

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Second

Subject: ELA

Adoption Date: April 1, 2014

Revision Date: April 5, 2022

	MP1	MP2	MP3	MP4
Pacing Guide	<p>1. How can I apply guided reading strategies to help me become a stronger reader? (10 weeks)</p> <p>2. How does creating a reading community help me become a stronger reader? (3 weeks)</p> <p>3. How does making connections to a story help me comprehend what I read? (4 weeks)</p> <p>4. How does applying spelling patterns help me spell, read, and decode</p>	<p>1. How can I apply guided reading strategies to help me become a stronger reader? (10 weeks)</p> <p>2. How does visualizing help me understand texts? (4 weeks)</p> <p>3. How does making inferences help me understand characters' feelings, motivations, and actions? (3 weeks)</p> <p>4. How does applying spelling patterns help me spell, read, and decode words correctly?</p>	<p>1. How can I apply guided reading strategies to help me become a stronger reader? (10 weeks)</p> <p>2. How does wondering help me understand fiction and nonfiction texts? (8 weeks)</p> <p>3.. How does applying spelling patterns help me spell, read, and decode words correctly? (10 weeks)</p> <p>4. How does understanding and using new vocabulary help me grow as a reader and writer?</p>	<p>1. How can I apply guided reading strategies to help me become a stronger reader? (10 weeks)</p> <p>2. Why is it important to identify and apply knowledge of text features? (3 weeks)</p> <p>3. How does determining important ideas in expository nonfiction and fiction help me to understand the text? (4 weeks)</p> <p>4. How does applying spelling patterns help me spell, read, and decode</p>

	<p>words correctly? (10 weeks)</p> <p>5. How does understanding and using new vocabulary help me grow as a reader and writer? (10 weeks)</p> <p>6. How can I apply different types of sentences to my writing? (10 weeks)</p> <p>7. How does creating a writing community help me become a stronger writer? (7 weeks)</p>	<p>(10 weeks)</p> <p>5. How does understanding and using new vocabulary help me grow as a reader and writer? (10 weeks)</p> <p>6. How does understanding the difference between nouns, adjectives, and verbs help my writing? (10 weeks)</p> <p>7. Why should I analyze my writing before publishing? (8 weeks)</p>	<p>(10 weeks)</p> <p>5. How can I apply my understanding of nouns, adjectives, and verbs in my writing? (10 weeks)</p> <p>6. How can I understand the difference between fiction and nonfiction writing? (5 weeks)</p> <p>7. How do I create a letter that identifies audience and purpose? (3 weeks)</p>	<p>words correctly? (10 weeks)</p> <p>5. How does understanding and using new vocabulary help me grow as a reader and writer? (10 weeks)</p> <p>6. How can applying commas and apostrophes be beneficial to my writing? (10 weeks)</p> <p>7. How does applying descriptive and figurative language make me a stronger writer? (3 weeks)</p> <p>8. How can I understand how to support opinions in writing? (3 weeks)</p>
Instructional Materials	<p>Making Meaning Teacher’s Manual / Student Response books</p> <p>Being a Reader Teacher’s Manual / Word Sort Books</p> <p>Being a Writer Teacher’s</p>	<p>Making Meaning Teacher’s Manual / Student Response books</p> <p>Being a Reader Teacher’s Manual / Word sort books</p> <p>Being a Writer Teacher’s</p>	<p>Making Meaning Teacher’s Manual / Student Response books</p> <p>Being a Reader Teacher’s Manual / Word sort books</p> <p>Being a Writer Teacher’s</p>	<p>Making Meaning Teacher’s Manual / Student Response books</p> <p>Being a Reader Teacher’s Manual / Word sort books</p> <p>Being a Writer Teacher’s</p>

	Manual / Skills Practice book Vocabulary Teaching Guide Guided Reading Leveled Books Making Meaning / Being a Writer Read Alouds	Manual / Skills Practice book Vocabulary Teaching Guide Guided Reading Leveled Books Making Meaning / Being a Writer Read Alouds	Manual / Skills Practice book Vocabulary Teaching Guide Guided Reading Leveled Books Making Meaning / Being a Writer Read Alouds	Manual / Skills Practice book Vocabulary Teaching Guide Guided Reading Leveled Books Making Meaning / Being a Writer Read Alouds
Activities	<p>One: Small guided reading lessons will be tiered by teacher based on individual reading level of student</p> <p>Two: Introduce the reading community, learn procedures for gathering, read alouds, and turning to your partner. Read aloud McDuff Moves In, discuss story with partner and reflect on working responsibly</p> <p>Three: Discuss choosing “Just Right” books, Students choose books for individual daily reading (IDR), model completing a reading log and making connections. Students read independently marking</p>	<p>One: Small guided reading lessons will be tiered by teacher based on individual reading level of student</p> <p>Two: Introduce visualizing, read aloud “My Baby Brother” while students close their eyes and visualize the poem. Students draw mental pictures of the baby based on what was read in student response book.</p> <p>Three: Read aloud Erandi’s Braids, discuss story, and brainstorm about Erandi. Read aloud passages and discuss what is inferred about Erandi. Make inferences about Erandi in student response</p>	<p>One: Small guided reading lessons will be tiered by teacher based on individual reading level of student</p> <p>Two: Read first part of the story Galimoto and stop to wonder with partners. Read the rest of the story and discuss. Start a “What We Wonder About Galimoto” chart and add throughout the week.</p> <p>Three: Students sort words into spelling patterns, categories, and sounds. Record in word sort book</p> <p>Four: Use Making Meaning read alouds to act out, play games, and discuss vocabulary words</p>	<p>One: Small guided reading lessons will be tiered by teacher based on individual reading level of student</p> <p>Two: Introduce Expository Nonfiction and the book Snails. Discuss what students know about snails. Discuss the table of contents and chapter titles. Read aloud Snails stopping to discuss and point out titles. Discuss book when finished and review table of contents and chapter titles. Students practice identifying text feature during IDR.</p> <p>Three: Review nonfiction, Introduce “The Friendship-fostering Buddy</p>

	<p>pages in book with a post it where they make connections. Teacher conducts mini conferences.</p> <p>Four: Students sort words into spelling patterns, categories, and sounds. Record in word sort book</p> <p>Five: Use Making Meaning read alouds to act out, play games, and discuss vocabulary words using “Turn to Your Partner”</p> <p>Six: Model identifying parts of a sentence and proper end marks. Students practice in skills book and apply in writing</p> <p>Seven: Introduce writing community, discuss writing experiences, and learn how writers get ideas. Use read alouds and discuss with partners. Generate ideas by drawing, making lists, and writing sentences.</p>	<p>book.</p> <p>Four: Students sort words into spelling patterns, categories, and sounds. Record in word sort book</p> <p>Five: Use Making Meaning read alouds to act out, play games, and discuss vocabulary words using “Turn to Your Partner”</p> <p>Six: Model identifying nouns, verbs, and adjectives. Students practice in skills book and apply in writing.</p> <p>Seven: Model thinking before writing. Write a shared story. Students write a story, reread story on own, share story with partner, and give suggestions for revisions. Revise and type to publish</p>	<p>using “Turn to Your Partner”</p> <p>Five: Write a shared story identifying nouns and verbs. Model going back to writing to add adjectives and adverbs. Students apply skills in their writing.</p> <p>Six: Discuss nonfiction, read the “Q and A” with Isobel Springett aloud (author of <i>Kate and Pippin</i>). Model writing questions and interviewing a partner. Students write interview questions and then interview a partner</p> <p>Seven: Read aloud <i>First Year Letters</i> and model writing a letter to the class. Discuss parts of a letter. Start a list of things students can write in a letter. Students write a letter to a penpal.</p>	<p>Bench”, and read aloud stopping to discuss. Reread the article and discuss important details. Review and reflect on important details</p> <p>Four: Students sort words into spelling patterns, categories, and sounds. Record in word sort book</p> <p>Five: Use Making Meaning read alouds to act out, play games, and discuss vocabulary words using “Turn to Your Partner”</p> <p>Six: Model proper use of commas in a series and apostrophes in contractions and possessives. Students practice in skills book, and apply in writing.</p> <p>Seven: Read and visualize “The Coyote” and discuss. Read and visualize “The Tiger” and discuss. Write a shared animal poem and then students write their own animal poem.</p> <p>Eight: Review the stories: <i>I Wanna Iguana</i> and <i>I Wanna New Room</i>. Brainstorm ideas for a</p>
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				“Here’s Why I Should” letter. Write a shared “Here’s Why I Should” letter. Students write a persuasive letter independently.
Standards	<p>Activity One: LA.2.RL.2.10</p> <p>Activity Two: LA.2.SL.2.1.B LA.2.SL.2.1.C</p> <p>Activity Three: LA.2.RL.2.9</p> <p>Activity Four: LA.2.RF.2.3</p> <p>Activity Five: LA.2.L.2.4</p> <p>Activity Six: LA.2.L.2.1.F</p> <p>Activity Seven: LA.2.W.2.3</p>	<p>Activity One: LA.2.RL.2.10</p> <p>Activity Two: LA.2.RL.2.7 LA.2.RL.2.1</p> <p>Activity Three: LA.2.RL.2.1 LA.2.RL.2.3 LA.2.RL.2.7</p> <p>Activity Four: LA.2.RF.2.3</p> <p>Activity Five: LA.2.L.2.4</p> <p>Activity Six: LA.2.L.2.1.A LA.2.L.2.1.B LA.2.L.2.1.D LA.2.L.2.1.E</p> <p>Activity Seven: LA.2.W.2.5 LA.2.W.2.6</p>	<p>Activity One: LA.2.RL.2.10</p> <p>Activity Two: LA.2.RL.2.1 LA.2.RI.2.5 LA.2.RI.2.6 LA.2.RI.2.7</p> <p>Activity Three: LA.2.RI.2.1 LA.2.RI.2.2 LA.2.RI.2.6</p> <p>Activity Four: LA.2.RF.2.3</p> <p>Activity Five: LA.2.L.2.4</p> <p>Activity Six: LA.2.L.2.2.C</p> <p>Activity Seven: LA.2.L.2.5</p> <p>Activity Eight: LA.2.W.2.1 LA.2.W.2.5</p>	
Accommodations and Modifications	<p>English Language Learners: -Provide picture labels with both English and other language (Activity five)</p> <p>At Risk of School Failure: -Implement behavioral/academic contracts (Activity three)</p> <p>Gifted and Talented Students: -Use advanced /supplementary reading</p>	<p>English Language Learners: -Assign a buddy, same language or English speaking (Activity seven)</p> <p>At Risk of School Failure: - Provide a sample of what is expected (Activity two)</p> <p>Gifted and Talented Students: -Provide opportunities for open ended, self directed</p>	<p>English Language Learners: -Use pictures and verbal communication to show comprehension (Activity two)</p> <p>At Risk of School Failure: - Break assignment into a series of smaller assignments (Activity six)</p> <p>Gifted and Talented Students: -Give students the chance</p>	<p>English Language Learners: -Provide picture labels with both English and other language (Activity five)</p> <p>At Risk of School Failure: - Break assignment into a series of smaller assignments (Activity eight)</p> <p>Gifted and Talented Students: -Give students</p>

	<p>materials during guided reading (Activity one)</p> <p>Students with 504 plans:</p> <ul style="list-style-type: none"> -Students sit in close proximity to the teacher (Activity seven) <p>Special Education</p> <ul style="list-style-type: none"> - Students will have access to a wide range of relevant books on their level (Activity three) 	<p>activities (Activities two, three, and four)</p> <p>Students with 504 plans:</p> <ul style="list-style-type: none"> -Students can provide answers orally (Activities three and four) <p>Special Education</p> <ul style="list-style-type: none"> - Provide a list of commonly used/relevant words to aid in writing (Activity seven) 	<p>to mentor other students (Activity three)</p> <p>Students with 504 plans:</p> <ul style="list-style-type: none"> - Students may have extra time to complete (Activities three and seven) <p>Special Education</p> <ul style="list-style-type: none"> -Provide sentence starters for wondering comprehension strategy and for writing (Activities two and seven) 	<p>opportunities to teach other students(Activities three and five)</p> <p>Students with 504 plans:</p> <ul style="list-style-type: none"> -Students sit in close proximity to the teacher (Activity eight) <p>Special Education</p> <ul style="list-style-type: none"> -Students will have access to spelling sound chart to aid in spelling, reading, and writing (Activities one, four, seven, and eight)
Interdisciplinary Connections	<p>Students will read stories about various animals, gravity, and lightning during guided reading They will create slides presentation about an endangered animal(Science)</p>	<p>Students will read about <u>Ruby Bridges</u> while wondering about her life. Discussion and further research about her life.(Social Studies)</p> <p>Read aloud <u>Erandi's Braids</u> and discuss cultural differences. Create a venn diagram. (Social Studies)</p>	<p>Read aloud <u>Paper</u> during Nonfiction unit of writing and conduct experiments "Which Is Stronger?" and "Suck It Up!" (Science)</p>	<p>Students will learn about endangered animals and write opinions on why we should help save them. (Science)</p>
Assessments	<p>Formative Assessments</p> <ul style="list-style-type: none"> - Guided Reading Notes - IDR Conference Notes - Writing Conference Notes - Writing Binders - Discussion - Student Response Books <p>Summative assessments</p> <ul style="list-style-type: none"> - Individual Comprehension Assessment - Individual Writing 	<p>Formative Assessments</p> <ul style="list-style-type: none"> - Guided Reading Notes - IDR Conference Notes - Writing Conference Notes - Writing Binders - Discussion - Student Response Books <p>Summative assessments</p> <ul style="list-style-type: none"> - Individual Comprehension Assessment - Individual Writing 	<p>Formative Assessments</p> <ul style="list-style-type: none"> - Guided Reading Notes - IDR Conference Notes - Writing Conference Notes - Writing Binders - Discussion - Student Response Books <p>Summative assessments</p> <ul style="list-style-type: none"> - Individual Comprehension Assessment - Individual Writing 	<p>Formative Assessments</p> <ul style="list-style-type: none"> - Guided Reading Notes - IDR Conference Notes - Writing Conference Notes - Writing Binders - Discussion - Student Response Books <p>Summative assessments</p> <ul style="list-style-type: none"> - Individual Comprehension Assessment - Individual Writing

	Assessment - Spelling tests - Grammar tests Benchmark Assessment - F and P Assessment MAP Scores Beginning of year writing sample	Assessment - Spelling tests - Grammar tests Benchmark Assessment - F and P Benchmark MAP Scores	Assessment - Spelling tests - Grammar tests Benchmark Assessment - F and P Benchmarks Mid year writing sample	Assessment - Spelling tests - Grammar tests Benchmark Assessment - F and P Benchmark MAP Scores End of Year writing sample
21st Century Themes and Skills	CRP.K-12.CRP2.1 CRP.K-12.CRP4.1 CRP.K-12.CRP12.1 Life Literacies and Key Skills 9.4.2.CI.1 9.4.2.CI.2	CRP.K-12.CRP2.1 CRP.K-12.CRP4.1 CRP.K-12.CRP12.1 Life Literacies and Key Skills 9.4.2.CI.1 9.4.2.CI.2	CRP.K-12.CRP2.1 CRP.K-12.CRP4.1 CRP.K-12.CRP12.1 Life Literacies and Key Skills 9.4.2.CI.1 9.4.2.CI.2	CRP.K-12.CRP2.1 CRP.K-12.CRP4.1 CRP.K-12.CRP12.1 Life Literacies and Key Skills 9.4.2.CI.1 9.4.2.CI.2