

## Curriculum Map ELA Grade 2

(Suggested timeline for introducing content and process standards - some overlap all four quarters)

GSE	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Reading</b>				
<b>Fluency and Accuracy</b>	<ul style="list-style-type: none"> <li>Phonemic awareness</li> <li>1 syllable words</li> <li>90-94% accuracy</li> <li>Grade 2 fluency test</li> </ul>	<ul style="list-style-type: none"> <li>Phonemic awareness</li> <li>1 syllable words</li> <li>90-94% accuracy</li> <li>Grade 2 fluency test</li> </ul>	<ul style="list-style-type: none"> <li>90-94% accuracy</li> <li>Grade 2 fluency test</li> </ul>	<ul style="list-style-type: none"> <li>90-94% accuracy</li> <li>Grade 2 fluency test</li> </ul>
<b>Word Identification Skills and Strategies</b>	<ul style="list-style-type: none"> <li>Multi-syllabic words</li> </ul>	<ul style="list-style-type: none"> <li>Multi-syllabic words</li> <li>Automaticity grade 2 words</li> <li>High frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Automaticity grade 2 words</li> <li>High frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Automaticity grade 2 words</li> <li>High frequency words</li> </ul>
<b>Word Identification Strategies</b>	<ul style="list-style-type: none"> <li>Context clues</li> <li>Prior knowledge</li> <li>Base words</li> </ul>	<ul style="list-style-type: none"> <li>Context clues</li> <li>Prior knowledge</li> <li>Base words</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Context clues</li> <li>Prior knowledge</li> <li>Base words</li> <li>Base words</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Context clues</li> <li>Prior knowledge</li> <li>Base words</li> <li>Base words</li> <li>Suffixes</li> </ul>
<b>Breadth of Vocabulary</b>	<ul style="list-style-type: none"> <li>Categorize words</li> <li>Words in context</li> <li>Homophones</li> </ul>	<ul style="list-style-type: none"> <li>Categorize words</li> <li>Words in context</li> <li>Homophones</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Categorize words</li> <li>Words in context</li> <li>Homophones</li> <li>Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Categorize words</li> <li>Words in context</li> <li>Homophones</li> <li>Suffixes</li> </ul>
<b>Initial Understanding of Literary Text</b>	<ul style="list-style-type: none"> <li>Character</li> <li>Setting</li> <li>Sequencing events</li> <li>Problem/solution</li> <li>Retelling</li> <li>Generating questions</li> <li>Distinguishing genre</li> <li>Rhyme</li> <li>Description</li> </ul>	<ul style="list-style-type: none"> <li>Character</li> <li>Setting</li> <li>Sequencing events</li> <li>Problem/solution</li> <li>Retelling</li> <li>Generating questions</li> <li>Distinguishing genre</li> <li>Rhyme</li> <li>Description</li> <li>Answering questions</li> <li>Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Character</li> <li>Setting</li> <li>Sequencing events</li> <li>Problem/solution</li> <li>Retelling</li> <li>Generating questions</li> <li>Distinguishing genre</li> <li>Rhyme</li> <li>Description</li> <li>Paraphrasing and summarizing text</li> <li>Simile</li> </ul>	<ul style="list-style-type: none"> <li>Character</li> <li>Setting</li> <li>Sequencing events</li> <li>Problem/solution</li> <li>Retelling</li> <li>Generating questions</li> <li>Distinguishing genre</li> <li>Rhyme</li> <li>Description</li> <li>Paraphrasing and summarizing text</li> <li>Alliteration</li> </ul>
<b>Analysis of Literary Text</b>	<ul style="list-style-type: none"> <li>Predicting</li> <li>Comparing text</li> <li>Identifying narrator</li> <li>Character traits</li> <li>Author's message</li> </ul>	<ul style="list-style-type: none"> <li>Predicting</li> <li>Comparing text</li> <li>Identifying narrator</li> <li>Character traits</li> <li>Basic inferences</li> </ul>	<ul style="list-style-type: none"> <li>Predicting</li> <li>Comparing text</li> <li>Identifying narrator</li> <li>Character traits</li> <li>Basic inferences</li> <li>Cause and effect</li> <li>Character motives</li> </ul>	<ul style="list-style-type: none"> <li>Predicting</li> <li>Comparing text</li> <li>Identifying narrator</li> <li>Character traits</li> <li>Basic inferences</li> <li>Cause and effect</li> <li>Character motives</li> </ul>
<b>Initial Understanding of</b>	<ul style="list-style-type: none"> <li>Table of contents</li> <li>Glossary</li> <li>Charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>Table of contents</li> <li>Glossary</li> <li>Charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>Table of contents</li> <li>Glossary</li> <li>Charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>Table of contents</li> <li>Glossary</li> <li>Charts and graphs</li> </ul>

Curriculum Map ELA Grade 2

(Suggested timeline for introducing content and process standards - some overlap all four quarters)

GSE	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Informational Text</b>	<ul style="list-style-type: none"> <li>Diagrams and illustrations</li> <li>Bold or italicized text</li> <li>Headings and subheadings</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams and illustrations</li> <li>Bold or italicized text</li> <li>Headings and subheadings</li> <li>Generating and answering questions</li> <li>Reference texts</li> <li>Main idea</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams and illustrations</li> <li>Bold or italicized text</li> <li>Headings and subheadings</li> <li>Generating and answering questions</li> <li>Reference texts</li> <li>Main idea</li> <li>Locating, recording, organizing information</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams and illustrations</li> <li>Bold or italicized text</li> <li>Headings and subheadings</li> <li>Generating and answering questions</li> <li>Reference texts</li> <li>Main idea</li> <li>Locating, recording, organizing information</li> </ul>
<b>Analysis and Interpretation of Informational Text/Citing Evidence</b>			<ul style="list-style-type: none"> <li>Connections. Generalizations, influences</li> <li>Fact and opinion</li> <li>Cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>Connections. Generalizations, influences</li> <li>Fact and opinion</li> <li>Cause and effect</li> </ul>
<b>Strategies for Monitoring and Adjusting and Reading Comprehension</b>	<ul style="list-style-type: none"> <li>Self-monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Self-monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Self-monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Self-monitoring</li> </ul>
<b>Strategies for Reading Comprehension</b>	<ul style="list-style-type: none"> <li>Comprehension strategies before during after reading                             <ul style="list-style-type: none"> <li>Prior knowledge</li> <li>Connections</li> <li>Questions</li> <li>Predictions</li> <li>Visualizing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Comprehension strategies before during after reading                             <ul style="list-style-type: none"> <li>Prior knowledge</li> <li>Connections</li> <li>Questions</li> <li>Predictions</li> <li>Visualizing</li> </ul> </li> <li>Selecting different genres and authors</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension strategies before during after reading                             <ul style="list-style-type: none"> <li>Prior knowledge</li> <li>Connections</li> <li>Questions</li> <li>Predictions</li> <li>Visualizing</li> </ul> </li> <li>Selecting different genres and authors</li> <li>Summarizing</li> <li>Determining importance</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension strategies before during after reading                             <ul style="list-style-type: none"> <li>Prior knowledge</li> <li>Connections</li> <li>Questions</li> <li>Predictions</li> <li>Visualizing</li> </ul> </li> <li>Selecting different genres and authors</li> <li>Summarizing</li> <li>Determining importance</li> </ul>
<b>Breadth of Reading</b>	<ul style="list-style-type: none"> <li>Self selecting and discussing literature</li> </ul>	<ul style="list-style-type: none"> <li>Self selecting and discussing literature</li> </ul>	<ul style="list-style-type: none"> <li>Self selecting and discussing literature</li> <li>Researching and recording information in multiple texts</li> </ul>	<ul style="list-style-type: none"> <li>Self selecting and discussing literature</li> <li>Making connections</li> </ul>
<b>GSE</b>	<b>1st Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Writing</b>				
<b>Habits of Writing</b>	<ul style="list-style-type: none"> <li>Writing Process</li> <li>6 Traits</li> <li>Content areas and genres</li> </ul>	<ul style="list-style-type: none"> <li>Writing Process</li> <li>6 Traits</li> <li>Content areas and genres</li> </ul>	<ul style="list-style-type: none"> <li>Writing Process</li> <li>6 Traits</li> <li>Content areas and genres</li> </ul>	<ul style="list-style-type: none"> <li>Writing Process</li> <li>6 Traits</li> <li>Content areas and genres</li> </ul>

## Curriculum Map ELA Grade 2

(Suggested timeline for introducing content and process standards - some overlap all four quarters)

GSE	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Structures of Language</b>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Declarative sentences/paragraphs</li> <li>• Interrogatory sentences/paragraphs</li> <li>• Exclamatory sentences/paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Declarative sentences/paragraphs</li> <li>• Interrogatory sentences/paragraphs</li> <li>• Exclamatory sentences/paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Declarative sentences/paragraphs</li> <li>• Interrogatory sentences/paragraphs</li> <li>• Exclamatory sentences/paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Declarative sentences/paragraphs</li> <li>• Interrogatory sentences/paragraphs</li> <li>• Exclamatory sentences/paragraphs</li> </ul>
<b>Writing in Response to Literary or Informational Text/ Showing Understanding of Ideas in Text</b>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Title, author, summary</li> <li>• Plot, ideas, concepts</li> <li>• Beginning, middle, end</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Title, author, summary</li> <li>• Plot, ideas, concepts</li> <li>• Beginning, middle, end</li> <li>• Stating a purpose</li> <li>• Supporting detail</li> <li>• Transition word</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Title, author, summary</li> <li>• Plot, ideas, concepts</li> <li>• Beginning, middle, end</li> <li>• Stating a purpose</li> <li>• Supporting detail</li> <li>• Transition word</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Title, author, summary</li> <li>• Plot, ideas, concepts</li> <li>• Beginning, middle, end</li> <li>• Stating a purpose</li> <li>• Supporting detail</li> <li>• Transition word</li> </ul>
<b>Narrative Writing/ Creating a Story Line</b>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Storyline elements</li> <li>• Character</li> <li>• Problem/solution</li> <li>• Beginning, middle, end</li> <li>• Descriptive words and details</li> <li>• Personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Storyline elements</li> <li>• Character</li> <li>• Problem/solution</li> <li>• Beginning, middle, end</li> <li>• Descriptive words and details</li> <li>• Personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Storyline elements</li> <li>• Character</li> <li>• Problem/solution</li> <li>• Beginning, middle, end</li> <li>• Descriptive words and details</li> <li>• Personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Storyline elements</li> <li>• Character</li> <li>• Problem/solution</li> <li>• Beginning, middle, end</li> <li>• Descriptive words and details</li> <li>• Personal experiences</li> </ul>
<b>Informational Writing (Procedural/Report)</b>		<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Graphic organizers</li> <li>• Procedural writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Graphic organizers</li> <li>• Report writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Process</li> <li>• 6 Traits</li> <li>• Graphic organizers</li> <li>• Report writing</li> </ul>
<b>Applying Rules of Grammar, Usage and Mechanics</b>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling of high frequency words</li> <li>• Spelling of phonetic words</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling of high frequency words</li> <li>• Spelling of phonetic words</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling of high frequency words</li> <li>• Spelling of phonetic words</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling of high frequency words</li> <li>• Spelling of phonetic words</li> </ul>
SE	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter

## Curriculum Map ELA Grade 2

(Suggested timeline for introducing content and process standards - some overlap all four quarters)

GSE	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>Listening &amp; Speaking</b>				
<b>Habits</b>	<ul style="list-style-type: none"> <li>• Talk about               <ul style="list-style-type: none"> <li>○ Experiences</li> <li>○ Thoughts</li> <li>○ Information</li> </ul> </li> <li>• Small and large group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about               <ul style="list-style-type: none"> <li>○ Experiences</li> <li>○ Thoughts</li> <li>○ Information</li> </ul> </li> <li>• Small and large group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about               <ul style="list-style-type: none"> <li>○ Experiences</li> <li>○ Thoughts</li> <li>○ Information</li> </ul> </li> <li>• Small and large group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about               <ul style="list-style-type: none"> <li>○ Experiences</li> <li>○ Thoughts</li> <li>○ Information</li> </ul> </li> <li>• Small and large group discussions</li> </ul>
<b>Kinds of Talk</b>	<ul style="list-style-type: none"> <li>• Plan, rehearse, recite</li> <li>• Initiate, sustain and extend conversations</li> <li>• Discuss literature</li> <li>• Conduct interviews and give reports</li> <li>• Tutor others and give directions</li> <li>• Seek multiple sources for information</li> <li>• Listen to and follow multiple sources for information</li> <li>• Listen to and follow multi-step directions</li> <li>• Use visual aids</li> <li>• Discuss problems and solutions</li> <li>• Collaborate with peers</li> <li>• Attend and respond to performance</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, rehearse, recite</li> <li>• Initiate, sustain and extend conversations</li> <li>• Discuss literature</li> <li>• Conduct interviews and give reports</li> <li>• Tutor others and give directions</li> <li>• Seek multiple sources for information</li> <li>• Listen to and follow multiple sources for information</li> <li>• Listen to and follow multi-step directions</li> <li>• Use visual aids</li> <li>• Discuss problems and solutions</li> <li>• Collaborate with peers</li> <li>• Attend and respond to performance</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, rehearse, recite</li> <li>• Initiate, sustain and extend conversations</li> <li>• Discuss literature</li> <li>• Conduct interviews and give reports</li> <li>• Tutor others and give directions</li> <li>• Seek multiple sources for information</li> <li>• Listen to and follow multiple sources for information</li> <li>• Listen to and follow multi-step directions</li> <li>• Use visual aids</li> <li>• Discuss problems and solutions</li> <li>• Collaborate with peers</li> <li>• Attend and respond to performance</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, rehearse, recite</li> <li>• Initiate, sustain and extend conversations</li> <li>• Discuss literature</li> <li>• Conduct interviews and give reports</li> <li>• Tutor others and give directions</li> <li>• Seek multiple sources for information</li> <li>• Listen to and follow multiple sources for information</li> <li>• Listen to and follow multi-step directions</li> <li>• Use visual aids</li> <li>• Discuss problems and solutions</li> <li>• Collaborate with peers</li> <li>• Attend and respond to performance</li> </ul>
<b>Language Use and Conventions</b>	<ul style="list-style-type: none"> <li>• Observe politeness conventions for speaking and listening</li> <li>• Analyze words and language</li> <li>• Acquire new vocabulary</li> <li>• Provide definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Observe politeness conventions for speaking and listening</li> <li>• Analyze words and language</li> <li>• Acquire new vocabulary</li> <li>• Provide definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Observe politeness conventions for speaking and listening</li> <li>• Analyze words and language</li> <li>• Acquire new vocabulary</li> <li>• Provide definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Observe politeness conventions for speaking and listening</li> <li>• Analyze words and language</li> <li>• Acquire new vocabulary</li> <li>• Provide definitions</li> </ul>