

Centerville-Abington Elementary Curriculum Mapping
Language Arts – 2nd Grade
 1st Nine Weeks
 Cheryl Frazier

Lesson and Standards	Reading Lit. & Informational Text	Foundational Skills	Target/Academic Vocabulary	Spelling/Language	Writing	Assessment
1 2.RL.2.1: 2.RL.2.2: 2.RV.3.1: 2.RL.3.1 2.RL.1 2.RL.4.2 2.RF.4.3 2.RF.4.4 2.W.6.2c 2.RF.4.4 2.RF.5 2.W.6.1e 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.3.3 2.W.4 2.W.5 2.SL.2.3 2.SL.2.5 2.SL.2.4 2.SL.3.1 2.SL.4.2	<u>Selections</u> Anchor Text Henry and Mudge Genre: Realistic Fiction Paired Selection All in the Family Genre: Informational Text Decodable Readers We Camp The Picnic Ants Text-based Comprehension Target Skill Sequence of Events Target Strategy Infer/Predict Supporting Skills Author’s Word Choice	<u>Phonemic Awareness</u> Identify Phonemes Syllables in Spoken Words <u>Phonics</u> Short Vowels a, i CVC Syllable Pattern <u>Fluency</u> Accuracy: Word Recognition <u>High-Frequency</u> Words around, be, five, help, next, or, pull, take, until, walked	<u>Target/Academic Vocabulary</u> curly, straight, floppy, drooled, weighed, stood, collars, row <u>Domain-Specific Vocabulary</u> traits, offspring, inherit <u>Apply Vocabulary Knowledge</u> Use a Dictionary <u>Vocabulary Strategies</u> Alphabetical Order	<u>Spelling Principle</u> Short Vowels a, i <u>Spelling Words</u> Basic: sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask Review: as, his Challenge: sandwich, picnic <u>Grammar Skill</u> Subjects and Predicates	<u>Writing Mode</u> Narrative Writing <u>Writing Form</u> Sentences That Tell a True Story <u>Focus Trait</u> Ideas <u>Write About Reading</u> Performance Task	<u>Weekly Tests</u> 1.2-1.10
2 2.RV.3.1 2.RL.4.1 2.RN.1 2.RN.2.1	<u>Selections</u> Anchor Text My Family Genre: Informational Text Paired Selection Family Poetry	<u>Phonemic Awareness</u> Identify Phonemes Syllables in Spoken Words	<u>Target/Academic Vocabulary</u> remembered, porch, crown, spend, stuck, visit, cousin, piano	<u>Spelling Principle</u> Short Vowels o, u, e <u>Spelling Words</u> Basic: wet, job, hug, rest, spot, mud, left,	<u>Writing Mode</u> Narrative Writing <u>Writing Form</u> Friendly Letter	<u>Weekly Tests</u> 2.2-2.10

<p>2.RN.2.3 2.RN.3.3 2.RN.3.1 2.RF.4.3 2.RF.4.4 2.W.6.1e 2.W.6.2b 2.W.6.2c 2.W.6.1 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.3.3 2.W.4 2.SL.2.1 2.SL.2.5 2.SL.2.4 2.SL.3.2 2.SL.4.1 2.SL.4.2</p>	<p>“Everybody Says” by Dorothy Aldis “Abuelita’s Lap” by Pat Mora “Grandpa’s Stories” by Langston Hughes Genre: Poetry Decodable Readers Bud, Ben, and Roz The Funny Hat Contest Text-based Comprehension Target Skill Compare and Contrast Target Strategy Question Supporting Skills Informational Text</p>	<p>Phonics Short Vowels o, u, e CVC Syllable Pattern Fluency Accuracy: Connected Text High-Frequency bring, children, comes, do, family, like, make, those, use, with</p>	<p>Domain-Specific Vocabulary conflict, related, siblings, unity, interact Apply Vocabulary Knowledge Guide Words Vocabulary Strategies Using a Glossary</p>	<p>help, plum, nut, net, hot Review: get, not Challenge: lunch, spend Grammar Skill Simple Sentences</p>	<p>Focus Trait Voice Write About Reading Performance Task</p>	
<p>3 2.RN.2.1 2.RN.2.3 2.RN.3.3 2.RN.3.1 2.RN.1 2.RF.4.3 2.W.6.2c 2.RF.5 2.W.6.1e 2.W.6.2c 2.RV.3.1 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.3.2</p>	<p>Selections Anchor Text Dogs Genre: Informational Text Paired Selection Helping Paws Genre: Informational Text Decodable Readers City Ride Mice Can Race Text-based Comprehension Target Skill Author’s Purpose Target Strategy Analyze/Evaluate Supporting Skills Compare and Contrast</p>	<p>Phonemic Awareness Blend Phonemes Sort Phonemes Phonics Long Vowels a, i Sounds for c Fluency Accuracy: Self Correct High-Frequency city, full, no, think, other, places, put, school, sing, think, this</p>	<p>Target/Academic Vocabulary hairy, litter, canned, clipped, stayed, coat, chews, mammals Domain-Specific Vocabulary reproduce, characteristic, canine, adapt Apply Vocabulary Knowledge Use a Glossary Vocabulary Strategies Multiple-Meaning</p>	<p>Spelling Principle Long Vowels a, i Spelling Words Basic: cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake Review: gave, bike Challenge: mistake, while Grammar Skill Types of Sentences</p>	<p>Writing Mode Narrative Writing Writing Form Sentences That Describe Focus Trait Word Choice Write About Reading Performance Task</p>	<p>Weekly Tests 3.6-3.18</p>

<p>2.W.3.3 2.W.4 2.W.5 2.SL.2.3 2.SL.2.5 2.SL.2.4 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2</p>			Words			
<p>4 2.RL.2.1 2.RL.2.2 2.RL.2.3 2.RV.3.1 2.RL.4.1 2.RL.1 2.RF.4.3 2.W.6.2c 2.RF.4.4 2.RF.5 2.RF.5 2.W.6.2c 2.RV.3.1 2.RV.2.5 2.W.3.1 2.W.3.3 2.4.W 2.SL.2.3 2.SL.2.5 2.SL.2.4 2.SL.3.1 2.SL.4.2</p>	<p><u>Selections</u> Anchor Text Diary of a Spider Genre: Humorous Fiction Paired Selection A Swallow and a Spider Genre: Fable Decodable Readers A Bed of Roses Swim Like a Frog</p> <p><u>Text-based Comprehension</u> Target Skill Cause and Effect Target Strategy Summarize Supporting Skills Figurative Language</p>	<p><u>Phonemic Awareness</u> Segment, Substitute Phonemes Sort Phonemes</p> <p><u>Phonics</u> Long Vowels o, u, e Sounds for g</p> <p><u>Fluency</u> Intonation</p> <p><u>High-Frequency</u> mind, could, today, play, cheer, hello, read, see, by, hundred</p>	<p><u>Target/Academic Vocabulary</u> rotten, sticky, insects, scare, judge, screaming, dangerous, breeze</p> <p><u>Domain-Specific Vocabulary</u> appreciate, compliment, cooperate, peer</p> <p><u>Apply Vocabulary Knowledge</u> Multiple Entries</p> <p><u>Vocabulary Strategies</u> Context Clues</p>	<p><u>Spelling Principle</u> Long Vowels o, u</p> <p><u>Spelling Words</u> Basic: doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune Review: home, joke Challenge: wrote, ice cube</p> <p><u>Grammar Skill</u> What is a Noun?</p>	<p><u>Writing Mode</u> Narrative Writing</p> <p><u>Writing Form</u> Personal Story</p> <p><u>Focus Trait</u> Ideas</p> <p><u>Write About Reading</u> Performance Task</p> <p><u>Research/Media Literacy Skill</u> Brainstorming</p>	<p><u>Weekly Tests</u> 4.2-4.14</p>
<p>5 2.RL.2.1 2.RV.3.1 2.RL.3.1</p>	<p><u>Selections</u> Anchor Text Teacher’s Pets Genre: Realistic Fiction Paired Selection</p>	<p><u>Phonemic Awareness</u> Segment Phonemes</p> <p><u>Phonics</u></p>	<p><u>Target/Academic Vocabulary</u> share, noticed, suddenly, bursting, noises, wonderful, quiet,</p>	<p><u>Spelling Principle</u> Consonant Blends with r, l, s</p> <p><u>Spelling Words</u></p>	<p><u>Writing Mode</u> Narrative Writing</p> <p><u>Writing Form</u> Personal Story</p>	<p><u>Weekly Tests</u> 5.2-5.12 Unit1 Test</p>

<p>2.RL.4.1 2.RL.1 2.RN.1 2.RF.4.3 2.RF.4.4 2.RF.5 2.W.6.1e 2.W.4 2.RV.2.4 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.3.3 2.W.4 W.2.6 W.2.5 2.SL.2.3 2.SL.2.5 2.SL.2.4 2.SL.3.1 2.SL.3.2 2.SL.4.2</p>	<p>See Westburg by Bus! Genre: Informational Text Decodable Readers Flint Cove Clambake The Stop and Spend Sale</p> <p><u>Text-based Comprehension</u> Target Skill Story Structure Target Strategy Visualize Supporting Skills Author’s Word Choice</p>	<p>Consonant Blends with r, l, s</p> <p><u>Fluency</u> Phrasing: Punctuation</p> <p><u>High-Frequency</u> table, says, little, find, both, cold, long, green, we, eat</p>	<p>sprinkled</p> <p><u>Domain-Specific Vocabulary</u> community, diagram, suburb</p> <p><u>Apply Vocabulary Knowledge</u> Use a Digital Dictionary</p> <p><u>Vocabulary Strategies</u> Base Words and Endings –ed, -ing</p>	<p>Basic: spin, clap, grade, swim, place, last, test, skin, drag, glide, just, stage Review: slip, drive Challenge: climb, price</p> <p><u>Grammar Skill</u> Singular and Plural Nouns</p>	<p><u>Focus Trait</u> Sentence Fluency</p> <p><u>Write About Reading</u> Performance Task</p> <p><u>Research/Media Literacy Skill</u> Finding Information</p>	
<p>6 2.RN.2.1 2.RV.3.2 2.RN.3.1 2.RN.4.2 2.RN.1 2.RF.4.4 2.RF.5 2.W.6.1a 2.W.6.2c 2.RV.3.1 L2.RV.2.4 2.RV.2.5 2.W.3.2 2.W.4 2.W.5</p>	<p><u>Selections</u> Anchor Text Animals Building Homes Genre: Informational Text Paired Selection Whose Home Is This? Genre: Informational Text Decodable Readers A Job for Bob Baby Animals</p> <p><u>Text-based Comprehension</u> Target Skill Text and Graphic Features Target Strategy Question Supporting Skills</p>	<p><u>Phonemic Awareness</u> Identify Phonemes</p> <p><u>Phonics</u> Common Final Blends nd, ng, nk, nt, ft, xt, mp</p> <p><u>Fluency</u> Expression</p> <p><u>High-Frequency</u> bear, work, animals, know, most, myself, sleep, second, three, she</p>	<p><u>Target/Academic Vocabulary</u> beaks, break, deepest, hang, pond, shaped, winding, branches</p> <p><u>Domain-Specific Vocabulary</u> habitat, shelter, pasture</p> <p><u>Apply Vocabulary Knowledge</u> Use a Dictionary</p> <p><u>Vocabulary Strategies</u> Base Words and Prefixes un-, re-</p>	<p><u>Spelling Principle</u> Common Final Blends nd, ng, nk, nt, ft, xt, mp</p> <p><u>Spelling Words</u> Basic: next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring Review: jump, left Challenge: young, friend</p> <p><u>Grammar Skill</u> More Plural Nouns</p>	<p><u>Writing Mode</u> Informative Writing</p> <p><u>Writing Form</u> Informational Paragraph</p> <p><u>Focus Trait</u> Ideas <u>Write About Reading</u> Performance Task</p> <p><u>Research/Media Literacy Skill</u> Understand Sources</p>	<p><u>Weekly Tests</u> 6.2-6.10</p>

<p>2.SL.2.3 2.SL.2.5 2.SL.2.4 2.SL.3.2 2.SL.4.1 2.SL.4.2</p>	<p>Using Context</p>					
<p>7</p> <p>2.RL.2.1 2.RL.2.2 2.RL.2.3 2.RL.3.1 2.RL.4.1 2.RL.1 2.RV.3.2 2.RN.3.3 2.RN.3.1 2.RN.4.2 2.RF.4.4 2.W.6.2a 2.RV.3.1 2.RV.2.5 2.W.3.3 2.RV.1 2.SL.2.3 2.SL.2.5 2.SL.2.4 2.SL.3.1 2.SL.4.2</p>	<p><u>Selections</u> Anchor Text The Ugly Vegetables Genre: Realistic Fiction Paired Selection They Really are GIANT!!! Genre: Informational Text Decodable Readers Jill and Mack Rabbit’s Muffins</p> <p><u>Text-based Comprehension</u> Target Skill Conclusions Target Strategy Analyze/Evaluate Supporting Skills Story Structure</p>	<p><u>Phonemic Awareness</u> Sort Phonemes</p> <p><u>Phonics</u> Double Consonants and ck Double Consonants (CVC) <u>Fluency</u> Accuracy: Connected Text</p> <p><u>High-Frequency</u> pictures, air, pretty, told, window, funny, try, he, cried, car</p>	<p><u>Target/Academic Vocabulary</u> blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled</p> <p><u>Domain-Specific Vocabulary</u> nutrients, seedling, solar energy <u>Apply Vocabulary Knowledge</u> Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences)</p> <p><u>Vocabulary Strategies</u> Homophones</p>	<p><u>Spelling Principle</u> Double Consonants and <i>ck</i></p> <p><u>Spelling Words</u> Basic: dress, spell, class, full, add, neck, stuck, kick, rock, black, trick, doll Review: will, off Challenge: across, pocket</p> <p><u>Grammar Skill</u> Proper Nouns</p>	<p><u>Writing Mode</u> Informative Writing</p> <p><u>Writing Form</u> Summary Paragraph</p> <p><u>Focus Trait</u> Organization</p> <p><u>Write About Reading</u> Performance Task</p>	<p><u>Weekly Tests</u> 7.2-7.14</p>

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2nd Nine Weeks
Cheryl Frazier

Lesson and Standards	Reading Lit. & Informational Text	Foundational Skills	Target/Academic Vocabulary	Spelling/Language	Writing	Assessment
<p style="text-align: center;">8</p> <p>2.RV.3.1 2.RL.1 2.RN.2.1 2.RN.2.2 2.RN.2.3 2.RN.3.1 2.RN.1 2.W.6.2c 2.RF.4.4 2RF.5 2.RF.5 2.W.6.2c 2.RF.5 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.3.2 2.W.4 2.W.5 2.SL.2.3 2.SL.2.5 2.SL.2.4 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2</p>	<p><u>Selections</u> Anchor Text Super Storms Genre: Informational Text Paired Selection Weather Poems “Night Drumming for Rain” “Who Has Seen the Wind” “Weather” Genre: Poetry Decodable Readers Splish! Splash! Whales Drifting Up, Up, Up <u>Text-based Comprehension</u> Target Skill Main Ideas and Details Target Strategy Visualize Supporting Skills Cause and Effect</p>	<p><u>Phonemic Awareness</u> Substitute Phonemes Syllables in Spoken Words <u>Phonics</u> Consonant Digraphs th, sh, wh, ch, tch, ph Base Words and Endings –s, -ed, -ing <u>Fluency</u> Rate <u>High-Frequency</u> few, people, eye, high, my, open, yellow, happy, starts, before</p>	<p><u>Target/Academic Vocabulary</u> flash, equal, damage, reach, pounding, prevent, beware, bend <u>Domain-Specific Vocabulary</u> lightning, precipitation, water vapor <u>Apply Vocabulary Knowledge</u> Use a Glossary <u>Vocabulary Strategies</u> Compound Words</p>	<p><u>Spelling Principle</u> Consonant Digraphs th, sh, wh, ch, tch <u>Spelling Words</u> Basic: dish, than, chest, such, thin, push, shine, chase, white, while, these, flash Review: which, then Challenge: catch, thumb <u>Grammar Skill</u> What Is a Verb?</p>	<p><u>Writing Mode</u> Informative Writing <u>Writing Form</u> Informational Paragraph <u>Focus Trait</u> Voice <u>Write About Reading</u> Performance Task <u>Research/Media Literacy Skill</u> Research Questions</p>	<p><u>Weekly Tests</u> 8.7-8.19</p>

<p>9</p> <p>2.RL.2.1 2.RL.2.2 2.RL.2.3 2.RV.3.1 2.RL.1 2.W.6.2c 2.RF.5 2.W.6.1a 2.W.6.1e 2.RV.3.1 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.4 2.W.5 2.SL.2.3 2.SL.2.5 2.SL.2.4 2.SL.3.1 2.SL.4.2</p>	<p><u>Selections</u> Anchor Text How Chipmunk Got His Stripes Genre: Folktale Paired Selection Why Rabbits Have Short Tails Genre: Traditional Tale Decodable Readers Maybe So Racing Away!</p> <p><u>Text-based Comprehension</u> Target Skill Understanding Characters Target Strategy Summarize Supporting Skills Author’s Word Choice</p>	<p><u>Phonemic Awareness</u> Add Phonemes Syllables in Spoken Words</p> <p><u>Phonics</u> Base Words and Endings –ed, -ing CV Syllable Pattern</p> <p><u>Fluency</u> Phrasing: Punctuation</p> <p><u>High-Frequency</u> kept, would, afraid, own, show, might, why, many, for, dark</p>	<p><u>Target/Academic Vocabulary</u> curled, direction, healed, height, toward, tunnel, tease, brag</p> <p><u>Domain-Specific Vocabulary</u> tradition, culture, literature</p> <p><u>Apply Vocabulary Knowledge</u> Use a Digital Dictionary</p> <p><u>Vocabulary Strategies</u> Synonyms</p>	<p><u>Spelling Principle</u> -ed, and –ing Endings</p> <p><u>Spelling Words</u> Basic: liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked Review: mixed, sleeping Challenge: teasing, knocking</p> <p><u>Grammar Skill</u> Verbs in the Present</p>	<p><u>Writing Mode</u> Informative Writing</p> <p><u>Writing Form</u> Instructions</p> <p><u>Focus Trait</u> Ideas</p> <p><u>Write About Reading</u> Performance Task</p>	<p><u>Weekly Tests</u> 9.2-9.14</p>
<p>10</p> <p>2.RN.2.1 2.RN.3.3 2.RN.3.1 2.RN.4.1 2.RN.1 2.RF.5 RF.2.4c 2.W.6.2b 2.W.4</p>	<p><u>Selections</u> Anchor Text Jellies Genre: Informational Text Paired Selection Splash Photography Genre: Informational Text Decodable Readers Let’s Have Fun I’m Going to Win <u>Text-based Comprehension</u></p>	<p><u>Phonemic Awareness</u> Add and Delete Phonemes</p> <p><u>Phonics</u> Contractions</p> <p><u>Fluency</u> Stress</p>	<p><u>Target/Academic Vocabulary</u> decide, disgusting, drift, millions, simple, wrapped, choices, weaker</p> <p><u>Domain-Specific Vocabulary</u> Oceanography, gulf, current</p>	<p><u>Spelling Principle</u> Contractions</p> <p><u>Spelling Words</u> Basic: I’m, don’t, isn’t, can’t, we’ll, it’s, I’ve, didn’t, you’re, that’s, wasn’t, you’ve Review: us them Challenge: they’re, wouldn’t</p>	<p><u>Writing Mode</u> Informative Writing</p> <p><u>Writing Form</u> Instructions</p> <p><u>Focus Trait</u> Word Choice</p> <p><u>Write About Reading</u></p>	<p><u>Weekly Tests</u> 10.2-10.12 Unit 2 Test</p>

<p>2.W.6.1 2.RV.2.4 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.3.2 2.W.4 2.W.5 2.SL.2.3 2.SL.2.5 2.SL.2.4 2.SL.3.2 2.SL.4.2</p>	<p>Target Skill Fact and Opinion Target Strategy Monitor/Clarify Supporting Skills Author's Purpose</p>	<p>High-Frequency really, you, because, right, go, they, was, me, old, better</p>	<p>Apply Vocabulary Knowledge Use a Thesaurus</p> <p>Vocabulary Strategies Base Words and Suffixes -er, -est</p>	<p>Grammar Skill Verbs in the Present, Past, and Future</p>	<p>Performance Task</p>	
<p>11 2.RL.2.1 2.RL.2.3 2.RV.3.1 2.RL.4.1 2.RL.1 2.RN.3.1 2.RN.1 2.RF.4.3 2.W.6.2c 2.RF.4.4 2.RF.5 2.W.6.1a 2.W.6.1e 2.W.6.2b 2.RV.2.4 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.4 2.SL.2.3 2.SL.2.5 2.SL.2.4 2.SL.3.1</p>	<p>Selections Anchor Text Click, Clack, Moo: Cows That Type Genre: Humorous Fiction Paired Selection Talk About Smart Animals! Genre: Informational Text Decodable Readers Jess Makes Gifts Cooking with Mom Fox Text-based Comprehension Target Skill Conclusions Target Strategy Infer/Predict Supporting Skills Author's Word Choice</p>	<p>Phonemic Awareness Syllables in Spoken Words Phonics Base Words and Endings -s, -es Fluency Expression High-Frequency another, heard, some, kind, light, hard, more, grow, far, to</p>	<p>Target/Academic Vocabulary problem, impossible, understand, impatient, furious, demand, gathered, believe Domain-Specific Vocabulary notify, announce, companion Apply Vocabulary Knowledge Guide Words Vocabulary Strategies Prefixes pre- and mis-</p>	<p>Spelling Principle Base Words with Endings -s, -es Spelling Words Basic: hens, eggs, ducks, bikes, boxes, wishes, dresses, names, bells, stamps, dishes, grapes Review: jets, frogs Challenge: stitches, fences Grammar Skill Compound Sentences</p>	<p>Writing Mode Opinion Writing Writing Form Persuasive Letter Focus Trait Ideas Write About Reading Performance Task</p>	<p>Weekly Tests 11.2-11.11</p>

2.SL.3.2 2.SL.4.1						
12 2.RV.3.1 2.RN.2.1 2.RN.3.1 2.RN.3.3 2.RN.4.1 2.RN.1 2.RF.4.3 2.RF.4.3 2.RF.4.4 2.RF.5 2.W.6.1e 2.W.6.2a 2.W.6.2c 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.4 2.W.5 2.SL.2.3 2.SL.2.5 2.SL.2.4 2.SL.3.2 2.SL.4.1	<p><u>Selections</u> Anchor Text Ah, Music!</p> <p>Genre: Informational Text</p> <p>Paired Selection “There’s a Hole at the Bottom of the Sea”</p> <p>Genre: Song</p> <p>Decodable Readers Trains The Waiting Game</p> <p>Text-based Comprehension Target Skill Text and Graphic Features</p> <p>Target Strategy Question</p> <p>Supporting Skills Fact and Opinion</p>	<p><u>Phonemic Awareness</u> Substitute Phonemes</p> <p><u>Phonics</u> Vowel Digraphs ai, ay</p> <p><u>Fluency</u> Rate: Adjust Rate to Purpose</p> <p><u>High-Frequency</u> along, against, someone, night, part, morning, hold, bird, different, girl</p>	<p><u>Target/Academic Vocabulary</u> vibration, concentrate, relieved, creative, performance, tune, expression, volume</p> <p><u>Domain-Specific Vocabulary</u> pitch, percussion, creativity</p> <p><u>Apply Vocabulary Knowledge</u> Use a Digital Dictionary</p> <p><u>Vocabulary Strategies</u> Idioms</p>	<p><u>Spelling Principle</u> Words with ai, ay</p> <p><u>Spelling Words</u> Basic: pay, wait, paint, train, pail, clay, tray, plain, stain, hay, gray, away Review: stay, day Challenge: raisin, birthday</p> <p><u>Grammar Skill</u> Expanding/Rearranging Compound Sentences</p>	<p><u>Writing Mode</u> Opinion Writing</p> <p><u>Writing Form</u> Opinion Paragraph</p> <p><u>Focus Trait</u> Voice</p> <p><u>Write About Reading</u> Performance Task</p>	<p><u>Weekly Tests</u> 12.2-12.12</p>
13 2.RN.2.1 2.RN.2.2 2.RN.3.1 2.RN.3.3 2.RN.1 2.RF.4.3 2.RF.4.3 2.W.6.2c	<p><u>Selections</u> Anchor Text Schools Around the World</p> <p>Genre: Informational Text</p> <p>Paired Selection An American School</p> <p>Genre: Informational Text</p> <p>Decodable Readers The Shell Sheep Reef Sees the Wide World</p>	<p><u>Phonemic Awareness</u> Match Phonemes</p> <p><u>Phonics</u> Vowel Digraphs ee, ea</p> <p><u>Fluency</u> Accuracy: Self-</p>	<p><u>Target/Academic Vocabulary</u> culture, community, languages, transportation, subjects, lessons, special, wear</p> <p><u>Domain-Specific Vocabulary</u> education, public,</p>	<p><u>Spelling Principle</u> Words with ee, ea</p> <p><u>Spelling Words</u> Basic: free, teach, teeth, please, beach, wheel, team, speak, sneeze, sheep, meaning, weave Review: eat, read</p>	<p><u>Writing Mode</u> Opinion Writing</p> <p><u>Writing Form</u> Persuasive Paragraph</p> <p><u>Focus Trait</u> Word Choice</p>	<p><u>Weekly Tests</u> 13.8-13.17</p>

<p>2.W.6.1 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.3.2 2.W.4 2.W.5 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2</p>	<p>Text-based Comprehension Target Skill Main Idea and Details Target Strategy Analyze/Evaluate Supporting Skills Text and Graphic Features</p>	<p>Correct High-Frequency story, world, about, everything, first, store, her, two, slowly, of</p>	<p>schedule, tutor Apply Vocabulary Knowledge Use a Glossary Vocabulary Strategies Using a Dictionary</p>	<p>Challenge: between, reason Grammar Skill Quotation Marks</p>	<p>Write About Reading Performance Task</p>	
<p>14 2.RL.2.1 2.RN.2.1 2.RN.2.2 2.RN.2.3 2.RN.3.1 2.RN.3.3 2.RN.4.2 2.RN.1 2.RF.4.3 2.W.6.2c 2.RF.4.4 2.RF.5 2.W.6.2.a 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.4 2.W.5 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1</p>	<p>Selections Anchor Text Helen Keller Genre: Biography Paired Selection Talking Tools Genre: Informational Text Decodable Readers Bill E. Goat and Wise Crow Mud Bugs Text-based Comprehension Target Skill Author's Purpose Target Strategy Summarize Supporting Skills Genre: Biography</p>	<p>Phonemic Awareness Segment Phonemes Phonics Long o (o, oa, ow) Fluency Natural Pauses High-Frequency front, hair, warm, started, stories, never, all, food, sky, party</p>	<p>Target/Academic Vocabulary curious, imitated, knowledge, motion, silence, illness, darkness, behavior Domain-Specific Vocabulary nonverbal, communicate, visual Apply Vocabulary Knowledge Use a Dictionary Vocabulary Strategies Suffix -ly</p>	<p>Spelling Principle Long o, (o, oa, ow) Spelling Words Basic: own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach Review: so, grow Challenge: swallow, ocean Grammar Skill Using Proper Nouns</p>	<p>Writing Mode Opinion Writing Writing Form Persuasive Essay Focus Trait Ideas Write About Reading Performance Task Research/Media Literacy Skills Science Experiment</p>	<p>Weekly Tests 14.2-14.13</p>

2.SL.3.2 2.SL.4.1 2.SL.4.2						
15 2.RL.2.1 2.RL.2.2 2.RL.2.3 2.RL.3.2 2.RL.4.1 2.RN1 2.RN.3.1 2.RF.4.3 2.RF.4.4 2.RF.5 2.W.6.1e 2.RV.2.4 2.W.3.3 2.RV.1 2.W.3.1 2.W.4 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2	<p><u>Selections</u></p> <p>Anchor Text Officer Buckle and Gloria</p> <p>Genre: Humorous Fiction</p> <p>Paired Selection Safety at Home</p> <p>Genre: Readers Theater</p> <p>Decodable Readers What Does It Say? In the Grove</p> <p><u>Text-based Comprehension</u></p> <p>Target Skill Cause and Effect</p> <p>Target Strategy Monitor/Clarify</p> <p>Supporting Skills Humor</p>	<p><u>Phonemic Awareness</u> Syllables in Spoken Words</p> <p><u>Phonics</u> Compound Words Schwa Vowel Sounds</p> <p><u>Fluency</u> Accuracy: Connected Text</p> <p><u>High-Frequency</u> ever, care, thought, over, off, small, new, book, live, after</p>	<p><u>Target/Academic Vocabulary</u> attention, buddy, obeys, speech, enormous, safety, shocked, station</p> <p><u>Domain-Specific Vocabulary</u> risk, protection, hazard, inform</p> <p><u>Apply Vocabulary Knowledge</u> Determine Pronunciation</p> <p><u>Vocabulary Strategies</u> Root Words</p>	<p><u>Spelling Principle</u> Compound Words</p> <p><u>Spelling Words</u> Basic: cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing Review: into, inside Challenge: nobody, everywhere</p> <p><u>Grammar Skill</u> Abbreviations</p>	<p><u>Writing Mode</u> Opinion Writing</p> <p><u>Writing Form</u> Persuasive Essay</p> <p><u>Focus Trait</u> Organization</p> <p><u>Write About Reading</u> Performance Task</p>	<p><u>Weekly Tests</u> 15.2-15.11</p> <p>Unit 3 Test</p>

Centerville-Abington Elementary Curriculum Mapping
Language Arts – 2nd Grade
3rd Nine Weeks
Cheryl Frazier

Lesson and Standards	Reading Lit. & Informational Text	Foundational Skills	Target/Academic Vocabulary	Spelling/Language	Writing	Assessment
16 2.RL.2.1 2.RL.2.3 2.RL.3.1 2.RL.4.1 2.RL.1 2.RN.3.1 2.RN.1 2.RF.4.3 2.W.6.2c 2.RF.4.4 2.RF.5 2.W.6.1a 2.W.6.2c 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.2 2.W.3.3 2.W.4 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2	<p><u>Selections</u> Anchor Text Mr. Tanen’s Tie Trouble</p> <p>Genre: Realistic Fiction</p> <p>Paired Selection The Jefferson Daily News</p> <p>Genre: Informational Text</p> <p>Decodable Readers Beep! Beep! We Helped</p> <p><u>Text-based Comprehension</u> Target Skill Story Structure</p> <p>Target Strategy Infer/Predict</p> <p>Supporting Skills Understanding Characters</p>	<p><u>Phonemic Awareness</u> Syllables in Spoken Words</p> <p><u>Phonics</u> Base Words and Endings –ed, -ing</p> <p><u>Fluency</u> Rate</p> <p><u>High-Frequency</u> gone, said, something, fly, also, saw, look, horse, river, have</p>	<p><u>Target/Academic Vocabulary</u> received, account, budget, disappointed, chuckled, staring, repeated, fund</p> <p><u>Domain-Specific Vocabulary</u> duties, citizen, responsibility</p> <p><u>Apply Vocabulary Knowledge</u> Use a Digital Dictionary</p> <p><u>Vocabulary Strategies</u> Homographs</p>	<p><u>Spelling Principle</u> Base Words with Endings –ed, -ing</p> <p><u>Spelling Words</u> Basic: running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed Review: mixed, going Challenge: wrapped, swelling</p> <p><u>Grammar Skill</u> Pronouns</p>	<p><u>Writing Mode</u> Narrative Writing</p> <p><u>Writing Form</u> Story Paragraph</p> <p><u>Focus Trait</u> Ideas</p> <p><u>Write About Reading</u> Performance Task</p> <p><u>Research/Media Literacy Skills</u> Audio Recording</p>	<p><u>Weekly Tests</u> 16.2-16.13</p>

<p>17</p> <p>2.RL.2.1 2.RL.2.2 2.RL.2.3 2.RL.4.1 2.RL.1 2.RN.3.3 2.RF.4.3 2.RF.4.4 2.RF.5 2.W.6.1 2.RF.4.6 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.3.3 2.W.4 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.4.1 2.SL.4.2</p>	<p>Selections Anchor Text Luke Goes to Bat Genre: Realistic Fiction Paired Selection Jackie Robinson Genre: Informational Text Decodable Readers Bright Lights Wild Cats</p> <p>Text-based Comprehension Target Skill Sequence of Events Target Strategy Visualize Supporting Skills Formal and Informal Language</p>	<p>Phonemic Awareness Segment Phonemes</p> <p>Phonics Long i (i, igh, ie, y)</p> <p>Fluency Stress</p> <p>High-Frequency doing, sure, else, turned, blue, room, teacher, any, studied, carry</p>	<p>Target/Academic Vocabulary practice, hurried, position, roared, extra, curb, cheered, final</p> <p>Domain-Specific Vocabulary determined, morals, respect</p> <p>Apply Vocabulary Knowledge Multiple Entries</p> <p>Vocabulary Strategies Antonyms</p>	<p>Spelling Principle Long i (i, igh, y)</p> <p>Spelling Words Basic: night, kind, spy, child, light, find, right, high, wild, July, fry, sigh Review: by, why Challenge: behind, lightning</p> <p>Grammar Skill Subject-Verb Agreement</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Story Paragraph</p> <p>Focus Trait Voice</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Compare and Contrast Media Messages</p>	<p>Weekly Tests 17.2-17.13</p>
<p>18</p> <p>2.RV.3.1 2.RN.2.1 2.RN.3.1 2.RN.3.3 2.RN.1 2.RF.4.3 2.RF.4.4 2.RF.5 2.W.6.1b 2.RV.2.5 2.W.3.3 2.RV.1</p>	<p>Selections Anchor Text My Name Is Gabriela Genre: Biography Paired Selection Poems About Reading and Writing Genre: Poetry Decodable Readers Bunny and the Penny Puppies</p> <p>Text-based Comprehension Target Skill</p>	<p>Phonemic Awareness Blending Phonemes Identify Sound Placement</p> <p>Phonics Long e Sound for y Changing y to i</p> <p>Fluency Expression</p> <p>High-Frequency</p>	<p>Target/Academic Vocabulary accepted, express, fluttering, grand, pretend, prize, wonder, taught</p> <p>Domain-Specific Vocabulary print, journalist, exchange, publish</p> <p>Apply Vocabulary Knowledge</p>	<p>Spelling Principle Long e Spelled y</p> <p>Spelling Words Basic: happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city Review: tiny, many Challenge: sorry, noisy</p> <p>Grammar Skill The Verb be</p>	<p>Writing Mode Narrative Writing</p> <p>Writing Form Descriptive Paragraph</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p>	<p>Weekly Tests 18.7-18.18</p>

<p>2.W.3.1 2.W.3.3 2.W.4 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.4.1 2.SL.4.2</p>	<p>Understanding Characters Target Strategy Analyze/Evaluate Supporting Skills Author's Word Choice</p>	<p>words, mother, friends, under, draw, watch, always, soon, anything, been</p>	<p>Use a Dictionary Vocabulary Strategies Suffixes –y and -ful</p>			
<p>19 2.RL.2.1 2.RL.2.3 2.RL.3.2 2.RL.4.1 2.RL.1 2.RN.2.1 2.RF.4.3 2.RF.4.4 2.RF.5 2.W.6.2b 2.W.6.2.c 2.RV.2.5 2.W.3.3 2.W.6.1.c 2.RV.1 2.W.3.1 2.W.3.3 2.W.4 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.4.2</p>	<p>Selections Anchor Text The Signmaker's Assistant Genre: Humorous Fiction Paired Selection The Trouble with Signs Genre: Play Decodable Readers Darling Starling Going to the Farm Text-based Comprehension Target Skill Text and Graphic Features Target Strategy Question Supporting Skills Point of View</p>	<p>Phonemic Awareness Substitute Phonemes Phonics Words with ar Fluency Phrasing: Punctuation High-Frequency didn't, I'll, please, talk, good, is, are, baby, too, sound</p>	<p>Target/Academic Vocabulary assistant, agreed, polite, failed, tearing, wisdom, trouble, cleared Domain-Specific Vocabulary advertise, announcement, post, beacon Apply Vocabulary Knowledge Use a Glossary Vocabulary Strategies Shades of Meaning</p>	<p>Spelling Principle Words with ar Spelling Words Basic: car, dark, arm, star, park, yard, party, hard, farm, start, part, spark Review: art, jar Challenge: carpet, apartment Grammar Skill Commas in Dates and Places</p>	<p>Writing Mode Narrative Writing Writing Form Fictional Story Focus Trait Organization Write About Reading Performance Task</p>	<p>Weekly Tests 19.2-19.13</p>
<p>20 2.RL.2.1 2.RL.2.3 2.RV.3.1</p>	<p>Selections Anchor Text Dex: The Heart of a Hero Genre: Fantasy Paired Selection</p>	<p>Phonemic Awareness Substitute Phonemes Phonics</p>	<p>Target/Academic Vocabulary depended, overlooked, sprang, studied, gazing, hero, exercise, sore</p>	<p>Spelling Principle r-Controlled Vowels or, ore Spelling Words</p>	<p>Writing Mode Narrative Writing Writing Form Fictional Story</p>	<p>Weekly Tests 20.2-20.13 Unit 4 Test</p>

<p>2.RL.3.1 2.RL.4.1 2.RL.1 2.RN.3.1 2.RN.3.3 2.RN.4.2 2.RF.4.4 2.RF.5 2.W.6.1a 2.W.6.2c 2.W.4 2.RV.2.4 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.3.2 2.W.4 2.W.5 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2</p>	<p>Heroes Then and Now Genre: Informational Text Decodable Readers A Sporty Game My Story</p> <p><u>Text-based Comprehension</u> Target Skill Compare and Contrast Target Strategy Monitor/Clarify Supporting Skills Figurative Language</p>	<p>Words with r- Controlled Vowels or, ore</p> <p><u>Fluency</u> Intonation</p> <p><u>High-Frequency</u> being, ready, I've, tall, stood, very, ground, laugh, begins, flower</p>	<p><u>Domain-Specific Vocabulary</u> charity, grant, improve, figure</p> <p><u>Apply Vocabulary Knowledge</u> Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences)</p> <p><u>Vocabulary Strategies</u> Prefix over-</p>	<p>Basic: horn, story, fork, score, store, corn, morning, shore, short, born, tore, forget Review: for, more Challenge: report, force</p> <p><u>Grammar Skill</u> Commas in a Series</p>	<p><u>Focus Trait</u> Organization</p> <p><u>Write About Reading</u> Performance Task</p>	
<p>21 2.RN.2.1 2.RN.2.2 2.RN.2.3 2.RN.3.1 2.RN.3.3 2.RN.4.2 2.RN.1 2.RF.4.6 2.RF.5 2.W.6.1a 2.W.6.1b</p>	<p><u>Selections</u> Anchor Text Penguin Chick Genre: Narrative Nonfiction Paired Selection Emperor Penguins Genre: Informational Text Decodable Readers Mustangs Time to Move</p> <p><u>Text-based Comprehension</u> Target Skill</p>	<p><u>Phonemic Awareness</u> Substitute Phonemes</p> <p><u>Phonics</u> Words with er Words with ir, ur</p> <p><u>Fluency</u> Phrasing: Natural Pauses</p> <p><u>High-Frequency</u></p>	<p><u>Target/Academic Vocabulary</u> finally, junior, otherwise, slippery, steer, waterproof, webbed, whistle</p> <p><u>Domain-Specific Vocabulary</u> development, life cycle, shelter, climate</p> <p><u>Apply Vocabulary</u></p>	<p><u>Spelling Principle</u> Words with er</p> <p><u>Spelling Words</u> Basic: father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master Review: fern, ever Challenge: remember, feather</p>	<p><u>Writing Mode</u> Informative Writing</p> <p><u>Writing Form</u> Problem-Solution Paragraph</p> <p><u>Focus Trait</u> Word Choice</p> <p><u>Write About Reading</u></p>	<p><u>Weekly Tests</u> 21.2-21.13</p>

<p>2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.2 2.W.4 2.W.5 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2</p>	<p>Main Ideas and Details Target Strategy Infer/Predict Supporting Skills Cause and Effect</p>	<p>nothing, move, across, took, house, voice, behind, one, how, out</p>	<p>Knowledge Use a Thesaurus Vocabulary Strategies Dictionary Entry</p>	<p>Grammar Skill What is an Adjective?</p>	<p>Performance Task Research/Media Literacy Skills Answer a Question</p>	
<p>22 2.RL.2.1 2.RL.2.3 2.RV.3.1 2.RL.3.2 2.RL.4.1 2.RL.2.1 2.RN.2.3 2.RN.3.1 2.RN.1 2.W.6.2c 2.RF.4.4 2.RF.5 2.W.6.1c 2.W.6.1e 2.RV.3.1 2.RV.2.5 2.W.3.3 2.W.6.1b 2.RV.1 2.W.3.1 2.W.3.2 2.W.4 2.SL.2.3</p>	<p>Selections Anchor Text Gloria Who Might Be My Best Friend Genre: Realistic Fiction Paired Selection How to Make a Kite Genre: Informational Text Decodable Readers What’s That? Get Smarter Text-based Comprehension Target Skill Understanding Characters Target Strategy Question Supporting Skills Figurative Language</p>	<p>Phonemic Awareness Rhyme and Meaning Syllables in Spoken Words Phonics Homophones Base Words and Endings –er, -est Fluency Accuracy: Self-Correct High-Frequency floor, toward, what’s, found, boy, everyone, field, does, their, into</p>	<p>Target/Academic Vocabulary lonely, seriously, copy, heavily, planning, answered, guessed, knot Domain-Specific Vocabulary force, flight, pressure Apply Vocabulary Knowledge Use a Dictionary Vocabulary Strategies Figurative Language/Idioms</p>	<p>Spelling Principle Homophones Spelling Words Basic: meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two Review: sea, see Challenge: threw, through Grammar Skill Using Adjectives</p>	<p>Writing Mode Informative Writing Writing Form Compare and Contrast Paragraph Focus Trait Organization Write About Reading Performance Task</p>	<p>Weekly Tests 22.2-22.14</p>

2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2						
23 2.RN.2.1 2.RN.2.2 2.RN.2.3 2.RN.3.1 2.RN.4.2 2.RN.1 2.RF.4.6 2.W.6.2c 2.RF.4.4 2.RF.5 2.W.6.1b 2.W.6.2c 2RF.4.6 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.2 2.W.4 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2	<p><u>Selections</u> Anchor Text The Goat in the Rug Genre: Narrative Nonfiction</p> <p><u>Paired Selection</u> Basket Weaving Genre: Informational Text</p> <p><u>Decodable Readers</u> Fraidy Cat Bugs in Action</p> <p><u>Text-based Comprehension</u> Target Skill Conclusions Target Strategy Summarize</p> <p><u>Supporting Skills</u> Sequence of Events</p>	<p><u>Phonemic Awareness</u> Syllables in Spoken Words</p> <p><u>Phonics</u> Suffixes –y, -ly, -ful Final Stable Syllables –tion, -ture</p> <p><u>Fluency</u> Rate: Adjust Rate to Purpose</p> <p><u>High-Frequency</u> knew, idea, though, down, four, give, great, large, write, coming</p>	<p><u>Target/Academic Vocabulary</u> sharpening, spinning, strands, weave, yarn, dye, duplicated, delicious</p> <p><u>Domain-Specific Vocabulary</u> craft, fiber, loom, textile</p> <p><u>Apply Vocabulary Knowledge</u> Use a Glossary</p> <p><u>Vocabulary Strategies</u> Compound Words</p>	<p><u>Spelling Principle</u> Suffixes –ly, -ful</p> <p><u>Spelling Words</u> Basic: helpful, sadly, hopeful, thankful, slowly, wishful, kindly, useful, safely, painful, mouthful, weakly Review: jumped, saying Challenge: quickly, wonderful</p> <p><u>Grammar Skill</u> Irregular Verbs</p>	<p><u>Writing Mode</u> Informative Writing</p> <p><u>Writing Form</u> Informational Paragraph</p> <p><u>Focus Trait</u> Word Choice</p> <p><u>Write About Reading</u> Performance Task</p> <p><u>Research/Media Literacy Skills</u> Using Digital Visual Aids</p>	<p><u>Weekly Tests</u> 23.7-23.21</p>
24 2.RL.2.1 2.RL.2.2 2.RL.2.3	<p><u>Selections</u> Anchor Text Half-Chicken Genre: Folktale</p> <p><u>Paired Selection</u></p>	<p><u>Phonemic Awareness</u> Syllables in Spoken Words Segment Phonemes</p>	<p><u>Target/Academic Vocabulary</u> tumbling, flung, tangled, empty, peacefully, stream, blazed, swift</p>	<p><u>Spelling Principle</u> Prefixes re-, un-</p> <p><u>Spelling Words</u> Basic: unhappy, retell,</p>	<p><u>Writing Mode</u> Informative Writing</p> <p><u>Writing Form</u></p>	<p><u>Weekly Tests</u> 24.2-24.14</p>

<p>2.RL.3.2 2.RL.4.1 2.RL.4.2 2.RL.1 2.RF.4.6 2.W.6.2c 2.RF.4.4 2.RF.5 2.W.6.1b 2.w.6.1e 2.W.6.2c 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.2 2.W.4 2.W.5 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2</p>	<p>The Lion and the Mouse Genre: Traditional Tale Decodable Readers The Unreal Party Knick and Knack <u>Text-based Comprehension</u> Target Skill Cause and Effect Target Strategy Visualize Supporting Skills Point of View</p>	<p><u>Phonics</u> Prefixes re-, un-, over-, pre-, mis-Silent Consonants <u>Fluency</u> Expression <u>High-Frequency</u> earth, away, brothers, brown, without, here, learning, began, surprised, there</p>	<p><u>Domain-Specific Vocabulary</u> customs, classic, honor, myth <u>Apply Vocabulary Knowledge</u> Determine Part of Speech <u>Vocabulary Strategies</u> Antonyms</p>	<p>untangle, unkind, repaint, refill, unlike, remake, unpack, reread, unlock, replay Review: read, happy Challenge: rewrite, overheard <u>Grammar Skill</u> Irregular Action Verbs</p>	<p>Research Report <u>Focus Trait</u> Ideas <u>Write About Reading</u> Performance Task</p>	
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Language Arts – 2nd Grade
4th Nine Weeks
Cheryl Frazier

Lesson and Standards	Reading Lit. & Informational Text	Foundational Skills	Target/Academic Vocabulary	Spelling/Language	Writing	Assessment
25 2.RN.2.1 2.RN.2.3 2.RN.3.1 2.RN.3.3 2.RN.1 2.W.6.2c 2.RF.4.4 2.RF.5 2.W.6.1b 2.W.6.2c 2.RV.3.1 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.2 2.W.4 2.W.5 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2	<u>Selections</u> Anchor Text From Seed to Plant Genre: Informational Text Paired Selection Super Soil Genre: Informational Text Decodable Readers A Spring Walk The Softball Game <u>Text-based Comprehension</u> Target Skill Text and Graphic Features Target Strategy Monitor/Clarify Supporting Skills Cause and Effect	<u>Phonemic Awareness</u> Substitute Phonemes <u>Phonics</u> Words with au, aw, al, o, a <u>Fluency</u> Phrasing: Punctuation <u>High-Frequency</u> through, young, leaves, ball, our, done, hear, learn, were, only	<u>Target/Academic Vocabulary</u> pod, soak, shoot, root, nutrition, tasty, soften, grain <u>Domain-Specific Vocabulary</u> process, bud, sprout <u>Apply Vocabulary Knowledge</u> Use a Digital Dictionary <u>Vocabulary Strategies</u> Using Context	<u>Spelling Principle</u> Words with aw, al, o <u>Spelling Words</u> Basic: tall, saw, dog, draw, call, fall, soft, paw, ball, yawn, log, small Review: all, walk Challenge: awful, wallpaper <u>Grammar Skill</u> More Irregular Action Verbs	<u>Writing Mode</u> Informative Writing <u>Writing Form</u> Research Report <u>Focus Trait</u> Voice <u>Write About Reading</u> Performance Task	<u>Weekly Tests</u> 25.2-25.12 Unit 5 Test

<p>26</p> <p>2.RL.2.1 2.RL.2.3 2.RL.3.1 2.RL.3.2 2.RL.4.1 2.RL.1 2.RN.3.3 2.RN.3.1 2.RN.1 2.RF.4.6 2.W.6.2c 2.RF.4.4 2.RF.5 2.W.6.1e 2.W.6.2b 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.3.2 2.W.4 2.W.5 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1</p>	<p>Selections Anchor Text The Mysterious Tadpole Genre: Fantasy Paired Selection From Eggs to Frogs Genre: informational Text Decodable Readers The New Moose Follow the Clues</p> <p>Text-based Comprehension Target Skill Story Structure Target Strategy Infer/Predict Supporting Skills Conclusions</p>	<p>Phonemic Awareness Segment Phonemes</p> <p>Phonics Words with oo, ew, ue, ou</p> <p>Fluency Accuracy: Connected Text</p> <p>High-Frequency every, ago, won't, now, follow, head, don't, goes, again, alone</p>	<p>Target/Academic Vocabulary confused, ordinary, control, sensible, suspiciously, training, cage, upset</p> <p>Domain-Specific Vocabulary larva, biology, organism</p> <p>Apply Vocabulary Knowledge Pronunciation</p> <p>Vocabulary Strategies Multiple-Meaning Words</p>	<p>Spelling Principle Words with ew, oo, ou</p> <p>Spelling Words Basic: root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew Review: zoo, noon Challenge: shampoo, balloon</p> <p>Grammar Skill Contractions</p>	<p>Writing Mode Opinion Writing Writing Form Response Poem</p> <p>Focus Trait Word Choice</p> <p>Write About Reading Performance Task</p>	<p>Weekly Tests 26.2-26.12</p>
<p>27</p> <p>2.RL.2.1 2.RN.2.1 2.RN.2.3 2.RN.3.3 2.RN.3.1 2.RN.4.1 2.RN.1 2.RF.4.3 2.RF.4.6</p>	<p>Selections Anchor Text The Dog That Dug for Dinosaurs Genre: Biography Paired Selection La Brea Tar Pits Genre: Informational Text Decodable Readers Woody Woodchuck and the Mysterious Ball One or More</p>	<p>Phonemic Awareness Match Phonemes Add a Phoneme</p> <p>Phonics Words with oo (book)</p> <p>Fluency Intonation</p>	<p>Target/Academic Vocabulary discovered, guard, remove, souvenirs, amazed, explained, exact, growled</p> <p>Domain-Specific Vocabulary impression, remains, organic, material</p>	<p>Spelling Principle Words with oo (book)</p> <p>Spelling Words Basic: took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook Review: look, good Challenge: crooked,</p>	<p>Writing Mode Opinion Writing Writing Form Opinion Paragraph Focus Trait Organization Write About Reading</p>	<p>Weekly Tests 27.2-27.17</p>

<p>2.W.6.2c 2.RF.4.4 2.RF.5 2.W.6.1b 2.W.6.1c 2.W.6.1e 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.3.2 2.W.4 2.W.5 2.SL.2.3 2.SL.2.5 2.SL.3.2 2.SL.4.2</p>	<p><u>Text-based Comprehension</u> Target Skill Fact and Opinion Target Strategy Question Supporting Skills Author’s Purpose</p>	<p><u>High-Frequency</u> buy, father, called, town, even, maybe, where, water, outside, tomorrow</p>	<p><u>Apply Vocabulary</u> <u>Knowledge</u> Use a Dictionary <u>Vocabulary Strategies</u> Shades of Meaning</p>	<p>bookcase <u>Grammar Skill</u> What is an Adverb?</p>	<p>Performance Task</p>	
<p>28 2.RL.2.1 2.RL.2.2 2.RL.3.1 2.RL.3.2 2.RL.4.1 2.RL.4.2 2.RL.1 2.RF.4.6 2.W.6.2c 2.RF.4.4 2.RF.4.3 2.W.6.1b 2.W.6.2b 2.W.6.2c 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.4 2.W.5 2.SL.2.3</p>	<p><u>Selections</u> Anchor Text Yeh-Shen Genre: Fairytale Paired Selection Cinderella Genre: Fairytale Decodable Readers 2.RL.1 Howie’s Big Brown Box 2.RF.4.6 What a Surprise! <u>Text-based Comprehension</u> Target Skill Sequence of Events Target Strategy Analyze/Evaluate Supporting Skills Compare and Contrast</p>	<p><u>Phonemic Awareness</u> Blend Phonemes <u>Phonics</u> Vowel Diphthongs ow, ou <u>Fluency</u> Phrasing: Natural Pauses <u>High-Frequency</u> want, while, falling, enough, lived, loved, should, happened, sorry, above</p>	<p><u>Target/Academic Vocabulary</u> served, overjoyed, valuable, worn, concealed, glimmering, content, task <u>Domain-Specific Vocabulary</u> oral tradition, multicultural, generation <u>Apply Vocabulary Knowledge</u> Part of Speech <u>Vocabulary Strategies</u> Classify/Categorize</p>	<p><u>Spelling Principle</u> Words with ow, ou <u>Spelling Words</u> Basic: cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower Review: out, now Challenge: towel, pounce <u>Grammar Skill</u> Possessive Nouns</p>	<p><u>Writing Mode</u> Opinion Writing <u>Writing Form</u> Response Paragraph <u>Focus Trait</u> Ideas <u>Write About Reading</u> Performance Task</p>	<p><u>Weekly Tests</u> 28.7-28.17</p>

2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2						
29 2.RL.2.1 2.RL.2.2 2.RL.2.3 2.RL.3.1 2.RL.3.2 2.RL.4.1 2.RL.4.2 2.RL.1 2.RF.4.3 2.RF.4.4 2.RF.5 2.W.6.1b 2.RV.2.5 2.W.3.3 2.RV.1 2.W.3.1 2.W.4 2.W.5 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2	<p>Selections Anchor Text Two of Everything Genre: Folktale</p> <p>Paired Selection Stone Soup Genre: Traditional Tale</p> <p>Decodable Readers Not So Alike Corduroy and Will</p> <p>Text-based Comprehension Target Skill Understanding Characters</p> <p>Target Strategy Summarize</p> <p>Supporting Skills Point of View</p>	<p>Phonemic Awareness Syllables in Spoken Words Substitute Phonemes</p> <p>Phonics Reading Longer Words with Long Vowels <i>a</i> and <i>i</i></p> <p>Fluency Expression</p> <p>High-Frequency once, woman, upon, eight, seven, near, wash, paper, who, your</p>	<p>Target/Academic Vocabulary contained, grateful, startled, odd, search, leaned, tossed, village</p> <p>Domain-Specific Vocabulary tales, values, beliefs</p> <p>Apply Vocabulary Knowledge Use a Glossary</p> <p>Vocabulary Strategies Antonyms</p>	<p>Spelling Principle Words with ai, ay, igh, -y</p> <p>Spelling Words Basic: aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright Review: tray, try Challenge: contain, thigh</p> <p>Grammar Skill Possessive Pronouns</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response Essay</p> <p>Focus Trait Ideas</p> <p>Write About Reading Performance Task</p> <p>Research/Media Literacy Skills Share an Experience</p>	<p>Weekly Tests 29.2-29.15</p>
30 2.RN.2.1 2.RN.2.2 2.RN.2.3 2.RV.3.2 2.RN.3.3	<p>Selections Anchor Text Now & Ben Genre: Informational Text</p> <p>Paired Selection A Model Citizen Genre: Informational Text</p>	<p>Phonemic Awareness Syllables in Spoken Words</p> <p>Phonics Reading Longer</p>	<p>Target/Academic Vocabulary accomplishments, inventions, result, designed, achieve, composed, remarkable, amounts</p>	<p>Spelling Principle Words with oa, ow, ee, ea</p> <p>Spelling Words Basic: seated, keeps, speed, seen, means,</p>	<p>Writing Mode Opinion Writing</p> <p>Writing Form Response Essay</p> <p>Focus Trait</p>	<p>Weekly Tests 30.2-30.15</p> <p>Unit 6 Test</p>

<p>2.RN.4.2 2.RN.1 2.RF.4.3 2.RF.4.3 2.RF.4.4 2.RF.5 2.W.6.1b 2.W.6.1c 2.W.6.1 2.RV.3.1 2.RV.2.4 2.W.3.3 2.RV.1 2.W.3.1 2.W.4 2.SL.2.3 2.SL.2.4 2.SL.2.5 2.SL.3.1 2.SL.3.2 2.SL.4.1 2.SL.4.2</p>	<p>Decodable Readers A Picnic Problem Polly Poodle</p> <p><u>Text-based Comprehension</u> Target Skill Compare and Contrast</p> <p>Target Strategy Visualize</p> <p>Supporting Skills Using Context</p>	<p>Words with Long Vowels <i>o</i> and <i>e</i> Final Stable Syllable -le</p> <p><u>Fluency</u> Rate: Adjust Rate to Purpose</p> <p><u>High-Frequency</u> almost, from, money, door, years, together, sometimes, pushed, remember, dear</p>	<p><u>Domain-Specific Vocabulary</u> patriot, pioneer, symbol historical</p> <p><u>Apply Vocabulary Knowledge</u> Use a Digital Dictionary</p> <p><u>Vocabulary Strategies</u> Root Words</p>	<p>clean, groan, roast, bowls, crow, owe, grown Review: green, snow Challenge: peace, below</p> <p><u>Grammar Skill</u> Choose Between Adjectives and Adverbs</p>	<p>Word Choice</p> <p><u>Write About Reading</u> Performance Task</p>	
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