### Second Grade Curriculum Alignment Guide

#### Instructional Block 2: November 9, 2015 – February 26, 2016

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<th>Standards</th>
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| **Phonics and Word Recognition** | - Two-syllable words with long vowels (paper, reptile)  
- Common prefixes (un-, re-, in-) and suffixes (-ing, -er)  
- Use prefixes and suffixes to help decode word (un + happy – unhappy)  
- Identify lower frequency patterns (ough as in rough)  
- Recognize and read grade-appropriate irregularly spelled words |  
| **Fluency** | - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings |  |

#### Theme: Cause and Effect

**Key Ideas:** Action, Reaction, Consequences  
**Essential Questions:** What happened and why did it happen?  
**Standards Addressed:** RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.6, RL.2.7, RL.2.8, RI.2.9, RI.2.21, RL.2.2, RL.2.4, RL.2.5, RL.2.6, RL.2.7, W.2.2

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<th>Language Abs</th>
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<tbody>
<tr>
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<td>1</td>
<td>109</td>
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<td>1</td>
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<td>72</td>
<td>96%</td>
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<tr>
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<td>93%</td>
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#### Language and Literacy 90 minutes

- **W2, W8, W1a, L1a, L1d, L1f, L1g, L2a, L2b, L2c, L2d, L2e, L3a, L6, R13, R18, SL1a, SL1b**

#### Physical Science

- **CA Science Standards: PS 2.1**
- **NGSS: Patterns, Cause and Effect**
- **Structure and Function**
- **Stability and Change**

**FOSS: BALANCE and MOTION"Science Talks" - Elicitation Discussion, Consolidation Discussion, Data Discussion, and Explanation Discussion**

**How can one explain and predict interactions between objects and within systems of objects?**

- Reading: Balance and Motion student text
- From Plant to Blue jeans
- Milk From Cow to Carton
- Pig Go to Market
- From Cow to Ice Cream (RAP)

#### Social Studies

- **Across All Instructional Blocks: Historical Analysis Skills**
- **Specific to Instructional Block 2:** 2.4, 2.4.1, 2.4.2, 2.2

**How do producers and consumers depend on each other?**

- Pearson Online - Growing and Using Food, Consumers and Producers, Using Resources

**How do producers and consumers depend on each other?**

- Reading: Balance and Motion student text
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#### Writing

**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.

**Quarrel (RAP)**

**Mr. Popper's Penguin (RAP)**

**A Butterfly is Patient (RAP)**