identify words with inconsistent but common spelling-sound correspondences: (Consonants /s/c, /j/g, dge) • Read words with doubled consonants and inflections – ed, -ing.(hop, hopped, hopping, grab, grabbed, grabbing) • Recognize and use vowel sounds with r. (ir, ur, er ear) <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Use an apostrophe in frequently occurring singular and plural possessives. • Use reflexive pronouns (ex. myself and ourselves) in sentences.
Writing Content	Informational writing, How-To
Writing Skills	Student will:

	<ul style="list-style-type: none"> • read how- to books (immersion) • explore topics, teach others how to do something • understand the purpose and requirements of this genre, understand How-To writing must enable a reader to do what is being taught • incorporate features of How-To Writing • revise words and pictures to make them more explicit • choose one piece to publish, revise and edit, <p>Form: Summary, Directions, Story, Letter of invitation Trait: word choice, Sentence fluency</p>
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	LLI, RTI, guided reading, flexible grouping, conferencing, cross-grade buddy reading, center activities, strategic intervention/challenge resources
Inter-disciplinary Connections	TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • Storytown Resources - Phenix City Schools http://www.pcboe.net/les/elderweb/harcourtresources.htm. • Education City Website • Spelling City • Debbie Miller <u>Reading with Meaning</u> • <u>Primary Comprehension Toolkit</u> • Units of Study Beth Asbury • Into the Book Website http://reading.ecb.org/teacher/infering/index.html
Common Core State Standards	
Grade:	
Strand:	
Category:	#. Standard: RL 2.1, RL. 2.3, RL.2.4, RL. 2.5, RL. 2.6, RL. 2.7, RL. 2.8, RL. 2.10,
	RI. 2.1, RI. 2.2, RI. 2.3, RI 2.4, RI. 2.5, RI. 2.6, RI. 2.7, RI. 2.8, RI.2.9, RI. 2.10,
	L2.1C, L2.1A, L2.2A, L2.1B, L2.2C
	RF. 2.3a, RF. 2.3b, RF. 2.3f, RF.2.4
Career and College Readiness Anchor Standards:	

**Pine Hill Public Schools
Language Arts Literacy Curriculum**

Unit Title: Dream Big		Unit #: 4		
Course or Grade Level: LAL – Grade 2		Length of Time:		
Pacing	Week of / Lesson #	Focus Skill	Genre	Comments/additional materials
	1-28/ Lesson 16	Setting/Inferring	Realistic Fiction	
	2-4/ Lesson 17	Setting/Asking Questions	Realistic Fiction	
	2-11/Lesson 17 (con't.)	Asking Questions	Realistic Fiction	
	2-25/Lesson 18	Locate Information/Asking Questions	Nonfiction	Omit Main Selection – substitute Informational Articles from <i>The Primary Comprehension Toolkit</i> and <i>Time for Kids</i>
	3-4/Lesson 19	Locate Information/Asking Questions	Biography	
	3-12/Review and Theme	Setting/Asking Questions		
Essential Questions	<ul style="list-style-type: none"> • How do good readers infer meanings of a text? • How can information gained from the illustrations and words in a print or digital text used to demonstrate understanding of characters, setting or plot? • How can asking who, what, when, where, why and how help one understand key details of a text? • How can I locate information within a text? 			
Reading Content	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Setting • Inferring • Asking Questions • Locate Information <p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none"> • Digraphs /n/kn /r/wr, /f/gh, ph • Suffixes – ly, -ness • Short Vowel /e/ ea • Syllable Pattern V/CV • Vowel Digraph /ai/ ai, ay • Suffixes –ful, -less • R-controlled Vowels /ir/ear, eer • Syllable Pattern VC/V <p><u>Grammar</u> <u>(New)</u></p> <ul style="list-style-type: none"> • Adjectives – Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy) • Adjectives – Distinguish shades of meaning among closely related adjectives (e.g., thin, slender, skinny, scrawny). 			

	<ul style="list-style-type: none"> • Possibly omit number words as adjectives and adjectives that compare since they are already taught in first grade as high frequency words. <p><u>Fluency</u></p> <ul style="list-style-type: none"> • Intonation • Accuracy <p><u>High Frequency Words</u></p> <p>Lesson 16: being, family, each, happy, listen, near, catch Lesson 17: wanted, since, gave, carry, instead, someone Lesson 18: better, few, fight, never, important, light, clothes Lesson 19: second, third, lost, however, watch, street</p>
Reading Skills	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Describe characters, setting or plot using information from illustrations and key words from the text (print or digital). • Infer characters’ feelings and motivations from description, what they do or say, and what others think about them. • Support thinking beyond the text with specific evidence based on personal experience and knowledge or evidence from the text. • Answer questions such as who, what, where, when, and how about key details in a text. • Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding. • Identify and use various text features (ex. captions), to locate key facts or information. <p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none"> • Recognize and read grade-appropriate irregularly spelled words, such as digraphs /n/kn /r/wr, /f/gh, ph • Decode words with common suffixes such as: -ly, -ness, -ful, -less • Know spelling-sound correspondences for short vowel /e/ ea • Correctly spell words with syllable pattern V/CV and VC/V • Recognize and use the vowel digraph ai, ay to represent the long a sound. • Recognize and use vowel sounds with r. /ir/ear, eer
Writing Content	Informational All -About book
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	LLI, RTI, guided reading, flexible grouping, conferencing, cross-grade buddy reading, center activities, strategic intervention/challenge resources
Inter-disciplinary Connections	TBD
Lesson resources / Activities	<ul style="list-style-type: none"> • Storytown Resources - Phenix City Schools http://www.pcboe.net/les/elderweb/harcourtresources.htm. • Education City Website • Spelling City • Debbie Miller <u>Reading with Meaning</u>

- See Dropbox Account for 2nd Grade
- Primary Comprehension Toolkit
- Units of Study Beth Asbury
Into the Book Website <http://reading.ecb.org/teacher/questioning/index.html>

Common Core State Standards

Grade:

Strand:

Category:

#. Standard: RL. 2.1, RL. 2.3, RL 2.5, RL. 2.6, RL. 2.7, RL. 2.10L2.1E,

RI. 2.1, RI. 2.2, RI. 2.4, RI. 2.6, RI. 2.7, RI. 2.8, RI. 2.9, RI. 2.10

L2.1.D, L.2.5b

SL. 2.3

RF.2.4

Career and College Readiness Anchor Standards:

**Pine Hill Public Schools
Language Arts Literacy Curriculum**

Unit Title: Better Together			Unit #: 5	
Course or Grade Level: LAL – Grade 2		Length of Time: 5 Weeks		
Pacing	Week of / Lesson #	Focus Skill	Genre	Comments/additional materials
	3-18/Lesson 21	Plot	Realistic Fiction	Teach point of view
	3-25/Lesson 22	Plot	Fiction	
	4-8/Lesson 23	Use Graphic Aids/Nonfiction	Nonfiction	
	4-15/Lesson 24	Use Graphic Aids/Nonfiction	Nonfiction	
	4-22/Lesson 25-Theme test	Plot/Nonfiction		
Essential Questions	<ul style="list-style-type: none"> • What is the difference between fiction and non-fiction? • How can information gained from illustrations and words in print demonstrate understanding of its characters, setting, or plot? • How does an image (ex. picture, graphic) in a text contribute to or clarify the text? 			
Reading Content	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Plot • Use Graphic Aids to understand nonfiction text • Differentiate between fiction and nonfiction text. <p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none"> • Vowel diphthong /ou/ ou, ow; /oo/ oo, ew, ue, ui,ou • Prefixes: mis, re, un • R-controlled vowel /ar/ air, are • Contractions <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Present Tense Action Verbs • Past Tense Regular and Frequently Occurring Irregular Verbs (e.g., hid, sat, told) • Possibly eliminate Forms of Be <p><u>Fluency</u></p> <ul style="list-style-type: none"> • Expression • Reading Rate <p><u>High Frequency Words</u></p> <p>Lesson 21: bring, change, funny, party, probably, thought, hear Lesson 22: between, close, dark, either, hold, own, plan Lesson 23: kind, life, nothing, once, story, themselves Lesson 24: deep, earth, knew, ready, suddenly, until</p>			
Reading Skills	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • Describe the overall structure of a story. 			

	<ul style="list-style-type: none"> Describe orally and write a description of characters, setting or plot using information from illustrations and key words from the text. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons, etc.) to locate key facts or information in a text efficiently. Identify and use various text features (ex. captions), to locate key facts or information and to determine the meaning of words and phrases relevant to a grade two topic. Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text. <p><u>Phonics/Spelling</u></p> <ul style="list-style-type: none"> Know spelling-sound correspondences for additional common vowel teams such as vowel diphthong /ou/ ou, ow; /oo/ oo, ew, ue, ui,ou Decode words with common prefixes: mis, re, un Recognize base words and remove common prefixes to break them down and solve them. Determine the meaning of the new word formed when a known prefix is added to a known word (tell, retell) Recognize and use vowel sound /a/ with r : /ar/ air, are Recognize and understand contractions with am, (I'm), is (he's), will (I'll), not (can't), etc. <p><u>Grammar</u></p> <ul style="list-style-type: none"> Recognize and form present tense action verbs. Form and use past tense regular and frequently occurring irregular verbs (e.g., hid, sat, told) Possibly eliminate Forms of Be
Writing Content	Poetry
Assessments	<ul style="list-style-type: none"> Tests, Benchmark Test, Theme Test, Writing Samples
Interventions / differentiated instruction	<ul style="list-style-type: none"> LLI, RTI, guided reading, flexible grouping, conferencing, cross-grade buddy reading, center activities, strategic intervention/challenge resources
Inter-disciplinary Connections	<ul style="list-style-type: none"> TBD
Lesson resources / Activities	<ul style="list-style-type: none"> Storytown Resources - Phenix City Schools http://www.pcboe.net/les/elderweb/harcourresources.htm. Education City Website Spelling City Debbie Miller <u>Reading with Meaning</u> <u>Primary Comprehension Toolkit</u> Units of Study Beth Asbury Into the Book Website http://reading.ecb.org/teacher/
Common Core State Standards	

Grade:	
Strand:	
Category:	#. Standard: RL. 2.1, RL. 2.3, RL. 2.5, RL. 2.5, RL. 2.6, RL. 2.7, RL2.10
	RI. 2.1, RI. 2.2, RI. 2.3, 2.4, RI. 2.6, RI. 2.7, RI 2.8, RI 2.9, RI. 2.10
	L.2.1.d,
	RF.2.3 b, RF. 2.3 d
Career and College Readiness Anchor Standards:	

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Seek and Find (INCOMPLETE)		Unit #: 6		
Course or Grade Level: LAL – Grade 2		Length of Time:		
Reading Pacing	Week of / Lesson #	Focus Skill	Genre	Comments/additional materials
	4-29/Lesson 26	Cause and Effect	Fiction	
	5-6/Lesson 27 (NJ ASK)	Cause and Effect	Biography	
	5-13/Lesson 27	Cause and Effect	Nonfiction	
	5-20/Lesson 28	Inferences	Folktale	
	5-28/Lesson 29	Inferences		
	6/3 Lesson 30			
Essential Questions	<ul style="list-style-type: none"> • What is the setting of a story? 			
Reading Content	<p><u>Comprehension</u></p> <p><u>Phonics/Spelling</u></p> <p><u>Fluency</u></p> <p><u>High Frequency Words (COMPLETE)</u></p> <p>Lesson 26: free, money, I'd, round, yourself, wrong, stuff Lesson 27: think, written, person, problem, store, check Lesson 28: dream, might, while, must, group, several Lessons 29 and 30 review</p>			
Reading Skills	Students will:			
Writing Content				
Assessments	<ul style="list-style-type: none"> • Tests, Benchmark Test, Theme Test, Writing Samples 			
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 			
Inter-disciplinary Connections	<ul style="list-style-type: none"> • TBD 			
Lesson resources / Activities	<ul style="list-style-type: none"> • TBD 			
Common Core State Standards				

Grade:	
Strand:	
Category:	#. Standard:
Career and College Readiness Anchor Standards:	

Second Grade Sight Words

Words in **RED and **BLACK** may be on Quarterly Assessments*

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
ran	everything	children	special		brother	world	car	enough	
class	through	different	animal		even	idea	city	understand	
across	last	finally	build		goes	anything	again	always	
hid	rest	short	find		house	been	couldn't	begin	
sick	new	behind	food		inside	something	getting	you're	
stay	friend	hide	sleep		myself	happen	lunch	easy	
why	take	ride	outside		scared	every	school	game	
best		river			high	maybe	they're	start	
already	covered	ears	bicycle		caught	coming	accept	believe	
eight	guess	hundred	exercise		cheer	curve	ago	brought	
police	woods		sometimes		learn	knee	clear	early	
prove			sugar		lose	laughed	fair	impossible	
sign					straight	million	half	quite	
							though		

RED: Cross-Referenced from Storytown AND Fountas & Pinnell Word Lists

BLACK: Added from Fountas & Pinnell High Frequency Word Lists

BLUE: Words from Storytown (Not Responsible For)

Second Grade Sight Words

Words in **RED and **BLACK** may be on Quarterly Assessments
(After Lesson 15, all words are in black because no Storytown words are introduced)*

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
draw	year	young	care		being	wanted	better	second	
picture	favorite	beautiful	father		family	since	few	third	
question	slowly	cleans	first		each	gave	fight	lost	
sky	really	does	follow		happy	carry	never	however	
circle	teacher	grow	gone		listen	instead	important	watch	
answer	everyone	large	possible		near	someone	light	street	
pretty	also	winter	often		catch		clothes		
	without		wouldn't						
bought	board	above	interesting						
especially	cook	shoes	sweat						
minute	enjoy	tough	thumb						
sure	expensive	wash	touch						
worry	imagine	wear							
		woman							

RED: Cross-Referenced from Storytown AND Fountas & Pinnell Word Lists

BLACK: Added from Fountas & Pinnell High Frequency Word Lists

BLUE: Words from Storytown (Not Responsible For)

Second Grade Sight Words

Words in **RED and **BLACK** may be on Quarterly Assessments*

Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
bring	between	kind	deep		free	think	dream		
change	close	life	earth		money	written	might		
funny	dark	nothing	knew		I'd	person	while		
party	either	once	ready		round	problem	must		
probably	hold	story	suddenly		yourself	store	group		
thought	own	themselves	until		wrong	check	several		
hear	plan				stuff				

RED: Cross-Referenced from Storytown AND Fountas & Pinnell Word Lists
BLACK: Added from Fountas & Pinnell High Frequency Word Lists
BLUE: Words from Storytown (Not Responsible For)