



**Trinity Area School District
Elementary English Language Arts Curriculum Map**

<p>Course: Elementary English Language Arts Grade: 2 Designer(s): Language Arts Committee</p>	<p>Overview of Course (Briefly describe what students should understand and be able to do as a result of engaging in this course): English Language Arts in Second Grade focuses on developing motivated, strategic, constructive, fluent and independent readers, writers, and communicators. The emphasis is on continued development of oral language abilities and using reading and writing processes. Students will read literature and informational texts and express their thinking both orally and in writing. Students will continue to develop inquiry skills to gather, organize, summarize and share information.</p>
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Overarching Big Ideas, Enduring Understandings, and Essential Questions

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<i>Foundational Skills</i>	C.C.1.1 Students gain a working knowledge of concepts of print, alphabetic principal, and other basic conventions.	Students will understand that... Reading is the creation and recreation of meaning, therefore comprehension is the ultimate goal of readers	How can the knowledge of language help us to communicate and understand? How do readers ensure they understand or comprehend?
Book Handling	C.C.1.1.K Practice and utilizing book handling skills.	Students will understand that... Readers take good care of books.	How do we take care of books so that they are available for everyone to use for a very long time?
Print Concepts	C.C.1.1.B Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. 	Students will understand that... Readers follow words left to right, top to bottom and page by page. Readers recognize that spoken words are represented in written language by specific sequences of letters.	What are the basic features of print? How can the knowledge of printed language help us to communicate and understand?

		<p>Readers understand that words are separated by spaces in print.</p> <p>Readers recognize and name all upper and lower case letters of the alphabet.</p>	
Phonological Awareness	<p>CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	<p>Students will understand that...</p> <p>Readers recognize and produce rhyming words. Readers count, pronounce, blend, and segment syllables in spoken words.</p> <p>Readers blend and segment onsets and rimes of single-syllable spoken words.</p> <p>Readers isolate and pronounce the initial, medial vowel, and final sound(phonemes) in the three-phoneme (CVC) words.</p>	<p>How are words similar?</p> <p>How are words different?</p>
Phonics and Word Recognition	<p>CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. 	<p>Students will understand that...</p> <p>There are patterns in the English language that will help students read and comprehend.</p> <p>The ability to decode increasingly complex words is essential for successful reading development.</p>	<p>What strategies do I use to learn new words and understand what I read?</p> <p>How do I use spelling patterns to read words?</p> <p>How do I use prefixes and suffixes to decode words?</p> <p>How do I use context clues to figure out the meaning of unfamiliar words?</p>

	<ul style="list-style-type: none"> Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. 		
Fluency	<p>CC.1.1.2.E Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Students will understand that...</p> <p>Fluent readers read texts to themselves and others using appropriate phrasing, intonation, rate, and attention to punctuation.</p>	<p>What does it mean to fluently read text?</p> <p>How does fluency affect comprehension?</p> <p>Why is it important to read accurately and fluently?</p>
<p>Big Idea</p> <p><i>Reading Informational Text</i></p>	<p>Standard(s) Addressed</p> <p>CC.1.2 Students read, understand, and respond to informational text- with emphasis on comprehension, making connections, among ideas and between texts with focus on textual evidence.</p>	<p>Enduring Understanding(s)</p> <p>Students will understand that...</p> <p>Informational and expository text is written differently than fictional text and makes different demands on the reader.</p> <p>Informational text gives facts about real people, places, things, or events.</p>	<p>Essential Question(s)</p> <p>What are characteristics of informational text?</p> <p>When can reading non-fiction text help you?</p>
<p>Key Ideas and Details</p> <p>Main Idea</p>	<p>CC. 1.2.2.A Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>Students will understand that...</p> <p>Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them.</p>	<p>How do I use the topic, supporting details, and main idea to understand what I read?</p> <p>How do you distinguish between the important and unimportant details?</p> <p>How do you know what a story is mostly about?</p>
Key Ideas and Details	<p>CC.1.2.2.B Ask and answer such questions as who, what,</p>	Students will understand that...	What is the thinking process used while reading in order to understand and respond to what is

Text Analysis	where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.C Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	being read?
Craft and Structure Text Structure	CC.1.2.2.E Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Students will understand that... Authors use text features to make words stand out. Authors organize information to help you understand what you are reading.	How do text features help us locate information? What text features are most useful when reading informational texts? Why? How does using the table of contents save a reader time? What are uses of the bold key words in the text? How do captions assist a reader in gathering information? How do titles, illustrations, charts, and the words help you figure out the meaning of the text? Why are informational texts not read like literature?
Craft and Structure Vocabulary	CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple meaning words.	Students will understand that... Vocabulary is acquired through reading, writing, listening, and speaking. Words are composed of parts that help us understand their meanings.	Why is vocabulary development important? How does reading a variety of texts extend vocabulary? How do word parts help us understand meaning? How does context help us understand word meaning?
Integration of Knowledge and Ideas Diverse Media	CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.	Students will understand that... Graphic features help the reader understand information or show more about a topic.	What information can be learned from diagrams, maps, graphs, charts, or timelines, pictures, or illustrations?
Integration of Knowledge and Ideas	CC.1.2.2.H Describe how reasons support specific points	Students will understand that...	How does understanding an author's opinion help you comprehend what you are reading?

Evaluation Arguments	the author makes in a text.	Readers identify the reasons an author gives to support points in a text.	
Integration of Knowledge and Ideas Analysis Across Texts	CC.1.2.2.I Compare and Contrast the most important points presented by two texts on the same topic.	Students will understand that... Readers compare/contrast to tell how things are alike and different. Readers compare and contrast informational texts on the same topic.	How can I use compare and contrast when I read? How can stories be alike or different? How do I use compare and contrast to understand relationships?
Vocabulary Acquisition and Use	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.	Students will understand that... Vocabulary is acquired through reading, writing, listening, and speaking. A rich vocabulary enables us to understand and communicate more effectively. How a word or phrase is used determines its meaning.	Why is vocabulary development important? How does reading a variety of texts extend vocabulary? How do word parts help us understand meaning? How does context help us understand word meaning?
Range of Reading	CC.1.2.2.L Read and Comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Students will understand that... Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	Why would I choose to read non-fiction and informational text?
Big Idea <i>Reading Literature</i>	CC.1.3 Students read and respond to works of literature-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	Enduring Understanding(s) Students will understand that... Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	Essential Question(s) How do we think while reading in order to understand and respond?
Key Ideas and Details Theme	CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.	Students will understand that... Theme is the lesson the author wants to teach readers.	What lesson can you learn from reading this story? What is the most important part of a story and why?

		Locating themes and providing textual support develops more thoughtful readers.	
Key Ideas and Details Text Analysis	CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Students will understand that... Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How can I use the questions (who, what, where, when, why, and how) to summarize a story?
Key Ideas and Details Literary Elements	CC.1.3.2.C Describe how characters in a story respond to major events and challenges.	Students will understand that... Characters change from the beginning of a story to the end. Characters often learn lessons in stories.	What might cause a story character to change? What helps you make decisions about a character? What can you learn from the way a character acts? How do characters in the story respond to events and challenges?
Craft and Structure Point of View	CC.1.3.2.D Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Students will understand that... A character's point of view is the way the character feels and thinks about other characters and story events. Readers can figure out a character's point of view by paying attention to what the character says and does.	How can you figure out a character's point of view? How does understanding the different points of views of characters help with understanding the story better?
Craft and Structure Text Structure	CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Students will understand that... Understanding a text's structure helps one understand its meaning. Stories have a beginning and move to an end.	Why is the order of events in a story important?
Craft and Structure Vocabulary	CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song,	Students will understand that... Repetition supplies rhythm and meaning in a story, poem, or song.	Why do authors choose particular words?
Integration of Knowledge and Ideas Sources of Information	CC.1.3.2.G Use Information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	Students will understand that... Using illustrations and words in a text will help with understanding story elements.	How do illustrations help us understand the story?

Integration of Knowledge and Ideas Text Analysis	CC.1.3.2.H Compare and Contrast two or more versions of the same story by different authors or from different cultures.	Students will understand that... Stories share common characteristics.	How can stories be alike and different? How does knowing how things are alike and different help me understand the message in the text?
Vocabulary Acquisition and Use Strategies	CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.	Students will understand that... Readers make connections between and among words based on meaning, content, and context.	How do word parts help in understanding meaning? What strategies are used to determine the meaning of words?
Vocabulary Acquisition and Use	CC.1.3.2.J Acquire and use grade-appropriate conversational general academic, and domain-specific words and phrases.	Students will understand that... Readers acquire and apply a robust vocabulary to assist in creating meaning.	Why is vocabulary development important? What strategies are used to determine word meaning?
Range of Reading	CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.	Students will understand that... Readers read independently and comprehend what they are reading.	What levels of books should I be reading?

Big Idea <i>Writing</i>	Standard(s) Addressed CC.1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	(Enduring Understanding(s)) Students will understand that... Writing is a powerful tool for communicating.	Essential Question(s) Why do authors use writing as a tool to communicate? Why is writing important? How can you tell if your writing is well written?
Informative/ Explanatory	CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Students will understand that... Informative/Explanatory writing is writing that informs the reader. Informative/Explanatory writing tells what happened, reports on a subject, explains how to do something, or describes a thing.	Why does a writer choose a particular form for writing?
Informative/ Explanatory Focus	CC.1.4.2.B Identify and introduce the topic	Students will understand that... Writers select a topic and develop it throughout their paper. Writers stay on one topic throughout their paper.	How do authors develop a topic and stick to it?
Informative/ Explanatory Content	CC.1.4.2.C Develop the topic with facts and /or definitions.	Students will understand that... Writers produce ideas and details to communicate information that relates to a chosen topic.	How do authors develop their papers? Where do authors' ideas come from?
Informative/ Explanatory Organization	CC.1.4.2.D Group information and provide a concluding statement or section.	Students will understand that... Writers make logical connections linking ideas, words, and phrases.	How does the organizational structure impact writing?
Informative/ Explanatory Style	CC.1.4.2.E Choose words and phrases for effect.	Students will understand that... Word choice is important when writing an informative/explanatory piece.	How does word choice impact writing?

Informative/ Explanatory Conventions of Language	CC.1.4.2.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. 	Students will understand that... Conventions are rules that have been established to standardize written communication. A writer needs to use Standard English conventions to get his/her message across effectively in terms of intended meaning.	Why is it important to use correct spelling and grammar? How do rules of language affect communication? What is the difference between revising and editing?
Opinion/Argumentative	CC.1.4.2.G Write opinion pieces on familiar topics or texts.	Students will understand that... Opinion pieces reflect the author's opinion about a subject.	Why does a writer choose a particular form for writing?
Opinion/Argumentative Focus	CC.1.4.2.H Identify the topic and state an opinion.	Students will understand that... Persuasive authors clearly state their opinion on a topic.	How do you know what an author's opinion is? How do you convince someone to agree with your opinion?
Opinion/Argumentative Content	CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.	Students will understand that... Writers produce ideas and details to communicate information that relates to a chosen topic.	Where do authors' ideas come from? How do you form a strong argument?
Opinion/Argumentative Organization	CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.	Students will understand that... Writers make logical connections linking ideas, words, and phrases.	How does the organizational structure impact writing?
Opinion/Argumentative Style	CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.	A good writer uses details to make their writing more interesting. Details give extra information that helps the reader picture what happens. Adjectives help the reader picture what the writer is telling about.	How does word choice impact writing?
Opinion/Argumentative Conventions of	CC.1.4.2.L Demonstrate a grade appropriate command of the conventions of standard English grammar,	Students will understand that... Conventions are rules that have been	How do rules of language affect communication?

Language	usage, capitalization, punctuation, and spelling.	<p>established to standardize written communication.</p> <p>A writer needs to use Standard English conventions to get his/her message across effectively in terms of intended meaning.</p>	What is the difference between revising and editing?
Narrative	CC.1.4.2.M Write narratives to develop real or imagined experiences or events.	<p>Students will understand that...</p> <p>Authors use the writing process when they create narratives.</p> <p>When authors write to narrate, they tell stories.</p>	<p>Why does a writer choose a particular form for writing?</p> <p>Why might an author write a story?</p> <p>When is an everyday moment worth writing about?</p>
Narrative Focus	CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.	<p>Students will understand that...</p> <p>A writer needs to introduce the narrator or characters in their narrative piece.</p>	How do authors develop characters?
Narrative Content	CC.1.4.2.O Include thoughts and feeling to describe experience and events to show the response of characters to situations.	<p>Students will understand that...</p> <p>An author's life experiences can affect the development of their work.</p>	How can an author's experiences affect the development of their work?
Narrative Organization	CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	<p>Students will understand that...</p> <p>The events in a story should be told in the order they happened.</p> <p>Authors use time-order words, such as first, next, and last, to make the order of events clear.</p>	How does the organizational structure impact writing?
Narrative Style	CC.1.4.2.Q Choose words and phrases for effect.	<p>Students will understand that...</p> <p>A good writer uses details to make their writing more interesting.</p> <p>Details give extra information that helps the reader picture what happens.</p>	<p>How does word choice impact writing?</p> <p>How does a writer engage the reader?</p> <p>What makes an author's sentences more interesting?</p>

		Adjectives help the reader picture what the writer is telling about.	When is an everyday moment worth writing about?
Narrative Conventions of Language	CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. 	Students will understand that... Conventions are rules that have been established to standardize written communication. A writer needs to use Standard English conventions to get his/her message across effectively in terms of intended meaning.	How do rules of language affect communication? What is the difference between revising and editing?
Production and Distribution of Writing Writing Process	CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	The students will understand that... Effective writing follows a process. Writers reflect on their own writing, noting strengths and areas needing improvement.	How is the writing process used? Why are revising and editing essential to writing? Why do authors publish writing?
Technology and Publication	CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing individually and in collaboration with peers.	The students will understand that... Writing can be supported by technology.	How can digital tools enhance our writing?
Conducting Research	CC.1.4.2.V Participate in individual or shared research and writing projects.	The students will understand that... Writing can be supported by research.	
Credibility, Reliability, and Validity of Sources.	CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer questions.	The students will understand that... People rely on a variety of resources to obtain information.	How can your own experiences help support your writing?

Range of Writing	CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	The students will understand that... Effective communication relies on the usage of proper forms.	Why do we use different forms of writing? How does the audience influence the format of your writing? How does the purpose influence the format of your writing?
Big Idea <i>Speaking and Listening</i>	CC.1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Enduring Understanding(s) Students will understand that... Effective speaking and listening are essential for productive communication. Effective communicators evaluate their own thinking and ensure other points of view are considered fairly.	Essential Question(s) How do you listen? What impact does listening have? How do you speak effectively? In what ways are ideas communicated orally?
Comprehension and Collaboration Collaborative Discussion	CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.	Students will understand that... Effective speaking and listening are essential for productive communication. Effective communicators evaluate their own thinking and ensure other points of view are considered fairly. Rules for respectful conversations include: <ul style="list-style-type: none"> • Wait your turn • Listen carefully • Keep to the topic 	Do people learn more by talking or listening?
Comprehension and Collaboration Critical Listening	CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Students will understand that... Good listeners use their own knowledge along with the information they hear from others to make new discoveries.	How do you listen? What impact does listening have?

Comprehension and Collaboration Evaluating Information	CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Students will understand that... Active listening increases one's own understanding by asking questions and/or retelling information.	How can listeners stay involved in a conversation?
Presentation of knowledge and Ideas Purpose, Audience, and Task	CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Students will understand that... Purpose, context, and audience influence the content and delivery in speaking situations.	How does productive oral communication rely on speaking and listening?
Presentation of knowledge and Ideas Context	CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Students will understand that... Word choice and sentence structure are used to express ideas.	How can the knowledge of language help up to communicate and understand?
Presentation of Knowledge and Ideas Multimedia	CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	Students will understand that... Visual materials enhance understanding.	How do visual materials send messages? How do visuals impact our thoughts and actions? How does one analyze and evaluate visual materials?
Conventions of Standard English	CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	Students will understand that... They should speak differently depending on who they are talking to.	How does one determine when to use formal or informal English?

Big Ideas and Essential Skills Per Unit of Study

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Reading Skills/Strategies	Vocabulary Skills	Common Assessment(s)	Common Resource(s)
August/ September	The First 25 Days Unit 1 Neighborhood Visit	Foundational Skills Reading Literature (Lessons 1-2)	CC.1.3.2.B CC.1.3.2.E CC.1.2.2.1	Sequence of Events Infer/Predict Compare and Contrast Two Texts on the Same Topic Questioning	Alphabetical Order Using a Glossary Guide Words	Comprehensive Screening Assessment	<u>Daily 5: Fostering Literacy Independence in the Elementary Grades</u> , <u>Journeys</u> , Think Central 2014 Book room resources
October	Unit 1 Neighborhood Visit	Reading Literature (Lessons 3-5)	*CC.1.3.2.A CC.1.3.2.I CC.1.3.2.E *CC.1.3.2.C *CC.1.3.2.D	Author's Purpose Analyze/Evaluate Cause and Effect Summarize Story Structure Visualize	Use a Glossary Multiple-Meaning Words Multiple Entries Context Clues Use a Digital Dictionary Base Words and Endings: -ed, -ing	Unit 1 Benchmark Unit 1 Performance Task	<u>Journeys</u> Book room resources *Extending the Common Core State Standards Companion and student magazines Readers' Theatre <u>A Swallow and a Spider-Recount Fable and determine its moral</u> Think Central 2014
November	Unit 2 Nature Watch	Reading Literature and Informational Text (Lessons 6, 7, 8)	CC.1.2.2.E CC.1.2.2.B CC. 1.2.2.A	Text and Graphic Features Questioning Conclusions Analyze/Evaluate Main Ideas and Details Visualize	Use a Dictionary Base Words and Prefixes un-, re- Dictionary Skills: Punctuation and style of sentences Use a Glossary Compound Words	Lesson 8 Skills in Context First Writing Sample	<u>Journeys</u> Book room resources Fall themed activities Think Central 2014
December	Unit 2 Nature Watch Holidays around the World	Reading Literature and Informational Text (Lessons 9, 10)	CC.1.3.2.G CC.1.3.2.C *CC.1.3.2.F	Understanding Characters Summarize Fact and Opinion Monitor/Clarify	Using a Digital Dictionary Synonyms Use a Thesaurus Base Words and Suffixes -er, -est	Unit 2 Test	<u>Journeys</u> Book room resources *Extending the Common Core State Standards Companion and student magazines-

							Describe how words and phrases supply rhythm and meaning in a story, poem, or song. Think Central 2014
January	Unit 3 Tell Me About It	Reading Literature and Informational Text (Lessons 11, 12, 13)	CC.1.3.2.E CC.1.3.2.B CC.1.2.2.H	Conclusions Infer/Predict Text and Graphic Features Questioning Author's Purpose Analyze/Evaluate	Guide Words Prefixes pre- mis- Idioms Use a Digital and nondigital Dictionary Suffix -ly	Lesson 13 Skills in Context	<u>Journeys</u> Book room resources Think Central 2014
February	Unit 3 Tell Me About It	Reading Literature and Informational Text (Lessons 14, 15)	CC. 1.2.2.A *CC.1.2.2.G	Cause and Effect Main Idea and Details Summarize Monitor and Clarify	Dictionary Entry	Unit 3 Benchmark Unit 3 Performance Task (2 nd Writing Sample)	<u>Journeys</u> Book room resources *Extending the Common Core State Standards Companion and student magazines Think Central 2014
March	Unit 4 Heroes and Helpers	Reading Literature and Informational Text (Lessons 16, 17, 18, 19)	CC.1.3.2.E CC.1.3.2.G	Story Structure Infer/Predict Sequence of events Visualize Understanding Characters Analyze/Evaluate Text and Graphic Features Questioning	Use a Digital Dictionary Homographs Multiple Entries Antonyms Use a Dictionary Suffixes -y and -ful Use a Glossary Shades of Meaning	Lesson 18 Skills in Context	<u>Journeys</u> Book room resources Think Central 2014
April	Unit 4 Heroes and Helpers Unit 5 Changes, Changes Everywhere	Reading Literature and Informational Text (Lessons 20, 21, 22)	*CC.1.3.2.H CC.1.2.2.A CC.1.3.2.C CC.1.3.2.B CC.1.3.2.H	*Compare and Contrast Monitor/Clarify Main Ideas and Details Infer/Predict Understanding Characters Questioning	Dictionary Skills- Punctuation and styles of sentences Use a Thesaurus Use a Dictionary Figurative Language/Idioms	Unit 4 Test	<u>Journeys</u> Book room resources *Unit 6 Extending the Common Core State Standards Companion and student magazines Think Central 2014
May/June	Unit 5 Changes, Changes	Reading Literature and Informational	CC.1.2.2.B CC.1.3.2.E CC.1.1.2.D	Conclusions Summarize Cause and Effect	Use a Glossary Compound Words Determine Part of Speech	Lesson 23 Skills in Context	<u>Journeys</u> Book room resources *Extending the

	Everywhere Unit 6	Text (Lessons 23, 24, 25, 26)	CC.1.3.2.1 CC.1.3.2.B *CC.1.2.2.C	Visualize Text and Graphic Features Monitor/Clarify Story Structure Infer/Predict	Antonyms Use a Digital Dictionary Using Context	Unit 5 Benchmark Unit 5 Performance Task (3 rd Writing Sample)	Common Core State Standards Companion and main selection <u>The Goat in the Rug.</u> Think Central 2014
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