

Grade 2: Curriculum Guide Overview

*How to use this curriculum guide:*

*The Iowa Core Standards and the learner objectives listed on this district curriculum guide articulate our English Language Arts curriculum. These guides articulate what students need to know and be able to do during each unit of study at each grade level.*

**The *Journeys* Materials**

*Journeys* is a comprehensive English Language Arts program that supports the Iowa Common Core Standards by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening and language. This program will be used as our primary tool to support instruction and enhance students’ mastery of the Iowa Common Core Standards.

**Pacing**

The curriculum guide breaks the school year into six units of instruction. Each unit is six weeks in length (reference the pacing calendars for specific dates), and includes 5 “Lessons” within *Journeys*. The additional week can be distributed throughout the unit (i.e. 6-day cycles) or reserved for reteaching and extension in the final week.

**Organization**

Page 1 of each unit guide provides an overview of the unit, organized by weekly lesson in the *Journeys* materials. While this overview includes the skills and standards instructed each week, the “I Can” statements provided on pages 2-4 should be used to design instruction and determine student outcomes.

Page 2 of each unit guide contains the reading literature (left side) and reading informational (right side) standards, as well as an open space for “Focusing our Instruction”. This space should be used to organize your “I Can” statements created at the Data Team meeting. These team “I Can” statements will assist your team in creating focused Common Formative Assessments for each unit and in planning for instruction to support students in obtaining these “I Can” statements.

You will notice that there are not specific *Journeys* lessons tied to our reading literature and reading informational standards. The lessons are listed under the left or right column based upon the genre of the main selection (fiction or nonfiction). Instruction of your team “I Can” statements for reading literature and reading informational should occur across the lessons identified for this genre.

Pages 3-4 of each unit guide contain the writing, language, foundational and speaking and listening standards and “I Can” statements. While the language of the “I Can” statements can be modified to best serve your students, they should be considered a guide for what to expect of students in each standard.

The *Being a Writer* unit identified at the top of our writing standards column (pg. 3-left side) will be used as our primary tool to support instruction of the writing standards and “I Can” statements.

*Overarching Standards:*

The following standards have been identified as overarching standards, which means they are to be embedded within each unit of instruction over the course of the year.

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| **Overarching Standard** | **Learner Objectives** | **Instructional Support** |
| Literature 4:Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.Informational 4:Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | I can describe how authors use words purposefully to create rhythm, and meaning in stories, poems, and songs. | Shared reading opportunities and explicit vocabulary instruction will support students in developing the vocabulary necessary to understand text and to communicate clearly. |
| I can use context clues to help me determine the meaning of unfamiliar words or phrases. |
| I can use text features to help me determine the meaning of unfamiliar words or phrases. |
| Literature 10:By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | I can challenge myself by reading books that increase in difficulty throughout the year. | Students will apply concepts learned through whole and small group reading opportunities in daily guided and independent practice. Students will engage in text with increasing complexity throughout the year.  |
| Informational 10:By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | I can apply what I know about reading to different types of text (ex. poetry, social studies, science, technical, etc.). |
| Language 2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.d. Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy → boil). | I can apply what I know about spelling patterns when I write. | Students will apply grade level spelling words and patterns in their writing throughout the year. |
| Language 3:Use knowledge of language and its conventions when writing, speaking, reading, or listening.1. Compare formal and informal uses of English.
 | I understand the different between formal and informal English and can explain how to use each when writing, speaking, reading, and listening. | Opportunities to explore formal and informal English will be provided for students throughout the year to help build an understanding of how and why to use each appropriately. |
| Language 5:Demonstrate understanding of word relationships and nuances in word meanings.1. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* and *juicy*).
2. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
 | I can apply knowledge of Tier 2 and Tier 3 vocabulary when writing, reading, and speaking. | Students will explore how an author uses a variety of words in literature and informational texts, poems, and dramas. Students will gain an understanding of how carefully select words provide meaning and apply this to a variety of writing purposes.  |
| I can use a variety of verbs and adjectives with similar meanings to make my writing more interesting. |
| Language 6:Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy)*. | I can learn and use new words and phrases when I read, write, and talk with my classmates. | Students will apply vocabulary acquisition through classroom conversations and writing opportunities throughout the year. |
| Writing 6:With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  | I can work with my classmates to use digital tools, such as a computer, to create and publish my writing. | Technology integration throughout the year for multiple purposes will increase student’s ability to understand and use essential 21st century skills. |
| Speaking and Listening 1:Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
2. Build on others’ talk in conversations by linking their comments to the remarks of others.
3. Ask for clarification and further explanation as needed about the topics and texts under discussion.
 | I can participate in conversations in small and large groups. | Students will participate in small and large group conversations throughout the school day and year. They will be provided multiple opportunities to collaborate with different students and to conduct themselves in a respectful manner. |
| I can follow classroom expectations for discussion in small and large groups. |
| I can contribute to a conversation in small and large groups. |
| I can ask for clarification and further explanation in discussions. |