

School City of East Chicago

Grade 2 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 3, week 2 through Unit 4, weeks 1-4					
Constant Standards *Taught every quarter	<p>2.RF.4.2 Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.</p> <p>2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p> <p>2.RF.4.4 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;">2.RF.4.5 Know and use common word families when reading unfamiliar words (e.g., <i>-ale, -est, -ine, -ock</i>)</p> <p>2.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p>2.RL.2.1 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>2.RL.2.2 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>2.RL.2.4 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>2.RN.2.1 Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.</p> <p>2.RN.3.1 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>2.RV.2.1 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>2.RV.3.2 Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</p>	<p>2.W.2.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.</p> <p>2.W.4 Apply the writing process to –</p> <ul style="list-style-type: none"> • 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. • Use available technology to publish legible documents. 	<p>2.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>2.SL.2.3 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>2.SL.4.1 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>

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Suggested Pacing	Pearson Reading Street Unit 3, week 2 through Unit 4, weeks 1-4					
					<p>2.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p> <p>2.W.6.1a Nouns/Pronouns Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p> <p>2.W.6.1b Verbs 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.</p> <p>2.W.6.1c Adjectives/ Adverbs Writing sentences that use adjectives and adverbs.</p> <p>2.W.6.1d Prepositions <i>Standard begins at fourth grade.</i></p> <p>2.W.6.1e Usage Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences</p>	<p>2.ML.2.1 Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p>

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					<p>2.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>2.W.6.2a Capitalization Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p> <p>2.W.6.2b Punctuation 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>2.W.6.2c Spelling 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.	
<p>Spiral Standards</p> <p>*Reviewed Quarterly</p>	<p>2.RF.4.6 Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., <i>kitten's</i>, <i>sisters'</i>), and compound words.</p>	<p>2.RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot.</p> <p>2.RL.3.1 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>2.RL.4.2 Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.</p>	<p>2.RN.2.2 Identify the main idea of a multiparagraph text and the topic of each paragraph.</p> <p>2.RN.3.2 Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.</p> <p>2.RN.3.3 Identify what the author wants to answer, explain, or describe in the text.</p> <p>2.RN.4.1 Describe how an author uses facts to support specific points in a text.</p>	<p>2.RV.2.2 Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., <i>change</i>, <i>duck</i>).</p> <p>2.RV.2.5 Consult reference materials, both print and digital (e.g., <i>dictionary</i>), to determine or clarify the meanings of words and phrases.</p> <p>2.RV.3.1 Recognize that authors use words (e.g., <i>regular beats</i>, <i>repeating lines</i>, <i>simile</i>, <i>alliteration</i>, <i>onomatopoeia</i>, <i>idioms</i>) to provide rhythm and meaning in a story, poem, or song.</p>	<p>2.W.3.2 Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.</p> <p>2.W.3.3 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</p>	<p>2.SL.3.1 Determine the purpose for listening (e.g., <i>to obtain information</i>, <i>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.</p>

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New (Focus Standards) *Introduced in a Quarter	N/A	<p>2.RL.3.2 Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.</p> <p>2.RL.4.1 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>2.RN.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.</p> <p>2.RL.4.2 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>2.RV.2.4 Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.</p>	<p>2.W.5 With support, conduct short research on a topic.</p> <ul style="list-style-type: none"> • Find information on a topic of interest (e.g., <i>cardinals</i>). • Identify various visual and text reference sources • Organize, summarize, and present the information, choosing from a variety of formats 	<p>2.SL.3.2 Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.</p>
Essential Skills	<p>2.RF.4.2 *Recognize and use common syllable patterns such as <i>doubles</i>, to help decode multi-syllabic words</p> <p>2.RF.4.3 *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</p>	<p>2.RL.2.1 *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</p> <p>2.RL.2.2 *Retell stories, fables, or folktales from different cultures *Answer questions about text</p>	<p>2.RN.2.1 *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</p> <p>2.RN.2.2 *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</p>	<p>2.RV.2.1 *Understand that context clues help provide clues to word or phrase meaning *Know how to use a textbook glossary</p> <p>2.RV.2.2 *Understand the connection between words *Understand that sometimes words can have more than one meaning *Understand synonym and antonym</p>	<p>2.W.2.1 *Know how to print legibly to create readable documents</p> <p>2.W.3.2 *Understand writing to inform *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</p>	<p>2.SL.2.1 & 2.SL.2.3 *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</p>

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	<p>2.RF.4.4 *Identify words with inconsistent but common spelling-sound correspondences *Recognize and read grade-appropriate irregularly spelled words</p> <p>2.RF.4.5 *Understand that meaningful chunks can be added to words to change their meaning</p> <p>2.RF.4.6 *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>; <i>-ness</i>; <i>-ment</i>; etc., and how they change the meaning of a word *Recognize common Latin suffixes, such as <i>-ment</i>; <i>-ation</i>; <i>-ly</i>; <i>-able/ible</i>; etc.</p> <p>2.RF.5</p>	<p>*Determine the “big idea” about the lesson or moral of a story</p> <p>2.RL.2.3 *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>2.RL.2.4 *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>2.RL.3.1</p>	<p>topic being addressed by the author</p> <p>2.RN.2.3 *Demonstrate understanding of a sequence of historical events; scientific ideas or concepts; or steps in a procedure *Compare and contrast scientific ideas or concepts *Describe how one event, scientific idea, or step in a procedure influences another</p> <p>2.RN.3.1 *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>2.RV.2.4 *Identify the most common prefixes and root words *Determine the meaning of a new word formed when a known prefix is added to the known word *Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>2.RV.2.5 *Use print or digital dictionary to locate definitions of words</p> <p>2.RV.3.1 *Distinguish between words and phrases *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>2.W.3.3 *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>2.W.4 *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 *Seek guidance to help add language and ideas to writing</p>	<p>*Know how to build on other’s ideas by linking comments to the remarks of others</p> <p>2.SL.3.1 *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>2.SL.3.2 *Understand what is being said *Ask/answer important questions *Ask for more information</p> <p>2.SL.4.1 *Understand organizational structure for presentations such as chronologically, problem/solution, cause/effect, before and after *Know that stories are organized with a beginning, middle, and an end</p>

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	<ul style="list-style-type: none"> *Set a purpose for reading *Use expression when reading *Use strategies for self-correction *Reread for fluency and comprehension *Self-monitor for understanding *Skim and scan text features for understanding 	<ul style="list-style-type: none"> *Understand story structure *Understand that the beginning of a story introduces the characters and the setting *Describe the actions that occur at the ending of the story *Know that actions in the story help lead to a resolution 2.RL.3.2 *Understand and identify point of view *Distinguish one character's point of view from another character's *Understand character's voice in literature *Distinguish between characters' voices when reading aloud *Use different voices for different characters 2.RL.4.1 *Understand character, plot, and setting *Analyze text information & illustrations to understand a deeper meaning of the story *Use opportunities to explore books or stories as digital text 	<ul style="list-style-type: none"> 2.RN.3.2 *Recognize that a nonfiction text can be structured to compare/contrast, to describe a procedure, or to explain cause/effect relationships 2.RN.3.3 *Demonstrate understanding of author's intent *Determine the information from the text 2.RN.4.1 *Know that an author writes to share what he/she thinks *Know that an author uses details to help make a point *Know that an author may have more than one reason to explain his/her thinking 2.RN.4.2 *Analyze texts *Identify the points the author is making *Describe the similarities/differences between the texts 	<ul style="list-style-type: none"> 2.RV.3.2 *Identify that a word is unknown *Self-monitor by identifying unknown words, decode, use context clues, reread for clarification *Develop an amount of grade level academic words and phrases 	<ul style="list-style-type: none"> *Understand and apply grammar and spelling conventions *Edit for word usage and word choice to help strengthen details *Revise sentences and/or paragraphs for clarity 2.W.5 *Know how to select a topic that can be researched *Understand how to use reference materials such as encyclopedias, atlas, search engines or databases *Understand how to use keywords for searching a topic *Understand how to use graphic organizers or thinking maps logically to move through the research project *Understand organizational structures that are used when writing research reports 2.W.6.1 a-e *Understand and use common, proper, possessive, collective nouns, and irregular plural nouns 	<ul style="list-style-type: none"> *Understand that texts or presentations usually have a theme *Know that reports have an introduction, body, with supporting details, and a conclusion *Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact 2.ML.2.1 *Know that media sources include both online, visual and print sources *Understand that media can be used to inform, entertain, persuade, interpret events, and transmit culture

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		<p>2.RL.4.2 *Compare and contrast the same text by different authors or from different cultures</p>			<p>*Understand that there are special words used to define a collection of objects, people or things (e.g., group, herd, school) *Know how regular plurals are formed *Distinguish between a regular and irregular plural *Understand and use personal and possessive pronouns *Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) *Understand and use different types of verbs (e.g., action, linking) *Use adjective and adverbs and choose between them to correctly modify a word *Understand and use different types of sentences (e.g., simple, compound; declarative, interrogative, imperative, exclamatory) 2.W.6.2 a-c *Understand that proper nouns, holidays, titles and initials in names, and geographic names need capital letters</p>	

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					*Understand that greetings, months and days of the week need capitalizing *Correctly use a period, question mark or exclamation point *Use apostrophes to correctly form possessive nouns *Understand that an apostrophe can be used to replace a missing letter when forming contractions *Correctly use commas within greetings and closings of letters, dates, and to separate items in a series *Use spelling patterns, word roots, affixes, syllable construction		
Instructional Strategies	Colorin Colorado ❖ Reading 101 for ELLs http://www.colorincolorado.org/article/reading-101-english-language-learners John Hattie ❖ Top 10 High Impact Instructional Strategies http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/			Edutopia ❖ Techniques for Teaching Vocabulary to Elementary Students https://www.edutopia.org/blog/teaching-vocabulary-elementary-gaetan-pappalardo		Better Lesson ❖ Second Grade Grammar and Mechanics https://betterlesson.com/community/directory/second_grade/grammar_and_mechanics	Colorin Colorado ❖ Oral Language Development and ELLS: 5 Challenges and Solutions http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions

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	<p>LD Online</p> <ul style="list-style-type: none"> ❖ Educator’s Guide to Learning Disabilities and ADHD http://www.ldonline.org/ <p>LD Online</p> <ul style="list-style-type: none"> ❖ Effective Reading Interventions for Kids with Learning Disabilities http://www.ldonline.org/article/33084/ <p>Reading Horizons</p> <p>http://www.readinghorizons.com/reading-strategies/teaching-reading-strategies/</p> <p>Reading Rockets</p> <p>http://www.readingrockets.org/article/foundations-reading</p> <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Strategies that Promote Comprehension http://www.readingrockets.org/article/strategies-promote-comprehension <p>Robert Marzano</p> <ul style="list-style-type: none"> ❖ 9 High Yield Instructional Strategies http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/ <p>U.S Department of Education</p> <ul style="list-style-type: none"> ❖ Foundation Skills to Support Reading for Understanding in K-3rd Grade https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf <p>WIDA</p> <p>https://www.wida.us/</p>	<p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Teaching Vocabulary http://www.readingrockets.org/article/teaching-vocabulary <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Word Study Instruction in the K-2 Classroom http://www.readingrockets.org/article/word-study-instruction-k-2-classroom 	<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Writing Instruction for ELLs http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells <p>Education World</p> <ul style="list-style-type: none"> ❖ Fun Grammar Activities http://www.educationworld.com/a_lesson/lesson/lesson334.shtml <p>NCTE</p> <ul style="list-style-type: none"> ❖ What We Know about Writing, Grades K-2 http://www.ncte.org/writing/aboutearlygrades <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Implementing the Writing Process http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html 	<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Speaking & Listening Skills for ELLs http://www.colorincolorado.org/speaking-listening-skills-ells <p>Teaching Channel</p> <ul style="list-style-type: none"> ❖ 5 Strategies for Teaching Speaking and Listening Standards https://www.teachingchannel.org/blog/2015/06/23/lets-talk-five-strategies-for-hitting-the-speaking-and-listening-standards/ 		

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					Teaching Ideas http://www.teachingideas.co.uk/	
Question Stems	<p>2.RF.4.2 *How many parts do you hear in that word? *Are there any patterns you can use to help you write that word?</p> <p>2.RF.4.3 Can you hear the difference between long and short vowels?</p> <p>2.RF.4.4 *What do you hear at the beginning, middle, and end of this word?</p> <p>2.RF.4.5 *Are there any chunks you know that can help you figure out what this word means?</p> <p>2.RF.4.6 *Does the word have suffixes or prefixes you know?</p>	<p>2.RL.2.1 *Who are the main characters? *What do certain characters want? *What is the setting for the story? *Which of these details is really important to the story? *How does knowing where the story takes place help us 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?</p>	<p>2.RN.2.1 *Who is this story about? *Where did it take place? *What is happening now? *Why do you think the author included that detail? *Where in the passage did you find that key detail? *How do you know it's a key detail? *What details are important in order to tell the story?</p> <p>2.RN.2.2 *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?</p>	<p>2.RV.2.1 *What strategies have you used to help you figure out what this word means? *Have you read the sentences around the word to help you determine what it means?</p> <p>2.RV.2.2 *What does this word mean within this sentence? What other meaning does this word have? *How are these words related are they synonyms or antonyms?</p>	<p>2.W.2.1 *Know how to print legibly to create readable documents</p> <p>2.W.3.2 *What is your topic and purpose for writing? *Why did you choose this topic? *Did you begin your writing with a topic sentence? *What examples, definitions, and 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?</p>	<p>2.SL.2.1 & 2.SL.2.3 *What are our rules for listening and speaking to one another in both small and large groups? *Do you agree with your partner regarding the topic? Why or why not? Explain. *Can you elaborate on your partners' comments? Express your opinion.</p> <p>2.SL.3.1 *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.</p>

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	<p>2.RF.5</p> <ul style="list-style-type: none"> *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? *Did you reread the part you didn't understand? 	<p>2.RL.2.2</p> <ul style="list-style-type: none"> *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>2.RL.2.3</p> <ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *Is there a map or graphic organizer you can use to keep track of the main ideas of each paragraph? <p>2.RN.2.3</p> <ul style="list-style-type: none"> *How did inventing _____ change history? *How did the life of (<u>historical figure</u>) effect people today? *Which step would you do first? Which would you do last? Why is this order important? *How has _____ changed over time? *Using a timeline, sequence the historical events. *Compare the historical events to your present life. Is the past important? What can we learn from the past? <p>2.RN.3.1</p> <ul style="list-style-type: none"> *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. 	<p>2.RV.2.4</p> <ul style="list-style-type: none"> *There are roots or prefixes you know in this word; can you use them to help you understand what the word means? <p>2.RV.2.5</p> <ul style="list-style-type: none"> *Can you go to a dictionary or to an online source to search for the meaning of the word? <p>2.RV.3.1</p> <ul style="list-style-type: none"> *Find a sentence that shows 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>2.RV.3.2</p> <ul style="list-style-type: none"> *What can you do when you get to a word you don't know? *Look around the page, the sentence, the word... is there 	<p>2.W.3.3</p> <ul style="list-style-type: none"> *Whom 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>2.W.4</p> <ul style="list-style-type: none"> *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 	<p>2.SL.3.2</p> <ul style="list-style-type: none"> *What did the speaker say? *What was the most important part that you heard? *What would you say if you didn't understand the speaker? *What would be one question that you could ask so you could find out more information? *Can you say that in a different way? <p>2.SL.4.1</p> <ul style="list-style-type: none"> *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?

School City of East Chicago

Grade 2 Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 3, week 2 through Unit 4, weeks 1-4					
		<p>actions contribute to the plot?</p> <p>2.RL.2.4</p> <p>*What do you think will happen next? What made you think this would happen?</p> <p>*What do you think ____ will do?</p> <p>*What might happen because of a character's actions?</p> <p>*How do you think the story will end?</p> <p>2.RL.3.1</p> <p>*Describe the beginning, middle, and end of the story.</p> <p>*What are the character's problems?</p> <p>*Read to your partner the section where the character's problem begins to be solved.</p> <p>*How does the character solve the problem?</p> <p>*Look at this section, why did the author add ____?</p> <p>*Analyze this paragraph, what is the author trying to tell you?</p> <p>*In which part of the story does most of the action occur?</p>	<p>*How does reading the chart or diagram help you understand what the author is trying to say?</p> <p>*What information did you gather from that chart or diagram that aided your understanding?</p> <p>*Restate the important facts from the chart or graph.</p> <p>*What conclusions can you draw?</p> <p>*How can you make use of these facts and graphs?</p> <p>2.RN.3.2</p> <p>*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?</p> <p>*Were there any clues such as transitional words/phrases that the author used which helped you identify how the text was structured?</p>	<p>something there to help you figure out what the word means?</p> <p>*Reread the sentence, do the other words help you understand?</p>	<p>organizer/thinking map to help you sequence your ideas and events?</p> <p>*What information can you add to help your reader understand?</p> <p>*What is your topic sentence?</p> <p>*Where can you add more information to help your reader understand?</p> <p>*Does your conclusion support your topic sentence?</p> <p>*Can you rewrite this so that the ideas/details are clearer?</p> <p>*Is there a better way that you could write this portion?</p> <p>*Have you used your editing/proofreading checklist to help you make any changes?</p> <p>2.W.5</p> <p>*What is the topic of your report?</p> <p>*Can you narrow your topic?</p> <p>*What sources will you use to find information?</p> <p>*What key words can you use to find your topic online?</p> <p>*Where can you go to find more information?</p> <p>*How will you give credit to</p>	

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Suggested Pacing	Pearson Reading Street Unit 3, week 2 through Unit 4, weeks 1-4					
		<p>2.RL.3.2 *Describe the difference between the two characters' points of view. *What makes the characters speak or act differently? *Why was it important for the author to use dialogue? *How are the characters different or alike?</p> <p>2.RL.4.1 *What clues do the illustrations in the story provide to help you understand the character, plot, or setting in the story? *What did you learn about the characters, plot, or setting from the words the author used?</p> <p>2.RL.4.2 *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</p>	<p>2.RN.3.3 *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>2.RN.4.1 *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>2.RN.4.2 *What are the important points in each text? *How are these two texts alike or different? *Can you tell your partner what is the same/different about what you are reading?</p>		<p>your sources? *How can you paraphrase this information? *How can you use a graphic organizer to help you group your ideas?</p> <p>WE WILL NOT INCLUDE QUESTION STEMS FOR GRAMMAR AND USAGE STANDARDS</p>	

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Suggested Pacing	<i>Pearson Reading Street</i> Unit 3, week 2 through Unit 4, weeks 1-4					
		setting was different?				
Academic Vocabulary	<p>DOE K-12 English/Language Arts Glossary http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf</p> <p>ISTEP+ Standards and Assessment Vocabulary http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary</p>					
Assessments	<p>*<i>Pearson Reading Street</i> Assessment Suite *Edgenuity/Compass Learning Hybridge *NWEA</p>					