



ELA Curriculum Map 2018-2019

Grade 2nd

Quarter	Strand	Focus Standards	Essential Learning Targets	Core Adopted Units/Weeks Texts/Genre	Writing Focus <ul style="list-style-type: none"> • Genre • Time 	Core Adopted Assessments	Supplemental Assessments
4	RL.	<p>2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>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>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>2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by</p>	<p>2.1 Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as <i>who, what, where, when, why, and how</i>.</p> <p>2.4 Provides a description of how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>2.6 Provides a statement about the differences in the points of view of characters. -Speaks in a different voice for each character when reading dialogue aloud to show understanding of the difference in the point of view of characters.</p> <p>2.9 Provides a comparison and contrast of two or more versions of the same story written by different authors.</p>	<p>Unit 6</p> <p>Week 1 The Golden Flower Myth</p> <p>Week 2 My Light Expository Text</p> <p>Week 3 Astronaut Handbook</p> <p>Week 4 Money Madness Expository Text</p> <p>Week 5</p>	<p>Unit 6</p> <p>Week 1 Write to Sources Opinion</p> <p>Week 2 Write to Sources Informational</p> <p>Week 3 Write to Sources Opinion</p> <p>Week 4</p>	<p>Weekly Assessments</p> <p>Unit Assessments</p> <p>Benchmark Assessments</p> <p>Fluency Assessments</p> <p>Oral Vocabulary Tests</p> <p>Sight Word Tracking</p> <p>Selection Tests (Unit 4-6)</p>	<p>Assessments</p> <p>Lexia</p> <p>Istation Monthly Assessment</p> <p>Istation On Demand Assessments</p> <p>Curriculum</p> <p>Istation Lessons</p> <p>Lexia Lessons</p> <p>Sight Words</p> <p>Teach Your Monster to Read</p>

		<p>different authors or from different cultures.</p> <p>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>-Provides a comparison and contrast of two or more versions of the same story written from different cultures.</p> <p>2.10 Students read and demonstrate comprehension of grade-level complex literary text.</p>	<p>Books to the Ceiling Poetry</p>	<p>Write to Sources Informational</p> <p>Week 5 Write to Sources Narrative</p>		<p>Engage NY Epic</p> <p>Florida Center for Reading Research</p> <p>Story Works</p> <p>Storyline Online</p> <p>Turtle Diary</p>
	<p>RI.</p>	<p>2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>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>2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.8. Describe how reasons support specific points the author makes in a text.</p>	<p>2.1 Provides questions and answers to questions such as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>2.2 Provides an identification of the main topic of a multi- paragraph text. 2.2 Provides an identification of the focus of specific paragraphs within a multi-paragraph text.</p> <p>2.3 Provides a description of the connection between a series of historical events in a text. -Provides a description of the connection between a series of scientific concepts or steps in technical procedures in a text.</p> <p>2.4 Demonstrates the ability to determine the meaning of words or phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.6 Provides an identification of the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.8 Provides a description of how the reasons in a text support specific points made by the author.</p>				

		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.	2.10 Students read and demonstrate comprehension of grade-level complex informational texts.				
RF.		2.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.4 -Read grade-level text with purpose and understanding. -Read grade-level text orally with accuracy, appropriate rate, and expression. -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 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. 2.3. Write narratives in which they recount a well-elaborated event or short sequence of events,	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 to connect opinion and reasons, and provide a concluding statement or section. 2.2 Write informative/explanatory texts in which they: -introduce a topic -use facts and definitions to develop points -provide a concluding statement or section 2.3 Write narratives in which they: -recount a well-elaborated event or short				

		include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	sequence of events -include details to describe actions, thoughts, and feelings -use temporal words to signal event order -provide a sense of closure.				
SL.	<p>2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger 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>2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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>2.1 Demonstrates the ability to participate in collaborative conversations with diverse partners on grade 2 topics and texts in both small and large groups.</p> <p>2.2 Demonstrates ability to recount or describe key ideas or details from text read aloud. -Demonstrate ability to recount or describe key ideas or information presented orally or through other media.</p> <p>2.3 Demonstrates ability to 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>					
L.	<p>2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>d. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at</p>	<p>2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. -Use collective nouns. -Form and use frequently occurring irregular plural nouns. -Use reflexive pronouns. -Form and use the past tense of frequently</p>					

		<p>a time about the topics and texts under discussion).</p> <p>e. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>f. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p> <p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>occurring irregular verbs (e.g., <i>sat</i>, <i>hid</i>, <i>told</i>).</p> <p>-Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>-Produce, expand, and rearrange complete simple and compound sentences.</p> <p>2.3 Use conventions when writing, speaking, or listening</p> <p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>				
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		<p>2.5 Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p>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., <i>When other kids are happy that makes me happy</i>)</p>	<p>2.5 Provides a statement showing understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use. -Provides a statement showing understanding of the shades of meaning among closely related verbs and adjectives.</p> <p>2.6 Provides a statement demonstrating the meaning of words and phrases acquired through conversations and reading, including adjectives and adverbs used.</p>				
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