



Cumberland
County
Schools

*Together, We Can Make
A Difference*

Cumberland County Schools
ELA Pacing Guide

Grade 2

2013-2014

Implementing the Common Core State Standards

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Cumberland County Schools

ELA Pacing Guide

Grade 2

In second grade, students become independent readers and writers, able to conduct research, write reports, and compare and contrast characters from stories. Now the “read-aloud” works are combined with books that students read themselves, as they learn about seasons, unlikely friends, tales from around the world, traditions, and more. The variety of topics exposes students to rich literature while building their background knowledge of a range of subjects and topics. Students use graphic organizers to clarify their ideas and plan their writing. Their writing includes reports, literary responses, opinion pieces, stories, letters, and explanations. Throughout the year, students build grammatical knowledge and practice reading and speaking with fluency and expression. They engage in discussions about literature and make use of online resources. They should be familiar with a repertoire of myths, stories, poems, and nonfiction narratives.

Cumberland County Schools

ELA Pacing Guide

Pacing Guide Expectations:

This Pacing Guide is adapted from Common Core Curriculum Maps for English/Language Arts, 2012. The second grade guide is divided into five themed units of study. The teacher will find a list of standards that are to be addressed throughout the year at the beginning of the pacing guide. Specific standards have been identified within each unit. **Selections from the current textbook are included.** The **Suggested Supplemental Works** are **options** provided for teaching each unit of study, as outlined in the Common Core Curriculum Maps (<http://commoncore.org/maps/index.php/maps/>).

Obviously, there will be resources not listed that the teacher will want to use with each unit. It is suggested that teachers download the pacing guide to their desktop, and add an additional page of resources as they complete each unit. This pacing guide is a living, breathing document that will be revised as needed.

Unit Overviews & Suggested Pacing

Unit One—“A Season for Chapters and Exploration” (Unit 1 of basal)

In this first unit of second grade, students focus on the beauty of language—in chapter books, informational texts, and poetry—all related to the four seasons and exploration.

Unit Two—“Building Bridges with Unlikely Friends” (Units 2 & 3 of basal)

In this second unit of second grade, students explore literal and figurative language through the theme of building bridges and working together.

Unit Three—“Hand-Me-Down Tales from Around the World and Our Changing World” (Unit 4 of basal)

In this third unit of second grade, students practice opinion and narrative writing as they read the poetry of Robert Louis Stevenson and a wide variety of legends, folktales, and informational books from around the world. Children also discuss how things change and how they stay the same.

Unit Four—“Taking Care of Ourselves” (Unit 5 of the basal)

In this fourth unit of second grade, students will enjoy a wide range of reading and practice informative/explanatory writing while studying human body systems. Students also explore what it means to be responsible.

Unit Five—“Traditions” (Unit 6 of the basal)

In this fifth unit of second grade, students discover how traditions and celebrations are important to their lives.

Standards addressed throughout the year:

Reading: Literature

RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Reading: Informational Text

RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Reading: Foundational Skills

RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.3.a: Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3.b: Know spelling-sound correspondences for additional common vowel teams.

RF.2.3.c: Decode regularly spelled two-syllable words with long vowels.

RF.2.3.d: Decode words with common prefixes and suffixes.

RF.2.3.e: Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3.f: Recognize and read grade-appropriate irregularly spelled words.

RF.2.4: Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a: Read grade-level text with purpose and understanding.

RF.2.4.b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.2.1.a: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1.b: Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1.a: Use collective nouns (e.g., group).

L.2.1.b: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.1.c: Use reflexive pronouns (e.g., myself, ourselves).

L.2.1.d: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.1.e: Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1.f: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2.a: Capitalize holidays, product names, and geographic names.

L.2.2.c: Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.d: Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).

L.2.2.e: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.3.a: Compare formal and informal uses of English.

L.2.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

L.2.4.c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.4.e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.

L.2.5.a: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5.b: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Tennessee Standards for English Language Learners (ELL)

Students classified as ELL are assessed annually in their progress toward proficiency in academic English. Standards reflect the four domains of academic English. Academic English can be defined as (1) language used to convey curriculum-based, academic content, and (2) the language of the social environment of a school. English Language Learners will listen, speak, read, and write in English throughout all content areas to help ensure that children who are limited English proficient, including immigrant children and youth, achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. All students are expected to achieve to the same high standards in Tennessee.

Reading Accomplishments Grades 1-2

R.1-2.1 Phonemic awareness: Recognize sounds, combinations of sounds and meaningful differences between sounds in context.

R.1-2.2 Phonics: Demonstrate knowledge of letter recognition and letter sound correspondence.

R.1-2.3 Word Recognition: Recognize high-frequency words and common word families.

Use knowledge of prefixes, suffixes, roots, base words, syntax and common spelling patterns to recognize new words. Recognize compound words and contractions.

R.1-2.4 Fluency: Read text fluidly and with appropriate intonation.

R.1-2.5 Identify parts of books such as front and back of book, title, author, illustrator, table of contents, and glossary.

R.1-2.6 Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers and setting a purpose.

R.1-2.7 Use prior knowledge, context, sentence structure, multiple meanings and illustrations to read unfamiliar words.

R.1-2.8 Identify and use knowledge of synonyms, antonyms, prefixes, suffixes, homophones, and homographs to understand text.

R.1-2.9 Read and follow 1 – 4 step directions to complete a simple task.

R.1-2.10 Identify story elements such as characters, setting and sequence of events.

R.1-2.11 Demonstrate use of various strategies to construct meaning (e.g. context, illustrations, prior knowledge).

R.1-2.12 Recognize cause and effect, problem and solution and distinguish fact from opinion in text and use text for support.

Listening Accomplishments Grades 1-2

L.1-2.1 Follow simple 1 – 4 step directions in sequence to complete a task with and without visual support.

L.1-2.2 Respond to questions in a verbal and nonverbal manner.

L.1-2.3 Understand basic structure of spoken language.

L.1-2.4 Identify main points from spoken language (with and without visual support).

L.1-2.5 Identify details from spoken language (with and without visual support).

L.1-2.6 Demonstrate use of various strategies to construct meaning (e.g. context, nonverbal clues, prior knowledge).

L.1-2.7 Understand common expressions and vocabulary related to school social interaction. (e.g. school social interaction).

L.1-2.8 Understand content specific vocabulary and discourse features of the content area. (e.g. add, subtract, character).

L.1-2.9 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.

Writing Accomplishments Grades 1-2

W.1-2.1 Generate ideas before writing on assigned tasks.

W.1-2.2 Write to convey ideas or stories using pictures, marks, letters, words and simple sentences.

W.1-2.3 Write a variety of text types (e.g. narrative, descriptive, persuasive, expository, procedural).

W.1-2.4 Revise drafts according to a model or rubric.

W.1-2.5 Add on to drafts with teacher support.

W.1-2.6 Revise drafts to achieve organization and sense of audience and to improve word choices, comprehensibility and legibility.

W.1-2.7 Edit writing for complete sentences.

W.1-2.8 Print upper and lower-case letters correctly and legibly and space letters and words appropriately using correct directionality.

W.1-2.9 Capitalize letters appropriately in sentences and proper nouns.

W.1-2.10 Spell grade-appropriate words correctly and make phonetic attempts of beyond grade appropriate words effectively.

W.1-2.11 Use resources to find correct spelling (e.g., dictionaries, word walls).

Speaking Accomplishments Grades 1-2

S.1-2.1 Ask a simple question.

S.1-2.2 Use formulaic language.

S.1-2.3 Ask pertinent questions; respond to questions with basic facts.

S.1-2.4 Tell, summarize and/or retell ideas and/or stories.

S.1-2.5 Describe familiar settings and events.

S.1-2.6 Give directions and/or instructions.

S.1-2.7 Clarify and support spoken ideas with evidence, elaborations, and examples.

S.1-2.8 Use logically connected language and discuss implied meanings.

S.1-2.9 Choose appropriate evidence, proofs or examples to support claims.

S.1-2.10 Express and defend a point of view using appropriate language and detail.

S.1-2.11 Use language to clarify, organize, agree and disagree.

http://www.tn.gov/education/ci/esl/doc/ELL_Standards.pdf

Key:

RL: Reading—Literature

RI: Reading—Informational Text

W: Writing

SL: Speaking and Listening

L: Language

RF: Reading Foundations

(E): indicates a Common Core State Standards exemplar text

(EA): indicates a text from a writer with other works identified as exemplars

Unit One—“A Season for Chapters and Exploration”

Essential Question: When is language beautiful?

Standards Specific to this Unit:

RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RI.2.2: Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.

W. 2.7: Participate in shared research and writing projects.

SL.2.1: Participate in collaborative conversations with diverse partners about Grade Two topics and texts with peers and adults in small and larger groups.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Common Core State Standards, English/Language Arts Grade 2

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

KEY to Common Core Strand Abbreviations:

RL—Reading Standards for Literature; RI—Reading Standards for Informational Text; W—Writing Standard;

SL—Speaking and Listening Standards; L—Language Standards

Unit One—“A Season for Chapters and Exploration”

Essential Question: When is language beautiful?

Suggested Student Objectives

- Independently read chapter books according to ability.
- Distinguish between the roles of author and illustrator in chapter books.
- Ask the questions *who, what, where, when, why*, and *how* after reading fictional books.
- Use digital resources to research a seasonal activity.
- Use a computer-generated graphic organizer to organize class research.
- Create an informational class book from this shared research.
- Study art pieces to see the artist’s techniques in creating a sense of cold or warmth.
- Create a collection of adjectives and adverbs.
- Expand sentences by adding adjectives and adverbs from the class discussion on art.
- Write a paragraph using complete sentences.
- Write poetry based on music (e.g., Vivaldi’s *The Four Seasons*).
- Enjoy and analyze poetry related to the seasons, noting alliteration, rhyme, rhythm, and repetition.
- Study the organization of informational text, specifically the purpose of paragraphs.

Key Vocabulary

Content-Specific

Alliteration
Author
Beginning
Chapter
Conclusion
Digital graphic organizer
Digital sources
Ending
Illustrator
Introduction
Main Idea
Paragraph
Poet
Poetry
Repetition
Research
Rhyme
Rhythm
Shared writing
Spelling patterns

Unit One—“A Season for Chapters and Exploration”

Essential Question: When is language beautiful?

Scott Foresman: Reading Street

Unit 1: Exploration

Iris and Walter (Realistic Fiction/Social Studies)

Morning Song/My Travel Tree (Poetry)

Exploring Space with an Astronaut (Expository Nonfiction/Science)

A Trip to Space Camp (Expository Nonfiction/Science)

Henry and Mudge and the Starry Night (Realistic Fiction/Science)

Star Pictures in the Sky (Expository Nonfiction/Science)

A Walk in the Desert (Expository Nonfiction/Science)

Rain Forests (Online Reference Source/Science Online)

The Strongest One (Play/Social Studies)

Anteaters (Expository Nonfiction/Science)

Suggested Supplemental Works

Literary Texts

Stories:

- Poppleton in Winter (Cynthia Rylant and Mark Teague) (E)
- Poppleton in Spring (Cynthia Rylant and Mark Teague) (EA)
- Poppleton in Fall (Cynthia Rylant and Mark Teague) (EA)
- Red Leaf, Yellow Leaf (Lois Ehlert)
- Leaf Man (Lois Ehlert)
- Snow (Uri Shulevitz)
- The Days of Summer (Eve Bunting and William Low)
- Peepers (Eve Bunting and James Ransome)
- Every Autumn Comes the Bear (Jim Arnosky)
- The Little Yellow Leaf (Carin Berger)

Story (Read Aloud)

- The Mitten (Jan Brett)

Poems

- “Autumn” (Emily Dickinson) (E)
- “Something Told the Wild Geese” (Rachel Field) (E)

- “Who Has Seen The Wind?” (Christina Rossetti) (E)
- “Weather” (Eve Merriam) (E)
- “Knoxville, Tennessee” (Nikki Giovanni) (E)

- “Stopping by Woods on a Snowy Evening” (Robert Frost) (E)
- “Summer Song” (John Ciardi) in *The Seasons* (ed. John N. Serio)

Poems (Read Aloud)

- “Bed in Summer” (Robert Louis Stevenson)

Unit Two—“Building Bridges with Unlikey Friends”

Essential Question: Why do authors use figurative language?

Standards Specific to this Unit:

RL.2.3: Describe how characters in a story respond to major events and challenges.

RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

W.2.2: Write explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

L.2.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.2.2(b): Use commas in greetings and closings of letters

L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade Two reading and content, choosing flexibly from an array of strategies.

L.2.4(d): Use knowledge of the meaning of individual words to predict the meaning of compound words.

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Unit Two—“Building Bridges with Unlikely Friends”

Essential Question: Why do authors use figurative language?

Suggested Student Objectives

- Read a how-to book.
- Write an explanatory piece on how to do something.
- Discern the difference between the use of literal and figurative language.
- Discern authors’ techniques for describing characters.
- Write friendly letters to one of the characters in a book.
- Use commas correctly in the greeting and closing of a friendly letter.
- Write responses to a letter from a character’s point of view.
- Use knowledge of a root word, such as *bridge*, to predict the meaning of compound words and idioms.

Key Vocabulary

Content-Specific

Body
Capitalization
Closing
Compare
Compound word
Contrast
Editing
Informative/explanatory writing
Figurative
Friendly letter
Greeting
Haiku
How-to books
Idiom
Literal
Metaphor
Revision

Unit Two—“Building Bridges with Unlikely Friends”

Essential Question: Why do authors use figurative language?

Scott Foresman: Reading Street

Unit 2: Working Together

Tara and Tiree, Fearless Friends (Narrative Nonfiction/Social Studies)

Rescue Dogs (Expository Nonfiction/Social Studies)

Ronald Morgan Goes to Bat (Realistic Fiction/Social Studies)

Spaceball (Poetry)

Turtle’s Race with Beaver (Folk Tale)

The Secret Life of Ponds (Diagram/Science)

The Bremen Town Musicians (Fairy Tale)

Animals Helping Animals (Photo Essay/Science)

A Turkey for Thanksgiving (Animal Fantasy/Social Studies)

Thanksgiving USA (Web site/Social Studies Online)

Unit 3: Creative Ideas

Pearl and Wagner: Two Good Friends (Animal Fantasy/Science)

Robots at Home: Expository Nonfiction/Science)

Dear Juno (Realistic Fiction/Social Studies)

Saying It Without Words: Signs and Symbols (Expository Nonfiction/Social Studies)

Anansi Goes Fishing (Folk Tale)

Do Spiders Stick to their Own Webs? (Poetry)

Rosa and Blanca (Realistic Fiction/Social Studies)

The Crow and the Pitcher (Fable)

A Weed Is a Flower (Biography/Science)

What's Made from Corn? (Search Engines/Science Online)

Suggested Supplemental Works

Literary Texts:

Stories:

- *Henry and Mudge: The First Book* (Cynthia Rylant and Sucie Stevenson) (E)
- *The Fire Cat* (Esther Holden Averill) (E)

- *George and Martha: The Complete Stories of Two Best Friends* (James Marshall)

Stories (Read Aloud)

- *The Cricket in Times Square* (George Selden and Garth Williams) (E)
- *Charlotte's Web* (E. B. White and Garth Williams) (E)
- *Zen Shorts* (Jon J. Muth)
- *Pop's Bridge* (Eve Bunting and C. F. Payne)
- *Mackinac Bridge: The Story of the Five-Mile Poem* (Gloria Whelan and Gijsbert van Frankenuyzen)
- *One Green Apple* (Eve Bunting and Ted Lewin) (EA)
- *Four Feet, Two Sandals* (Karen Lynn Williams, Khadra Mohammed, and Doug Chayka)
- *Snow in Jerusalem* (Deborah da Costa, Ying-Hwa Hu, and Cornelius Van Wright)
- *The Day of Ahmed's Secret* (Florence P. Heide, Judith H. Gilliland, and Ted Lewin)
- *My Father's Shop* (Satomi Ichikawa)
- *Silent Music* (James Rumford)
- *The Little Painter of Sabana Grande* (Patricia Maloney Markun and Robert Casilla)

Poems (Read Aloud):

- "The Bridge Builder" (Will Allen Dromgoole)
- *If Not for the Cat* (Jack Prelutsky and Ted Rand)
- *I Am the Dog I Am the Cat* (Donald Hall)

Informational Texts:

Informational Book

- *Bridges* (See More Readers) (Seymour Simon) (EA)

Informational Books (Read Aloud)

- *Bridges Are To Cross* (Philemon Sturges and Giles Laroche)
- *Bridges" Amazing Structures to Design, Build & Test* (Carol A. Johmann, Elizabeth Rieth, and Michael P. Kline)

- *Owen and Mzee: The Language of Friendship* (Isabella Hatkoff, Craig Hatkoff, Paula Kahumbu, and Peter Greste)
- *Tarra and Bella: The Elephant and Dog Who Became Best Friends* (Carol Buckley)

Art, Music, and Media:

Art:

- *Album Quilt*, Stanford, New York (1853)
- *Album Quilts*, Baltimore, Maryland (circa 1840s)

Unit Three—“Hand-Me-Down Tales from Around the World and Our Changing World”

Essential Question: How are stories and poems alike? How are they different?

Standards Specified in this Unit:

RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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Unit Three—“Hand-Me-Down Tales from Around the World and Our Changing World ”

Essential Question: How are stories and poems alike? How are they different?

Suggested Student Objectives

- Read poetry, informational text, and literature on grade and stretch levels.
- Retell folktales from diverse cultures, determining their central message or lesson.
- Write imaginative narratives in which they tell a well-elaborated story.
- Ask and answer questions of a guest speaker.
- Use text features in nonfiction to aid comprehension of the text.
- Compare a variety of versions of the same story (e.g., versions of *Stone Soup*), contrasting the differences in story elements and key details.
- Compare a poetry version and a prose version of the same story (e.g., the Pied Piper legend).
- Learn the irregular forms of plural nouns.
- Memorize a poem and record it.

Key Vocabulary

Content-Specific

Character
Conclusion
Folktale
Index
Legend
Narrative poem
Noun
Plot
Plural
Setting

Unit Three—“Hand-Me-Down Tales from Around the World and Our Changing World”

Essential Question: How are stories and poems alike? How are they different?

Scott Foresman: Reading Street

Unit 4: Our Changing World

The Quilt Story (Realistic Fiction/Social Studies)

Making Memories: Changing with the Times (Interview/Social Studies)

Life Cycle of a Pumpkin (Expository Nonfiction/Science)

How do seeds know which way is up? (Poetry)

Frogs (Expository Nonfiction/Science)

From Egg to Egg (Narrative Nonfiction/Science)

I Like Where I Am (Narrative Poem/Social Studies)

A New House (e-mail/Social Studies online)

Helen Keller and the Big Storm (Narrative Nonfiction/Science)

Wind (Expository Nonfiction/Science)

Suggested Supplemental Works

Literary Texts:

Stories:

- *The Treasure* (Uri Shulevitz) (E)
- *Itching and Twitching: A Nigerian Folktale* (Patricia C. McKissack, Robert L. McKissack, and Laura Freeman)
- *The Girl Who Wore Too Much: A Folktale from Thailand* (Margaret Read McDonald and Yvonne Lebrun Davis)
- *Caps for Sale: A Tale of a Peddler* (Esphyr Slobodkina)
- *The Enormous Turnip* (Alexei Tolstoy and Scott Goto)
- *Liang and the Magic Paintbrush* (Demi)
- *Stone Soup* (Ann McGovern and Winslow Pinney Pels)
- *Cuckoo/Cucu: A Mexican Folktale* (Losi Ehlert and Amy Prince)
- *Moon Rope/Un lazo a la luna: A Peruvian Folktale* (Lois Ehlert and Amy Prince)
- *The Pied Piper's Magic* (Steven Kellogg)
- *Stone Soup* (Marica Brown)
- *Stone Soup* (Jon J. Muth)
- *The Real Story of Stone Soup* (Ying Chang Compestine)
- *Stone Soup* (Tony Ross)
- *Some Friends to Feed: The Story of Stone Soup* (Pete Seeger, Paul Dubois Jacobs, and Michael Hays)
- *Stone Soup* (Heather Forest and Susan Gaber)
- *Bone Button Borscht* (Aubrey Davis and Dusan Petricic)

Stories (Read Aloud)

- *The Thirteen Clocks* (James Thurber and Marc Simont) (E)

- *Martina the Beautiful Cockroach: A Cuban Folktale* (Carmen Agra Deedy and Michael Austin) (EA)
- “How the Camel Got His Hump” in *Just So Stories* (Rudyard Kipling) (E)
- *The Village of Round and Square Houses* (Ann Grifalconi)
- *The Lost Horse: A Chinese Folktale* (Ed Young and Tracey Adams) (EA)
- *The Five Chinese Brothers* (Claire Huchet Bishop and Kurt Wiese)
- *Not One Damsel in Distress: World Folktales for Strong Girls* (Jane Yolen and Susan Guevara)

Poems:

- “The Land of Counterpane” (Robert Louis Stevenson)
- “Foreign Lands” (Robert Louis Stevenson)
- “The Land of Story Books” (Robert Louis Stevenson)
- “At the Seaside” (Robert Louis Stevenson)
- “Where Go the Boats?” (Robert Louis Stevenson)
- “My Bed is a Boat” (Robert Louis Stevenson)

Poems (Read Aloud):

- “The Pied Piper of Hamelin” (Robert Browning) (E)

Informational Texts:

Informational Books

- *Art Around the World* (Discovery World) (Heather Leonard) (E)
- *Shoes, Shoes, Shoes* (Around the World Series) (Ann Morris)
- *On the Go* (Around the World Series) (Ann Morris and Ken Heyman)
- *Loving* (Around the World Series) (Ann Morris and Ken Heyman)
- *Bread, Bread, Bread* (Around the World Series) (Ann Morris and Ken Heyman)
- *Houses and Homes* (Around the World Series) (Ann Morris and Ken Heyman)

Informational Books (Read Aloud)

- *If the World Were a Village: A Book about the World's People* (David Smith and Shelagh Armstrong) (E)
- *Hungry Planet: What the World Eats* (Peter Menzel and Faith D'Aluisio)
- *How I Learned Geography* (Uri Shulevitz) (EA)

Art, Music, and Media:

Art:

- Edgar Degas, *The Dancing Class* (1870)
- Giovanni Domenico Tiepolo, *A Dance in the Country* (1755)
- Edgar Degas, *The Little Fourteen-Year-Old Dancer* (1879-1880)

Music:

- Sergei Prokofiev, "Peter and the Wolf" (1936)

Film:

- "Peter and the Wolf," Suzie Templeton, dir. (2006)

Unit Four—“Taking Care of Ourselves”

Essential Question: Why should we support our opinions with reasons?

Standards Specified in this Unit:

RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in grades 2 through 3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.8: Describe how reasons support specific points the author makes in a text.

RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2 through 3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.2.1: Write opinion pieces in which they introduce the topic of the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, also) to connect opinion and reasons, and provide a concluding statement or section.

SL.2.5: Create audio recordings of stories and poems; add drawings or other visual displays to stories or recounts or experiences when appropriate to clarify ideas, thoughts, and feelings.

Common Core State Standards, English/Language Arts Grade 2

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

KEY to Common Core Strand Abbreviations:

RL—Reading Standards for Literature; RI—Reading Standards for Informational Text; W—Writing Standard;

SL—Speaking and Listening Standards; L—Language Standards

Unit Four—“Taking Care of Ourselves”

Essential Question: Why should we support our opinions with reasons?

Suggested Student Objectives

- Write an informative/explanatory piece describing the experience of painting.
- Use descriptive words (adjectives) to describe food they taste.
- Consult a dictionary on the spelling of descriptive words.
- Read to understand more on a specific topic (e.g., the systems of the body in a narrative informational text, *The Magic School Bus Inside the Human Body*)
- Read texts independently and fluently in both literary and informative genres, on grade level and into the stretch 2 through 3 level of text.
- Read books with a common theme (e.g., food) to explore the treatment of themes in literature.
- Sing songs about a given topic, noting how the rhythm and rhyme of the music and lyrics might help understanding of a topic.
- Use reference books to research a scientific topic (e.g., names of bones in the human body).
- Write a paragraph with an introductory sentence, at least one supporting sentence, and a conclusion.
- Write an opinion piece about a given topic (e.g., an important thing to do to stay healthy)
- Use reflexive pronouns (e.g., *myself, yourself, and ourselves*) correctly.

Key Vocabulary

Content-Specific

Adjectives
Dictionary
Explanatory writing
Fantasy
Opinion writing
Reflexive pronouns

Unit Four—“Taking Care of Ourselves”

Essential Question: Why should we support our opinions with reasons?

Scott Foresman: Reading Street

Unit 5: Responsibility

Firefighter! (Narrative Nonfiction/Social Studies)

Firefighting Teamwork (Play/Social Studies)

One Dark Night (Realistic Fiction/Science)

Adoption (Poetry)

The Stray Cat (Poetry)

Bad Dog, Dodger! (Realistic Fiction/Social Studies)

How to Train Your Puppy (How-to Article/Science)

Horace and Morris but mostly Dolores (Fantasy/Social Studies)

Good Kicking (Newspaper Article/Social Studies)

The Signmaker’s Assistant (Humorous Fiction/Social Studies)

Helping Hand (Evaluating Sources/Social Studies Online)

Suggested Supplemental Works

Literary Texts:

Stories:

- *Yoko* (Rosemary Wells)
- *Tar Beach* (Faith Ringgold)
- *In the Night Kitchen* (Maurice Sendak) (EA)
- *Gregory the Terrible Eater* (Mitchell Sharmat, Jose Aruego, and Ariane Dewey)
- *Cloudy with a Chance of Meatballs* (Judi and Ron Barrett)
- *Dim Sum for Everyone* (Grace Lin)
- *Thunder Cake* (Patricia Polacco)
- *How My Parents Learned to Eat* (Ina R. Friedman and Allen Say)
- *Everybody Serves Soup* (Norah Dooley and Peter J. Thornton)
- *Everybody Brings Noodles* (Norah Dooley and Peter J. Thornton)

Stories (Read Aloud)

- *The Magic School Bus Inside the Human Body* (Joanna Cole and Bruce Degan)
- *Something's Happening on Calabash Street* (Judith Ross)
- *Strega Nona* (Tomie de Paola)
- *Chato's Kitchen* (Gary Soto and Susan Guevara)
- *Too Many Tamales* (Gary Soto and Ed Martinez)
- *Everybody Cooks Rice* (Norah Dooley and Peter J. Thornton)
- *Everybody Bakes Bread* (Norah Dooley and Peter J. Thornton)

- *My Mom Loves Me More Than Sushi* (Filomena Gomes and Ashley Spires)
- *The Sweetest Fig* (Chris Van Allsburg)

Poems:

- “Sick” (Shel Silverstein)
- “The Pizza” (Ogden Nash)
- “Bananas and Cream” (David McCord)
- *Chicken Soup with Rice: A Book of Months* (Maurice Sendak) (EA)

Poems (Read

- “Turtle Soup” (Lewis Carroll) (EA)
- *Eats: Poems* (Arnold Adoff and Susan Russo)
- “Boa Constrictor” (Shel Silverstein)

Informational Texts:

Informational Books

- *What Happens to a Hamburger?* (Paul Showers and Edward Miller)
- *The Digestive System* (Rebecca L. Johnson)
- *Good Enough to Eat: A Kid’s Guide to Food and Nutrition* (Lizzy Rockwell)
- *The Nervous System* (Joelle Riley)
- *The Skeleton Inside You* (Philip Balestrino and True Kelley)

Informational Books (Read Aloud)

- *Muscles: Our Muscular System* (Seymour Simon) (EA)
- “Muscles” (Kids Discover Magazine)
- *The Mighty Muscular and Skeletal Systems: How Do My Muscles and Bones Work?* (John Burstein)
- *Bones: Our Skeletal System* (Seymour Simon) (EA)
- “Bones” (Kids Discover Magazine)
- “Nutrition” (Kids Discover Magazine)

- Healthy Eating Series (Susan Martineau and Hel James)
- *Eat Your Vegetables! Drink Your Milk!* (Alvin Silverstein, Virginia B. Silverstein, and Laura Silverstein Nunn)
- *The Food Pyramid* (Christine Taylor-Butler)
- *Showdown at the Food Pyramid* (Seymour Simon) (EA)
- *Break It Down: The Digestive System* (Steve Parker)
- *Digestive System* (Cheryl Jakab)
- *The Digestive System* (Christine Taylor-Butler)
- *The Digestive system* (Kristin Petrie)
- “Brain” (Kids Discover Magazine)
- *The Astounding Nervous System: How Does My Brain Work?* (John Burstein)
- *The Nervous System* (Christine Taylor-Butler)

Art, Music, and Media:

Art:

- Annibale Carracci, *The Beaneater* (1584-1585)
- Michelangelo Merisi da Caravaggio, *Basket of Fruit* (circa 1599)
- Willem Clasez Heda, *Still Life on a Table* (1638)
- Pieter Clasez, *Still Life with Two Lemons* (1629)
- William Bailey, *Still Life with Rose Wall and Compote* (1973)
- Wayne Thiebaud, *Cakes* (1963)
- Claes Oldenburg, *Two Cheesburgers, with Everything* (1962)
- Guiseppe Arcimboldo, *Vertumnus* (1590-1591)

Music:

- “Dry Bones” (Traditional)
- “I’m Being Swallowed by a Boa Constrictor” (Traditional)
- “Food, Glorious Food” (from *Oliver*, by Lionel Bart)

Unit Five—“Traditions”

Essential Question: What is challenging about writing a narrative?

Standards Specified in this Unit:

RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.

W.2.1: Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because , and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.6: With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Unit Five—“Traditions”

Essential Question: What is challenging about writing a narrative?

Student Objectives

- Write a narrative imagining that you are a character in one of the stories.
- Select the correct verb form, particularly of irregular verbs, to show past tense in narrative writing.
- Note links between historical events, including parallel connections and sequential connections.
- Analyze narrative poetry to understand its elements, meaning, and the use of formal and informal English.
- Compare two texts (a biography and an autobiography) on the life of a famous person.
- Write an opinion piece, citing evidence for the opinion.
- Express an opinion by creating and displaying a PowerPoint slide.
- Record the opinion piece being read aloud to use for a class presentation or online web page.

Key Vocabulary

Content-Specific

Action
Autobiography
Biography
Conclusion
Linking words
Narrative
Opinion piece
Record
Scan
Time order words

Unit Five—“Traditions”

Essential Question: What is challenging about writing a narrative?

Scott Foresman: Reading Street

Just Like Josh Gibson (Realistic Fiction/Social Studies)

How Baseball Began (Expository Nonfiction/Social Studies)

Red, White, and Blue: The Story of the American Flag (Narrative Nonfiction/Social Studies)

You’re a Grand Old Flag (Song)

A Birthday Basket for Tia (Realistic Fiction/Social Studies)

Family Traditions: Birthdays (Online Directories/Social Studies Online)

Cowboys (Narrative Nonfiction/Social Studies)

Cowboy Gear (Picture Encyclopedia/Social Studies)

Jingle Dancer (Realistic Fiction/Social Studies)

Celebrating the Buffalo Days (Photo Essay/Social Studies)

Suggested Supplemental Works

Literary Texts:

Stories:

- *“The 100th Day of School”* (Brenda Haugen)
- *“100th Day of School”* (Melissa Schiller)
- *“All Through the Year”* (Gracie Porter)
- *“Apple Pie 4th of July”* (Janet Wong)
- *“Arbor Day”* (Kelly Bennett)
- *“Celebrate! It’s Cinco De Mayo”* (Janice Levy)
- *“Celebrating”* (Gwenyth Swain)
- *“Celebrations”* (Jeri Cipriano)
- *“Celebrations Around the World”* (Helen Gregory)

2nd Grade Exemplar Texts

(Taken from the Grade 2-3 Text Exemplars, Appendix B CCSS)

Stories:

- *The Fire Cat* (Esther Averill) (LG, BL 2.9, Quiz #127318)
- *The Treasure* (Uri Shulevitz) (LG, BL 3.0, Quiz #7594)
- *Henry and Mudge: The First Book of Their Adventures* (Cynthia Rylant) (LG, BL 2.7, Quiz #7572)
- *Poppleton in Winter* (Cynthia Rylant) (LG, BL 2.5, Quiz #54485)

Poetry:

- “Autumn” (Emily Dickinson)
- “Stopping by Woods on a Snowy Evening” (Robert Frost)
- “Something Told the Wild Geese” (Rachel Field)
- “Knoxville, Tennessee” (Nikki Giovanni)
- “Weather” (Eve Merriam)

Read-Aloud Stories:

- “How the Camel Got His Hump” (Rudyard Kipling) (LG, BL 4.2, Quiz #55162)
- *The Thirteen Clocks* (James Thurber)
- *Charlotte’s Web* (E. B. White) (MG, BL 4.4, Quiz #19)
- *The Cricket in Times Square* (George Selden) (MG, BL 4.9, Quiz #22)

Read-Aloud Poetry:

- *The Pied Piper of Hamelin* (Robert Browning)

Informational Texts:

- *Martin Luther King and the March on Washington* (Frances E. Ruffin) (LG, BL 3.3, Quiz #47814)

Read-Aloud Informational Texts:

- *Lincoln: A Photobiography* (Russell Freedman) (MG, BL 7.7, Quiz #238)
- *If the World Were a Village: A Book about the World’s People* (David J. Smith) (MG, BL 5.0, Quiz #55986)
- *Wild Tracks! A Guide to Nature’s Footprints* (Jim Arnosky) (LG, BL 5.5, Quiz #129312)

