

Central R-III Curriculum Form

Grade: 2	Subject: SS/ELA	Unit 1 Name: <u>Start Smart</u> - Pacing: 6 Weeks
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Priority Standard:

Reading-

- 2.R.1.A.d Retelling a story's beginning, middle, and end and determining its central message, lesson or moral.
- 2.R.a.B.h Using conversational, general academic and domain specific words and phrases.
- 2.R.2.A.a Describe the setting, problem, solutions, sequences of events (plot), and big idea or moral of the lesson.
- 2.R.2.A.b Describe the main characters in works of fiction, including other traits, motivations, and feelings.
- 2.R.3.C.c Describe the connection between and identify problems and solutions.
- 2.RF.3.A.h Using common syllable patterns to decode words including r-controlled vowels
- 2.RF.3.A.i Reading irregularly spelled high-frequency words.
- 2.L.1.A Producing simple declarative, imperative, exclamatory, and interrogative sentences.

Writing-

- 2.W.2.A Write opinion text.
- 2.L.1.B.c Use apostrophes correctly for contractions.
- 2.L.1.B.d Capitalize weeks, days, months, and holidays

[Learning Targets and Success Criteria](#)

Supporting Standards:

Reading-

- 2.R.2.A Read, infer, analyze, and draw conclusions using fiction texts including poetry and drama.
- 2.R.2.A.e explain how the story changes based on who is telling the story
- 2.R.2.C.a identify characters, setting, acts, and scenes in plays
- 2.SL.4.A.b recalling and telling a story with details, including beginning, and middle, and end
- 2.SL.4.a using academic language and conventions.
- 2.R.1.C.a text to text ideas, including similarities and differences regarding information and relationships in fiction and non fiction.
- 2.R.1C.b text to world (text ideas regarding experiences in the world)
- 2.R2.C.b identify the elements of dialogue and use them in informal plays.
- 2.R.3.A.f describe connections between and state the order of events or ideas.
- 2.R.3.C.b describe the connection between events and retell the sequence of events
- 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one- syllable words.

- 2.RF.3.A.e decoding words with vowel diagraphs.
- 2.RF.3.A.h using common syllable patterns to decode words including r-controlled vowels.

Writing-

- 2.W.2.A.a introduce a topic or text being studied, using complete sentences
- 2W.1.A.a brainstorming and recording key ideas using a graphic organizer
- 2.W.2.A.b state an opinion about the topic or text and provide reasons for the opinion.
- 2.W.2.A.c use specific words that are related to the topic and audience.
- 2.W.2.A.d use linking/transition words and phrases to signal event order
- 2.W.2.A.e provide evidence of a beginning, middle, and concluding statement or section.
- 2Rf.3.A.g using a contraction
- 2.L.1.B.d edit for language conventions.

- SSt 2.PC.1.D.b - List the consequences of citizens not actively participating in their communities.
- SSt 2.PC.1.C.a - Examine how individual rights are protected within a community.
- SSt 2.PC.1.D.a - Analyze how being an active and informed citizen makes a difference in your community.
- SSt 2.PC.1.F.a -Describe the importance of the Pledge of Allegiance
- SSt 2.TS.7.C.a - Explain the difference between fact and opinion in social studies' topics.
- SSt 2.R.1.6.B.a - Demonstrate a peaceful resolution to a dispute

Unit Name: Start Smart

Learning Activities:

Students will...

1. participate daily in guided reading groups in order to improve reading level and build accuracy, fluency & comprehension.
2. participate in the shared reading experience to:
 - a. discuss CAP (Concepts about Print) features
 - b. text features
 - c. fluency
 - d. Phonemic Awareness
 - e. Fix-Up strategies
 - f. Grammar concepts (types of sentences and correct capitalization)

Resources:

[Curriculum Overview](#)

[Reading A to Z](#)

[Read Works](#)

[Comprehension Resources](#)

3. participate in collaborative conversations with diverse partners about read aloud topics and text with peers and adults in small and larger groups. a. This will include describing cause/effect relationships using a variety of read aloud texts selected by the teacher. b. Confirm comprehension of read-alouds and independent reading by retelling and asking appropriate questions c. Use “Thinking Stems” to <u>make connections</u> during discussions of the text with shoulder partner	
Prerequisite (Prior Skills Set Needed) : Develop and apply effective listening skills and strategies in formal and informal settings by; following classroom listening rules, continuing a conversation through multiple exchanges, following one-step instructions according to classroom expectations.	
Assessment Activities(Formal Assessments):	Assessments: Informal assessment through classroom observations.
Academic Vocabulary: Communities, citizens, consequences, rights, laws, constitution, declarative, imperative, interrogative, exclamatory, root word/base word, synonym, antonym	
Other Resources and Notes: carpet or area for students to sit	