

## 2nd Grade ELA Curriculum Map revised 2019

**Standard: Writing**

**Second Grade**

**2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.**

**2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.**

**2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.**

**2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).**

**2W5: Begins in Grade 4**

**2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.**

**2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question**

### Writing Skills: Ongoing Throughout the Year

#### \*Stronger Focus On Narrative Writing First Trimester

- Add descriptive words (adjectives, adverbs) and phrases to help readers visualize and understand events, actions, processes, or topics
- Use common (simple) connectives that are frequently used in oral language (words, phrases that clarify relationships and ideas): e.g., and, but, so, because, before, after
- Select “small moments” or experiences and share thinking and feelings about them
- Use words that show the passage of time
- Tell details about the most important moments in a story or experience while eliminating unimportant details
- Describe characters by what they do, say, and think and what others say about them
- Write a story that has a beginning, a series of things happening, and an ending
- Introduce ideas followed by supportive details and examples
- Bring a piece to closure through an ending or summary statement

#### \*Stronger Focus on Informative/Explanatory Writing Second Trimester

- Add descriptive words (adjectives, adverbs) and phrases to help readers visualize and understand events, actions, processes, or topics
- Use common (simple) connectives that are frequently used in oral language (words, phrases that clarify relationships and ideas): e.g., and, but, so, because, before, after
- Write about content from texts that reflects beginning understandings of the physical and social world: health, social studies, science, mathematics, arts
- Write an informational text that has introduction, supporting details and a summary
- Gather and internalize information and then write in one’s own words
- Contribute to group writing ideas/topics (shared or interactive)
- Observe carefully events, people, settings, and other aspects of the world to gather information on a topic
- Actively contribute to shared or interactive writing to report the results of investigation
- Participate actively in experiences and recall information that contributes to writing and drawing (using notebooks and artifacts)
- Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it

#### \*Stronger Focus on Opinion Writing Third Trimester

- Add descriptive words (adjectives, adverbs) and phrases to help readers visualize and understand events, actions, processes, or topics
- Use common (simple) connectives that are frequently used in oral language (words, phrases that clarify relationships and ideas): e.g., and, but, so, because, before, after
- Express opinions (e.g., interesting, funny, exciting) about a text in writing and support those opinions with evidence
- Refer to notes about a text as evidence to support opinions and statements in discussion and writing
- Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.

## Writing Assessments/Expectations

### First Trimester

#### Paragraph

- Topic Sentence
- Two Supporting Sentences
- Concluding Sentence

### Second Trimester

#### Paragraph

- Topic Sentence
- Three Supporting Sentences
- Concluding Sentence

### Third Trimester

#### Paragraph

- Topic Sentence
- Three Clear Reasons with Evidence
- Concluding Sentence

## Standard: Phonics, Spelling, Word Study:

## Second Grade

### 2RF3: Know and apply phonics and word analysis skills in decoding words.

- **2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).**
- **2RF3b: Decode short and long vowel sounds in two-syllable words.**
- **2RF3c: Decode regularly spelled two-syllable words.**
- **2RF3d: Recognize and identify root words and common suffixes and prefixes.**
- **2RF3e: Read all common high-frequency words by sight.**

### Beginning of First Trimester- Review 1st grade skills (1.RF.3)

- Understand the organization and basic features of print and in a sentence
- Divide a word into phonemes: e.g., no, /n/ /l/
- Hear and say the beginning phoneme in a word: e.g., sun, /s/
- Hear and say the ending phoneme in a word: e.g., bed, /d/
- Hear and say the middle phoneme in a word with three phonemes: e.g., fit, /i/
- Blend three or four phonemes in a word: e.g., /n/ /e/ /s/ /t/, nest
- Recognize and say consonant clusters that blend two or three consonant sounds (onsets): bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, qu; scr, spl, spr, squ, str
- Hear and identify long vowel sounds in words and the letters that represent them
- Contrast short and long vowel sounds in words: e.g., at/ate, pet/Pete, bit/bite, hop/hope, cut/cute
- Blend syllables: e.g., let/ter, letter
- Divide words into syllables: e.g., never, nev/er
- Recognize and say consonant clusters that represent one sound at the beginning of a word: e.g., change, phone, shall, thirty, where
- Recognize and use long vowel sounds in words with silent e (CVCe): e.g., late, Pete, pine, robe, cibe
- Read and write high-frequency words
- Recognize and use the ending -s when making a verb agree with its subject: e.g., cats run/cat runs; they jump/she jumps, dogs play/dog plays
- Understand and talk about the fact that the ending -ed when forming the past tense of a verb can represent several different sounds: e.g., closed, added, walked
- Recognize the sequence of letters and the sequence of sounds to read a word or word part
- Take apart a compound word to read two smaller words: e.g., birthday, birth, day; everywhere, every, where; sidewalk, side, walk

## Phonics, Spelling, Word Study: Ongoing Throughout the Year

Skills:

- Hear and identify long vowel sounds in words and the letters that represent them
- Contrast short and long vowel sounds in words: e.g., at/ate, pet/Pete, bit/bite, hop/hope, cut/cute
- Recognize and use letter combinations that represent long vowel sounds: e.g., chain, play, neat, meet, pie, light, roast, toe, row, blue, fruit, new
- Recognize and use longer high-frequency words, some with more than one syllable: e.g., after, around, before, their, there, these, very, which
- Read and write high-frequency words
- Understand and talk about the concept of a suffix
- Use known word parts (some are words) to solve unknown larger words: e.g., in/into, can/canvas
- Break a word into syllables to decode manageable units: e.g., re/mem/ber, be/fore Use simple resources to help in spelling words or check on spelling (word walls, personal word lists)
- Understand the functions of capital letters and use capitalization correctly.
- Understand the functions of marks of punctuation and use punctuation correctly.
- Vary language according to purpose.

**Standard: Knowledge of Language (Grammar)/ Vocabulary Acquisition and Use**

**Anchor Standard L.1, L.2 (NYS Next Gen ELA Appendix A) \*\*\*Student is expected to know and be able to use the skills by the end of second grade**

**Skills:**

- Print upper- and lowercase letters in their name
- Print all upper- and lowercase letters.
- Use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use frequently occurring adjectives.
- Use adjectives or adverbs appropriately.
- Use frequently occurring conjunctions (e.g., and, but, or, so because).
- Use frequently occurring transition words (e.g., first, then, therefore, finally)
- Produce and expand complete sentences
- Understand and use simple and compound sentences in speech or

**Grammar**

- Write in past tense: e.g., He walked fast yesterday
- Use a range of types of sentences: e.g., declarative, interrogative, imperative, exclamatory
- Use capital letters for the names of people, places, days, months, cities, states
- Read one's writing aloud and think where punctuation would go
- Use apostrophes in contractions and many possessives
- Use commas to separate items in a series
- Use simple resources to help in spelling words or check on spelling (word walls, personal word lists)
- Recognize and use nouns.
- Recognize and use pronouns (simpler will be learned before more complex).
- Recognize and use adjectives.
- Recognize and use adverbs.
- Recognize and use the past tense of irregular verbs, which do not use the suffix -ed: e.g., come/came, eat/ate, fall/fell, grow/grew, teach/taught.
- Recognize and use sentences with various structures.
- Understand the functions of capital letters and use capitalization correctly.
- Understand the functions of marks of punctuation and use punctuation correctly.
- Vary language according to purpose.

**2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- **2L3a: Compare academic and conversational uses of English.**

**2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.**

- **2L4a: Use sentence-level context as a clue to the meaning of a word or phrase.**
- **2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).**
- **2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).**
- **2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).**

- 2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.

2L5: Demonstrate an understanding of word relationships and nuances in word meanings.

- 2L5a: Identify real-life connections between words and their use.
- 2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy).
- 2L5c: Distinguish shades of meaning among closely related verb

Standard: Reading Literary and Informational		Second Grade
<p>2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI &amp; RL)</p> <p>2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI &amp; RL)</p> <p>2R3: In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections among ideas, concepts, or a series of events. (RI)</p> <p>2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI &amp; RL)</p> <p>2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI &amp; RL)</p> <p>2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI &amp; RL)</p> <p>2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI &amp; RL)</p> <p>2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI &amp; RL)</p> <p>2R9: Make connections between self and text (texts and other people/world). (RI &amp; RL)</p>		
Reading Skills: Ongoing Throughout the Year	Ongoing Reading Comprehension Strategies	
<ul style="list-style-type: none"> <li>• Refer to important information and details and use as evidence to support opinions and statements during discussion</li> <li>• Tell what happened in a text after hearing it read</li> <li>• Infer the messages in a work of fiction</li> <li>• Infer characters' traits as revealed through thought, dialogue, behavior, and what others say or think about them and use evidence from the text to describe them</li> <li>• Notice character change and infer reasons from the events of the plot</li> <li>• Notice recurring themes or motifs in traditional literature and fantasy: e.g., struggle between good and evil, magic, the hero's quest, fantastic or magical objects, wishes, trickery, transformations</li> <li>• Tell what happens in a readers' theater script or a play</li> <li>• Provide an oral summary of a story, play, or nonfiction text</li> <li>• Infer a "lesson" from reading a simple version of a traditional tale in chorus or in parts with others</li> <li>• Infer the writer's message or theme in a text</li> <li>• Follow and understand simple plots in stories and readers' theater or plays</li> <li>• Infer the reasons for characters' actions and feelings in a story or play</li> <li>• Express opinions about a text and justify with evidence</li> <li>• Summarize information in the text, selecting the information that is important</li> <li>• Talk about the text showing understanding of events, topic, or content</li> <li>• Talk about the lessons the story teaches</li> <li>• Talk about what is learned from the characters, the problem, and the resolution of the problem</li> <li>• Infer reasons for character change</li> <li>• Notice the evidence a writer provides to show character attributes and motives as well as characters</li> <li>• Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Sight Words</li> <li>• Key Ideas &amp; Details (2.R.1)</li> <li>• Main Topic/Central Idea (2.R.2)</li> <li>• Character Development (2.R.3)</li> <li>• Text Structure (2.R.5)</li> <li>• Nonfiction Text Features (2.R.6 and 2.R.7)</li> <li>• Point of View (2.R.6)</li> <li>• Text to Self - Text to Text - Text to World (2.R.9)</li> <li>• Multiple Meaning Words (2.L.4)</li> <li>• Context Clues (2.L.4)</li> <li>• Root Words (2.L.4)</li> <li>• Compound Words</li> <li>• Fact &amp; Opinion</li> <li>• Making Inferences</li> <li>• Compare &amp; Contrast</li> <li>• Sequencing</li> </ul>	
Standard: Reading Fluency		

**2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.**

- **2RF4a: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.**
- **2RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary**

**Fluency Skills: Ongoing Throughout the Year**

- Use multiple sources of information to monitor, search, and self-correct in solving words
- Notice when sentence structure does not match knowledge of syntax and reread to correct (self-monitor)
- Use line breaks to guide phrasing when reading poetry in unison or individually
- Adjust the voice to reflect dialogue in the body of the text
- Read orally with integration of all dimensions of fluency (e.g., pausing, phrasing, word stress, intonation, and rate)
- Recognize and reflect punctuation with the voice (e.g., periods, question marks, exclamation marks, commas, quotation marks, ellipses) when reading in chorus or individually
- Recognize and reflect variations in print with the voice (e.g., italics, bold type, special treatments, font size) when reading in chorus or individually
- When reading individually or in unison with others, adjust the voice to reflect aspects of the text (e.g., humor, surprise, suspense, sadness)
- Understand the role of the voice in communicating meaning in readers' theater, choral reading, songs, and poetry
- Reread a word or phrase occasionally to monitor or self-correct
- Use multiple sources of information (meaning, language structure, visual information) to self-monitor and self-correct
- Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy

**Standard: Speaking and Listening**

**Second Grade**

**2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.**

- **2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.**
- **2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.**
- **2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion.**
- **2SL1d: Consider individual differences when communicating with others.**

**2SL2: Recount or describe key ideas or details of diverse texts and formats.**

**2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).**

**2SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.**

**2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.**

**2SL6: Express thoughts, feelings, and ideas clearly, adapting language according to context.**

**Skills: Ongoing Throughout the Year**

- Ask questions to deepen understanding of a text
- Notice and ask questions when meaning is lost or understanding is interrupted
- Relate important ideas in the text to each other and to other texts
- Recall important details about setting after a story is read
- Use details from illustrations and text to support points made in discussion
- Notice and remember the important events or steps of a text in temporal or chronological sequence
- Listen to and speak to a partner about a given idea, and make a connection to the partner's idea
- Listen with attention during instruction, and respond with statements and questions
- Ask clarifying questions when listening to texts read aloud, or to presentations by teachers and other students

- Ask questions to clarify unknown words heard while actively listening
- Recall and state ideas from oral reading and presentations
- Enter a conversation appropriately
- Refrain from speaking over others
- Sustain a conversation with a variety of audiences
- Demonstrate respectful listening behaviors
- Follow a topic and add to discussion with comments on the same topic
- Listen, respond, and build on the statements of others
- Ask questions for clarification or to gain information
- Actively participate in the give and take of conversation by taking turns
- Ask follow-up questions during partner, small-group, and whole-class discussion
- Relate or compare one's own knowledge and experience with information from others
- Listen and respond to a partner by agreeing, disagreeing, or adding on and explaining reasons

### **Assessments**

- **STAR**
- **Writing Assessments (baseline and each trimester)**
- **Teacher Assessments**
- **Informal Assessments**
- **F & P (Fall/Winter/Spring)**
- **F& P Sight Words**