

# SAUSD Common Core Aligned Curriculum Map: ELA Grade 2 – 2014-15

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## SAUSD Grade Level Curriculum Map

These curriculum maps are designed to address CCSS Literacy outcomes. The overarching focus for all curriculum maps is building student’s content knowledge and literacy skills as they develop knowledge about the world.

1. Each unit provides several weeks of instruction. Each unit also includes formative and summative assessments.
2. Taken as a whole, this curriculum map is designed to give teachers recommendations and some concrete strategies to address the shifts required by CCSS.
3. **Note that the curriculum map addresses all components of ELA except for the “green section” of OCR/Language Arts.** Teachers should continue teaching the “the Green Section” as it is sequenced in Open Court Reading. Research (NRP) has shown that systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and Open Court Reading green section offers a systematic scope and sequence of phonics instruction.
4. **The selected texts in this curriculum map represent only one type of the reading that students must do to become proficient readers. A quality instructional program will include:**
  - **Complex Text for Close Reading**, both informational and narrative (as addressed in this curriculum map)
  - **Decodable Texts for Students** still building phonics skills (as addressed in OCR Green Section)
  - **Reading at student’s individual level to build fluency, vocabulary, and comprehension** (as addressed through workshop strategies, intervention or Accelerated Reader, etc.)

## Components

- a. **CCCSS Shifts:** reviews SAUSD’s approach to the Common Core Literacy Shifts which guided the curriculum map.
- b. **Year at a Glance:** provides a quick look into each unit of study. It includes the big idea and essential questions, core complex texts chosen through close analysis, and the performance task. (See further explanation of the criteria below). The amount of time spent for each unit is also included.
- c. **Narrative Overview:** describes the purpose for the unit, the connections with previous and subsequent units, standards addressed, and the unit anchor text(s).
- d. **Curriculum Map:** *The Curriculum Map is presented by trimester. Each trimester includes:*

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- **Unit Title:** These are either the title of the Open Court Unit itself, or when applicable, the SAUSD Common Core Unit of Study.
- **Date range and number of weeks:** Includes the approximate dates when the unit will be taught and the estimated number of weeks classrooms will spend on the unit. The flexibility offered by a range of dates allows for teachers to use formative assessment and be responsive to the needs of students. In this vein, an estimated range of dates is conducive to supporting students in developing a deep understanding which promotes transfer of knowledge and skills to other contexts.
- **Performance Task:** The performance task is a culminating activity that allows students to apply both content knowledge and literacy skills gained throughout the unit. It is a relevant, real-life application that involves reading, writing, and presenting that is tied to the big idea and essential questions for the unit. The performance task might be collaborative or independent in nature. Teachers will make decisions about the strategies and scaffolds needed to support students in the task.
- **Big Ideas and Essential Questions:** The big idea for each unit is a statement describing the universal theme of the unit. The essential questions drive the inquiry around the big idea. The texts and tasks are aligned to the big idea and essential questions that students will explore throughout the unit.
- **Complex Texts:** We look at our Open Court selections in a new way. We will spend more time on key selections and have the option to use some other selections in flexible ways based on student needs. In the curriculum maps, text selections are identified **as anchor, standard, read-aloud, or optional** based on their centrality to the unit:
  - **Anchor Text:** These selections are central to the unit. They are complex and closely aligned to the big idea and essential questions of the unit. They provide multiple opportunities for teaching the qualitative aspects of text and the CCSS standards. Teachers will want to spend an extended period of time (up to 2 weeks) in order to teach these selections in depth. With each anchor text, students will closely read for a *variety of purposes to deeply explore the text*, engage in collaborative conversations surrounding the text, and write their own texts using the selection as a source. The anchor text presents many opportunities to address the CCSS literacy shifts as students build knowledge as they read, write, and speak about a complex text using academic language.
  - **Standard Texts:** These selections, while an important part of the unit, won't require the same depth of reading as the anchor texts. Teachers will want to spend about one week of instruction on these selections to include: reading, asking and answering text dependent questions, and participating in collaborative conversations.
  - **Read-Aloud Texts:** These selections link to the unit big idea and essential questions, but based on qualitative analysis and time constraints, it is suggested that these selections are read aloud to students so as to allow more time for anchor and

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standard texts. Although teachers will still ask text dependent questions and have students interact during the read aloud, this might be accomplished in one sitting and other extended activities are not required. Read-aloud texts also provide opportunities for students to have access to texts that might otherwise be at their frustration reading level while simultaneously developing listening skills.

- **Optional Texts:** Though many of these selections have merit, they are optional in order to make more time for anchor and standard texts. Teachers may choose to skip these texts or use them in other flexible ways.
- **Content Standards:** When there are connections to History/Social Science or Science standards, those standards are indicated here. Though the unit concepts connect to these standards, additional instruction might be needed to fully address the content standards
- **CCSS Standards:** The Common Core Standards addressed in each unit for reading, writing, speaking and listening, and language are identified. These standards should be addressed through questioning and student tasks. Standards are “bundled” and not taught in isolation so they represent authentic experiences.
  - **Note:** the distinction between standards “across units” vs. “central to this unit”. Standards labeled “across units” are foundational to the CCSS shifts, and therefore are taught early and reinforced through the year. Standards central for this unit are the focus for that specific unit.
- **Cross-Content Real World Connection:** To provide relevance to students, as identified in the shifts and SAUSD Theoretical Framework, the cross-content, real world connections to the unit are indicated. The emphasis of learning is the application of knowledge to real world experiences. This gives purpose to learning, which is motivating to students.

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## Year at-a-Glance

Title	Time	End of Unit Performance Task	Big Idea	Essential Questions	Core Texts
<b>Getting Started</b>	12 days  Beginning September to Mid-September	N/A	N/A	N/A	<b>First Reader</b>  <b>Read Aloud:</b> Red Riding Hood & Jack and the Beanstalk
<b>Unit 1: Sharing Stories</b>	3 weeks Mid/End-September To Mid October	Create a storyboard (flow map) of a favorite story to present to the class or collaborative group.	Sharing stories is an important way that people have been communicating for thousands of years.	<ol style="list-style-type: none"> <li>1. Why do people share stories?</li> <li>2. Can sharing stories with others make us better readers? Why or why not?</li> <li>3. What makes a good storyteller?</li> <li>4. What makes a good story?</li> <li>5. How can relationships be built through sharing stories?</li> </ol>	<b>Anchor</b> – “Tomas and the Library Lady” <b>Read Aloud</b> – “The Ant and the Three Figs,” “Amber on the Mountain,” “Books to the Ceiling,” (poetry) <b>Standard-</b> “Story Hour, Starring Megan” “My Book” (poetry) <b>Standard -</b> “The Library,” “Come Back, Jack!”
<b>Unit 2: Kindness</b>	5 weeks  Mid-October to Mid November	Using given scenarios, collaborative groups will develop a plan of action to show kindness.	Kindness has the power to change lives.	<ol style="list-style-type: none"> <li>1. Is it better to give kindness or to receive it? Why?</li> <li>2. Should we be kind to strangers? Why or why not?</li> <li>3. How can kindness be a team effort?</li> <li>4. What prevents us from being kind?</li> <li>5. Does an unintentional act of kindness count as being kind? Why or why not?</li> </ol>	“Cinderella,” “Mufaro’s Beautiful Daughters” <b>Anchor</b> “Mushroom in the Rain” <b>Read Aloud</b> “Mushroom in the Rain” <b>Read Aloud</b> “Corduroy”, <b>Standard</b> “The Paper Crane”, <b>Standard</b> “Elves and the Shoemaker” <b>Standard</b> “April Medicine” (*) (poetry) <b>Standard</b>

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<p><b>Common Core Unit- Life Cycles</b></p>	<p>3 Weeks Mid-Nov To Winter Break</p>	<p>Students will synthesize information about the macaw into an animal brochure.</p>	<p>Cycles are predictable.</p>	<ol style="list-style-type: none"> <li>1. How do scientists classify animals?</li> <li>2. What is a life cycle?</li> <li>3. What are traits and how do they determine the stages of the animal's life cycle?</li> <li>4. How are life cycles alike and different?</li> </ol>	<p><i>Butterfly House</i>: Fiction  <i>"The Story of the Three Whales"</i> Nonfiction  <i>Butterfly Life Cycle</i> (Science Text) Nonfiction  <i>Mammals &amp; a Frog's Life: Crab Life Cycle, Sea Turtles: Macaw</i> – Informational Text</p>
<p><b>Unit 3: Look Again</b></p>	<p>6 Weeks  Beginning January To Mid- February</p>	<p>Create a poster of a habitat and design an animal that uses camouflage in this habitat. Write an explanation of how and why it uses camouflage.</p>	<p>Living things camouflage themselves in different ways in diverse habitats.</p>	<ol style="list-style-type: none"> <li>1. Why do animals camouflage themselves?</li> <li>2. Why is camouflage not always helpful?</li> <li>3. How do animals use camouflage?</li> </ol>	<p><b>Anchor</b> "Animal Camouflage"  <b>Read Aloud</b> – "They Thought They Saw Him", "How to Hide an Octopus", "Animals In Camouflage",  <b>Optional</b>- "Hungry Little Hare"  <b>Standard</b>- "I See Animals Hiding", "The Chameleon" (poetry), "Caterpillar" (poetry)  <b>Optional</b>- "How the Guinea Fowl Lost His Spots"</p>
<p><b>Common Core Unit- The Changing Earth</b></p>	<p>3 Weeks  Mid-Feb. To Mid- March  Unit of study and U4 = 8 weeks</p>	<p>Students will collaboratively complete a one-sided multi-flow map and independently write an explanatory paragraph.</p>	<p>The earth is constantly changing.  *This big idea is expanded as students move into Unit Four.</p>	<ol style="list-style-type: none"> <li>1. What causes the Earth to change?</li> <li>2. Do all of Earth's changes take the same amount of time to happen? Why or why not?</li> <li>3. What clues from the past help us understand our Earth in the past and today?</li> </ol>	<p><i>Our Earth</i> (science text)  <i>Rocks</i> (science text)  <i>Rocks Change</i>(science text)  <i>Erosion, Earthquakes, Volcanoes</i>  <i>"Fossils Tell of Long Ago"</i> (OCR)</p>

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<p><b>Unit 4: Fossils</b></p>	<p>6 Weeks</p> <p>Mid- March To Spring Break</p>	<p>Students will write a theory on why the dinosaurs disappeared. Evidence will be cited from resources.</p>	<p>The earth is constantly changing and fossils are our window to the past.</p>	<ol style="list-style-type: none"> <li>1. How did the dinosaurs disappear?</li> <li>2. Why are fossils important discoveries?</li> <li>3. How do fossils determine the characteristics of living things from the past?</li> </ol>	<p><b>Anchor-</b> “Why did the Dinosaurs Disappear?”  <b>Read Aloud</b> – “The Dinosaur who Lived in My Backyard” “Dino Tracking”  <b>Standard-</b> “Dinosaur Fossils”, “Iguanodon” (poetry), “Seismosaurus” (poetry)  <b>Optional-</b> “Monster Tracks”, “From This Earth: Fossils” (OCR overview read aloud)</p>
<p><b>Unit 5: Courage and CCSS Unit of Study – Courageous people of the past influence our lives today.</b></p>	<p>9 Weeks</p> <p>Mid April To Mid June</p>	<p>Using selected biographies, expert pairs will research a courageous person. Each student will write a biography citing evidence based on his or her research. As an option, students can create portraits.</p> <p>Students will use multiple texts to write an opinion about Rosa Parks.</p>	<p>Actions of courageous people influence others in different ways.</p> <p>Our character strengths are important and determine our actions.</p>	<ol style="list-style-type: none"> <li>1. What character trait does a courageous person demonstrate?</li> <li>2. What kinds of changes currently exist because of the actions of courageous people?</li> <li>3. How can a person encourage others to be courageous?</li> </ol>	<p><b>Anchor</b> – “The Empty Pot”  <b>Read Aloud</b> – “Brave as a Mountain Lion, “  <b>Standard-</b> “The Hole in the Dike”, “Life doesn’t frighten me” (poetry)  <b>Optional-</b> “Molly the Brave and Me “,” Dragons and Giants”, “Courage” (poetry)</p> <p><b>Unit of Study</b></p> <p>Audio Scenarios          “The Empty Pot”  <i>Cesar Chavez</i>  <i>Helen Keller</i>  <i>Rosa Parks</i></p>

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## Common Core ELA Shifts

<b>Building knowledge through content-rich nonfiction</b>	<p><b><i>SAUSD’s approach emphasizes effective literacy instruction through the use of compelling topics that engage students in informational and literary texts. The texts are sequenced around a topic leading to the big idea and essential questions in order to provide a clear and explicit purpose for instruction.</i></b></p> <ul style="list-style-type: none"><li>• Curriculum includes a rich variety of texts, including literature, nonfiction, media, primary sources, visuals.</li><li>• Curriculum is based in part on what resources teachers likely already have, but also includes additional authentic texts needed to craft a coherent learning progression within and among grade levels.</li></ul>
<b>Reading, writing, and speaking grounded in evidence from text, both literary and informational</b>	<p><b><i>SAUSD’s approach emphasizes working with evidence, including students self-assessing, learning to ask strong text-dependent strategic questions as they read. It emphasizes performance tasks that require students to cite textual evidence, to revise and reflect on their own writing as well as their peers’ writing. It emphasizes students building expertise about a topic and often sharing that expertise with classmates or a wider audience.</i></b></p> <ul style="list-style-type: none"><li>• Throughout instruction, students are asked to return to the text through sequenced, rich, and rigorous evidence based questioning, discussions, and varied, engaging tasks.</li><li>• Students write routinely, including a balance of on-demand and process writing. Students will draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms.</li><li>• All end-of-unit performance tasks directly build on the reading students have been doing in the unit. Many are designed to build students’ engagement by asking them to do a more real-world task.</li><li>• Performance tasks may include narratives, but emphasize informative and argumentative writing.</li></ul>
<b>Regular practice with complex text and its academic language</b>	<p><b><i>SAUSD’s approach emphasizes active reading of complex texts by all students. Students will read a progression of complex texts and focus on building academic language and syntax in context.</i></b></p> <ul style="list-style-type: none"><li>• Texts are chosen to reflect a variety of factors: Lexile level, complexity of the topic/concept, the appropriateness of the text given the specific literacy standard or task.</li><li>• Texts cultivate students’ interests, are relevant to their culture, and engage them in reading, writing, and speaking.</li><li>• Curriculum directly address supports for meeting the needs of a wide range of learners in order for every student to become a more proficient and independent reader.</li><li>• Curriculum emphasizes academic and domain specific vocabulary as well as other words ELLs or other struggling readers might not know</li><li>• Curriculum strongly emphasize teaching students how to figure out words in context.</li><li>• Students are expected to do regular independent reading to build on concepts and ideas in each unit. Research shows that students must read a high volume of text at their reading level in order to build a strong vocabulary.</li></ul>

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## Narrative Overview

<b>Grade:</b>	2
Unit 1	<p><b>Getting Started:</b> 14 Days</p>
Unit 1	<p><b>Sharing Stories:</b> In this Open Court Reading unit, students explore stories and the many ways stories are important to society as entertainment, vicarious learning, passing on history from one generation to the next. This unit offers students the opportunity to reflect on the function that stories play in their lives and the many ways stories can be shared. Students understand that one fundamental way that humans interact is through sharing stories.</p> <p><b>Key Standards:</b> <b>RL2.1, RL2.2, RL2.3, RL2.4, RL2.5, RL2.6, RL2.7, RL2.9</b>, RL.10, RF2.3, RF2.4, W2.3, W2.4, W2.5, W2.8, W2.10, SL2.1, SL2.2, SL2.3, SL2.4, SL.6, L2.2.1, L2.1a, L2.1b, L2.1c, L2.1f, L2.1g, L.2, L.2d, L.2e, L.3, L.4, <b>L2.4a, L2.4b L2.4c, L2.4d</b>, L2.4e, L2.6, <b>ELD-</b> Part 1, A.1-4, B.5-8, C.9-12, Part 2, A.1-2, B. 3-5, Part 3</p> <p><b>Builds on Prior Knowledge:</b> In Sharing Stories, students will build upon the knowledge and skills acquired in first grade’s Unit 1, “Let’s Read!”</p> <p><b>Central Texts:</b> <i>Tomas and the Library Lady</i>, <i>Story Hour</i>, <i>Starring Megan</i>, <i>My Book!</i> (poetry), “<i>The Library</i>,” “<i>Come Back, Jack!</i>”</p>
Unit 2	<p><b>Kindness:</b> This unit focuses on the power of kindness and how it influences the lives of others. Students will gain an understanding of what it is to be kind, intentionally and/or unintentionally, as well as what it is to be unkind. Unkind acts are powerless in the face of kindness. Students should be able to express kindness through words and actions.</p> <p><b>Key Standards:</b> <b>RL2.1, RL2.2, RL2.3, RL2.4, RL2.5, RL2.6, RL2.7, RL2.9</b>, RL.10, RF2.3, RF2.4, W2.3, W2.4, W.5, W2.10, SL2.1, SL2.2, SL2.3, SL2.4, SL2.6, L2.1, L2.1b, L2.1f, L2.1g, L2.2, L2.2a, L2.2b, L2.2d, L2.2e, L2.3, <b>L2.4a, L2.4b L2.4c, L2.4d</b>, L2.4e, L2.5, L2.5b, L2.6</p> <p>ELD- Part 1, A.1-4, B.5-8, C.9-12, Part 2, A.1-2, B. 3-5, Part 3</p> <p><b>Builds on Prior Domains:</b> This unit will build on units from first grade Unit 7 “Keep Trying” (cooperation) and kindergarten Unit 7 “Team Work”. These units laid the groundwork for working with others in a kind, respectful manner.</p> <p><b>Central Texts:</b> “Cinderella”, “Mufaro’s Beautiful Daughters”, “Corduroy”, “The Paper Crane”, “Elves and the Shoemaker” “April Medicine” (poetry)</p>

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Common Core Unit	<p><b>CCSS - Life Cycles:</b> This Common Core unit of study will build on students’ understanding of plants, seasons and weather to connect to animal life cycles. As students learn that all organisms go through the developmental stages of the life cycle, they will also learn how animal life cycles share some similarities while also having some differences animal to animal. The content in this domain is reinforced through the explanatory/informational writing genre.</p> <p><b>Key Standards:</b> <u>RL.2.1</u>, RL.2.2, RL.2.6, RL.2.7 ; <b><u>RI.2.1</u></b>, <b><u>RI.2.2</u></b>, <b><u>RI.2.3</u></b>, RI.2.4, <b><u>RI.2.5</u></b>, <b><u>RI.2.6</u></b>, <b><u>RI.2.7</u></b>, <b><u>RI.2.8</u></b>, <b><u>RI.2.9</u></b>, RI.2.10; RF2.2.3, RF2.2.4, W2.2, W2.8; SL2.1, SL2.2, SL2.3; L2.1, L.2.2, L.2.3, L2.4, L.2.5b, <b>L2.4a, L2.4b, L2.4c, L2.4d, L2.5b</b></p> <p><b>Builds on Prior Domains:</b> Students will build on knowledge and concepts learned in first grade OCR “Animals” as well as building on the concept of a “cycle” as in seasons.</p> <p><b>Central Texts:</b> Science text: <i>Classification – Kinds of Animals</i> and <i>Animal Traits</i>, <i>Butterfly House</i> by Eve Bunting; <i>The Story of Three Whales</i>, <i>The Ladybug</i>, <i>The Whale</i>, <i>The Frog</i>, <i>The Sea Turtle</i>, <i>The Macaw</i> - Informational Text</p>
Unit 3	<p><b>Look Again-</b>In this unit, students will learn about animal camouflage and its connection with diverse habitats. In addition, the various reasons and types of camouflage will be explored throughout the unit. Students will understand that no matter where animals live, they must blend in with their habitat in order to survive.</p> <p><b>Key Standards:</b> <b><u>RI.2.1</u></b>, <b><u>RI.2.2</u></b>, <b><u>RI.2.3</u></b>, <b><u>RI.2.5</u></b>, <b><u>RI.2.6</u></b>, <b><u>RI.2.7</u></b>, <b><u>RI.2.8</u></b>, <b><u>RI.2.9</u></b>, RI.2.10; RF2.3, RF2.4, W2.1, W2.2, W2.3, W2.4, W2.5, W2.8, W2.10; SL2.1, SL2.2, SL2.3, SL2.4, SL2.6; L2.1, L2.1a, L2.1b, L2.1d, L2.1f, L2.1g, L2.2, L2.2c, L2.2d, L2.2e, <b>L2.4a, L2.4b, L2.4c, L2.4d, L2.5b</b>, L2.6.</p> <p><b>ELD-</b> Part 1, A.1-4, B.5-8, C.9-12, Part 2, A.1-2, B. 3-5, Part 3</p> <p><b>Builds on Prior Domains:</b> Students will build on knowledge and concepts learned in first grade Unit 2 “Animals”. Also ideas will be extended about habitats from first grade Unit 10, “Homes.”</p> <p><b>Central Texts:</b> “<i>Animal Camouflage</i>”, “<i>I See Animals Hiding</i>”, “<i>Animals In Camouflage</i>,” “<i>The Chameleon</i>” (poetry), “<i>Caterpillar</i>” (poetry)</p>
Common Core Unit: Earth Changes Over Time	<p><b>CCSS - Earth Changes over Time</b> In this Common Core Unit of Study, students will learn that there are forces that cause our earth to be constantly changing. They will learn that these forces can change the earth quickly or occur slowly over time. Students will learn about rocks and the layers of the earth.</p> <p><b>Key Standards:</b> <b><u>RI.2.1</u></b>, <b><u>RI.2.2</u></b>, <b><u>RI.2.3</u></b>, RI.2.4, <b><u>RI.2.5</u></b>, <b><u>RI.2.6</u></b>, <b><u>RI.2.7</u></b>, <b><u>RI.2.8</u></b>, <b><u>RI.2.9</u></b>, RI.2.10, RF.2.3, RF.2.4; W2.2, W2.4, W2.5, W2.6, W2.7, W2.8, W2.10; SL2.1, SL2.2, SL2.3, SL2.4, SL2.6; L.2.1, L.2.2, L.2.3, <b>L2.4a, L2.4b, L2.4c, L2.4d, L2.5b</b>, L.2.6; <b>ELD-</b> Part 1, A.1-4, B.5-8, C.9-12, Part 2, A.1-2, B. 3-5, Part 3</p> <p><b>Builds on Prior Domains:</b> This unit builds on OCR units in 1<sup>st</sup> grade on “Weather” and Kinder : “The Wind” as well as the CC</p>

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	<p>unit on Weather.</p> <p><b>Central Texts:</b> <i>Our Earth</i> (science text), <i>Rocks</i> (science text), <i>Rocks Change</i> (science text), <i>Erosion, Earthquakes, Volcanoes-complex text</i>, “<i>Fossils Tell of Long Ago</i>” – OCR</p>
Unit 6	<p><b>Fossils-</b> Students will learn that fossils are a key to the past. Life on earth long ago was very different from life today. Fossils can provide a multitude of information from the past including what kinds of living things existed as well as the changes in climate and geographical features. Students will explore various scientific theories regarding dinosaur extinction.</p> <p><b>Key Standards:</b> RL2.1, RL2.2, RL2.3, RL2.4, RL2.5, RL2.6, RL2.7, RL2.9, RL2.10; <u>RI.2.1</u>, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10; RF2.3, RF2.4, W2.1, W2.4, W2.5, W2.8, W2.10, SL.1, SL2.2, SL2.2a, SL2.3, SL2.4, SL2.4a, SL2.6, L2.1, L2.1a, L2.1b, L2.1d, L2.1e, L2.1g, L2.2, L2.2d, L2.2e, L2.3, L2.4, L2.4a, L2.4b, L2.4c, L2.4d, L2.5b, L2.6, ELD- Part 1, A.1-4, B.5-8, C.9-12, Part 2, A.1-2, B. 3-5, Part 3</p> <p><b>Builds on Prior Domains:</b> CCSS Unit of Study on Fossils/ Changing Earth</p> <p><b>Central Texts:</b> “<i>Why did the Dinosaurs Disappear?</i>”, “<i>Dinosaur Fossils</i>”, “<i>Iguanodon</i>” (poetry), “<i>Seismosaurus</i>” (poetry)</p> <p><b>Courage (OCR)-</b>Students will understand that courage is not only the ability to face danger, but to face one’s fears in everyday situations. There will be opportunities for students to think about ways to be courageous and explore concepts of courage. Students will explore different types of courage: such as courage needed to tell the truth, overcoming fears, and unintentional courage.</p> <p><b>Key Standards:</b> <u>RL2.1</u>, <u>RL2.2</u>, <u>RL2.3</u>, <u>RL2.4</u>, <u>RL2.5</u>, <u>RL2.6</u>, RL2.7, RL2.10; <u>RI.2.1</u>, <u>RI.2.2</u>, <u>RI.2.3</u>, RI.2.4, <u>RI.2.5</u>, <u>RI.2.6</u>, <u>RI.2.7</u>, <u>RI.2.8</u>, <u>RI.2.9</u>, RI.2.10; RF2.3, RF2.4; W2.1, W2.2, W2.4, W2.5, W2.7, W2.8, W2.10, SL2.1, SL2.2, SL2.3, SL2.4, SL2.4a, SL2.6, L2.1, L2.1b, L2.1d, L2.1e, L2.1f, L2.1g, L2.2, L2.2b, L2.2d, L2.2e, L2.3, L2.4, <u>L2.4a</u>, <u>L2.4b</u>, <u>L2.4c</u>, <u>L2.4d</u>, <u>L2.5b</u>, L2.6, ELD- Part 1, A.1-4, B.5-8, C.9-12, Part 2, A.1-2, B. 3-5, Part 3</p> <p><b>Builds on Prior Domains:</b> Students will build on prior knowledge from first grade Unit 9, “<i>Being Afraid</i>” as well as the theme of characters facing enemies from traditional folktales and fairy tales from second grade Unit 1 “<i>Sharing Stories</i>”.</p> <p><b>Central Texts:</b> <i>Picture Book of Martin Luther King, Jr.</i>; “<i>The Hole in the Dike</i>”, “<i>Life Doesn’t Frighten Me</i>” (poetry); “<i>Molly the Brave and Me</i>”</p>

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## Unit 7

### **Common Core Unit: Courage**

In this Common Core – ELA unit of study, students will understand the core values/character traits of honesty, responsibility, and perseverance. Using narrative and informational text, students will see the similarities of these values in others.

The Courage unit of study will introduce students to three historical leaders via literary nonfiction and visual texts, as well as audio scenarios. Historical leaders featured in this domain include the following: Rosa Parks, Cesar Chavez, and Helen Keller.

**Key Standards:** RL2.1, RL2.2, RL2.3, RL2.5, RL2.6, RL2.7; RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9; RF2.3, RF2.4; W2.1, W2.2, W2.4, W2.5, W2.8; L2.1, L2.3, L2.4a, L2.4b, L2.4c, L2.4d, L2.5b

**Builds on Prior Domains:** Students will build on knowledge and concepts learned in first grade Open Court: “Being Afraid” – (courage), “Keep Trying” (perseverance) and Social Studies standards on citizenship.

**Central Texts:** Audio Scenarios, “The Empty Pot”; *Cesar Chavez Biography*; *Rosa Parks Biography*, *Helen Keller Biography*

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## First Trimester

	UNIT 1 Beg. Sept. to Mid-October	UNIT 2 Mid-October to Mid-November	Common Core #2: Life Cycles Mid-November – Winter Break
<b>District Assessments</b>	DIBELS (9/29-10/10) MAP – Math (9/15-9/26)	Writing Proficiency #1 (11/3-11/7)	Extended Response #1 (11/12- 11/19)
<b>TITLE</b>	Getting Started 12 days + Sharing Stories 15 days	<b>Kindness</b>	Life Cycles are predictable: Research to Build Knowledge and Teaching Others
<b>END OF UNIT PERFORMANCE TASK</b>	Individuals create a storyboard (flow map) of a favorite story to present to the class or collaborative group.	Using prewritten scenarios, collaborative groups will develop a plan of action to show kindness.	Students will synthesize information about the macaw into an animal brochure.
<b>BIG IDEAS AND ESSENTIAL QUESTION</b>	<p><b>Big Idea:</b> Sharing stories is an important way in which people have been communicating for thousands of years.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why do people share stories?</li> <li>2. Can sharing stories with others make us better readers? Why or why not?</li> <li>3. What makes a good storyteller?</li> <li>4. What makes a good story?</li> <li>5. How can relationships be built through sharing stories?</li> </ol>	<p><b>Big Idea:</b> Kindness has the power to change lives.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Is it better to give kindness or to receive it? Why?</li> <li>2. Should we be kind to strangers? Why or why not?</li> <li>3. How can kindness be a team effort?</li> <li>4. What prevents us from being kind?</li> <li>5. Does an unintentional act of kindness count as being kind? Why or why not?</li> </ol>	<p><b>Big Idea:</b> Cycles are predictable.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do scientists classify animals?</li> <li>• What is a life cycle?</li> <li>• What are traits and how do they determine the stages of the animal's life cycle?</li> <li>• How are life cycles alike and different?</li> </ul>
<b>COMPLEX TEXTS</b>	<p><b>1<sup>st</sup> Reader</b> (7 days) Red Riding Hood &amp; Jack and the Beanstalk – Read Alouds (thru out)</p> <p><b>Anchor</b> – “Tomas and the Library Lady”</p> <p><b>Read Aloud</b> – “The Ant and the Three Figs”, “Amber on the Mountain” “Books to the Ceiling” (poetry)</p> <p><b>Standard-</b> “Story Hour, Starring Megan ”</p>	<p><b>Anchor</b> – “Cinderella”, “Mufaro’s Beautiful Daughters”</p> <p><b>Read Aloud</b> – “Mushroom in the Rain”</p> <p><b>Standard-</b> “Corduroy”, “The Paper Crane”, “Elves and the Shoemaker”</p> <p>“April Medicine” (poetry)</p>	<p>“Butterfly House”: Fiction</p> <p>“The Story of the Three Whales” Nonfiction</p> <p>Science text: <i>Butterfly Life Cycle</i></p> <p><i>Mammals &amp; A Frog’s Life, Crab Life Cycle, Sea Turtles, Macaw</i> Informational</p>

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	UNIT 1 Beg. Sept. to Mid-October	UNIT 2 Mid-October to Mid-November	Common Core #2: Life Cycles Mid-November – Winter Break
	<p>“My Book!” (poetry)  <b>Optional-</b> “The Library”, “Come Back, Jack!”</p>		Text
<b>CONTENT STANDARDS</b>	H-SS 2.1 Students differentiate between events that happened long ago and things that happened yesterday. (Papa Grande, time period of The Library, Red Riding Hood, Jack and the Beanstalk)	H-SS 2.5 Students understand the importance of individual action and character.	Life Science 2. Plants and animals have predictable life cycles. As a basis for understanding this concept: a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one other. b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice
<b>READING STANDARDS ACROSS UNITS</b>	Citing Evidence and Analyzing Content: RL.1 & RI.1 (ask/answer questions), RL.2 & RI.2 (main idea) Studying and applying vocabulary: RI.4 (academic and domain-specific vocabulary) Reading grade-appropriate literature and informational text: RL.10 & RI.10 (complex text)		
<b>READING STANDARDS CENTRAL TO THIS UNIT</b>	<p><b><u>RL2.1</u></b>- Ask/answer questions  <b><u>RL2.2</u></b>- Recount/Central idea  <b><u>RL2.3</u></b> - Characters’ response to events/ challenges            RL2.4.-Words/phrases supply rhythm and meaning  <b><u>RL2.5</u></b>. Structure of a story  <b><u>RL2.6</u></b>, - Points of view  <b><u>RL2.7</u></b>- Use illustrations and words  <b><u>RI2.8</u></b> - Describe how reasons support points  <b><u>RL2.9</u></b> - Compare/ contrast versions of same story</p>	<p><b><u>RL2.1</u></b>- Ask/answer questions  <b><u>RL2.2</u></b>- Recount/Central idea  <b><u>RL2.3</u></b> - Characters’ response to events/ challenges            RL2.4.-Words/phrases supply rhythm and meaning  <b><u>RL2.5</u></b>. Structure of a story  <b><u>RL2.6</u></b>, - Points of view  <b><u>RL2.7</u></b>- Use illustrations and words  <b><u>RI2.8</u></b> - Describe how reasons support points  <b><u>RL2.9</u></b> - Compare/ contrast versions of same story</p>	<p><b><u>RL2.1</u></b>- Ask/answer questions  <b><u>RL2.2</u></b>- Recount/Central idea            RL2.6, - Points of view            RL2.7 - Use illustrations and words  <b><u>RI2.1</u></b>-Ask/answer questions  <b><u>RI2.2</u></b>-Main topic of single or multi-paragraph  <b><u>RI2.3</u></b>. Relationships between events, ideas, steps            RI.2.4.- Determine meaning of words  <b><u>RI2.5</u></b> Text features/tools  <b><u>RI2.6</u></b> -Identify the purpose of a text  <b><u>RI2.7</u></b>. Use images to clarify text  <b><u>RI2.8</u></b> - Describe how reasons support</p>

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	UNIT 1 Beg. Sept. to Mid-October	UNIT 2 Mid-October to Mid-November	Common Core #2: Life Cycles Mid-November – Winter Break
			points <b>RI.2.9.</b> Compare/ contrast most important points
<b>READING FOUNDATIONAL STANDARDS IN EACH UNIT</b>	RF.3 (phonics/decoding, multisyllabic words),/c RF.4 (fluency)		
<b>WRITING STANDARDS ACROSS UNITS</b>	Writing Process and Routine Writing: W.4 (development and organization), W.5 (plan, revise, edit), W.10 (routine writing) Opinion and Narrative to reflect on what they read: W.1 (opinion), W.3 (narrative)		
<b>WRITING STANDARDS CENTRAL TO THIS UNIT</b>	W2.3 - Narrative W2.4- Development and organization W2.5- Plan, revise, edit W2.8- Recall information from experiences	W2.3 – Narrative W2.4- Development and organization W2.5- Plan, revise, edit	W2.2 Write informative/explanatory texts W2.8 - Recall information from experiences and gather resources to answer a question
<b>SPEAKING and LISTENING STANDARDS ACROSS UNITS</b>	Conduction Discussions: SL.1 (engage collaboratively) Report Findings: SL.6 (use formal English when appropriate)		

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	UNIT 1 Beg. Sept. to Mid-October	UNIT 2 Mid-October to Mid-November	Common Core #2: Life Cycles Mid-November – Winter Break
<b>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</b>	SL2.1- collaborative conversations SL2.2- Recount or describe key ideas/details SL2.3- Ask and answer questions SL2.4-Tell a story or recount an experience SL.6- Speak in complete sentences	SL2.2. Recount or describe key ideas/details SL2.3. Ask and answer questions SL2.4. Tell a story or recount an experience SL2.6 - Speak in complete sentences	SL.1. Participate in collaborative conversations SL2.2 Recount or describe key ideas/details SL2.3 -Ask and answer questions
<b>LANGAGE STANDARDS IN EACH UNIT</b>	Study and apply grammar: L.1 (grammar and usage), L.2 (conventions), L.3 (spoken vs. written) Study and apply vocabulary: L.4 (word meaning), L.6 (academic & domain-specific vocabulary)		
<b>LANGUAGE STANDARDS CENTRAL TO THIS UNIT</b>	L2.2.1a- Collective nouns L2.1b - Irregular plural nouns L2.1c- Reflexive pronouns L2.1f - Produce, expand, rearrange sentences L2.1g -Write legibly L2.2d - Spelling patterns L2.2e -Consult reference materials L2.3- Use knowledge of language <b>L2.4a.</b> Sentence level context clues <b>L2.4b</b> – Use prefix for unknown word <b>L2.4c.</b> Use root word as clue <b>L2.4d-</b> meaning of compound words L2.4e- Use glossaries L2.6 - Use acquired words/phrases	L2.1b. Irregular plural nouns L2.1f. Produce, expand, rearrange sentences L2.1g. Write legibly L2.2a. Capitalize holidays/product & geographic names L2.2b. Commas in greetings/closings L2.2d. Spelling patterns L2.2e. Consult reference materials L2.3 - Use knowledge of language <b>L2.4a.</b> Sentence level context clues <b>L2.4b</b> – Use prefix for unknown word <b>L2.4c.</b> Use root word as clue <b>L2.4d-</b> meaning of compound words L2.4e- Use glossaries L2.5. Understanding of word relationships/nuances L2.5.b. Shades of meaning L2.6 - Use acquired words/phrases	L2.1- Grammar and usage L2.1b. Irregular plural nouns L2.1c. Reflexive pronouns L2.1d. Past tense of irregular verbs L2.1e. Use adjectives and adverbs L2.2 - Capitalization, punctuation, and spelling L2.3 - Use knowledge of language <b>L2.4a</b> - Sentence level context clues <b>L2.4b</b> - Meaning from prefix <b>L2.4c</b> Use root word as clue <b>L2.4d</b> - meaning of compound words <b>L2.5b</b> - Shades of meaning

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	UNIT 1 Beg. Sept. to Mid-October	UNIT 2 Mid-October to Mid-November	Common Core #2: Life Cycles Mid-November – Winter Break
<b>ELD STANDARDS CENTRAL TO THIS UNIT</b>	Part 1-Interacting in meaningful ways A.1-4 B.5-8 C.9-12 Part 2-Learning how English works A.1-2 B. 3-5 Part 3- Using <u>foundational literacy</u> skills	Part 1-Interacting in meaningful ways A.1-4 B.5-8 C.9-12 Part 2-Learning how English works A.1-2 B. 3-5 Part 3- Using <u>foundational literacy</u> skills	Part 1-Interacting in meaningful ways A.1-4 B.5-8 C.9-12 Part 2-Learning how English works A.1-2 B. 3-5 Part 3- Using <u>foundational literacy</u> skills
<b>CROSS- CONTENT/ REAL WORLD CONNECTIONS</b>	Students use their personal experiences to interpret text.	Kindness is an essential human quality.	Students can relate to their own life cycle by studying other animals.

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## Second Trimester

	UNIT 3 Beg-January to Mid-February	COMMON CORE #2 Mid-February to Mid-March	UNIT4 Mid-March to Spring Break
<b>District Assessments</b>	GATE Naglieri, ALL Schools (1/05-1/30) DIBELS (1/29 – 2/11) MAP – (1/12-1/26)	Writing Proficiency #2 (2/23-2/27) ADEPT (2/23-3/13) Extended Response #2 (3/2-3/13)	
<b>TITLE</b>	<b>Look Again!</b>	<b>The Changing Earth</b>	<b>Fossils</b>
<b>END OF UNIT PERFORMANCE TASK</b>	Create a poster of a habitat and design an animal that uses camouflage in this habitat. Write an explanation of how and why it uses camouflage.	Students will collaboratively complete a one-sided multi-flow map and independently write an explanatory paragraph.	Students will write a theory on why the dinosaurs disappeared. Evidence will be cited from resources.
<b>BIG IDEAS AND ESSENTIAL QUESTION</b>	<b>Big Idea:</b> Living things camouflage themselves in different ways in diverse habitats. <b>Essential Questions:</b> 1. Why do animals camouflage themselves? 2. Why is camouflage not always helpful? 3. How do animals use camouflage?	<b>Big Idea:</b> The Earth is constantly changing. <b>Essential Questions:</b> 1. What causes the Earth to change? 2. Do all of Earth’s changes take the same amount of time to happen? Why or why not? 3. What clues from the past help us understand our Earth in the past and today?	<b>Big Idea:</b> The earth is constantly changing and fossils are our window to the past. <b>Essential Questions:</b> 1. How did the dinosaurs disappear? 2. Why are fossils important discoveries? 3. How do fossils determine the characteristics of living things from the past?
<b>COMPLEX TEXTS</b>	<b>Anchor</b> – “Animal Camouflage” <b>Read Aloud</b> – “They Thought They Saw Him”, “How to Hide an Octopus” <b>Standard-</b> “I See Animals Hiding”, “Animals In Camouflage” “The Chameleon” (poetry), “Caterpillar” (poetry) <b>Optional-</b> “Hungry Little Hare”, “How the Guinea Fowl Lost His Spots”	<i>Our Earth</i> (science text) <i>Rocks</i> (science text) <i>Rocks Change</i> (science text) <i>Erosion, Earthquakes, Volcanoes</i> “Fossils Tell of Long Ago”	<b>Anchor-</b> “Why did the Dinosaurs Disappear?” <b>Read Aloud</b> – “The Dinosaur who Lived in My Backyard”, “Dino Tracking” <b>Standard-</b> “Dinosaur Fossils”, “Iguanodon” (poetry), “Seismosaurus” (poetry) <b>Optional-</b> “Monster Tracks”

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<b>CONTENT STANDARDS</b>	2-LS4-Biological evolution: Unity and Diversity 1. Make observations of plants and animals to compare the diversity of life in different habitats.	2-ESS1.C-Earth’s place in the universe. 1. Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.	2-ESS1.C-Earth’s place in the universe. 1. Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.
<b>READING STANDARDS ACROSS UNITS</b>	Citing Evidence and Analyzing Content: RL.1 & RI.1 (ask/answer questions), RL.2 & RI.2 (main idea) Studying and applying vocabulary: RI.4 (academic and domain-specific vocabulary) Reading grade-appropriate literature and informational text: RL.10 & RI.10 (complex text)		
<b>READING STANDARDS CENTRAL TO THIS UNIT</b>	<p><b><u>RI.2.1</u></b>- Ask/answer questions</p> <p><b><u>RI.2.2</u></b>- Main topic of single or multi-paragraph</p> <p><b><u>RI.2.3</u></b>-Relationships between events, ideas, steps</p> <p>RI.2.4.- Determine meaning of words</p> <p><b><u>RI.2.5</u></b> -Text features/tools</p> <p><b><u>RI.2.6</u></b> -Identify the purpose of a text</p> <p><b><u>RI.2.7</u></b>. Use images to clarify text</p> <p><b><u>RI.2.8</u></b> - Describe how reasons support points</p> <p><b><u>RI.2.9</u></b> - Compare/ contrast most important points</p>	<p><b><u>RI.2.1</u></b>-Ask/answer questions</p> <p><b><u>RI.2.2</u></b>-Main topic of single or multi-paragraph</p> <p><b><u>RI.2.3</u></b>- Relationships between events, ideas, steps</p> <p>RI2.4.- Determine meaning of words</p> <p><b><u>RI.2.5</u></b> -Text features/tools</p> <p><b><u>RI.2.6</u></b> -Identify the purpose of a text</p> <p><b><u>RI.2.7</u></b>. Use images to clarify text</p> <p><b><u>RI.2.8</u></b> - Describe how reasons support points</p> <p><b><u>RI.2.9</u></b> - Compare/contrast most important points</p>	<p><b><u>RI.2.1</u></b> - Ask/answer questions</p> <p><b><u>RI.2.2</u></b> - Recount stories and determine message</p> <p><b><u>RI.2.3</u></b> - Characters’ response to events/challenges</p> <p>RI.2.4- words/phrases supply rhythm and meaning</p> <p><b><u>RI.2.5</u></b> - Text features/tools</p> <p><b><u>RI.2.6</u></b> - Points of view</p> <p>RI.2.7-Use illustrations and words</p> <p><b><u>RI.2.1</u></b> -Ask/answer questions</p> <p><b><u>RI.2.2</u></b> - Main topic of single or multi-paragraph</p> <p><b><u>RI.2.3</u></b> - Relationships between events, ideas, steps</p> <p>RI.2.4.- Determine meaning of words</p> <p><b><u>RI.2.5</u></b>. Text features/tools</p> <p><b><u>RI.2.6</u></b> Identify the main purpose of a text</p> <p><b><u>RI.2.7</u></b> - Use images to clarify text</p> <p><b><u>RI.2.8</u></b> -Describe how reasons support points</p> <p><b><u>RI.2.9</u></b> - Compare/contrast most important points</p>

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<b>READING FOUNDATIONAL STANDARDS IN EACH UNIT</b>	RF.3 (phonics/decoding, multisyllabic words), RF.4 (fluency)		
<b>WRITING STANDARDS ACROSS UNITS</b>	Writing Process and Routine Writing: W.4 (development and organization), W.5 (plan, revise, edit), W.10 (routine writing) Opinion and Narrative to reflect on what they read: W.1 (opinion), W.3 (narrative)		
<b>WRITING STANDARDS CENTRAL TO THIS UNIT</b>	W2.1- Opinion W2.2 Inform/ explain W2.3- Narrative W2.4- Development and organization W2.5- Plan, revise, edit W2.8 Recall information from experiences	W2.2- Inform/ explain W2.4- Development and organization W2.5- Plan, revise, edit W2.6 - Use technology to produce and publish W2.7- Shared research and writing projects W2.8- Recall information from experiences	W2.1- Opinion W2.4 - Development and organization W2.5 - Plan, revise, edit W2.8 - Recall information from experiences
<b>SPEAKING and LISTENING STANDARDS ACROSS UNITS</b>	Conduction Discussions: SL.1 (engage collaboratively) Report Findings: SL.6 (use formal English when appropriate)		
<b>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</b>	SL2.1- collaborative conversations SL2.2-Recount or describe key ideas/details SL2.3 - Ask and answer questions SL2.4 - Tell a story or recount an experience a. Plan and deliver a narrative presentation SL2.6 - Speak in complete sentences	SL2.1 collaborative conversations SL2.2-Recount or describe key ideas/details SL2.3 - Ask and answer questions SL2.4 - Tell a story or recount an experience a. Plan and deliver a narrative presentation SL2.6 - Speak in complete sentences	SL.1 collaborative conversations SL2.2 Recount or describe key ideas/details SL2.2a. three-four-step oral directions. SL2.3. Ask and answer questions SL2.4 Tell a story or recount an experience SL2.4a -Plan and deliver a narrative presentation SL2.6 - Speak in complete sentences

# SAUSD Common Core Aligned Curriculum Map: ELA Grade 2 – 2014-15

<b>LANGUAGE STANDARDS IN EACH UNIT</b>	Study and apply grammar: L.1 (grammar and usage), L.2 (conventions), L.3 (spoken vs. written) Study and apply vocabulary: L.4 (word meaning), L.6 (academic & domain-specific vocabulary)		
<b>LANGUAGE STANDARDS CENTRAL TO THIS UNIT</b>	L2.1a Collective nouns L2.1b. Irregular plural nouns L2.1d -Past tense of irregular verbs L2.1f -Produce, expand, rearrange sentences L2.1g -Write legibly L2.2c. Contractions/possessives L2.2d -Spelling patterns L2.2e - Consult reference materials <b>L2.4a</b> - Sentence level context clues <b>L2.4b</b> - Use prefix as clue <b>L2.4c</b> -Use root word as clue <b>L2.4d</b> -meaning of compound words <b>L2.5b</b> -Shades of meaning L2.6 - Use acquired words and phrases	L2.1a Collective nouns L2.1b. Irregular plural nouns L2.1d -Past tense of irregular verbs L2.1f -Produce, expand, rearrange sentences L2.1g -Write legibly L2.2c. Contractions/possessives L2.2d -Spelling patterns L2.2e - Consult reference materials L.2.3 - <b>L2.4a</b> - Sentence level context clues <b>L2.4b</b> - Use prefix as clue <b>L2.4c</b> -Use root word as clue <b>L2.4d</b> -meaning of compound words <b>L2.5b</b> -Shades of meaning L.2.6 - Use acquired words and phrases	L2.1a. Collective nouns L2.1b. Irregular plural nouns L2.1d. Past tense of irregular verbs L2.1e. Use adjectives and adverbs L2.1g. Write legibly L2.2d. Spelling patterns L2.2e. Consult reference materials L2.3 - <b>L2.4a</b> - - Sentence level context clues <b>L2.4b</b> - Use prefix as clue <b>L2.4c</b> - Use root word as clue <b>L2.4d</b> - -meaning of compound words <b>L2.5b</b> - -Shades of meaning L2.6 - Use acquired words and phrases
<b>ELD STANDARDS CENTRAL TO THIS UNIT</b>	Part 1-Interacting in meaningful ways A.1-4 B.5-8 C.9-12 Part 2-Learning how English works A.1-2 B. 3-5 Part 3- Using <u>foundational literacy</u> skills	Part 1-Interacting in meaningful ways A.1-4 B.5-8 C.9-12 Part 2-Learning how English works A.1-2 B. 3-5 Part 3- Using <u>foundational literacy</u> skills	Part 1-Interacting in meaningful ways A.1-4 B.5-8 C.9-12 Part 2-Learning how English works A.1-2 B. 3-5 Part 3- Using <u>foundational literacy</u> skills
<b>CROSS-CONTENT/ REAL WORLD CONNECTIONS</b>	Look for patterns and order when making observations about the world.	Things may change slowly or rapidly.	Things may change slowly or rapidly.

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## Third Trimester

	UNIT 5 End-April to End May	Common Core #3 End May – Mid June
<b>District Assessments</b>	MAP – Math (5/20-6/8) DIBELS (5/20-6/8)	Writing Proficiency #3 (6/1-6/5) ADEPT (6/3-6/-12)
<b>TITLE</b>	Courage	Courage CC Unit of Study
<b>END OF UNIT PERFORMANCE TASK</b>	Using selected biographies, expert groups will research, and then individuals will write and present the courageous person report.	Students will write an opinion piece about Rosa Parks.
<b>BIG IDEAS AND ESSENTIAL QUESTION</b>	<p><b>Big Idea:</b> Actions of courageous people influence others in different ways.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Do you have to be a hero to have courage?</li> <li>2. Can anybody become a hero in a time of crisis? Why or why not?</li> <li>3. What are ways to show courage?</li> <li>4. Why does telling the truth take courage?</li> </ol>	<p><b>Big Idea:</b> Our character strengths are important and determine our actions.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What character traits does a courageous person demonstrate?</li> <li>2. What kinds of changes currently exist because of the actions of courageous people?</li> <li>3. How can a person encourage others to be courageous?</li> </ol>
<b>COMPLEX TEXTS</b>	<p><b>Anchor – “The Picture Book of Dr. Martin Luther King, Jr.”</b></p> <p><b>Read Aloud – “Brave as a Mountain Lion, “</b></p> <p><b>Standard-</b> “The Hole in the Dike”, “Life doesn’t frighten me” (poetry)</p> <p><b>Optional-</b>“ Molly the Brave and Me “,” Dragons and Giants”, “Courage” (poetry)</p>	<p>“The Empty Pot”</p> <p><i>Cesar Chavez</i></p> <p><i>Hellen Keller</i></p> <p><i>Rosa Parks</i></p>
<b>CONTENT STANDARDS</b>	H/SS2.5: Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives.	H/SS2.5: Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives.
<b>READING STANDARDS ACROSS UNITS</b>	Citing Evidence and Analyzing Content: RL.1 & RI.1 (ask/answer questions), RL.2 & RI.2 (main idea) Studying and applying vocabulary: RI.4 (academic and domain-specific vocabulary) Reading grade-appropriate literature and informational text: RL.10 & RI.10 (complex text)	

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<b>READING STANDARDS CENTRAL TO THIS UNIT</b>	<p><b>RL2.1/ RI.2.1</b> - - Ask/answer questions  <b>RL2.2</b> - Recount stories and determine message  <b>RL2.3</b> - Characters’ response to events/challenges                  RL2.4- words/phrases supply rhythm and meaning  <b>RL2.5</b> - Text features/tools  <b>RL2.6</b> - points of view                  RL2.7-Use illustrations and words  <b>RI.2.2</b> - Main topic of single or multi-paragraph  <b>RI.2.3</b> - Relationships between events, ideas, steps                  RI.2.4.-words/phrases supply rhythm and meaning  <b>RI.2.5</b>. Text features/tools  <b>RI.2.6</b> Identify the main purpose of a text  <b>RI.2.7</b> - Use images to clarify text  <b>RI.2.8</b> -Describe how reasons support points  <b>RI.2.9</b> - Compare/contrast most important points</p>	<p><b>RI.2.1/ RI.2.1</b> - - Ask/answer questions  <b>RI.2.2</b> - Recount stories and determine message  <b>RI.2.3</b> - Characters’ response to events/challenges                  RI.2.4 - words/phrases supply rhythm and meaning  <b>RI.2.5</b> - Text features/tools                  RL2.6 - Points of view                  RL2.7-Use illustrations and words                  RI2.2. Main topic of single or multi-paragraph                  RI2.3. Making Connections procedures in a text.  <b>RI.2.5</b> - Text features/tools  <b>RI.2.6</b>. Identify the main purpose of a text  <b>RI.2.7</b> - Use images to clarify text  <b>RI.2.8</b> -Describe how reasons support points  <b>RI.2.9</b> - Compare/contrast most important points</p>
<b>READING FOUNDATIONAL STANDARDS IN EACH UNIT</b>	RF.3 (phonics/decoding, multisyllabic words), RF.4 (fluency)	
<b>WRITING STANDARDS ACROSS UNITS</b>	Writing Process and Routine Writing: W.4 (development and organization), W.5 (plan, revise, edit), W.10 (routine writing); Opinion and Narrative to reflect on what they read: W.1 (opinion), W.3 (narrative)	
<b>WRITING STANDARDS CENTRAL TO THIS UNIT</b>	<p>W2.1 Write opinion                  W2.2 -Inform/ explain                  W2.4 Development and organization                  W2.7 Shared research and writing projects                  W2.8 Recall information from experiences</p>	<p>W2.1- Write opinion                  W2.2 -Write inform/explain                  W2.4 -Development and organization                  W2.5 - Text features/tools                  W2.8 - Recall information from experiences</p>
<b>SPEAKING and LISTENING STANDARDS ACROSS UNITS</b>	Conduction Discussions: SL.1 (engage collaboratively) Report Findings: SL.6 (use formal English when appropriate)	

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<b>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</b>	SL2.1- Collaborative Conversations SL2.2- Recount or describe key ideas/details SL2.3 - Ask and answer questions SL2.4-Tell a story or recount an experience a. Plan and deliver a narrative presentation SL2.6 - Speak in complete sentences	SL.2 Recount or describe key ideas/details a. three-four-step oral directions SL.3. Ask and answer questions SL.4. Tell a story or recount an experience a. Plan and deliver a narrative presentation SL.5. Create audio recordings of stories/poems
<b>LANGAGE STANDARDS ACROSS UNITS</b>	Study and apply grammar: L.1 (grammar and usage), L.2 (conventions), L.3 (spoken vs. written) Study and apply vocabulary: L.4 (word meaning), L.6 (academic & domain-specific vocabulary)	
<b>LANGUAGE STANDARDS CENTRAL TO THIS UNIT</b>	L2.1b-Irregular plural nouns L2.1d -Past tense of irregular verbs L2.1e- Use adjectives and adverbs L2.1f- Produce, expand, rearrange sentences L.21g- Write legibly L2.2b - Commas in greetings/closings L2.2d. Spelling patterns L2.2e -Consult reference materials L2.3 -Use knowledge of language <b>L2.4a</b> - - Sentence level context clues <b>L2.4b</b> - Use prefix as clue <b>L2.4c</b> - Use root word as clue <b>L2.4d</b> - -meaning of compound words <b>L2.5b</b> - -Shades of meaning L2.6 - Use acquired words and phrases	<b>L2.1</b> grammar and usage d. Past tense of irregular verbs <b>L2.2</b> Capitalization, punctuation, and spelling L2.3 - Use knowledge of language <b>L2.4</b> Clarify meaning of unknown/multi-meaning words <b>L2.4a.</b> Sentence level context clues. <b>L2.4c</b> - Use root word as clue <b>L2.4d</b> - -meaning of compound words <b>L2.5b</b> - -Shades of meaning
<b>ELD STANDARDS CENTRAL TO THIS UNIT</b>	Part 1-Interacting in meaningful ways A.1-4 B.5-8 C.9-12 Part 2-Learning how English works A.1-2 B. 3-5 Part 3- Using <u>foundational literacy</u> skills	<b>Expanding</b> <b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.
<b>CROSS-CONTENT/ REAL WORLD CONNECTIONS</b>	Even simple actions can impact the world positively.	Even simple actions can impact the world positively.

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