

**PA Core Curriculum Map  
ELA Grade 2 Module: 4**

Week	Skills/Strategies	Standards	Shared Reading	Interactive Read Aloud	Phonics/Word Work	High Frequency Words	Eligible Content Vocab <i>Vocabulary should be embedded throughout all modules</i>	Grammar	Assessments	Differentiated Strategies to Support Instruction					
<b>Focus Standards</b>															
<b>Informational Text Analysis</b>															
6 weeks:	Main Idea of Multi-Paragraph Text Ask and Answer Questions (5 W's and How)	CC.1.2.2.A CC.1.2.2.B	ReadWorks.org Passages: Let's Explore Caves. ☐	ReadWorks.org Passage: President of the United States (model with)	Spend 1 week teaching each of the following phonics/spelling patterns. (No Spelling tests will be given-this is just for phonics skills practice.) -ar, or, ore -nd, ng, nk -long o (oa, ow) -r controlled vowels	Second Grade Fountas & Pinnell High Frequency 200 words- List 3	Main idea Key details Events Moral Opinion Topic Concluding statement Multiple meaning words	Reference Houghton Mifflin -Theme 4 for lesson ideas. Words for nouns, singular possessive nouns, plural possessive nouns	Use state module 4 assessment for ELA assessments in addition to: Running Records Teacher observation F&P testing F&P high frequency word Lists: Reading-Formally Writing-Informally through student writing	See State Module 4					
	Sequencing	CC.1.2.2.C	ReadWorks.org Passages: Where Does Food Go? Colorful Crayons: Inside a Crayon Factory ☐	Recycle- A Handbook for Kids by Gail Gibbons											
	Determine Meaning of Words and Phrases in Text (Including multiple meaning words)	CC.1.2.2.F	ReadWorks.org Passage: A Deep Sea Wonderland ☐	Recycle- A Handbook for Kids by Gail Gibbons Use Vocabulary Graphic Organizer (Word Detective) to determine the meaning of the word <u>landfill</u> (see state module 4)											
	<b>Literary Text Analysis</b>														
	Determine Central Message, Lesson or Moral	CC.1.3.2.A	Aesop's Fables (HM 2.5)	Aesop's Fables (HM 2.5)											
	Ask and Answer Questions (5 W's and How)	CC.1.3.2.B	Officer Buckle and Gloria (HM 4.1) The Art Lesson (HM 6.1)	Nana Upstairs and Nana Downstairs by Tomie DePaul Horton Hatches an Egg by Dr. Seuss											
Character Response to Major Events and Challenges	CC.1.3.2.C														
<b>Important Standards to continue to</b>															
<b>Informational Text Analysis</b>															
	Vocabulary Acquisition and Use	CC.1.2.2.J	Through out this module, the teacher should model and use new vocabulary words and phrases. Possible Activity to Use: Visualizing Vocabulary: While reading the text, have students identify vocabulary words they feel are important to the text. For each word, have the students draw three or four pictures that represent the word and write a sentence explaining why the pictures are good examples of the word.	Continue to add to Word Collector Chart found in state module 6 that was introduced in district module 3.											

	Vocabulary Acquisition and Use: Determine the meaning of unknown and multiple meaning words in phrases.	CC.1.2.2.K	ReadWorks.org Passage: Thawing the Iceman ☐	Into the Sea by Brenda Guiberson Use with vocabulary graphic organizer such as Frayer Model						
Literary Text Analysis										
	Vocabulary Acquisition and Use: Determine the meaning of unknown and multiple meaning words in phrases.	CC.1.3.2.I	Choose another Amelia Bedelia book for students to partner read and locate and define multiple meaning words.	Dear Deer: A Book of Homophones by Jean Barretta The King Who Rained by Fred Gwynne Amelia Bedelia Series by Herman or Peggy Parish						
<b>Writing Focus Standards</b>										
<b>Opinion/ Argumentative Writing</b>										
	Identify topic and state an opinion Support the opinion with reasons and details Organize writing with a concluding statement Use a variety of words and phrases Use grade level conventions	CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.J, CC.1.4.2.K, CC.1.4.2.L	For lesson specifics, see state module 4. Identify topic and state an opinion Support the opinion with reasons and details Organize writing with a concluding statement Use a variety of words and phrases Use grade level conventions	Writing Prompt: Why is teaching an important job? Use graphic organizer from state module 4					At the end of Module 4, District Opinion Writing Prompt should be given and scored using rubric.	
<b>Important Writing Standards to</b>										
	Write an opinion piece on familiar topics or text Revise and edit with teacher and peer support Publish writing using a variety of digital tools	CC.1.4.2.G, CC.1.4.2.T, CC.1.4.2.U	HM Pencil Pages							
	Write routinely over extended time frames (research, reflection, revision) and shorter time frames (journal writing)	CC.1.4.2.X	Write routinely over extended time frames (research, reflection, revision) and shorter time frames (journal writing)							
<b>Speaking and Listening Focus</b>										
	Tell a Story or Recount an Experience (Oral Presentation)	CC.1.5.2.D	See state module 4 for more details. Teacher models sharing about their favorite restaurant.	Tell about your favorite special. Give at least 4 reasons why.						
<b>Important Speaking and Listening Standards to</b>										
	Collaborative conversation with peers and adults	CC.1.5.2.A								

	Recount or describe key details from a text Ask and answer questions about what a speaker says in order to clarify comprehension Use grade level conventions when speaking Add drawings or visual displays to presentations for clarification Produce complete sentences to provide requested detail or clarification	CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G	This will occur in small and large groups in shared and guided reading.							
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