



Second Grade At-a-Glance Pacing Guide 2012-13

First Nine Weeks (August 9-October 10)	Second Nine Weeks (October 11-December 20)	Third Nine Weeks (January 7-March 13)	Fourth Nine Weeks (March 14-May 24)
<p><u>Reading</u> <u>Reading Foundational*</u> ELACC2RF3a, c, d, f ELACC2RF4a, b</p> <p><u>Reading Literature*</u> ELACC2RL1 ELACC2RL2 ELACC2RL5</p> <p><u>Reading Informational</u> ELACC2RI1 ELACC2RI4 ELACC2RI5</p>	<p><u>Reading</u> <u>Reading Foundational*</u> ELACC2RF3a, c, d, f ELACC2RF4a, b</p> <p><u>Reading Literature*</u> ELACC2RL1 ELACC2RL2 ELACC2RL4 ELACC2RL5 ELACC2RL7 ELACC2RL9</p> <p><u>Reading Informational</u> ELACC2RI1 ELACC2RI4 ELACC2RI5 ELACC2RI7 ELACC2RI9</p>	<p><u>Reading</u> <u>Reading Foundational*</u> ELACC2RF3a, c-f ELACC2RF4a, b</p> <p><u>Reading Literature*</u> ELACC2RL1 ELACC2RL2 ELACC2RL3 ELACC2RL4 ELACC2RL5 ELACC2RL6 ELACC2RL7 ELACC2RL9</p> <p><u>Reading Informational</u> ELACC2RI1 ELACC2RI2 ELACC2RI3 ELACC2RI4 ELACC2RI5 ELACC2RI6 ELACC2RI7 ELACC2RI8 ELACC2RI9</p>	<p><u>Reading</u> <u>Reading Foundational*</u> ELACC2RF3a, c-f ELACC2RF4a, b</p> <p><u>Reading Literature*</u> ELACC2RL1 ELACC2RL2 ELACC2RL3 ELACC2RL4 ELACC2RL5 ELACC2RL6 ELACC2RL7 ELACC2RL9 ELACC2RL10</p> <p><u>Reading Informational</u> ELACC2RI1 ELACC2RI2 ELACC2RI3 ELACC2RI4 ELACC2RI5 ELACC2RI6 ELACC2RI7 ELACC2RI8 ELACC2RI9 ELACC2RL10</p>

First Nine Weeks (August 9-October 10)	Second Nine Weeks (October 11-December 20)	Third Nine Weeks (January 7-March 13)	Fourth Nine Weeks (March 14-May 24)
<u>Writing*</u> ELACC2W3 ELACC2W5 ELACC2W6 ELACC2W8	<u>Writing*</u> ELACC2W2 ELACC2W5 ELACC2W6 ELACC2W7 ELACC2W8	<u>Writing*</u> ELACC2W1 ELACC2W5 ELACC2W6 ELACC2W7 ELACC2W8	<u>Writing*</u> ELACC2W1 ELACC2W2 ELACC2W3 ELACC2W5 ELACC2W6 ELACC2W7 ELACC2W8
<u>Language</u> ELACC2L1a, d, f, g ELACC2L2a, d ELACC2L3 ELACC2L4a, d, e ELACC2L5a, b ELACC2L6	<u>Language</u> ELACC2L1a, d-g ELACC2L2a-e ELACC2L3 ELACC2L4a, b, d, e ELACC2L5a, b ELACC2L6	<u>Language</u> ELACC2L1a-g ELACC2L2a-e ELACC2L3 ELACC2L4a-e ELACC2L5a, b	<u>Language</u> ELACC2L1a-g ELACC2L2a-e ELACC2L3 ELACC2L4a-e ELACC2L5a, b
<u>Speaking & Listening</u> ELACC2SL1a-c ELACC2SL2 ELACC2SL3 ELACC2SL4 ELACC2SL5 ELACC2SL6	<u>Speaking & Listening</u> ELACC2SL1a-c ELACC2SL2 ELACC2SL3 ELACC2SL4 ELACC2SL5 ELACC2SL6	<u>Speaking & Listening</u> ELACC2SL1a-c ELACC2SL2 ELACC2SL3 ELACC2SL4 ELACC2SL5 ELACC2SL6	<u>Speaking & Listening</u> ELACC2SL1a-c ELACC2SL2 ELACC2SL3 ELACC2SL4 ELACC2SL5 ELACC2SL6

*Reading Foundational Standards 1 & 2 only taught in grades K-1, Writing Standards 4 & 10 begin in grade 3, Writing Standard 9 begins in grade 4, and there is no Reading Literature Standard 8 at any grade level.

Content Area	ELA	
Grade/Course	2nd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC2L4 Determine or clarify the <u>meaning of unknown and multiple-meaning words</u> and phrases based on <u>grade 2 reading and content</u> , choosing flexibility from an <u>array of strategies</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Determine Clarify Choose	Meaning Unknown Words Multiple Meaning Words Grade 2 reading and content Array of strategies	2, 3 Analysis Comprehension Evaluation
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
A good reader determines the meaning of unknown and multiple meaning words using a variety of strategies.		When I read, how do I determine the meaning of unknown and multiple meaning words? Why do I need a variety of strategies to determine the meaning of unknown and multiple meaning words?
ELACC2L4		

Further Explanation				
ELACC2L4a Skills/Concepts for Students: <ul style="list-style-type: none"> • Use sentence clues to determine the meaning of an unknown word or phrase • Recognize grade appropriate words and their meaning • Use prior knowledge to help determine the meaning of an unknown word or phrase • Participate in discussions about words and word meanings Instructional Strategies for Teachers: <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4(see above) • Provide differentiated, small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Model using steps to help determine or clarify the meaning of a word or phrase • First read the sentence and underline the unknown word • Think about what is happening in the sentence • Find other words to help explain the meaning of the unknown word • Guide students in using prior knowledge to help determine or clarify the meaning of word or phrase in a sentence • Provide opportunities to discuss words and meanings, daily as they are encountered in texts, and conversation Sample Task for Integration: Create sentences using several unknown words and phrases. Students will read the sentence and use sentence-level context to help determine the meaning of the words and phrases.				
Recommended Vocabulary for Teaching and Learning:				
Multiple meaning words	Phrases	Context	Sentence-level	clue
ELACC2L4b Skills/Concepts for Students: <ul style="list-style-type: none"> • Increase vocabulary to reflect a growing range of interests and knowledge • Identify prefixes and their meanings • Use word parts to determine meanings Instructional Strategies for Teachers: <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4(see above) • Provide differentiated, small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Lead the students in adding learned prefixes to known words to form and determine the meaning of new words • Provide opportunities for discussion about root words • Engage students in discussions about how the meaning of a word can change when a prefix is added Sample Task for Integration: Lead the class in a word game designed to help them determine the meaning of a new word using their knowledge of				

prefixes and root words. The teacher will write a word on the board or display on a preprinted card--- for example, the word "happy." Provide students with dictionaries if needed to define the given word. Once the students have correctly defined the word, add a prefix to the word--- for example, **un**, which means "not," can be added to **happy** to form the word **unhappy**. Students will then define the new word. Continue this activity using several different words.

Recommended Vocabulary for Teaching and Learning:

Prefix	Word Parts	Meaning	Known/Unknown
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ELACC2L4c

Skills/Concepts for Students:

- Use word parts to determine meanings
- Identify and define the root words in unknown words
- Identify common suffixes and their meanings
- Use knowledge of known root words to determine the meaning of another word with the same root

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide multiple opportunities for students to use root words
- Model reading aloud and using a root word to help determine the meaning of an unknown word with the same root
- Model how to break a word apart to find the meaning of the unknown word with the same root

Sample Task for Integration:

The teacher will have cards with various root words printed. The students will be in groups and once the teacher shows the card to the students, the groups will try to determine the meaning of the word. Students may refer to a list of previously taught root words for assistance. Students will read independently and make a list of root words used in their reading. Students will begin to use root words from the card, list, and words discovered in reading when they writing.

Recommended Vocabulary for Teaching and Learning:

Root Word	Meaning	Word Parts
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ELACC2L4d

Skills/Concepts for Students:

- Use knowledge of the meaning of individual words to determine the meaning of compound words
- Read compound word in grade appropriate text

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Point out compound words in read-aloud text
- Guide students in determining the meaning of compound words by using their knowledge of the individual

words within the compound word

Sample Task for Integration:

Provide students with a list of compound words. Students will work in groups to determine the meaning of the compound words. Once the students have determined the meaning of the words, they can write a story using the words. Encourage students to use dictionaries if needed to determine the meaning of the words. Students can add illustrations to their writings.

Recommended Vocabulary for Teaching and Learning:

predict
definition

compound words

word meaning

individual words

knowledge

ELACC2L4e

Skills/Concepts for Students:

- Use dictionary and glossary skills to determine word meanings
- Use the dictionary to support word choices

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Teach basic dictionary skills
- Demonstrate how to use both print and digital glossaries and beginning dictionaries to clarify or determine the meaning of words and phrases
- Provide opportunities for students to practice using glossaries and beginning dictionaries
- Model reading and coming to a word and referring to a glossary or dictionary to determine the meaning of the word

Sample Task for Integration:

Make sure students are able to identify the two letters that come before and after any given letter of the alphabet before using a dictionary. Students will partner to read a text based on a unit or theme being studied. As students read the text, instruct them to use their dictionary to determine or clarify the meaning of any unknown and multiple meaning words in the text. Students should keep a list of these words to use as they are writing a response to their text.

Recommended Vocabulary for Teaching and Learning:

Glossary

Dictionary

Print and Digital Form

Unknown Words

Multiple-Meaning
Words

Definition

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	2nd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC2L1 Demonstrate command of the <u>conventions</u> of standard English <u>grammar</u> usage when writing or speaking.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Demonstrate	Conventions Grammar Usage	1 Application
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
To be an effective speaker and writer you must use proper grammar.		Why do I need to use proper grammar when I speak and write?
ELACC2L1		

Further Explanation				
ELACC2L1a, b, c				
Skills/Concepts for Students: <ul style="list-style-type: none"> • Use nouns (singular, plural, and possessive) correctly • Identify and use nouns – abstract, common, collective, plural, and possessive • Recognize, read, and write words containing regular plurals, irregular plurals, and possessives • Identify and use pronouns – personal, possessive, interrogative, demonstrative, reflexive, and indefinite 				
Instructional Strategies for Teachers: <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1(see above) • Provide differentiated, small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Point out examples of collective nouns, irregular plural nouns, and reflexive pronouns in text • Encourage students to use collective nouns, plural nouns, and reflexive pronouns correctly in their writing and speaking • Provide students with opportunities to recognize collective nouns using picture cards found at http://bogglesworldesl.com/collective_nouns.htm • Model the correct usage of reflexive pronouns in writing and speaking 				
Sample Task for Integration: Provide students with ample instruction in the identification and correct usage of collective nouns, irregular plural nouns, and reflexive pronouns. Create charts that contain collective nouns, irregular plural nouns, and reflexive pronouns. Students will look for examples of these parts of speech in text that they are reading. As these items are found, students can create lists to be used in their writings.				
Recommended Vocabulary for Teaching and Learning:				
conventions pronouns	grammar reflective pronouns	usage parts of speech	collective nouns common nouns	irregular plural nouns
ELACC2L1d				
Skills/Concepts for Students: <ul style="list-style-type: none"> • Use and identify the past tense of irregular verbs • Form the past tense of an irregular verb when given the present tense of the verb • Demonstrate the correct use of past tense verbs in oral and written language • Produce sentences using irregular verbs 				
Instructional Strategies for Teachers: <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1(see above) • Provide differentiated, small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Create a chart with students of verbs showing different tenses • Model using irregular verbs in speaking and in writing • Provide opportunities for students to recognize irregular verbs in text and other formats • Demonstrate correct use and incorrect use of irregular verbs 				

Sample Task for Integration:

Provide students with writing selections that need to be proofread (teacher-created). Students will go on a “Proofreading Hunt.” They will work in groups looking for errors that are associated with irregular verbs. Students will write down all the errors they find and correct the sentences. Students will then read the corrected passage to their group. If all agree the passage is now correct, students will work independently to write their own short story to include irregular verbs. The short stories will be proofread by a peer and an adult and added to the writing journal.

Recommended Vocabulary for Teaching and Learning:

Parts of Speech	Verbs	Irregular Verbs	Past Tense
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Next step, create assessments and engaging learning experiences

Content Area	ELA		
Grade/Course	2nd		
Unit of Study	Language		
Duration of Unit			
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELACC2L2 Demonstrate command of the conventions of standard English <u>capitalization</u> , <u>punctuation</u> , and <u>spelling</u> when writing.			
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's	
Demonstrate	Capitalization Punctuation Spelling	Basic 2 Application of Skill/Concept Application	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Using capitalization, punctuation, and spelling words correctly helps a reader understand my piece of writing.		How does proper capitalization, punctuation, or spelling help a reader understand my piece of writing? How does the message change when capitalization, punctuation and/or spelling is incorrect?	

ELACC2L2 Further Explanation				
Skills/Concepts for Students: <ul style="list-style-type: none"> • Uses correct capitalization of initial words and common proper nouns (e.g., personal names, months) • Use appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound) • Identify common and proper nouns • Capitalize holidays, product names, and geographic names in writing 				
Instructional Strategies for Teachers: <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2(see above) • Provide differentiated, small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Engage students in activities that will provide opportunities to distinguish between common and proper nouns • Discuss and model the appropriate use of capitalization by providing students with writing samples to examine for correct capitalization • Utilize the features of maps to examine correct capitalization in geographic names • Search magazines for advertisements; highlight the product name (capitalized) and any references to the common noun associated with the product name 				
Sample Task for Integration: Following a writing activity on a selected topic, students will work in groups to examine the writings, checking for correct capitalizations of personal names, months, holidays, product names, geographic names, etc.				
Recommended Vocabulary for Teaching and Learning:				
Geographic names	Capitalization	Holiday	Product names	Proper nouns
Next step, create assessments and engaging learning experiences				

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA		
Grade/Course	2nd		
Unit of Study			
Duration of Unit			
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELACC2RI9 Compare and contrast the most important <u>points</u> presented by two <u>texts</u> on the same <u>topic</u> .			
Skills (what students must be able to do)		Concepts (what students need to know)	DOK Level / Bloom's
Compare Contrast		Points Texts Topic	4 Analysis Evaluation
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<p>A good reader is able to understand the most important points presented in two texts on the same topic.</p> <p>Comparing and contrasting information leads to better understanding of a topic.</p>		<p>How can comparing and contrasting two texts help me gain a better understanding on a topic?</p>	

ELACC2R19 Further Explanation				
Skills/Concepts for Students: <ul style="list-style-type: none"> • Make connections between two texts on the same topic • Identify the important points in two texts on the same topic • Compare and contrast the key points in two texts on the same topic 				
Instructional Strategies for Teachers: <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9 (see above) • Provide differentiated, small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Demonstrate the use of graphic organizers to help compare and contrast important points in two texts about the same topic • Engage students in discussing a variety of text about the same topic to understand that authors may view the same topic in different ways 				
Sample Task for Integration: Students will read two texts about the weather written by different authors. They should work to identify the most important points presented in each text. Students will work in pairs to create a graphic organizer to compare and contrast the most important points presented by two different texts. Using the information from the graphic organizer, the students will write about the important points. Encourage students to use illustrations in their writing.				
Recommended Vocabulary for Teaching and Learning:				
compare details	contrast	topic	important points	main idea
Next step, create assessments and engaging learning experiences				

Content Area	ELA	
Grade/Course	2nd	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC2RF3 Know and apply grade level <u>phonics</u> and <u>word analysis</u> skills in decoding words.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Know Apply Decode	Phonics Word analysis	1 Comprehension Application
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Using phonics and word analysis skills help a reader decode words.		What strategies do I have for decoding an unfamiliar word? How does phonics help me decode words? How does word analysis skills help me better decode words?

ELACC2RF3
Further Explanation

ELACC2RF3a, b, c**Skills/Concepts for Students:**

- Apply letter-sound knowledge to decode quickly and accurately
- Apply learned phonics skills when reading and writing words, sentences, and stories
- Distinguish between long and short vowel sounds when reading one-syllable words (can and cane)
- Read and spell words containing digraphs and diphthongs
- Read and spell words containing r-controlled vowels and silent letters

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Review vowel consonant patterns throughout the year as needed
- Provide opportunities for students to distinguish and read one-syllable words containing long and short vowels in text
- Provide ample practice in reading words containing digraphs and diphthongs
- Provide opportunities for students to read and spell one-syllable words and words containing r-controlled vowels and silent letters

Sample Task for Integration:

During small group reading, have students read a variety of text applying what they know about grade-level phonics to correctly decode and read regularly spelled one-syllable words with long and short vowels and two-syllable words with long vowels. Students should also be encouraged to correctly spell these words when writing.

Recommended Vocabulary for Teaching and Learning:

Word analysis	Long vowel	Short vowel	Two-syllable	Phonics
Decode	Vowel teams	One-syllable	Spelling-sound	

ELACC2RF3d**Skills/Concepts for Students:**

- Identify common prefixes and suffixes
- Read words with prefixes and suffixes
- Use spelling patterns to recognize words
- Apply learned phonics skills when reading and writing words, sentences, and stories

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Teach common prefixes and suffixes
- Explicitly teach students prefixes and suffixes during whole and small group instruction
- Use picture books such as *If you were a Suffix* and *If you were a Prefix* by Marcie Aboff when teaching

- prefixes and suffixes
- Provide opportunities for students to identify prefixes and suffixes during a read-aloud

Sample Task for Integration:

Have students look for prefixes and suffixes as they read a variety of texts. Students can keep a list of words they read that contained prefixes and suffixes in their journals to be used for writing activities. Have students underline the prefix and suffix in each word on their list. Students can also write sentences using some of the words from their list.

Vocabulary for Teaching and Learning:

Prefix	Suffix	Base word	Phonics	Common
Decode				

ELACC2RF3e

Skills/Concepts for Students:

- Read and spell words containing irregular vowel patterns
- Use spelling patterns to recognize words.

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Teach variations in words with common spelling patterns (e.g., cow, row, bow, mint, pint)
- Engage students in opportunities to use words with inconsistent spelling sound correspondences
- Create a word wall for words with irregular spellings

Sample Task for Integration:

When reading, students will apply their knowledge of vowel sounds to help them read words with inconsistent but common spelling sound correspondences, such as “ow” in cow and row. Students will also apply their knowledge of words families when reading words with inconsistent spelling-sound patterns.

Vocabulary for Teaching and Learning:

Spelling-sound correspondences	Words	Irregular	Spelling patterns	Inconsistent
common				

ELACC2RF3f

Skills/Concepts for Students:

- Read and spell words containing irregular vowel patterns

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3(see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Teach strategies to visualize the word: using parts of the words you know to spell unknown words; using

- what you know about vowel patterns; etc.
- Engage students in opportunities to locate high frequency words within the classroom, a familiar text, and a new text
- Provide opportunities for students to engage in repetition activities with high frequency words
- Provide opportunities for students to engage in word games to read irregularly spelled words

Sample Task for Integration:

The teacher will use word cards during transition times. The teacher will show a card to the class and call on a student to read the word, identify the irregular vowel pattern, and think of a sentence using the word, and then say the sentence to the class. Create a word wall of irregularly spelled words for students to reference when writing.

Vocabulary for Teaching and Learning:

Irregularly spelled words High frequency words Irregular vowel patterns Sight words

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	2nd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC2RF4 Read with sufficient <u>accuracy</u> and <u>fluency</u> to support <u>comprehension</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Read Support	Accuracy Fluency Comprehension	3 Comprehension Evaluation
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Good readers not only comprehend what they read, but also read with accuracy and fluency.		What strategies help me understand what I am reading? How does reading words correctly, fluently, and with expression help me understand what I am reading?
ELACC2RF4 Further Explanation		

Skills/Concepts for Students:

- Apply a variety of strategies to read grade level text
- Read orally with speed, accuracy, and expression
- Apply letter-sound knowledge to decode quickly and accurately
- Automatically recognize additional high frequency and familiar words within texts
- Read familiar text with expression
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text
- Self-monitor comprehension and attempt to clarify meaning
- Self-monitor comprehension and reread when necessary
- Read with appropriate phrasing

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF4(see above)
- Model and demonstrate fluent reading using a variety of texts (e.g., Poetry, stories, informational books, plays)
- Guide groups and individuals in repeated oral reading with challenging and varied text on a regular basis
- Assess and monitor students’ progress
- Provide opportunities for a variety of oral reading practices (e.g., Reader’s Theater, Choral Reading, Echo Reading, etc.)
- Provide opportunities for students to work with a partner for timed reading and peer reading practice

Sample Task for Integration:

Provide groups of students with a variety of poems appropriate to their independent reading level and related to a second grade topic. Students will work together in groups to practice reading their poems with accuracy, appropriate rate, and expression. Once the students are familiar with the poems, they may read them to the class as a choral reading.

Recommended Vocabulary for Teaching and Learning:

Orally	Expression	Accuracy	Repeated reading	Reader’s theater	Echo reading
Radio reading	Choral reading	Tape-assisted reading	Partner reading	Purpose and understanding	Self correct
Word recognition					

Next step, create assessments and engaging learning experiences

Content Area	ELA		
Grade/Course	2nd		
Unit of Study	Reading Informational		
Duration of Unit			
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELACC2RI1 Ask and answer such <u>questions</u> as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's	
Ask Answer Demonstrate	Questions Key Details Understanding Text	2-Basic Application Skill/Concept Comprehension	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Asking questions helps me understand what I read.		How does questioning a text help me understand key details?	

ELACC2RI1 Further Explanation				
Skills/Concepts for Students: <ul style="list-style-type: none"> • Generate questions before, during, and after reading • Ask and answer who, what, where, when, why, and how questions to demonstrate an understanding of key details in a text • Set a purpose for reading and identify the type of text • Recall and discuss what is understood from the information in the text 				
Instructional Strategies for Teachers: <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above) • Provide differentiated, small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Model for students how to conduct a picture-walk through the book before reading in order to generate questions about the book • Provide opportunities for students to engage in conversations to retell details in the text • Model for students asking and answering who, what, when, where, why, and how questions • Model and guide students to describe what is directly stated in the text • Guide students to respond orally and in writing by answering who, what, when, where, why, and how questions in relation to informational text 				
Sample Task for Integration: Students will read a self-selected informational text independently or with a partner to generate questions before, during, and after reading. Students will respond orally or in writing to answer who, what, when, where, why, and how questions about key details in the text to demonstrate their understanding of the text. The students will share their information in the form of a poster.				
Recommended Vocabulary for Teaching and Learning:				
Key details	Questions	Who	What	Where
Why	When	How	Predictions	Connections
Answers				
Next step, create assessments and engaging learning experiences				

Content Area	ELA		
Grade/Course	2nd		
Unit of Study	Reading Informational		
Duration of Unit			
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELACC2RI2 Identify the <u>main topic</u> of a <u>multi-paragraph text</u> as well as the <u>focus</u> of <u>specific paragraphs within the text</u> .			
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's	
Identify	Main topic Multi-paragraph text Focus of specific paragraphs within the text	Strategic Thinking 3 Application	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
An informational text has a main topic. Paragraphs within a text have a main focus that supports the main topic.		How do I identify the main topic of what I read? Why does identifying the main topic of a text help me understand what I read?	
ELACC2RI2			

Further Explanation							
<p>Skills/Concepts for Students:</p> <ul style="list-style-type: none">• Identify and infer main idea and supporting details• Identify important facts in a multi-paragraph text• Identify the focus of specific paragraphs <p>Instructional Strategies for Teachers:</p> <ul style="list-style-type: none">• Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)• Provide differentiated, small group instruction as needed• Provide additional opportunities for students to master these skills and concepts through the use of literacy centers• Model finding the main topic in single and multi-paragraph text• Lead students in understanding how to connect details• Provide opportunities for students to determine the topic of the text using read-alouds <p>Sample Task for Integration:</p> <p>Read and reread to students several paragraphs from an informational text on a class topic demonstrating to them how to identify the main topic and the focus of other paragraphs within the texts. Allow students to work with others to select books and read several paragraphs from the text to identify the main topic of the text as well as the focus of other paragraphs from the text that support the main topic.</p> <p>Recommended Vocabulary for Teaching and Learning:</p> <table><tr><td>Paragraph</td><td>Main topic</td><td>Multi-paragraphs</td><td>Key details</td></tr></table>				Paragraph	Main topic	Multi-paragraphs	Key details
Paragraph	Main topic	Multi-paragraphs	Key details				
Next step, create assessments and engaging learning experiences							

Content Area	ELA		
Grade/Course	2nd		
Unit of Study	Reading Informational		
Duration of Unit			
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELACC2RI4 Determine the <u>meaning of words and phrases</u> in a text relevant to a grade 2 topic or subject area.			
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's	
Determine	Meanings of words	3 Evaluation	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
I must determine the meaning of words and phrases in a text in order to completely understand it.		Why do I need to determine the meaning of words?	
ELACC2R14			

Further Explanation				
Skills/Concepts for Students: <ul style="list-style-type: none"> • Read a variety of texts and uses new words in oral and written language • Recognize grade appropriate words with multiple meanings • Use dictionary, thesaurus, and glossary skills to determine and clarify word meanings • Use prior knowledge and experiences to determine and clarify meaning of words and phrases in a text • Determine the meaning of unknown words and phrases based on context • Use word parts to determine the meaning of words (e.g., common root words, prefixes) 				
Instructional Strategies for Teachers: <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI.4 (see above) • Provide differentiated, small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Demonstrate the use of sentence level context to determine the meaning of words and phrases • Model the use of various strategies to determine the meanings of words and phrases (e.g., common root words, prefixes, suffixes) • Demonstrate and model using glossaries, and beginning dictionaries, print and digital to determine the meaning of unknown words and phrases 				
Sample Task for Integration: Provide students with several copies of informational text relevant to a second grade topic or subject area. Pre-select a list of words unknown to the students. Allow the students to work together to read the text and determine the meaning of the unknown words using the various strategies for identifying unknown words. As students locate the meaning of the words, they will write sentences using the words. Students may share their work with the class.				
Recommended Vocabulary for Teaching and Learning:				
prefixes root words	dictionary word parts	thesaurus	glossary	context
Next step, create assessments and engaging learning experiences				

Content Area	ELA		
Grade/Course	2nd		
Unit of Study	Reading Informational		
Duration of Unit			
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELACC2RI5 Know and use various <u>text features</u> (eg., captions, bold print, subheadings, glossaries, indexes, electronic menus and icons) to locate <u>key facts or information in the text</u> efficiently.			
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's	
Know Use Locate	Text features Key facts and information	2 Application	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Text features help me understand a text. Text features help me locate key facts or information efficiently.		Why do I need to know how to use text features? How do I recognize and use text features to locate key facts and information?	
ELACC2RI5			

Further Explanation				
Skills/Concepts for Students: <ul style="list-style-type: none"> Identify text features and their purposes Use titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text 				
Instructional Strategies for Teachers: <ul style="list-style-type: none"> Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 (see above) Provide differentiated, small group instruction as needed Provide additional opportunities for students to master these skills and concepts through the use of literacy centers Explain the purpose of text features to students Provide students with several examples on identifying text features and their purposes (e.g., What is the purpose of the bold print in a text?) Allow students to identify text features in books that they read Provide opportunities for students to use text features to find information to answer questions about the text (e.g., What does this illustration tell us about the text?) 				
Sample Task for Integration: The teacher will lead the students on a “Text Feature Scavenger hunt” using informational books about a second grade topic. The teacher will provide students with a list of text features. Students will work in groups to locate the various text features in their book. Students will write the page number(s) to show where they found a particular text feature in the book. This task can be done to preview a text.				
Recommended Vocabulary for Teaching and Learning:				
text features	captions	bold print	subheadings	glossary
electronic menus	icons	Indexes	chapter headings	photographs/
locate information	key facts			illustrations
Next step, create assessments and engaging learning experiences				

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	2nd	
Unit of Study	Reading Informational	
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC2RI6 Identify the <u>main purpose</u> of a <u>text</u> , including what the <u>author</u> wants to answer, explain, or describe .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Identify Answer Explain Describe	Main purpose Text Author	Comprehension 2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>An author has a purpose when he or she writes.</p> <p>A good reader identifies the author's purpose in a text.</p>		<p>What strategies help me determine the author's purpose in a text?</p> <p>How does an author's purpose affect the message of the text?</p>

ELACC2RI6 Further Explanation				
Skills/Concepts for Students: <ul style="list-style-type: none"> Recognize the author's purpose in writing an informational text Identify and infer main idea and supporting details 				
Instructional Strategies for Teachers: <ul style="list-style-type: none"> Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 (see above) Provide differentiated, small group instruction as needed Provide additional opportunities for students to master these skills and concepts through the use of literacy centers Expose students to a variety of informational text to help them understand the author's purpose Explain to students that authors of informational text write facts or provide information about something that is true Engage students in asking and answering questions to identify the author's purpose Lead the class to understand how words in the text help to explain what the author wants to answer, explain, or describe 				
Sample Task for Integration: Students will read a variety of informational text on a second grade content area topic (e.g., science, social studies, health). Inform students that they will identify the main purpose of the text they selected to read. Students will write about their text. As students write, encourage them to include the author's purpose and facts from the text to support what the author wanted to answer, explain, or describe in the text.				
Recommended Vocabulary for Teaching and Learning:				
author's purpose describe	nonfiction main purpose	identify facts	explain	inferences
Next step, create assessments and engaging learning experiences				

Content Area	ELA		
Grade/Course	2nd		
Unit of Study	Reading Literary		
Duration of Unit			
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELACC2RL1 Ask and answer such <u>questions</u> as <u>who</u> , <u>what</u> , <u>where</u> , <u>when</u> , <u>why</u> , and <u>how</u> to demonstrate understanding of key details in a text.			
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's	
Ask Answer Demonstrate	Key Details Text Understanding	Skill/Concept 2 Comprehension	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Good readers question what they read.		How does questioning what I read help me understand?	
<p style="text-align: center;">ELACC2RL1 Further Explanation</p>			

Skills/Concepts for Students:

- Generate questions before, during, and after reading
- Ask and answer who, what, where, when, and why questions about a text

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide differentiated, small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide opportunities for students to generate who, what, where, when, and why questions before, during, and after reading various text
- Engage students in questioning to identify key details
- Engage students in activities determining key details and events of a text (asking and answering who, what, where, when, and why questions from a text)

Sample Task for Integration:

The students will work in pairs as they read a text and ask and answer questions to help them identify and understand the key details in the text. Provide each pair of students with a set of *who, what, where, when, why, and how* word cards. Students will take turns pulling word cards from the stack and asking each other questions about the story using the words on the cards. After students have completed the task, they will write about their story demonstrating their understanding of the key details in the text.

Recommended Vocabulary for Teaching and Learning:

Key details	Main idea	Character	Text	Title	Narrator	Title
Illustrator	Location/setting	Fables	Fairy Tales	Folktales	Questions	

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	2nd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC2RL5 Describe the overall <u>structure</u> of a <u>story</u> , including describing how the <u>beginning</u> introduces the story and the <u>ending</u> concludes the <u>action</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Describe Introduce Conclude	Structure Story Beginning Ending Action	2 Comprehension
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Good readers describe the structure of a story including how it begins and ends.		How can I describe the structure of a story?

ELACC2RL4 Further Explanation				
Skills/Concepts for Students: <ul style="list-style-type: none">Identify rhyme and rhythm, repetition, and sensory images in poemsDescribe how words and phrases provide rhythm and meaning to a story, poem, or song				
Instructional Strategies for Teachers: <ul style="list-style-type: none">Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)Provide differentiated, small group instruction as neededProvide additional opportunities for students to master these skills and concepts through the use of literacy centersRead to and allow students to read words and phrases from stories, poems, and songs with regular beats, alliteration, rhymes, and repeated linesHelp students to understand how word choices can affect the meaning of the story				
Sample Task for Integration: <p>The teacher will select a book filled with rhymes and read it aloud to the students. Once the book has been read, the teacher will draw the attention of the students to the rhyming words. The teacher will lead the students in creating a list of rhyming words from the book. Once the list has been created, students will produce their own rhythm for the rhyming words from the story. Students may share their rhythm in a performance presented to the class. After the groups share, the class will tell how the words provided meaning to the story.</p>				
Recommended Vocabulary for Teaching and Learning:				
Rhythm Story	Regular Beats Song	Alliteration Poem	Rhymes Phrases	Repeated Lines Meaning
Next step, create assessments and engaging learning experiences				

Content Area	ELA		
Grade/Course	2nd		
Unit of Study	Reading Literacy		
Duration of Unit			
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELACC2RL9 Compare and contrast <u>two or more versions</u> of the <u>same story</u> by different authors or from <u>different cultures</u> .			
Skills (what students must be able to do)		Concepts (what students need to know)	DOK Level / Bloom's
Compare Contrast		Two or more versions of the same story Different authors Different cultures	Analysis 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
An effective reader compares and contrasts multiple versions of the same story using story elements.		How do story elements help readers compare/contrast two or more versions of the same story? What are the story elements? How can I use the story elements to compare and contrast multiple versions of the same story?	

ELACC2RL9 Further Explanation	
Skills/Concepts for Students: <ul style="list-style-type: none">Recognize plot, setting, and character within text, and compares and contrasts these elements among textsRecognize the basic elements of a variety of genres	
Instructional Strategies for Teachers: <ul style="list-style-type: none">Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above)Provide differentiated, small group instruction as neededProvide additional opportunities for students to master these skills and concepts through the use of literacy centersGuide students in discussions to compare and contrast two or more versions of the same story (e.g., Cinderella, Three Little Pigs)Make available to students several versions of the same story by different authors or from different cultures to read independently or in groupsDemonstrate the use of graphic organizers to compare and contrast two or more versions of the same story by different authors or from different cultures	
Sample Task for Integration: <p>The students will read independently <i>The Three Little Pigs</i> by James Marshall and <i>The Three Little Javelinas</i> by Susan Lowell. The students will work independently to complete a Venn Diagram comparing the two versions of the story. After all students have completed the Venn Diagram, students will share with a partner.</p>	
Recommended Vocabulary for Teaching and Learning:	
Next step, create assessments and engaging learning experiences	

Content Area	ELA		
Grade/Course	2nd		
Unit of Study	Speaking and Listening		
Duration of Unit			
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELACC2SL1 Participate in <u>collaborative conversations</u> with diverse partners about <u>grade 2 topics</u> and <u>texts</u> with <u>peers and adults</u> in <u>small and larger groups</u> .			
Skills (what students must be able to do)		Concepts (what students need to know)	DOK Level / Bloom's
Participate		Collaborative conversations with peers and adults in small and larger groups Grade 2 topics and texts	4Extended Thinking Synthesis Evaluation
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
It is essential to participate in collaborative conversation with both peers and adults. Good readers participate in conversations to help them understand what they read.		Why are collaborative conversations important? Why is it important for everyone to participate in conversations about what we read?	

ELACC2SL1 Further Explanation	
<p>Skills/Concepts for Students:</p> <ul style="list-style-type: none">• Participate appropriately in group discussions on a variety of topics• Follow class rules for discussions• Identify and define roles for participants in discussions• Clarify or expand on a response when asked to do so; ask classmates for similar expansions• Interpret information presented and seek clarification when needed• Maintain a focus on topics or texts during discussions <p>Instructional Strategies for Teachers:</p> <ul style="list-style-type: none">• Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)• Provide differentiated, small group instruction as needed• Provide additional opportunities for students to master these skills and concepts through the use of literacy centers• Allow students an opportunity to discuss and create rules for collaborative conversations• Create a chart of class rules for discussions• Engage students in discussions about the roles of participants in discussions• Provide opportunities for students to respond to others through multiple exchanges while exhibiting polite behavior during a conversation <p>Sample Task for Integration: Brainstorm ideas for an upcoming classroom event such as a class program for parents, field day, etc. Review class rules for discussions, reminding students to follow these rules as they make decisions about the event. Encourage students to build upon the conversations of others in the group and to ask questions to clarify something that they did not understand during the conversation.</p> <p>Recommended Vocabulary for Teaching and Learning:</p>	
Next step, create assessments and engaging learning experiences	

Content Area	ELA	
Grade/Course	2nd	
Unit of Study	Unit with RI2	
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC2SL2 Recount or describe key <u>ideas</u> or <u>details</u> from written <u>texts</u> read aloud or <u>information</u> presented orally or through other <u>media</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Recount Describe	Key ideas Details Texts Information Media	3 Application
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
A good listener discusses key ideas and details after listening to information.		How does one discriminate key ideas/details through oral presentation? How do I identify the main topic of what I hear? How does this help me understand?

ELACC2SL2 Further Explanation	
<p>Skills/Concepts for Students:</p> <ul style="list-style-type: none">Recall information presented orallyDescribe key ideas or details from text read aloud or orally presented informationInterpret information presented and seek clarification when neededAsk relevant questionsRespond to questions with appropriate informationUse language cues to indicate different levels of certainty (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”)Follow the rules of behavior for members of an audience <p>Instructional Strategies for Teachers:</p> <ul style="list-style-type: none">Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2 and 3 (see above)Provide differentiated, small group instruction as neededProvide additional opportunities for students to master these skills and concepts through the use of literacy centersProvide opportunities for students to listen and identify key details from written texts read aloudEngage students in opportunities to have information presented in a variety of formats <p>recount Encourage students to use various strategies for keeping track of information presented orally media retell Model how to ask speaker answer questions for a variety of purposes (clarifying comprehension, gathering information, deepening understanding)</p> <p>Sample Task for Integration:</p> <p>Engage students in a variety of activities that will require them to retell or describe key ideas and details from written text read aloud or information presented orally to them by asking and answering questions about what they heard. For example, the media specialist may come and talk to the class about the upcoming book fair or about a guest speaker. Students will recount the details presented to them. They may also question the speaker in order to clarify or get more information. Provide time for students to write about the information presented.</p> <p>Recommended Vocabulary for Teaching and Learning:</p>	
Next step, create assessments and engaging learning experiences	

Content Area	ELA	
Grade/Course	2nd	
Unit of Study	Speaking and Listening	
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC2SL6 Produce <u>complete sentences</u> when appropriate to task and situation in order to provide requested <u>detail or clarification</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Produce Provide	Complete sentences Detail or clarification	2-Basic Application of Skill/Concept Application
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
A good speaker uses complete sentences and details when explaining information.		Why do I need to speak in complete sentences? How does the message change when complete sentences are not used?

ELACC2SL6 Further Explanation				
Skills/Concepts for Students: <ul style="list-style-type: none"> Tell a story by presenting facts and relevant details Recount an experience with facts Speak clearly using coherent sentences Increase vocabulary to reflect a growing range of interests and knowledge Consistently produce complete sentences with correct subject/verb agreement 				
Instructional Strategies for Teachers: <ul style="list-style-type: none"> Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4, 5, and 6(see above) Provide opportunities for students to create audio recordings using available technology Model appropriate storytelling techniques Provide opportunities for students to do oral presentations to tell stories or to recount experiences 				
Sample Task for Integration: Provide students with multiple opportunities to read stories and recount experiences for the purpose of oral retelling in order to demonstrate mastery of the above skills and concepts. Students may create recordings of their stories and poems. Drawings and other visual displays may be added to clarify ideas, thoughts, and feelings about the information presented. For example, a poster could be created to provide more information about an experience such as a birthday party, recent vacation, etc. Encourage students to speak clearly using complete sentences that are appropriate to the task and situation when additional details are requested or clarification is needed.				
Recommended Vocabulary for Teaching and Learning:				
recount	facts	relevant	descriptive	audibly
coherent	details	story	experience	audio recordings
visual displays	ideas	thoughts	clarifications	feelings
sentences				
Next step, create assessments and engaging learning experiences				

Content Area	ELA	
Grade/Course	2 nd	
Unit of Study	Writing	
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC2W1 Write <u>opinion pieces</u> in which they introduce the topic or book they are writing about, state an opinion, supply <u>reasons that support the opinion</u> , using linking words (eg. Because, and, also) to connect opinion and reasons, and provide a <u>concluding statement</u> or section.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Write Introduce State Supply Provide	Opinion Reasons to support Linking words Concluding statement	Extend Thinking 4Synthesis Evaluation
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
A writer's opinion is strengthened when I provide strong reasons supporting my opinion. Writing is strengthened when it has a strong conclusion.		Why is it important to give reasons that support your opinion? How do strong reasons strengthen my opinion? Why is important to have a strong conclusion?

ELACC2W1 Further Explanation				
Skills/Concepts for Students: <ul style="list-style-type: none"> • Capture a reader's interest by stating a clear position/opinion about a text • Write a persuasive piece that states and supports an opinion • Sustain a focus • Include the appropriate purpose, expectations, and length for the audience and the genre • Add supportive details throughout. • Use appropriate formats (letter, list of pros and cons, advertisement) • Provide a concluding statement or section • Write text of a length appropriate to address a topic or book • Use transition words and phrases 				
Instructional Strategies for Teachers: <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1(see above) • Provide differentiated, small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Discuss several topics about which students may have an opinion (e.g., recess, lunch menu, favorite books, etc.) • Demonstrate the use of linking words (e.g., because, and, also) to connect opinion and reasons • Provide opportunities for students to write and support their opinion (belief) about a topic or book 				
Sample Task for Integration: Lead the students in a discussion about the lunch menu and what they think should be served daily (e.g., pizza). Students may take turns supplying reasons to support their opinion of why pizza should or should not be served daily. Encourage students to use complete sentences as they state their reasons to the teacher, who will be making a list of all opinions. After the list is completed, the class will read the list. Students will work independently to create a piece of writing to convey their opinion of pizza being served everyday in the cafeteria. Encourage students to use linking words to connect their opinion and reason. Remind students that they must provide a concluding statement or section to their writing.				
Recommended Vocabulary for Teaching and Learning:				
opinion	topic	reasons	support	linking words
concluding statement	linking words	belief		
Next step, create assessments and engaging learning experiences				

Content Area	ELA	
Grade/Course	2nd	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC2W2 Write <u>informative/explanatory texts</u> in which they introduce a <u>topic</u> , use <u>facts</u> and <u>definitions</u> to develop points, and provide a concluding <u>statement or section</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Write Introduce Use Develop Provide	Informative/explanatory texts Topic Facts Definitions Statement Section	1, 3 Synthesis Application Knowledge
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Good Informative/explanatory writing introduces a topic, and uses facts to develop points. A good concluding statement strengthens informative/explanatory writing.		Why do I need facts and definitions to support my topic in informational/explanatory writing? How is the writing affected if I do not develop it with facts or definitions? Why is a concluding statement necessary? How does the lack of a concluding statement affect the message?

ELACC2W2 Further Explanation				
Skills/Concepts for Students: <ul style="list-style-type: none"> • Write informative/ explanatory texts • Sustain a focused topic • Include the appropriate purpose, expectations, and length for the audience and genre • Add facts and details to the writing • Use organizational structures for conveying information (chronological order, similarities and differences, questions and answers) • Use graphic features (charts, tables, graphs) • Use a variety of resources (encyclopedia, Internet, books) to research and share information on a topic • Provide a concluding statement or section 				
Instructional Strategies for Teachers: <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2(see above) • Provide differentiated, small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Allow students to read independently informational/explanatory texts to discover how the author introduces the topic and uses facts and definitions to develop points about the text • Discuss the organizational structures for conveying information (chronological order, similarities and differences, questions and answers) • Discuss the various resources that may be used to research and share information on a topic 				
Sample Task for Integration: Lead the class in a conversation about writing that provides information to the reader. Explain to them that they will be providing information on how to do something, such as how to get to the library, the playground, or to places in the community. Encourage the class to brainstorm a list of topics. Students will select a topic from the list about which to write. If applicable, the students will add graphic features to their writings. Allow students to read their writings to the class.				
Recommended Vocabulary for Teaching and Learning:				
informative text	explanatory text	topic	facts	definitions
concluding statement	focus differences	details	graphic features	chronological order
Next step, create assessments and engaging learning experiences				

Content Area	ELA		
Grade/Course	2nd		
Unit of Study			
Duration of Unit			
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELACC2W3 Write <u>narratives</u> in which they recount a well-elaborated <u>event</u> or short sequence of events, include <u>details</u> to describe <u>actions</u> , <u>thoughts</u> , and <u>feelings</u> , use <u>temporal words</u> to signal event <u>order</u> and provide a sense of <u>closure</u> .			
Skills (what students must be able to do)		Concepts (what students need to know)	DOK Level / Bloom's
Write Recount Describe Use Signal Provide		Narrative Event Details Actions Thoughts Feelings Temporal words Order Closure	2 Knowledge Comprehension Application
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
The events in a good narrative are written in sequential order. Good narrative writing includes a description of actions, thoughts, and feelings. Good narrative writing offers a sense of closure for the reader.		What if I told my narrative out of order? How do details in a narrative affect my imagination? How does a narrative change if it does not have an ending?	

ELACC2W3 Further Explanation	
<p>Skills/Concepts for Students:</p> <ul style="list-style-type: none">• Capture a reader’s interest by writing a personal story in first or third person• Write fantasy/imaginary stories• Include the appropriate purpose, expectations, and length for the audience and genre• Develop characters and setting using sensory details (descriptive adjectives and strong verbs)• Use organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words)• Develop characters through action and dialogue• Provide a closing statement <p>Instructional Strategies for Teachers:</p> <ul style="list-style-type: none">• Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3(see above)• Provide differentiated, small group instruction as needed• Provide additional opportunities for students to master these skills and concepts through the use of literacy centers• Provide students with several examples of narrative text to read and discuss, pointing out to them how the author uses descriptive adjectives and strong verbs to develop the characters and setting in the text• Provide instruction on the use of transitional words and phrases <p>Sample Task for Integration:</p> <p>Using a literary text that focuses on a character having to overcome a fear, (e.g., Mirette on the High Wire by Emily A. McCully) students will write about a time when they had to also overcome a fear. Students will recount the event by including details to describe their actions, thoughts, and feelings. Encourage students to express and reveal their feelings using descriptive adjectives and strong verbs. Students may provide illustrations.</p> <p>Recommended Vocabulary for Teaching and Learning:</p> <p>narrative actions • closure sequence temporal words event order</p> <p>recount details</p>	
Next step, create assessments and engaging learning experiences	

Content Area	ELA		
Grade/Course	2nd		
Unit of Study	Writing		
Duration of Unit			
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.			
ELACC2W5 With guidance and support from adults and peers, focus on a <u>topic</u> and strengthen writing as needed by revising and editing .			
Skills (what students must be able to do)		Concepts (what students need to know)	DOK Level / Bloom's
Focus Strengthen Revise Edit		topic	4 Synthesis Evaluation
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
Revision is an ongoing part of the writing process. Writing is strengthened by the editing process.		Why do writers need to revise? What happens if writers do not revise their writing? How does editing writing affect its message?	

ELACC2W5 Further Explanation				
Skills/Concepts for Students: With guidance and support <ul style="list-style-type: none"> • Write text of a length appropriate to address a topic and tell the story • Pre-write to generate ideas orally • Use planning ideas to produce a rough draft • Reread writing to self and others, revise to add details, and edit to make corrections • May include a revised and edited draft 				
Instructional Strategies for Teachers: <ul style="list-style-type: none"> • Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5(see above) • Provide differentiated, small group instruction as needed • Provide additional opportunities for students to master these skills and concepts through the use of literacy centers • Provide ample modeling for students as they engage in writing activities (e.g., focusing on a topic, revising, editing) • Allow students to write regularly in a variety of genres • Have students work together to make suggestions to help strengthen their writing 				
Sample Task for Integration: Ask students to choose a previous writing from their writing journal or writing portfolios and challenge them to strengthen the writing through the processes of revision and editing.				
Recommended Vocabulary for Teaching and Learning:				
revising draft	editing	focus	topic	prewriting
Next step, create assessments and engaging learning experiences				