

School City of East Chicago

Grade 2 Quarter 4 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 4	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 4, week 5 through Unit 6, week1					
<p>Constant Standards</p> <p>*Taught every quarter</p>	<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 4, week 5 through Unit 6, week1					
					<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.</p> <p>Understanding the functions of different types of verbs (e.g., <i>action</i>, <i>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.	
Spiral Standards *Reviewed Quarterly	<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.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.2.2 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.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.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.RN.4.2</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.2.4 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.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>,</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 –</p> <ul style="list-style-type: none"> • 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>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> <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>

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		2.RL.4.2 Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	Compare and contrast the most important points presented by two texts on the same topic.	<i>idioms</i>) to provide rhythm and meaning in a story, poem, or song.		
New (Focus) Standards *Introduced in a Quarter	N/A	N/A	N/A	N/A	2.W.3.1 Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.	N/A
Essential Skills	2.RF.4.2 *Recognize and use common syllable patterns such as <i>doubles</i> , to help decode multi-syllabic words 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	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	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	2.RV.2.1 *Understand that context clues help provide clues to word or phrase meaning *Know how to use a textbook glossary	2.W.2.1 *Know how to print legibly to create readable documents 2.W.3.1 *Understand the concept of having an opinion *Ability to express orally an opinion such as like or dislike of a chosen book or story; support that opinion with a reason	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

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	<p>*Decode regularly spelled two-syllable words with long vowels 2.RF.4.4 *Identify words with inconsistent but common spelling-sound correspondences *Recognize and read grade-appropriate irregularly spelled words 2.RF.4.5 *Understand that meaningful chunks can be added to words to change their meaning</p>	<p>2.RL.2.2 *Retell stories, fables, or folktales from different cultures *Answer questions about text *Determine the “big idea” about the lesson or moral of a story 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 characters’ choices impact the plot 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</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 topic being addressed by the author 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 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</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 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 2.RV.2.5 *Use print or digital dictionary to locate definitions of words 2.RV.3.1 *Distinguish between words and phrase *Distinguish the cadence of spoken language</p>	<p>*Ability to write a brief opinion pieces about a book or story; provide a reason for that opinion *Know common organizational structures such as cause/effect; chronological/sequential order; problem/solution *Know what linking words are and how to use them when moving from one idea to another *Know that conclusions should restate or sum up the writing 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 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</p>	<p>*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 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 2.SL.3.2 *Understand what is being said *Ask/answer important questions *Ask for more information 2.SL.4.1 *Understand organizational structure for presentations such as chronologically, problem/solution, cause/effect, before and after</p>

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	<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 *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</p>	<p>*Identify clues within text or illustrations to make predictions about events in the plot 2.RL.3.1 *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</p>	<p>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 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</p>	<p>*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 2.RV.3.2 *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>*Use 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 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 to help generate ideas before writing *Seek guidance to help add language and ideas to writing *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</p>	<p>*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 *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</p>

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		<p>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</p> <p>2.RL.4.2 *Compare and contrast the same text by different authors or from different cultures</p>	<p>2.RN.4.2 *Analyze texts *Identify the points the author is making *Describe the similarities/differences between the texts</p>		<p>2.W.6.1 a-e *Understand and use common, proper, possessive, collective nouns, and irregular plural nouns *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)</p> <p>2.W.6.2 a-c *Understand that proper nouns, holidays, titles and initials in names,</p>	

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					and geographic names need capital letters *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 & Resources	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/bl-og/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>Teaching Ideas</p> <p>http://www.teachingideas.co.uk/</p>	<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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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? *Is there a map or graphic organizer you can use to keep track of the main ideas of each paragraph?</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.RV.2.4 *There are roots or prefixes you know in this word; can you use them to help you understand what the word means?</p>	<p>2.W.2.1 *Know how to print legibly to create readable documents</p> <p>2.W.3.1 *Who is your audience and what is your purpose for writing? *From what point of view will you be writing? *Did you completely explain your opinion of the topic or argument? *Does your reader know your opinion? *How did you support your opinion? *Did you include transitional or linking words to move from one idea to the next? *Does your conclusion sum up or restate your opinion?</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</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? 	<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. *How does reading the chart or diagram help you understand what the author is 	<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 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>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 something there to help you figure out what the word means? 	<p>topic?</p> <ul style="list-style-type: none"> *Where can you find more information about your topic? *How did you bring your writing to an end? <p>2.W.3.3</p> <ul style="list-style-type: none"> *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>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 	<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 4 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 4	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 4, week 5 through Unit 6, week1					
		<p>*How do the character’s actions contribute to the plot? 2.RL.2.4 *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? 2.RL.3.1 *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</p>	<p>trying to say? *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? 2.RN.3.2 *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? 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>*Reread the sentence, do the other words help you understand?</p>	<p>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> <p style="background-color: yellow;">WE WILL NOT INCLUDE QUESTION STEMS FOR GRAMMAR AND USAGE STANDARDS</p>	

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Quarter 4	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 4, week 5 through Unit 6, week1					
		<p>does most of the action occur? 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? 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? 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.</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? 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>			

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Suggested Pacing	<i>Pearson Reading Street Unit 4, week 5 through Unit 6, week1</i>					
		*What would have happened in the story if the cultural 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>					