

2nd Grade ELA Curriculum Map

| Standards – Quarter 1 | | Suggested Units | Academic Vocabulary |
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| <p>Reading: Literature - RL. 2.1 Sequencing RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL. 2.2 Retell RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL. 2.5 Beginning, Middle, End RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.6 Author’s Purpose RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL. 2.7 Predicting RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9 Compare & Contrast RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10 Read 2nd grade level work RL.2.10. 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.</p> | <p>Writing W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Narrative Writing W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5 Revising, Editing W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6 Publishing W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.8 Recall information from sources W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> | <p>Aligned to Social Studies & Science Standards</p> <p>2.C.1 and 2.C.2 Rules and Government 2.G.1 and 2.G.2 Citizenship</p> <p>2.P.1 Sound 2.E.1.3 Seasonal patterns in weather, times of year</p> <p>Each Nine Weeks: 2.H.1.1 timelines 2.H.1.2 historical figures 2.H.1.3 interpretation of history</p> | <p>genre compare contrast story structure author’s purpose</p> |

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| <p>Reading: Information</p> <p>RI.2.3-Science Steps RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.5- Text Features RI.2.5. Know and 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.</p> <p>RI.2.6- Author's Purpose RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7- Diagrams, pictures to understand RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.9-Compare & Contrast RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10- Read 2nd grade level work RI.2.10. 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.</p> | <p>Speaking and Listening</p> <p>Each Nine weeks:</p> <p>SL.2.1-discussions, conversations, questions SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2-retelling key ideas and details SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3-asking/answering questions SL.2.3. 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.</p> <p>SL.2.4-tell a story aloud SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5-recording, drawing to share SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6-ask/answer questions</p> | | <p>genre author's purpose text features compare contrast</p> |
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| | <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | | |
| <p>Reading: Foundational Skills RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2.RF.3a Short vowels a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2.RF.3e blending/segmenting phonemes 2.RF.3a, 3c long vowels a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2.RF.3c syllables c. Decode regularly spelled two-syllable words with long vowels.</p> <p>2.RF.3e 2 sounds of g e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.RF.3e 2 sounds of c e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.RF.3e substituting phonemes e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.RF.3c silent e (CV, CVCe pattern) c. Decode regularly spelled two-syllable words with long vowels.</p> <p>2.RF.3e double final consonants e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.RF.3e digraphs sh, th, wh, ch, th e. Identify words with inconsistent but common spelling-</p> | <p>Language L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1-plural nouns, complete second grade sentences b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>L.2.2-apostrophes in contractions L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3-write, speak, read, listen 2.L.1a Collective nouns L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>).</p> <p>2.L.1b irregular plural nouns b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>2.L.1e adjectives and adverbs e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2.L.1f simple and compound sentences f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>2.L.2a capitalization rules</p> | | <p>contractions root word apostrophe reference materials</p> |

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sound correspondences.

2.RF.3e final ending -nd, -ng, -nk, -ft, -lk, -nt

e. Identify words with inconsistent but common spelling-sound correspondences.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

2.L.2b commas in letters

b. Use commas in greetings and closings of letters.

2.L.2c apostrophes in contractions & possessives

c. Use an apostrophe to form contractions and frequently occurring possessives.

2.L.2d recognizing spelling patterns

d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

2.L.2e dictionary skills

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.3-formal and informal English

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

2.L.4a multi meaning words

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

2.L.4e glossaries/dictionaries

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2.L.6 oral expression

2.L.3 plurals with -s

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| | <p>2.L.1d, 2.L.4c verb endings with -s, -ed, -ing</p> <p>2.L.2c possessives with 's</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> | | |
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“I Can” Statements of the Standards - Quarter 1

Reading: Literature

RL. 2.7 I can use words and pictures to help me make predictions about the characters, setting, and plot.

RL 2.1 I can sequence the story by telling who, what, where, when, why and how after reading stories.

RL 2.5 I can find and understand the beginning, middle, and end of a story.

RL 2.2 I can retell a story.

RL 2.9 I can compare and contrast ways of telling the same story.

RL 2.10 I can read and understand second grade fiction

Writing

W.2.3 I can write to tell a story.

W.2.5 I can revise and edit my writing.

W.2.6 I can publish writing.

W.2.8 I can interview people to answer a question.

Reading: Information

RI 2.3 I can understand science steps and ideas in nonfiction.

RI 2.5 I can use text features to help me understand nonfiction.

RI 2.6 I can understand what the author is trying to teach me.

RI 2.7 I can use diagrams and pictures to help me understand nonfiction.

Speaking and Listening

SL.2.1 I can follow rules for discussions.

I can participate in conversations with others.

I can ask questions during discussions.

SL.2.2 I can tell about the key ideas and details after I listen or read.

SL.2.3 I can ask and answer a question about what a speaker says.

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| <p>RI.2.9 I can compare and contrast the main idea of two nonfiction texts.</p> <p>RI.2.10 I can read and understand second grade nonfiction.</p> | <p>SL.2.4 I can tell a story aloud.</p> <p>SL.2.5 I can record what I am reading out loud.</p> <p>SL.2.6 I can answer questions out loud in complete sentences.</p> |
| <p>Reading: Foundational Skills</p> <p>2.L.3 I can read and identify plurals with -s.</p> <p>2.L.1d, 2.L.4c I can read and identify words with verb endings -s, -ed, -ing. (Letterland)</p> <p>2.L.2c I can read and identify possessives with 's.</p> <p>2.RF.3a I can identify words with short vowels. (Letterland)</p> <p>2.RF.3e I can read and identify words by blending/segmenting sounds (phonemes). (Letterland)</p> <p>2.RF.3a, 3c I can read and identify words with long vowels. (Letterland)</p> <p>2.RF.3c I can break apart syllables in words.</p> <p>2.RF.3e I can identify and read two sounds of g. (Letterland)</p> <p>2.RF.3e I can read and identify two sounds of c. (Letterland)</p> <p>2.RF.3e I can read and identify words by substituting sounds (phonemes).</p> <p>2.RF.3c I can read and identify words with silent e (CV, CVCe pattern). (Letterland)</p> <p>2.RF.3e I can read and identify words with double final consonants.</p> <p>I can read words with vowel teams. (Letterland)</p> <p>2.RF.3e I can read and identify words with digraphs sh, th, wh, ch, th (Letterland)</p> <p>2.RF.3e I can read and identify words with final ending -nd, -ng, -nk, -ft, -lk, -nt (Letterland)</p> | <p>Language</p> <p>L.2.1 I can use plural nouns in complete second grade sentences.</p> <p>L.2.2 I can use apostrophes in contractions.</p> <p>L.2.3 I can write, speak, read, listen by using what I know.</p> <p>2.L.1a I can use collective nouns.</p> <p>2.L.1b I can use irregular plural nouns. (himself, myself, ourselves)</p> <p>2.L.1e I can use adjectives and adverbs correctly.</p> <p>2.L.1f I can use simple and compound sentences.</p> <p>2.L.2a I can use capitalization rules in my writing.</p> <p>2.L.2b I can use commas in letters.</p> <p>2.L.2c I can use apostrophes in contractions & possessives.</p> <p>2.L.2d I can use spelling patterns when writing words.</p> <p>2.L.2e I can use a dictionary to check and correct spelling.</p> <p>L.2.3 I can compare formal and informal uses of English.</p> <p>2.L.4a I can use multi-meaning words.</p> <p>2.L.4e I can use glossaries/dictionaries to look up words.</p> <p>2.L.6 I can read with oral expression.</p> |

2nd Grade ELA Curriculum Map

| Standards – Quarter 2 | | Suggested Units Aligned to Social Studies & Science Standards | Standards to Spiral | Academic Vocabulary |
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| <p>Reading: Literature RL.2.1-Problem/Solution RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.10-Read and understand 2nd grade level work. RL.2.10. 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.</p> | <p>Writing W.2.2 Content Writing W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5 Revising, editing W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6 Publishing W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7 Recording information, research W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 Recall information from sources W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> | <p>2.C.1 Cultures 2.E.1.1 Weather (water cycle) 2.E.1.2 Weather (weather conditions and tools-temperature, wind direction, wind speed, precipitation) 2.E.1.4-Weather tools 2.P.2.1-Examples of Matter 2.P.2.2-Compare water and freezing 2.P.2.3 Compare water left in open and closed containers</p> | <p>Reading: Literature RL. 2.7 Predicting RL. 2.1 Sequencing RL. 2.5 Beginning, Middle, End RL. 2.2 Retell RL.2.9 Compare & Contrast RL.2.10 Read 2nd grade level work</p> | <p>Problem solution supporting details</p> |

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| <p>Reading: Information RI.2.1 Cause & Effect RI.2.1. Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Main Idea & Detail RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.connections of historical events</p> <p>RI.2.4 Context Clues RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.8 How reasons support author's points RI.2.8. Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.10-Read and understand 2nd grade level work. RI.2.10. 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.</p> | <p>Speaking and Listening Each Nine weeks: SL.2.1-discussions, conversations, questions SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2-Retelling key ideas and details SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3-Asking/answering questions SL.2.3. 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.</p> <p>SL.2.4-Tell a story aloud SL.2.4. Tell a story or recount an</p> | | <p>Reading: Information RI.2.5- Text Features RI.2.6- Author's Purpose RI.2.7- Diagrams, pictures to understand RI.2.9-Compare & Contrast RI.2.10- Read 2nd grade level work</p> | <p>cause effect supporting details explain text features compare contrast</p> |
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experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5-Recording, drawing to share

SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6-Ask/answer questions

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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| <p>Reading: Foundational Skills RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. 2.RF.3b vowel pairs ee and ea b. Know spelling-sound correspondences for additional common vowel teams. 2.RF.3b vowel pairs ai and ay b. Know spelling-sound correspondences for additional common vowel teams. 2.RF.3b vowel pairs oa, ow b. Know spelling-sound correspondences for additional common vowel teams. 2.RF.3e silent letters kn, gn, wr, mb e. Identify words with inconsistent but common spelling-sound correspondences 2.RF.3d r controlled vowels (-or, -ar)e. Identify words with inconsistent but common spelling-sound correspondences. 2.RF.3e r controlled vowels (-ir, -ur) e. Identify words with inconsistent but common spelling-sound correspondences. 2.RF.3e r controlled vowels (-er) e. Identify words with inconsistent but common spelling-sound correspondences.</p> | <p>Language 2.L.1c reflexive pronouns L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). 2.L.1d irregular verb tense d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). 2.L.1e adjectives and adverbs e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 2.L.1f simple and compound sentences f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 2.L.2a capitalization rules L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. 2.L.2b commas in letters b. Use commas in greetings and closings of letters. 2.L.2c apostrophes c. Use an apostrophe to form contractions</p> | | | <p>pronouns adjectives root word contraction</p> |
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| <p>2.RF.3b /oo/ sound (book, took, moon) b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF. 3b vowel pairs oo, ew, ue, ou, /oo/ b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2RF.3a, 3c long i, igh, ie a. Distinguish long and short vowels when reading regularly spelled one-syllable words. c. Decode regularly spelled two-syllable words with long vowels.</p> <p>2.RF.3a, 3c sounds for y (long i and long e) a. Distinguish long and short vowels when reading regularly spelled one-syllable words. c. Decode regularly spelled two-syllable words with long vowels</p> <p>2.RF.3e sound for y at the end of longer words e. Identify words with inconsistent but common spelling-sound correspondences.</p> | <p>and frequently occurring possessives.</p> <p>2.L.2C contractions with ‘s c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>2.L.2d recognizing spelling patterns d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>2.L.2e dictionary skills e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>2.L.3a informal/formal language L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.</p> <p>2.L.4a multiple meaning words L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2.L.4e glossary/dictionary</p> <p>2.L.5a-b synonyms, antonyms, homophones</p> <p>2.L.6 oral expression</p> | | | |
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| "I Can" Statements of the Standards - Quarter 2 | |
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| <p>Reading: Literature RL 2.1 I can tell who, what, where, when, why, and how to help me find problem and solution. RL 2.10 I can read and understand second grade fiction.</p> | <p>Writing W.2.2 I can write to teach. W.2.5 I can revise and edit my writing. W.2.6 I can publish writing. W.2.7 I can work with a partner to research. W.2.8 I can interview people to answer a question.</p> |
| <p>Reading: Information RI 2.1 I can tell who, what, where, when, why, and how to help me find the cause and effect. RI 2.2 I can find the main idea in a section of nonfiction. RI 2.3 I can understand steps and ideas in historical nonfiction. RI 2.4 I can understand words with context clues in nonfiction. RI 2.8 I can find reasons to support the main idea of nonfiction. RI 2.10 I can read and understand second grade nonfiction.</p> | <p>Speaking and Listening SL.2.1 I can follow rules for discussions. I can participate in conversations with others. I can ask questions during discussions. SL.2.2 I can tell about the key ideas and details after I listen or read. SL.2.3 I can ask and answer a question about what a speaker says. SL.2.4 I can tell a story aloud. SL.2.5 I can record what I am reading out loud. SL.2.6 I can answer questions out loud in complete sentences.</p> |
| <p>Reading: Foundational Skills 2.RF.3b I can read and identify words with vowel pairs ee and ea (Letterland) 2.RF.3b I can read and identify words with vowel pairs ai and ay (Letterland) 2.RF.3b I can read and identify words with vowel pairs oa, ow</p> | <p>Language 2.L.1c I can use reflexive pronouns. 2.L.1d I can use irregular verb tense. (sat, hid, told) 2.L.1e I can use adjectives and adverbs correctly. 2.L.1f I can write simple and compound sentences. 2.L.2a I can use capitalization rules in my writing.</p> |

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2.RF.3e I can read and identify words with silent letters kn, igh, gn, wr, mb (Letterland)

2.RF.3d I can read and identify words with r controlled vowels (-or, -ar) (Letterland)

2.RF.3e I can read and identify words with r controlled vowels (-ir, -ur) (Letterland)

2.RF.3e I can read and identify words with r controlled vowels (-er-or) (Letterland)

2.RF.3a, 3c I can read and identify words with sounds for y (long i and long e)

2.RF.3b I can read and identify words with /oo/ sound (book, took, moon)

2RF. 3b I can read and identify words with vowel pairs oo, ew, ue, ou, /oo/

2.L.4c I can use suffixes (-es,-ies) to make words plural.

2.L.4d I can read and identify compound words

2.L.2C I can read and make contractions with 's

2.L.2b I can use commas in letters.

2.L.2c I can use apostrophes in contractions/possessives.

2.L.2d I can use spelling patterns when writing words.

2.L.2e I can use dictionary skills to look up words.

2.L.3a I can compare informal/formal uses of English.

2.L.4a I can use multiple meaning words.

2.L.4e I can use a glossary/dictionary to look up words.

2.L.5a-b I can identify and use synonyms, antonyms, homophones.

2.L.6 I can read with oral expression.

2nd Grade ELA Curriculum Map

| Standards – Quarter 3 | | Suggested Units Aligned to Social Studies & Science Standards | Standards to Spiral | Academic Vocabulary |
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| <p>Reading: Literature RL.2.2 Fables RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.10-Read and Understand 2nd grade level work. RL.2.10. 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.</p> | <p>Writing W.2.1 Opinion Writing begin teaching for upcoming prompt W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.3 Narrative Writing continued W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5 Revising, editing W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising</p> | <p>2.P.2 Matter- continued study of matter and properties</p> <p>2.G.2.1 Natural resources, physical environments, ways people meet needs</p> <p>2.G.2.2 Recycling, conserving water, pollution</p> <p>2.G.1.1 Interpret maps, legends, atlases, map symbols</p> <p>2.G.1.2 Interpret map symbols, location of features on maps, finding cities, countries, continents, oceans, etc.</p> | <p>RL.2.1 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.8</p> | <p>fable folk tale cultures moral lesson</p> |

2nd Grade ELA Curriculum Map

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| | <p>and editing.</p> <p>W.2.6 Publishing W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7 Recording information, research W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 Recall information from sources W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> | | | |
| <p>Reading: Information RI.2.1 Inferencing RI.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.4 context clues RI.2.4. Determine the meaning of words and phrases in a text</p> | <p>Speaking and Listening Each Nine weeks: SL.2.1-discussions, conversations, questions SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger</p> | | | <p>text features clarify prior knowledge</p> |

2nd Grade ELA Curriculum Map

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| <p>relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.7-how diagrams contribute</p> <p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> | <p>groups.</p> <p>a. 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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2-retelling key ideas and details</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3-asking/answering questions</p> <p>SL.2.3. 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.</p> <p>SL.2.4-tell a story aloud</p> <p>SL.2.4. Tell a story or recount an experience with appropriate</p> | | | |
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2nd Grade ELA Curriculum Map

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| | <p>facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5-recording, drawing to share</p> <p>SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6-ask/answer questions</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | | | |
| <p>Reading: Foundational Skills</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2.RF.3b Words with ou, ow,oi, oy, aw, au</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.RF.3b Words with ore, oor, our, air, are, ear, eer</p> <p>b. Know spelling-sound</p> | <p>Language</p> <p>2.L.1f simple/compound sentences</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> | | | <p>reference materials</p> <p>prefix</p> <p>suffix</p> <p>root word</p> |

2nd Grade ELA Curriculum Map

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| <p>correspondences for additional common vowel teams.</p> <p>2.RF.3d Word with prefixes (-dis, -un, -re, and -pre) and suffixes (es, y to I to ies, s after silent e)</p> <p>d. Decode words with common prefixes and suffixes</p> <p>2.RF.3e Words with variant plurals (men loaves)</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences</p> | <p>2.L.2a capitalization rules</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>2.L.2b commas in letters</p> <p>b. Use commas in greetings and closings of letters.</p> <p>2.L.2c apostrophes</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>2.L.2d recognizing spelling patterns</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>2.L.2e dictionary skills</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>2.L.3a informal/formal language</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal</p> | | | |
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2nd Grade ELA Curriculum Map

uses of English.

2.L.4a multiple meaning words

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

2.L.4c base words and endings (-ed, -ing)

***double final consonants**

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

2.L.4d compound words

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

2.L.4e

glossary/dictionary use

e. Use **glossaries** and beginning **dictionaries**, both print and digital, to determine or

2nd Grade ELA Curriculum Map

clarify the meaning of words and phrases.

2.L.5a-b synonyms/ antonyms, homophones

2.L.6 oral expression

2.L.4c base words and endings (-es, -ies)

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

2.L.4b

b. Determine the meaning of the new word formed when a known **prefix** is added to a known word (e.g., *happy/unhappy, tell/retell*).

2.RF.3d

d. Decode words with common prefixes and suffixes.

prefixes (un- / re-)

2nd Grade ELA Curriculum Map

| "I Can" Statements of the Standards - Quarter 3 | |
|---|--|
| <p>Reading: Literature RL 2.2 I can read and understand fables. RL 2.10 I can read and understand second grade fiction.</p> | <p>Writing W.2.1 I can write to persuade. W.2.3 I can write to tell a story. W.2.5 I can revise and edit my writing. W.2.6 I can publish writing. W.2.7 I can work with a partner to research. W.2.8 I can interview people to answer a question.</p> |
| <p>Reading: Information RI 2.1 I can inference by telling who, what, where, when, why, and how after reading nonfiction. RI 2.4 I can understand words with context clues in nonfiction. RI 2.7 I can use diagrams and pictures to help me understand nonfiction.</p> | <p>Speaking and Listening SL.2.1 I can follow rules for discussions. I can participate in conversations with others. I can ask questions during discussions. SL.2.2 I can tell about the key ideas and details after I listen or read. SL.2.3 I can ask and answer a question about what a speaker says. SL.2.4 I can tell a story aloud. SL.2.5 I can record what I am reading out loud. SL.2.6 I can answer questions out loud in complete sentences.</p> |
| <p>Reading: Foundational Skills 2.L.4d I can read and identify compound words 2.L.4c I can identify base words and endings (-es, -ies) 2.L.4b, 2.RF.3d I can use prefixes (un- / re- / dis- / pre-) Letterland: I can read words with vowel pairs. (aw, au, oi, oy, ou, ow)</p> | <p>Language 2.L.1f I can use simple/compound sentences. 2.L.2a I can use capitalization rules. 2.L.2b I can use commas in letters. 2.L.2c I can use apostrophes in contractions and possessives. 2.L.2d I can recognizing spelling patterns when reading or writing</p> |

2nd Grade ELA Curriculum Map

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| <p>I can read words that have vowel stealers. (ore, oor, our, air, are, ear, eer)</p> <p>I can read and make unusual plurals.</p> | <p>words.</p> <p>2.L.2e I can use dictionary skills to look up words.</p> <p>2.L.3a I can compare informal/formal uses of English.</p> <p>2.L.4a I can use multiple meaning words.</p> <p>2.L.4e I can use a glossary/dictionary to look up words.</p> <p>2.L.5a-b I can use synonyms/ antonyms, homophones.</p> <p>2.L.6 I can read with oral expression.</p> |
|---|---|

| Standards – Quarter 4 | | Suggested Units | Standards to Spiral | Academic Vocabulary |
|---|--|---|---|---|
| <p>Reading: Literature</p> <p>RL.2.1 Making Judgments</p> <p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Character Sketch, traits</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.4- Poetry Unit</p> | <p>Writing</p> <p>W.2.1 Opinion pieces</p> <p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.5 Revising, editing</p> <p>W.2.5. With guidance and support from adults and peers,</p> | <p>2.L.1.1 Animal life Cycles</p> <p>2.L.1.2 Comparing life cycles of animals</p> <p>2.L.2.1 Identify how plants/animals resemble parents</p> <p>2.L.2.2 Recognize variation among individuals who are related.</p> | <p>Reading: Literature</p> <p>RL.2.1-Problem/Solution</p> <p>RL.2.10-Read and understand 2nd grade level work</p> <p>Reading: Information</p> <p>RI.2.1 Cause & Effect</p> <p>RI.2.2 Main Idea & Detail</p> <p>RI.2.3 Steps in procedures, connections of historical events</p> <p>RI.2.4 Context Clues</p> | <p>reference materials</p> <p>describe</p> <p>adjective</p> <p>alliteration</p> |

2nd Grade ELA Curriculum Map

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| <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> | <p>focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6 Publishing W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7 Recording information, research W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 Recall information from sources W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> | | <p>RI.2.8 How reasons support author’s points RI.2.10-Read and understand 2nd grade level work</p> | |
| <p>Reading: Information RI.2.4- Categorize & Classify RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> | <p>Speaking and Listening Each Nine weeks: SL.2.1-discussions, conversations, questions SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and</p> | | | <p>clarify prior knowledge</p> |

2nd Grade ELA Curriculum Map

adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2-retelling key ideas and details

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3-asking/answering questions

SL.2.3. 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.

SL.2.4-tell a story aloud

SL.2.4. Tell a story or recount

2nd Grade ELA Curriculum Map

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| | <p>an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5-recording, drawing to share</p> <p>SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6-ask/answer questions</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | | | |
| <p>Reading: Foundational Skills</p> <p>2.RF.3 Consonant Doubling with –ing, -ed, -er, and -est</p> <p>d. Decode words with common prefixes and suffixes</p> <p>2.RF.3f Contractions</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.RF.3c Using and dividing</p> | <p>Language</p> <p>2.L.1f simple/compound sentences</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie;</i></p> | | | <p>prefix suffix</p> |

2nd Grade ELA Curriculum Map

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| <p>syllables c. Decode regularly spelled two-syllable words with short/long vowels</p> <p>2.RF.3e VCCV pattern e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.RF.3d VCV pattern d. Decode words with common prefixes and suffixes.</p> <p>2.RF.3c -le ending in 2 syllable words c. Decode regularly spelled two-syllable words with long vowels.</p> <p>2.RF.3e sound for y at the end of longer words e. Identify words with inconsistent but common spelling-sound correspondences.</p> | <p><i>The action movie was watched by the little boy).</i></p> <p>2.L.2a capitalization rules L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.</p> <p>L.2b commas in letters b. Use commas in greetings and closings of letters.</p> <p>2.L.2c apostrophes c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>2.L.2d recognizing spelling patterns d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>2.L.2e dictionary skills e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>2.L.3a informal/formal language L.2.3. Use knowledge of language and its conventions when writing, speaking,</p> | | | |
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2nd Grade ELA Curriculum Map

reading, or listening.
a. Compare formal and informal uses of English.

2.L.4a multiple meaning words

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

2.L.4c base words and ending (-er and -est)

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

2.L.4c -tion ending

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

2.L.4c -ture ending

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

2.L.4e

glossary/dictionary skills

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e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2.L.5a-b synonym, antonym, homophone, word choice

understanding of figurative meanings.

a. Identify real-life language, word relationships and nuances in word connections between words and their use (e.g., *describe foods that are spicy or juicy*).

b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

2.L.6 oral expression

L.2.6. 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*).

2nd Grade ELA Curriculum Map

| “I Can” Statements of the Standards - Quarter 4 | |
|---|--|
| <p>Reading: Literature RL 2.1 I can make judgements by telling who, what, where, when, why, and how after reading stories. RL 2.3 I can tell how characters in a story respond to parts in a story. I can identify character traits. RL 2.4 I can understand how words in a story or poem can sound like music. I can read poetry.</p> | <p>Writing W.2.1 I can write to persuade. W.2.5 I can revise and edit my writing. W.2.6 I can publish writing. W 2.7 I can work with a partner to research. W.2.8 I can interview people to answer a question.</p> |
| <p>Reading: Information RI I can categorize and classify words and ideas in nonfiction.</p> | <p>Speaking and Listening SL.2.1 I can follow rules for discussions. I can participate in conversations with others. I can ask questions during discussions. SL.2.2 I can tell about the key ideas and details after I listen or read. SL.2.3 I can ask and answer a question about what a speaker says. SL.2.4 I can tell a story aloud. SL.2.5 I can record what I am reading out loud. SL.2.6 I can answer questions out loud in complete sentences.</p> |
| <p>Reading: Foundational Skills 2.L.4c I can identify base words and endings (-ed, -ing) *double final consonants</p> | <p>Language 2.L.2a I can use capitalization rules. 2.L.2b I can use commas in letters.</p> |

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2.L.4c I can identify base words and endings(-er and -est)

I can read words that are contractions.

I can use and divide syllables to read.

2.RF.3e I can read and identify words with VCCV pattern

2.RF.3d I can read and identify words with VCV pattern

2.RF.3c I can read and identify words with the -le ending in 2 syllable words

2.RF.3e I can read and identify words with the sound for y at the end of longer words

I can read words with ph, gh, and silent gh.

2.L.4c I can read and identify words with the -tion ending

2.L.4c I can read and identify words with the -ture ending

2.L.2c I can use apostrophes in contractions and possessives.

2.L.2d I can recognizing spelling patterns when reading or writing words.

2.L.2e I can use dictionary skills to look up words.

2.L.3a I can compare informal/formal uses of English.

2.L.4a I can use multiple meaning words.

2.L.4e I can use a glossary/dictionary to look up words.

2.L.5a-b I can use synonyms/ antonyms, homophones.

2.L.6 I can read with oral expression.