



BLUE VALLEY CURRICULUM & INSTRUCTION  
 English Language Arts | Second Grade  
 Reading



Unit #: 1

**Identity – My Roles**

**essential skills and content**

<p><b>Overview</b></p>	<p>What do my different roles say about me?          Students will be learning the humanities concepts related to the roles they play at home, at school, and in their community, as well as the roles they may have in the future.</p> <p>Time Frame: 4 weeks</p>	
<p><b>Essential Questions</b></p>	<p>Why do readers need to determine important information?          How does making an inference help us understand what we read?          How does determining author's purpose help us understand what we read?          How do vocabulary strategies help us find the meaning of unknown words?</p>	
<p><b>Learning Targets</b></p>	<p> </p>	
<p><b>Content/Skills</b></p>	<p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>• Determine Author's Purpose-RI.2.6 +</li> <li>• Recall and Retell-RL.2.1</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Determine Important Information-RI.2.2</li> <li>• Make Inferences- RL.2.7</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Use Context Clues-L.2.4, L.2.4a</li> <li>• Use a Dictionary-L.2.4e</li> <li>• Use Picture Clues-L.2.4</li> </ul> <p><b>Word Work: Phonics and Word Study</b></p> <ul style="list-style-type: none"> <li>• Consonant Blends-R.F.2.3a +</li> </ul>	<p>+ Create resources to explain "answer, explain, describe"</p> <p>+ Supplemental consonant blends activities</p>

	<ul style="list-style-type: none"> <li>• Inflected Endings without spelling changes –s, -es, -ed, -ing -RF.2.3</li> <li>• Silent Letters -RF.2.3a</li> <li>• Contractions: n't, 's, 'll - L.2.2.c</li> <li>• Syllable Patterns V/CV and VC/V-RF.2.3</li> <li>• Long a, i, vowel sounds and teams RF.2.3a</li> </ul>	<p>+Possible supplemental activities to reinforce endings</p> <p>+Supplemental practice activities</p>

## balanced assessment

COMPONENT	REQUIRED	SUGGESTED
<b>Formative Assessment</b>	Running Records	Weekly Assessments (1 & 3) Phonics Companion Pages Practice Companion Pages
<b>Summative Assessment</b>	Quarterly Benchmark Assessment	Differentiated Unit Assessment Weekly Assessments (2 & 4)
<b>District-Wide Common Assessment</b>	MAP	

## learning experiences

COMPONENT	REQUIRED	SUGGESTED
<b>Suggested Resources/ Learning Experiences</b>	LEAD 21 Close Reading	<p>Making Inferences Mentor Texts- <u>Fireflies</u> by Julie Brinckloe <u>Fly Away Home</u> by Eve Bunting <u>The Widow's Broom</u> by Chris Van Allsburg <u>Click, Clack, Moo, Cows That Type</u> by Doreen Cronin</p> <p>Context Clues Mentor Texts- <u>A Bad Case of Stripes</u> by David Shannon</p>

COMPONENT	REQUIRED	SUGGESTED
Content Literacy		
Technology / Media	LEAD 21-online field trip	Smart Notebook in Curriculum Resources eHandbook-LEAD 21 online LEAD-21 online games/resources EDMODO Brainpop Jr (purchase)-Inferences, Contractions, long a, silent e IXL (purchase)-contractions, dictionary skills
Differentiation / Intervention	Differentiated level groups Building Reading Specialist (LLI) Literacy Centers	Novel Studies- LEAD 21-Online Coach

content-specific components		
COMPONENT	REQUIRED	SUGGESTED
21 <sup>st</sup> Century Skills	Inquiry Process <ul style="list-style-type: none"> <li>• Research</li> <li>• Listening Skills</li> <li>• Present Information</li> <li>• Collaboration</li> </ul>	Interview staff in school/community about roles, make a collage or poster to present research  Possible Inquiry Questions- <ul style="list-style-type: none"> <li>• When do people change their roles?</li> <li>• What roles are there in your school community?</li> <li>• What different roles can people take on in their lives?</li> <li>• What kind of roles might require special training?</li> <li>• What roles do 2<sup>nd</sup> graders in other countries have?</li> </ul>