


**Second Grade Curriculum Alignment Guide**  
**Instructional Block 1: August 18, 2015 – November 6, 2015**

	August	September	October	November
<b>Initial CELDT</b>	Aug. 18 - May 20			
<b>Annual CELDT</b>	Aug. 18 - Oct. 16			
<b>DIBELS BOY</b>	Aug. 18 – Sept. 11			
<b>Math Assessment Due</b>			Oct. 23	
<b>Narrative Writing Due</b>				Nov. 6
<b>Report Card Due</b>				Nov. 13
<b>Parent Conferences</b>				Nov. 16-20


T R C	Far Below Proficient	Below Proficient	Proficient	Lexile Equivalent	Above Proficient	DIBELS Next					
	<i>(Intensive)</i>	<i>(Strategic)</i>	<i>(Benchmark)</i>			Progress Monitoring Recommendations Benchmark: As needed Strategic: Once every two weeks Intensive: Once a week					
Fluency Goals	31-61 WCPM	89 WCPM	117-142 WCPM	DORF EOY: 87 WCPM		Composite	NWF (Correct Letter Sounds)	NWF (Whole Words Read)	DORF (Words Correct)	DORF (Accuracy)	Retell
<b>BOY</b>	E and below	F to H	I	275	J and above	141	54	13	52	90%	16
						109	35	6	37	81%	8
MOY	H and below	I	J to K	325-375	L and above	190	Not Assessed	Not Assessed	72	96%	21
						145			55	91%	13
EOY	J and below	K	L to M	400-475	N and above	238	Not Assessed	Not Assessed	87	97%	27
						180			65	93%	18

		Standards	Instruction	Resources
90 minutes	Foundational Skills	Previous + CCSS-FS3 CCSS-FS4	<b>Phonics and Word Recognition</b> <ul style="list-style-type: none"> <li>Vowel Teams Distinguish between long and short vowels (short in mask, long in maid) Additional common vowel digraphs, or teams (ay, igh, ow) Variant vowel digraphs, or teams that are not traditionally classified as long or short (aw in claw) Single syllable words with diphthongs, or where both vowel sounds contribute to the sound heard (toy, now)</li> <li>Two-syllable words with long vowels (paper, reptile)</li> <li>Common prefixes (un-, re-, in-) and suffixes (-ing, -er)</li> </ul> <b>Fluency:</b> <ul style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> </ul>	<a href="http://symboloo.com/mix/K1skills">symboloo.com/mix/K1skills</a>  1. Visit the URL above 2. Click  Start Using This Webmix 3. Close sign in window or login (Your choice. No login necessary to use links.) 4. Start using webmix! ☺
60 minutes	Designated ELD	Part 1: Interacting in Meaningful Ways A.1, A.3, B.5, B.6, C.9	<ul style="list-style-type: none"> <li>Exchanging information and idea</li> <li>Offering opinions</li> <li>Listening actively</li> <li>Reading/Viewing closely</li> <li>Presenting</li> </ul>	
Theme: <b>Relationships</b> Key Ideas: Connection, Influence, Impact Essential Questions: <b>What impact do relationships have?</b> Standards Addressed: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.7, RL.2.1, RL.2.2, RL.2.7, W.2.3				
Language and Literacy 90 minutes	Life Science	CA Science Standards: LS 2.2 NGSS: Patterns Structure and Function Stability and Change	<b>How do organisms live, grow, respond to their environment and reproduce?</b> Reading: Insects and Plants Student Text FOSS: INSECTS and PLANTS, “Getting to Know” your Science Tools: Elicitation Discussion, Consolidation Discussion, Data Discussion, and Explanation Discussion	The Great Kapok Tree (RAP) When the World Was Young- Emu and Eagle’s Great Quarrel (RAP)
	Social Studies	<i>Across All Instructional Blocks:</i> Historical Analysis Skills <i>Specific to Instructional Block 1:</i> 2.1, 2.1.1, 2.5	<b>How was family life different in the past?</b> Treasures: Family and Friends, Community Heroes Harcourt: Spotlight on Standards Reader Scott Foresman- <i>Meet Our Families, Family Histories, Remembering Our Past, The Patchwork Quilt</i>	Family Pictures The Keeping Quilt (RAP) The Hundred Penny Box The House on Maple Street
	Writing	W3, L1b, L1d, L1e, L1f, L1g, L2a, L2b, L2c, L2d, RL.2.3, RL.2.7, RI.1.7, SL1a, SL1b	Personal Narrative, Expository How-To Draw material for character, setting, and possible sequence of events from a pictorial source. Discuss with peers. Collect ideas and notes from writing. Then draft and edit a written narrative.	My Side of the Mountain (RAP) Cloudy with a Chance of Meatball (RAP)

**Second Grade Curriculum Alignment Guide**  
**Instructional Block 2: November 9, 2015 – February 26, 2016**

	Nov.	Dec.	Jan.	Feb.	Mar.
Initial CELDT	Aug. 18-May 20				
DIBELS MOY			Jan. 11-19		
Math Assessment Due				Feb. 19	
Informational Writing Due				Feb. 12	
Report Card Due					Mar. 4
Parent Conferences					Mar. 7-11


T R C	Far Below Proficient	Below Proficient	Proficient	Lexile Equivalent	Above Proficient	DIBELS Next					
	<i>(Intensive)</i>	<i>(Strategic)</i>	<i>(Benchmark)</i>			Progress Monitoring Recommendations Benchmark: As needed Strategic: Once every two weeks Intensive: Once a week					
Fluency Goals	31-61 WCPM	89 WCPM	117-142 WCPM	DORF EOY: 87 WCPM		Composite	NWF (Correct Letter Sounds)	NWF (Whole Words Read)	DORF (Words Correct)	DORF (Accuracy)	Retell
BOY	E and below	F to H	I	275	J and above	141	54	13	52	90%	16
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						180			65	93%	18

		Standards	Instruction	Resources
90 minutes	Foundational Skills	Previous + CCSS-FS3 CCSS-FS4	<b>Phonics and Word Recognition</b> <ul style="list-style-type: none"> <li>Two-syllable words with long vowels (paper, reptile)</li> <li>Common prefixes (un-, re-, in-) and suffixes (-ing, -er)</li> <li>Use prefixes and suffixes to help decode word (un + happy – unhappy)</li> <li>Identify lower frequency patterns (ough as in rough)</li> <li>Recognize and read grade-appropriate irregularly spelled words</li> </ul> <b>Fluency:</b> <ul style="list-style-type: none"> <li>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</li> </ul>	<a href="http://symboloo.com/mix/K1skills">symboloo.com/mix/K1skills</a>  1. Visit the URL above 2. Click  3. Close sign in window or login <small>(Your choice. No login necessary to use links.)</small> 4. Start using webmix! ☺
60 minutes	Designated ELD	Part 1: Interacting in Meaningful Ways A.2, B.7, C.10  Part 2: Learning About How English Works A.1, B.3, B.4	<ul style="list-style-type: none"> <li>Interaction via written English</li> <li>Evaluating language choices</li> <li>Composing/Writing</li> <li>Understanding text structure</li> <li>Using verbs and verb phrases</li> <li>Using noun and noun phrases</li> </ul>	
Theme: <b>Cause and Effect</b> Key Ideas: Action, Reaction, Consequences Essential Questions: <b>What happened and why did it happen?</b> Standards Addressed: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RL.2.1, RL.2.2, RL.2.4, RL.2.5, RL.2.6, RL.2.7, W.2.2				
Language and Literacy 90 minutes	Physical Science	CA Science Standards: PS 2.1 NGSS: Patterns, Cause and Effect Structure and Function Stability and Change	<b>How can one explain and predict interactions between objects and within systems of objects?</b> Reading: Balance and Motion student text FOSS: BALANCE and MOTION, “Science Talks”- Elicitation Discussion, Consolidation Discussion, Data Discussion, and Explanation Discussion	<u>A Drop of Water</u> (RAP) <u>Desert Giant</u> (RAP) <u>A Seed is Sleepy</u> (RAP)
	Social Studies	<i>Across All Instructional Blocks:</i> Historical Analysis Skills <i>Specific to Instructional Block 2:</i> 2.4, 2.4.1, 2.4.2, 2.2	<b>How do producers and consumers depend on each other?</b> Scott Foresman- <i>Who Does it? Why Buys It? Buyers Need Sellers, Sellers Need Buyers, The Consumer-Producer Connection</i> Pearson Online- <i>Growing and Using Food, Consumers and Producers, Using Resources</i>	<u>From Plant to Blue Jeans</u> <u>Milk From Cow to Carton</u> <u>Pigs Go to Market</u> <u>Our Solar System</u> (RAP)
	Writing	W2, W8, L1a, L1b, L1d, L1f, L1g, L2a, L2b, L2c, L2d, L2e, L3a, L6, RI3, RI8, SL1a, SL1b	Informational/Explanatory: Draw information from one or more audio-visual sources, discuss with peers, use graphic organizer to collect ideas and evidence for writing, then draft and edit a written informative/explanatory text.	<u>Quarrel</u> (RAP) <u>Mr. Popper’s Penguin</u> (RAP) <u>A Butterfly is Patient</u> (RAP)

**Second Grade Curriculum Alignment Guide**  
**Instructional Block 3: February 29, 2016 – June 10, 2016**

	March	April	May	June
Initial CELDT	Aug. 18 -May 20			
DIBELS EOY			May 16 – June 3	
Math Assessment Due		April 29		
Opinion Writing Due		April 29		
Report Card Due				June 10
Parent Conferences <i>(if required)</i>				June 6-10

T R C	Far Below Proficient <i>(Intensive)</i>	Below Proficient <i>(Strategic)</i>	Proficient <i>(Benchmark)</i>	Lexile Equivalent	Above Proficient	DIBELS Next					
	Progress Monitoring Recommendations Benchmark: As needed Strategic: Once every two weeks Intensive: Once a week						Green: Benchmark White: At Risk				
Fluency Goals	31-61 WCPM	89 WCPM	117-142 WCPM	DORF EOY: 87 WCPM		Composite	NWF (Correct Letter Sounds)	NWF (Whole Words Read)	DORF (Words Correct)	DORF (Accuracy)	Retell
BOY	E and below	F to H	I	275	J and above	141	54	13	52	90%	16
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						180			65	93%	18

		Standards	Instruction	Resources
90 minutes	Foundational Skills	Previous + CCSS-FS3 CCSS-FS4	<b>Phonics and Word Recognition</b> <ul style="list-style-type: none"> <li>Identify lower frequency patterns (ough as in rough)</li> <li>Recognize and read grade-appropriate irregularly spelled words</li> <li>Segment and spell these types of words</li> <li>Read common high frequency irregular words</li> <li>Identify words with inconsistent but common spelling-sound correspondences</li> </ul> <b>Fluency:</b> <ul style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	<a href="http://symboloo.com/mix/K1skills">symboloo.com/mix/K1skills</a> 1. Visit the URL above 2. Click  Start Using This Webmix 3. Close sign in window or login (Your choice. No login necessary to use links.) 4. Start using webmix! ☺
60 minutes	Designated ELD	Part 1: Interacting in Meaningful Ways A.2, B.7, C.9  Part 2: Learning About How English Works A.1, A.2, C.6	<ul style="list-style-type: none"> <li>Interaction via written English</li> <li>Evaluating language choices</li> <li>Presenting</li> <li>Understanding text structure</li> <li>Understanding cohesion</li> <li>Connecting ideas</li> </ul>	
Theme: <b>Change</b> Key Ideas: Growth, Time, Progress Essential Questions: <b>Why do things change?</b> Standards Addressed: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RL.2.1, RL.2.2, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, W.2.1				
Language and Literacy 90 minutes	Earth Science	CA Science Standards: ES 2.3 NGSS: Patterns, Cause and Effect Structure and Function Scale, Proportion and Quantity	<b>How and why is Earth constantly changing?</b> Reading: Pebbles, Sand, and Silt student text FOSS: PEBBLES, SAND and SILT, "Science Talks"- Elicitation Discussion, Consolidation Discussion, Data Discussion, and Explanation Discussion	The Secret Life of a Snowflake (RAP) Rocks in His Head (RAP)
	Social Studies	<i>Across All Instructional Blocks:</i> Historical Analysis Skills <i>Specific to Instructional Block 3:</i> 2.3, 2.3.1, 2.3.2	<b>What changes in time and place affect the way people live?</b> Scott Foresman- <i>It is the Law, Making a Law, Lawmaking in the United States</i> Pearson Online- <i>The Role of Government, Diplomacy</i>	Duck for President House Mouse Senate Mouse
	Writing	W1, L1c, L1d, L1f, L1g, L2a, L2b, L2c, L2d, L2e, L6, RI2, RI8, SL1a, SL1b	Opinion: Draw information from one or more textual sources, discuss with peers, use graphic organizer to collect ideas and evidence for writing, then draft and edit a written opinion piece. Students will listen to read aloud to determine evidence for opinion writing.	A Drop Around the World (RAP) The Stranger (RAP) The Storm Book (RAP)