

School City of East Chicago

Grade 2 Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1-6					
<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 style="color: red;">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.2.4 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 style="color: red;">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 style="color: red;">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 style="color: red;">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 style="color: red;">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 style="color: red;">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 style="color: green;">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 style="color: red;">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 style="color: green;">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 style="color: green;">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> <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.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.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, 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>	

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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	N/A	N/A	N/A	N/A	N/A	N/A
New (Focus) Standards *Introduced in a Quarter	N/A	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.	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.	2.RV.2.2 Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., <i>change, duck</i>).	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.	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.RL.2.1 *Ask and answer questions (who, what, where, when, why) *Understand which details are more important to the story	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	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.3.3 *Know that a narrative tells a story *Understand who is telling the story *Know how to move from one event to another	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

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	<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.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>*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 *Determine the “big idea” about the lesson or moral of a story</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>details within the text</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.RN.3.2 *Recognize that a nonfiction text can be structured to compare/contrast, to describe a procedure, or to explain cause/effect relationships</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.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>*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 whom 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 *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 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</p> <p>2.SL.4.1 *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 *Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact</p>

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	<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>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</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.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.W.6.2 a-c *Understand that proper nouns, holidays, titles and initials in names, 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</p>	

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Instructional Strategies & Resources	<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Reading 101 for ELLs http://www.colorincolorado.org/article/reading-101-english-language-learners <p>John Hattie</p> <ul style="list-style-type: none"> ❖ Top 10 High Impact Instructional Strategies http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/ <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> <ul style="list-style-type: none"> http://www.readinghorizons.com/reading-strategies/teaching-reading-strategies/ <p>Reading Rockets</p> <ul style="list-style-type: none"> http://www.readingrockets.org/article/foundations-reading <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>Edutopia</p> <ul style="list-style-type: none"> ❖ Techniques for Teaching Vocabulary to Elementary Students https://www.edutopia.org/blog/teaching-vocabulary-elementary-gaetan-pappalardo <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>Better Lesson</p> <ul style="list-style-type: none"> ❖ Second Grade Grammar and Mechanics https://betterlesson.com/community/directory/second_grade/grammar_and_mechanics <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>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Oral Language Development and ELLS: 5 Challenges and Solutions http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions <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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	U.S Department of Education ❖ Foundation Skills to Support Reading for Understanding in K-3 rd Grade https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf WIDA https://www.wida.us/				ReadWriteThink ❖ Implementing the Writing Process http://www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html Teaching Ideas http://www.teachingideas.co.uk/	
Question Stems	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? 2.RF.4.3 Can you hear the difference between long and short vowels? 2.RF.4.4 *What do you hear at the beginning, middle, and end of this word?	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 *What is the author trying to tell the reader? *What is the main message of	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?	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? 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?	2.W.2.1 *Know how to print legibly to create readable documents 2.W.3.3 *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	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.

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	<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.5 *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>	<p>the story?</p> <p>2.RL.2.2 *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>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?</p> <p>2.RL.3.1 *Describe the beginning, middle, and end of the story *What are the character's problems?</p>	<p>2.RN.3.1 *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? *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?</p> <p>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</p>	<p>2.RV.3.2 *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>conclusion?</p> <p>*Where can you add more descriptive words and information to make your story more exciting?</p> <p>2.W.4 *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 re-write 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</p>	<p>2.SL.4.1 *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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		*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?	relationship? *Were there any clues such as transitional words/phrases that the author used which helped you identify how the text was structured?		help you make any changes? <b style="background-color: yellow;">WE WILL NOT INCLUDE QUESTION STEMS FOR GRAMMAR AND USAGE STANDARDS	
Academic Vocabulary	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 ISTEP+ Standards and Assessment Vocabulary http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary					
District Assessments	*Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybridge *NWEA					