

# School City of East Chicago

## Grade 2 Quarter 2 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 2	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<b>Pearson Reading Street Unit 2, weeks 1-6 through Unit 3 week 1</b>					
<p><b>Constant Standards</b></p> <p><b>*Taught every quarter</b></p>	<p style="color: red;"><b>2.RF.4.2</b> Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.</p> <p style="color: red;"><b>2.RF.4.3</b> Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p> <p style="color: red;"><b>2.RF.4.4</b> Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., <i>through, tough; Jan., Fri.</i>).</p> <p style="color: green;"><b>2.RF.4.5</b> Know and use common word families when reading unfamiliar words (e.g., <i>-ale, -est, -ine, -ock</i>).</p>	<p style="color: red;"><b>2.RL.2.1</b> Ask and answer questions (e.g., <i>who was the story about; why did an event happen; where did the story happen</i>) to demonstrate understanding of main idea and key details in a text.</p> <p style="color: red;"><b>2.RL.2.2</b> Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p style="color: red;"><b>2.RL.2.4</b> Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</p>	<p style="color: red;"><b>2.RN.2.1</b> Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.</p> <p style="color: red;"><b>2.RN.3.1</b> Use various text features (e.g., <i>table of contents, index, headings, captions</i>) to locate key facts or information and explain how they contribute to and clarify a text.</p>	<p style="color: red;"><b>2.RV.2.1</b> Use context clues (e.g., <i>words and sentence clues</i>) and text features (e.g., <i>table of contents, headings</i>) to determine the meanings of unknown words.</p> <p style="color: red;"><b>2.RV.3.2</b> Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</p>	<p style="color: green;"><b>2.W.2.1</b> Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</p> <p style="color: red;"><b>2.W.4</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., <i>organization, sentence structure, word choice</i>); edit writing for format and conventions (e.g., <i>spelling, capitalization, usage, punctuation</i>); and provide feedback to other writers.</li> <li>• Use available technology to publish legible documents.</li> </ul>	<p style="color: green;"><b>2.SL.2.1</b> Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p style="color: green;"><b>2.SL.2.3</b> Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.</p> <p style="color: red;"><b>2.SL.4.1</b> Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.</p> <p style="color: red;"><b>2.ML.2.1</b> Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p>

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	<p><b>2.RF.5</b> Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>				<p><b>2.W.6.1</b> Demonstrate command of English grammar and usage, focusing on:  <b>2.W.6.1a Nouns/Pronouns</b> Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.  <b>2.W.6.1b Verbs</b> Writing sentences that use the past tense of frequently occurring irregular verbs. Understanding the functions of different types of verbs (e.g., <i>action, linking</i>) in sentences.  <b>2.W.6.1c Adjectives/ Adverbs</b> Writing sentences that use adjectives and adverbs.  <b>2.W.6.1d Prepositions</b> <i>Standard begins at fourth grade.</i>  <b>2.W.6.1e Usage</b> Writing correctly, complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	

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					<p><b>2.W.6.2</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p><b>2.W.6.2a Capitalization</b> Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p> <p><b>2.W.6.2b Punctuation</b> Correctly using a period, question mark, or exclamation mark at the end of a sentence. Using an apostrophe to form contractions and singular possessive nouns. Using commas in greetings and closings of letters, dates, and to separate items in a series.</p> <p><b>2.W.6.2c Spelling</b> Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., <i>word families</i>) when writing words.</p>	

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					Correctly spelling common irregularly-spelled grade-appropriate high frequency words.	
Spiral Standards  *Reviewed Quarterly	N/A	<b>2.RL.3.1</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>2.RN.3.2</b> Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.	<b>2.RV.2.2</b> Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., <i>change, duck</i> ).	<b>2.W.3.3</b> Develop topics for friendly letters, stories, poems, and other narrative purposes that – Include a beginning. Use temporal words to signal event order (e.g., <i>first of all</i> ). Provide details to describe actions, thoughts, and feelings. Provide an ending.	N/A
New (Focus) Standards  *Introduced in a Quarter	<b>2.RF.4.6</b> Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., <i>kitten’s, sisters’</i> ), and compound words.	<b>2.RL.2.3</b> Describe how characters in a story respond to major events and how characters affect the plot.  color: green;"> <b>2.RL.4.2</b> Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	<b>2.RN.2.2</b> Identify the main idea of a multiparagraph text and the topic of each paragraph.  color: green;"> <b>2.RN.3.3</b> Identify what the author wants to answer, explain, or describe in the text.	<b>2.RV.2.5</b> Consult reference materials, both print and digital (e.g., <i>dictionary</i> ), to determine or clarify the meanings of words and phrases.	<b>2.W.3.2</b> Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	<b>2.SL.3.1</b> Determine the purpose for listening (e.g., <i>to obtain information, to enjoy humor</i> ) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.

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			<b>2.RN.4.1</b> Describe how an author uses facts to support specific points in a text.	<b>2.RV.3.1</b> Recognize that authors use words (e.g., <i>regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms</i> ) to provide rhythm and meaning in a story, poem, or song.		
Essential Skills	<b>2.RF.4.2</b> *Recognize and use common syllable patterns such as <i>doubles</i> , to help decode multi-syllabic words <b>2.RF.4.3</b> *Distinguish long and short vowels when reading regularly spelled one-syllable words *Know spelling-sound correspondences for additional common vowel teams *Decode regularly spelled two-syllable words with long vowels	<b>2.RL.2.1</b> *Ask and answer questions (who, what, where, when, why) *Understand which details are more important to the story *Demonstrate how the key details support or move the story forward <b>2.RL.2.2</b> *Retell stories, fables, or folktales from different cultures *Answer questions about text *Determine the “big idea” about the lesson or moral of a story	<b>2.RN.2.1</b> *Demonstrate understanding of character *Answer who, what, where, when, why questions while providing textual support/evidence *Identify main ideas and key details within the text <b>2.RN.2.2</b> *Identify main topic within a multi-paragraph text *Identify the topic sentence of each paragraph in a text *Determine how each paragraph supports the main topic being addressed by the author	<b>2.RV.2.1</b> *Understand that context clues help provide clues to word or phrase meaning *Know how to use a textbook glossary <b>2.RV.2.2</b> *Understand the connection between words *Understand that sometimes words can have more than one meaning *Understand synonym and antonym <b>2.RV.2.5</b> *Use print or digital dictionary to locate definitions of words	<b>2.W.2.1</b> *Know how to print legibly to create readable documents <b>2.W.3.2</b> *Understand writing to inform sentences *Know how to write topic sentences *Know how to group related information together *Use fact, definitions, and details to develop a topic *Use linking words and phrases to connect ideas *Know how to conclude by using a statement or explanation	<b>2.SL.2.1 &amp; 2.SL.2.3</b> *Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics under discussion) *Know how to contribute to a conversation or discussion *Know how to respond to the ideas of others in the group *Know how to express ideas that are similar or different from those already expressed *Know how to ask clarifying questions as needed *Know how to build on other’s ideas by linking comments to the remarks of others

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	<p><b>2.RF.4.4</b> *Identify words with inconsistent but common spelling-sound correspondences *Recognize and read grade-appropriate irregularly spelled words</p> <p><b>2.RF.4.5</b> *Understand that meaningful chunks can be added to words to change their meaning</p> <p><b>2.RF.4.6</b> *Understand that prefixes are added to the beginning of the word *Know the meaning of common prefixes such as <i>re-</i>; <i>un</i>; <i>dis</i>; etc. *Understand that suffixes are added to the ending of a word *Recognize the derivational suffixes, <i>-ly</i>; <i>-ish</i>; <i>-hood</i>; <i>-ful</i>;</p>	<p><b>2.RL.2.3</b> *Understand sequence of events in a story *Identify main events and details in a story *Identify major and minor characters *Describe how characters respond to major events and challenges in a story *Understand that characters change as a result of what happens during the story *Understand how character's choices impact the plot</p> <p><b>2.RL.2.4</b> *Understand and follow the story's events and plot *Know that authors provide clues within text and/or illustrations about plot *Identify clues within text or illustrations to make predictions about events in the plot</p> <p><b>2.RL.3.1</b> *Understand story structure</p>	<p><b>2.RN.3.1</b> *Demonstrate understanding of text features: captions, bold print, subheadings, glossaries, electronic menus, icons, illustrations, and indices *Show understanding of key facts or information in the text *Use pictures and diagrams to gather information for clarification of meaning *Know that illustrations help you understand more about the text and the person, place, thing or idea the text is about *Connect illustrations with the message</p> <p><b>2.RN.3.2</b> *Recognize that a nonfiction text can be structured to compare/contrast, to describe a procedure, or to explain cause/effect relationships</p> <p><b>2.RN.3.3</b> *Demonstrate understanding of author's intent *Determine the information from the text</p>	<p><b>2.RV.3.1</b> *Distinguish between words and phrase *Distinguish the cadence of spoken language *Ability to hear same and/or different sounds in words *Ability to see and hear the pattern of the spoken language *Know that alliteration means words start with the same or similar sounds *Know that often authors repeat the same lines for emphasis or effect</p> <p><b>2.RV.3.2</b> *Identify that a word is unknown *Self-monitor by identifying unknown words, decode, use context clues, re-read for clarification *Develop an amount of grade level academic words and phrases</p>	<p><b>2.W.3.3</b> *Know that a narrative tells a story *Understand who is telling the story *Know how to move from one event to another *Uses the character's words to help explain what is happening in the story *Understand how using time words moves the story forward *Understand story elements *Understand dialoguing</p> <p><b>2.W.4</b> *Understand why and who you are writing for *Understand the different types of writing (opinion, informative, narrative) *Understand writing purposes such as writing to persuade, inform, or entertain *Organize thoughts and ideas *Use brainstorming, webs or clusters to help generate ideas before writing</p>	<p><b>2.SL.3.1</b> *Recognize the main ideas presented orally *Recognize supporting details *Understand visual, oral, and digital informational formats *Recognize what information is being conveyed through diverse media, such as graphics, videos, and digital resources *Paraphrase key details from oral text or other media formats</p> <p><b>2.SL.4.1</b> *Understand organizational structure for presentations such as chronological, problem/solution, cause/effect, before and after *Know that stories are organized with a beginning, middle, and an end *Understand that texts or presentations usually have a theme *Know that reports have an introduction, body, with supporting details, and a conclusion</p>

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	<p><i>-ness; -ment; etc.</i>, and how they change the meaning of a word</p> <p>*Recognize common Latin suffixes, such as <i>-ment; -ation; -ly; -able/ible; etc.</i></p> <p><b>2.RF.5</b></p> <p>*Set a purpose for reading</p> <p>*Use expression when reading</p> <p>*Use strategies for self-correction</p> <p>*Reread for fluency and comprehension</p> <p>*Self-monitor for understanding</p> <p>*Skim and scan text features for understanding</p>	<p>*Understand that the beginning of a story introduces the characters and the setting</p> <p>*Describe the actions that occur at the ending of the story</p> <p>*Know that actions in the story help lead to a resolution</p> <p><b>2.RL.4.2</b></p> <p>*Compare and contrast the same text by different authors or from different cultures</p>	<p><b>2.RN.4.1</b></p> <p>*Know that an author writes to share what he/she thinks</p> <p>*Know that an author uses details to help make a point</p> <p>*Know that an author may have more than one reason to explain his/her thinking</p>		<p>*Seek guidance to help add language and ideas to writing</p> <p>*Understand and apply grammar and spelling conventions</p> <p>*Edit for word usage and word choice to help strengthen details</p> <p>*Revise sentences and/or paragraphs for clarity</p> <p><b>2.W.6.1 a-e</b></p> <p>*Understand and use common, proper, possessive, collective nouns, and irregular plural nouns</p> <p>*Understand that there are special words used to define a collection of objects, people or things (e.g., group, herd, school)</p> <p>*Know how regular plurals are formed</p> <p>*Distinguish between a regular and irregular plural</p> <p>*Understand and use personal and possessive pronouns</p> <p>*Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)</p> <p>*Understand and use different types of verbs (e.g., action, linking)</p>	<p>*Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact</p> <p><b>2.ML.2.1</b></p> <p>*Know that media sources include both online, visual and print sources</p> <p>*Understand that media can be used to inform, entertain, persuade, interpret events, and transmit culture</p>

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					<p>*Use adjective and adverbs and choose between them to correctly modify a word</p> <p>*Understand and use different types of sentences (e.g., simple, compound; declarative, interrogative, imperative, exclamatory)</p> <p><b>2.W.6.2 a-c</b></p> <p>*Understand that proper nouns, holidays, titles and initials in names, and geographic names need capital letters</p> <p>*Understand that greetings, months and days of the week need capitalizing</p> <p>*Correctly use a period, question mark or exclamation point</p> <p>*Use apostrophes to correctly form possessive nouns</p> <p>*Understand that an apostrophe can be used to replace a missing letter when forming contractions</p> <p>*Correctly use commas within greetings and closings of letters, dates, and to separate items in a series</p>	

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					*Use spelling patterns, word roots, affixes, syllable construction		
Instructional Strategies	<p><b>Colorin Colorado</b></p> <ul style="list-style-type: none"> <li>❖ Reading 101 for ELLs <a href="http://www.colorincolorado.org/article/reading-101-english-language-learners">http://www.colorincolorado.org/article/reading-101-english-language-learners</a></li> </ul> <p><b>John Hattie</b></p> <ul style="list-style-type: none"> <li>❖ Top 10 High Impact Instructional Strategies <a href="http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/">http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/</a></li> </ul> <p><b>LD Online</b></p> <ul style="list-style-type: none"> <li>❖ Educator’s Guide to Learning Disabilities and ADHD <a href="http://www.ldonline.org/">http://www.ldonline.org/</a></li> </ul> <p><b>LD Online</b></p> <ul style="list-style-type: none"> <li>❖ Effective Reading Interventions for Kids with Learning Disabilities <a href="http://www.ldonline.org/article/33084/">http://www.ldonline.org/article/33084/</a></li> </ul> <p><b>Reading Horizons</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readinghorizons.com/reading-strategies/teaching-reading-strategies/">http://www.readinghorizons.com/reading-strategies/teaching-reading-strategies/</a></li> </ul> <p><b>Reading Rockets</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readingrockets.org/article/foundations-reading">http://www.readingrockets.org/article/foundations-reading</a></li> </ul>			<p><b>Edutopia</b></p> <ul style="list-style-type: none"> <li>❖ Techniques for Teaching Vocabulary to Elementary Students <a href="https://www.edutopia.org/blog/teaching-vocabulary-elementary-gaetan-pappalardo">https://www.edutopia.org/blog/teaching-vocabulary-elementary-gaetan-pappalardo</a></li> </ul> <p><b>Reading Rockets</b></p> <ul style="list-style-type: none"> <li>❖ Teaching Vocabulary <a href="http://www.readingrockets.org/article/teaching-vocabulary">http://www.readingrockets.org/article/teaching-vocabulary</a></li> </ul> <p><b>Reading Rockets</b></p> <ul style="list-style-type: none"> <li>❖ Word Study Instruction in the K-2 Classroom <a href="http://www.readingrockets.org/article/word-study-instruction-k-2-classroom">http://www.readingrockets.org/article/word-study-instruction-k-2-classroom</a></li> </ul>		<p><b>Better Lesson</b></p> <ul style="list-style-type: none"> <li>❖ Second Grade Grammar and Mechanics <a href="https://betterlesson.com/community/directory/second_grade_grammar_and_mechanics">https://betterlesson.com/community/directory/second_grade_grammar_and_mechanics</a></li> </ul> <p><b>Colorin Colorado</b></p> <ul style="list-style-type: none"> <li>❖ Writing Instruction for ELLs <a href="http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells">http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells</a></li> </ul> <p><b>Education World</b></p> <ul style="list-style-type: none"> <li>❖ Fun Grammar Activities <a href="http://www.educationworld.com/a_lesson/lesson/lesson334.shtml">http://www.educationworld.com/a_lesson/lesson/lesson334.shtml</a></li> </ul>	<p><b>Colorin Colorado</b></p> <ul style="list-style-type: none"> <li>❖ Oral Language Development and ELLS: 5 Challenges and Solutions <a href="http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions">http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions</a></li> </ul> <p><b>Colorin Colorado</b></p> <ul style="list-style-type: none"> <li>❖ Speaking &amp; Listening Skills for ELLs <a href="http://www.colorincolorado.org/speaking-listening-skills-ells">http://www.colorincolorado.org/speaking-listening-skills-ells</a></li> </ul> <p><b>Teaching Channel</b></p> <ul style="list-style-type: none"> <li>❖ 5 Strategies for Teaching Speaking and Listening Standards <a href="https://www.teachingchannel.org/blog/2015/06/23/lets-talk-five-strategies-for-hitting-the-speaking-and-listening-standards/">https://www.teachingchannel.org/blog/2015/06/23/lets-talk-five-strategies-for-hitting-the-speaking-and-listening-standards/</a></li> </ul>

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	<p><b>Reading Rockets</b></p> <ul style="list-style-type: none"> <li>❖ Strategies that Promote Comprehension <a href="http://www.readingrockets.org/article/strategies-promote-comprehension">http://www.readingrockets.org/article/strategies-promote-comprehension</a></li> </ul> <p><b>Robert Marzano</b></p> <ul style="list-style-type: none"> <li>❖ 9 High Yield Instructional Strategies <a href="http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/">http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/</a></li> </ul> <p><b>U.S Department of Education</b></p> <ul style="list-style-type: none"> <li>❖ Foundation Skills to Support Reading for Understanding in K-3<sup>rd</sup> Grade <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf</a></li> </ul> <p><b>WIDA</b></p> <p><a href="https://www.wida.us/">https://www.wida.us/</a></p>					<p><b>NCTE</b></p> <ul style="list-style-type: none"> <li>❖ What We Know about Writing, Grades K-2 <a href="http://www.ncte.org/writing/aboutearlygrades">http://www.ncte.org/writing/aboutearlygrades</a></li> </ul> <p><b>ReadWriteThink</b></p> <ul style="list-style-type: none"> <li>❖ Implementing the Writing Process <a href="http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html">http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html</a></li> </ul> <p><b>Teaching Ideas</b></p> <p><a href="http://www.teachingideas.co.uk/">http://www.teachingideas.co.uk/</a></p>	
Question Stems	<p><b>2.RF.4.2</b></p> <ul style="list-style-type: none"> <li>*How many parts do you hear in that word?</li> <li>*Are there any patterns you can use to help you write that word?</li> </ul> <p><b>2.RF.4.3</b></p> <ul style="list-style-type: none"> <li>Can you hear the difference between long and short vowels?</li> </ul>	<p><b>2.RL.2.1</b></p> <ul style="list-style-type: none"> <li>*Who are the main characters?</li> <li>*What do certain characters want?</li> <li>*What is the setting for the story?</li> <li>*Which of these details is really important to the story?</li> <li>*How does knowing where the story takes place help us</li> </ul>	<p><b>2.RN.2.1</b></p> <ul style="list-style-type: none"> <li>*Who is this story about?</li> <li>*Where did it take place?</li> <li>*What is happening now?</li> <li>*Why do you think the author included that detail?</li> <li>*Where in the passage did you find that key detail?</li> <li>*How do you know it's a key detail?</li> </ul>	<p><b>2.RV.2.1</b></p> <ul style="list-style-type: none"> <li>*What strategies have you used to help you figure out what this word means?</li> <li>*Have you read the sentences around the word to help you determine what it means?</li> </ul> <p><b>2.RV.2.2</b></p> <ul style="list-style-type: none"> <li>*What does this word mean within this sentence? What</li> </ul>	<p><b>2.W.2.1</b></p> <ul style="list-style-type: none"> <li>*Know how to print legibly to create readable documents</li> </ul> <p><b>2.W.3.2</b></p> <ul style="list-style-type: none"> <li>*What is your topic and purpose for writing?</li> <li>*Why did you choose this topic?</li> <li>*Did you begin your writing with a topic sentence?</li> <li>*What examples, definitions, and</li> </ul>	<p><b>2.SL.2.1 &amp; 2.SL.2.3</b></p> <ul style="list-style-type: none"> <li>*What are our rules for listening and speaking to one another in both small and large groups?</li> <li>*Do you agree with your partner regarding the topic? Why or why not? Explain.</li> <li>*Can you elaborate on your partners' comments? Express your opinion.</li> </ul>	

# School City of East Chicago

## Grade 2 Quarter 2 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 2	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<b>Pearson Reading Street Unit 2, weeks 1-6 through Unit 3 week 1</b>					
	<p><b>2.RF.4.4</b> *What do you hear at the beginning, middle, and end of this word?</p> <p><b>2.RF.4.5</b> *Are there any chunks you know that can help you figure out what this word means?</p> <p><b>2.RF.4.6</b> *Does the word have suffixes or prefixes you know?</p> <p><b>2.RF.5</b> *Why did you choose this selection? *What can you do when the story/text doesn't make sense? *What strategies can you use when you don't understand the text? *Can you read this paragraph fluently and with expression? *Did you skim the page to look for text features that could help you understand the text? *What does it mean to read fluently?</p>	<p>understand the story? *Can you outline the key details in the text? *Cite evidence in the passage to support your answer *How do you know that is a key detail? *What is the author trying to tell the reader? *What is the main message of the story? <b>2.RL.2.2</b> *What is the big idea/theme in this story, fable, or folktale? *What is the problem or conflict and resolution to that problem in the story, fable, or folktale? *How is this story, fable, or folktale different from one you already know? *Where does this story come from?</p>	<p>*What details are important in order to tell the story? <b>2.RN.2.2</b> *What is the main idea of this text? *What is the topic sentence in this paragraph? *What additional details does the author give us in this paragraph that helps us understand the main topic? *Is there a map or graphic organizer you can use to keep track of the main ideas of each paragraph? <b>2.RN.3.1</b> *Open your book. Find the index, glossary, heading, etc. *Why do you think the author used that particular text feature? *Retell key facts from the text. *Under the subheading _____, find a key detail. *How does reading the chart or diagram help you understand what the author is trying to say?</p>	<p>other meaning does this word have? *How are these words related, are they synonyms or antonyms? <b>2.RV.2.5</b> *Can you go to a dictionary or to an online source to search for the meaning of the word? <b>2.RV.3.1</b> *Find a sentence that show an example of alliteration. *Can you create a sentence where all the words start with the letter _____? *Which words rhyme? *Identify and clap the rhythm in a stanza. *Do you see any repetition in this story, poem or song? *Why do you think the author repeated that line? *How do you know this is a poem and not a story?</p>	<p>details will you use to explain your topic? *Where can you find more information about your topic? *How did you bring your writing to an end? <b>2.W.3.3</b> *Who is your story about? *Where does your story take place? *Does your story have a beginning, middle, and end? *Why was the setting important to you story? *Did you use words like earlier, later, soon, to show how time is changing in the story? *Have you used details that will help your readers see and know the characters? *What events will lead up to your conclusion? *Where can you add more descriptive words and information to make your story more exciting?</p>	<p><b>2.SL.3.1</b> *What was the main idea of the oral text or media presentation? *How did you know this was the main idea? *Summarize the main idea of the oral text or the media presentation. <b>2.SL.4.1</b> *What is the theme of your report or presentation? *Did you write or present facts that were relevant? *What descriptive words or language did you use? *When you related the events, did they have a beginning, a middle, and an end? *Does the order of your presentation make sense?</p>

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	<p>*Did you reread the part you didn't understand?</p>	<p><b>2.RL.2.3</b>                      *Retell the story in sequential order.                      *Identify the main characters.                      *How do the major/minor characters respond to important challenges in the story?                      *What effect do the events in the story have on the characters?                      *What decision could the characters have responded to differently?                      *How does a specific character change?                      *How do the character's actions contribute to the plot?  <b>2.RL.2.4</b>                      *What do you think will happen next? What made you think this would happen?                      *What do you think _____ will do?                      *What might happen because of a character's actions?                      *How do you think the story will end?</p>	<p>*What information did you gather from that chart or diagram that aided your understanding?                      *Restate the important facts from the chart or graph.                      *What conclusions can you draw?                      *How can you make use of these facts and graphs?  <b>2.RN.3.2</b>                      *How did the author organize his ideas? Did he use comparison/contrast? Did he describe a procedure? Or did he explain a cause/effect relationship?                      *Were there any clues such as transitional words/phrases that the author used which helped you identify how the text was structured?  <b>2.RN.3.3</b>                      *What is the author's intent in this text? Cite evidence that supports your interpretation.                      *What does the author explain or describe in this passage?</p>	<p><b>2.RV.3.2</b>                      *What can you do when you get to a word you don't know?                      *Look around the page, the sentence, the word... is there something there to help you figure out what the word means?                      *Reread the sentence, do the other words help you understand?</p>	<p><b>2.W.4</b>                      *What is your purpose for writing this piece?                      *Who is your audience?                      *How will you organize your writing?                      *What will you use to help you organize your ideas?                      *Can you use a graphic organizer/thinking map to help you sequence your ideas and events?                      *What information can you add to help your reader understand?                      *What is your topic sentence?                      *Where can you add more information to help your reader understand?                      *Does your conclusion support your topic sentence?                      *Can you rewrite this so that the ideas/details are clearer?                      *Is there a better way that you could write this portion?                      *Have you used your editing/proofreading checklist to help you make any changes?</p>	

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		<p><b>2.RL.3.1</b>                      *Describe the beginning, middle, and end of the story                      *What are the character’s problems?                      *Read to your partner the section where the character’s problem begins to be solved.                      *How does the character solve the problem?                      *Look at this section, why did the author add ____?                      *Analyze this paragraph, what is the author trying to tell you?                      *In which part of the story does most of the action occur?</p> <p><b>2.RL.4.2</b>                      *Why do you think the authors created their own version of the same story?                      *Compare/contrast the differences in the authors’ interpretation.                      *What would have happened in the story if the cultural setting was different?</p>	<p><b>2.RN.4.1</b>                      *What does the author think about the topic?                      *Explain in your own words the reasons that support the author’s main purpose.                      *Cite details the author used to support his/her main point.                      *Why did the author write this piece?</p>		<p><b>WE WILL NOT INCLUDE QUESTION STEMS FOR GRAMMAR AND USAGE STANDARDS</b></p>	

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Academic Vocabulary	<p>DOE K-12 English/Language Arts Glossary  <a href="http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf">http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf</a></p> <p>ISTEP+ Standards and Assessment Vocabulary  <a href="http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary">http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary</a></p>					
District Assessments	<p>*Pearson Reading Street Assessment Suite                      *Edgenuity/Compass Learning Hybridge                      *NWEA</p>					