English Language Arts - GRADE 2
CURRICULUM MAP

INSTRUCTIONAL TIME PERIOD	SKILLS/OUTCOMES	ASSESSMENT
Unit 1	**Neighborhood Visit** **The students will be able to:** ● Read and write words with short vowel sounds. ● Read and write words with long vowels that use the Super E pattern. ● Recognize 50 high frequency words fluently. ● Read and understand the important parts of a summary. ● Practice retelling stories using main ideas from the beginning, middle, and end. ● Identify characters, setting, and problems of fictional stories. ● With help, write a narrative piece using topic sentence, detail sentences, and a closing sentence. ● Use transition words (first, next, last) in narrative writing. ● Create writing pieces using printed form using upper and lower case letters appropriately. ● Identify root words and suffixes to determine new meanings ● Identify nouns and plural nouns of simple sentences. ● Identify subject and predicate of simple sentences **Standards:** **Reading Foundational Skills: 2.2, 2.3, 2.4** **Reading: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9** **Writing: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8** **Speaking and Listening: 2.1, 2.2, 2.3, 2.4** **Language: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6**	● FastBridge CBM Reading screening ● Fountas and Pinnell screening ● STAR Reading assessment ● Weekly word sorts ● Running records ● Spelling checks/tests ● Modified weekly skill tests ● Observations of daily work ● Writing samples from individual journals ● Writing samples from group lessons
Unit 2	**Nature Watch** **The students will be able to:** ● Recognize 100 high frequency words fluently. ● Decode and encode regularly spelled one and two syllable CVC pattern words (mat/pic-nic). ● Decode and encode vowel teams for long vowel sounds (ai, ay, oa). ● Decode and encode suffixes -ed, -ing. ● Read and understand the important parts of a summary.	● Weekly word sorts ● Running records ● Spelling checks/tests ● Modified weekly skill tests ● Observations of daily work

	• Practice retelling stories using main ideas from the beginning, middle, and end. • Identify main idea and details of fictional text. • Identify characters, setting, and problems of fictional stories. • Use text features such as headings, bold words, and captions to understand non-fiction text. • With help, write an opinion piece using topic sentence, detail sentences, and a closing sentence. • Use transition words (first, next, last) in opinion writing. • Use adjectives in writing to make thoughts more interesting and creative. • Create writing pieces using printed form using upper and lower case letters appropriately. • Begin using appropriate finger placement on keyboard to produce writing. • Identify root words and suffixes -s, -ed, -ing to determine new meanings. • Use individual words to predict the meaning of compound words (e.g., birdhouse). • Identify and use action verbs in simple sentences. • Identify and use adjectives in simple sentences. **Standards:** **Reading Foundational Skills: 2.2, 2.3, 2.4** **Reading: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9** **Writing: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9** **Speaking and Listening: 2.1, 2.2, 2.3, 2.4, 2.5** **Language: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6**	• Writing samples from individual journals • Writing samples from group lessons
Unit 3	**Tell Me About It!** **The students will be able to:** • Recognize 150 high frequency words fluently. • Read and write three syllable words with the CVC pattern (fan/tas/tic). • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Read and write vowel teams for long vowel sounds (ee, ea). • Read words with common prefixes (pre, un, re). • Read and understand the important parts of a summary. • Practice retelling stories using main ideas from the beginning, middle, and end. • Identify main idea and details of non-fiction text. • Identify characters, setting, and problems of fictional stories. • Use text features such as headings, bold words, and captions to understand non-fiction text. • With help, write an informative (How to) piece using topic sentence, detail sentences, and a closing sentence.	• FastBridge CBM Reading screening • Fountas and Pinnell screening • STAR Reading assessment • Weekly word sorts • Running records • Spelling checks/tests • Modified weekly skill tests • Observations of daily work

	• Use transition words (first, next, last) in informative writing. • Use adjectives in writing to make thoughts more interesting and creative. • Use creative ideas to open and close the beginning and end of writing. • Create writing pieces using printed form using upper and lower case letters appropriately. • Continue practicing appropriate finger placement on keyboard to produce writing. • Identify words with multiple meanings and determine meaning from context clues. • Identify and use being verbs in simple sentences. • Identify and use irregular past tense verbs appropriately (buy/bought). • Distinguish between simple and compound sentences. **Standards:** **Reading Foundational Skills: 2.2, 2.3, 2.4** **Reading: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9** **Writing: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9** **Speaking and Listening: 2.1, 2.2, 2.3, 2.4, 2.5** **Language: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6**	• Writing samples from individual journals • Writing samples from group lessons
Unit 4	**Heroes and Helpers** **The students will be able to:** • Recognize 200 high frequency words fluently. • Read and write vowel teams for long vowel sounds (oi, oy, ou, ow). • Know when to drop the final e when adding -ing and -ed endings. • Know when to double the final consonant when adding -ing and -ed endings. • Recognize and read grade-appropriate irregularly spelled words. • Read and understand the important parts of a summary. • Practice retelling stories using main ideas from the beginning, middle, and end. • Discuss main idea and details of fiction and non-fiction text. • Identify characters, setting, and problems of fictional stories. • Use text features such as headings, bold words, and captions to understand non-fiction text. • Independently write a narrative piece using topic sentence, detail sentences, and a closing sentence. • Use transition words (first, next, last) in narrative writing. • Use adjectives in writing to make thoughts more interesting and creative. • Use creative ideas to open and close the beginning and end of writing. • Continue practicing printed form using upper and lower case letters appropriately. • Continue practicing appropriate finger placement on keyboard to produce writing.	• Weekly word sorts • Running records • Spelling checks/tests • Modified weekly skill tests • Observations of daily work • Writing samples from individual journals • Writing samples from group lessons

	• Identify and begin using reference materials used to help define words (dictionary, glossary). • Identify and use irregular past tense verbs appropriately (buy/bought). • Write compound sentences using nouns and verbs. **Standards:** **Reading Foundational Skills: 2.2, 2.3, 2.4** **Reading: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9** **Writing: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9** **Speaking and Listening: 2.1, 2.2, 2.3, 2.4, 2.5** **Language: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6**	
Unit 5	**Changes, Changes Everywhere** **The students will be able to:** • Recognize 250 high frequency words fluently. • Recognize and read grade-appropriate irregularly spelled words. • Read regularly spelled two-syllable words with long vowels. • Read and understand the important parts of a summary. • Practice retelling stories using main ideas from the beginning, middle, and end. • Discuss main idea and details of fiction and non-fiction text. • Identify characters, setting, and problems of fictional stories. • Use text features such as headings, bold words, and captions to understand non-fiction text. • Independently write an opinion piece using topic sentence, detail sentences, and a closing sentence. • Use transition words (first, next, last) in opinion writing. • Use adjectives in writing to make thoughts more interesting and creative. • Use creative ideas to open and close the beginning and end of writing. • Continue practicing printed form using upper and lower case letters appropriately. • Continue practicing appropriate finger placement on keyboard to produce writing. • Begin forming lowercase cursive letters to produce words. • Continue practicing the use of resource materials to clarify meaning of words. • Identify adverbs with -ly endings and use them in simple and compound sentences. • Identify and use collective nouns in simple and compound sentences. **Standards:**	• Weekly word sorts • Running records • Spelling checks/tests • Modified weekly skill tests • Observations of daily work • Writing samples from individual journals • Writing samples from group lessons

	Reading Foundational Skills: 2.2, 2.3, 2.4 **Reading: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9** **Writing: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9** **Speaking and Listening: 2.1, 2.2, 2.3, 2.4, 2.5** **Language: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6**	
Unit 6	**What a Surprise!** **The students will be able to:** ● Recognize 300 high frequency words fluently. ● Recognize and read grade-appropriate irregularly spelled words. ● Read regularly spelled two and three syllable words with long and short vowels. ● Write regularly spelled two and three syllable words with long and short vowel patterns. ● Read and understand the important parts of a summary. ● Practice retelling stories using main ideas from the beginning, middle, and end. ● Discuss main idea and details of fiction and non-fiction text. ● Identify characters, setting, and problems of fictional stories. ● Use text features such as headings, bold words, and captions to understand non-fiction text. ● Independently write an informative piece using topic sentence, detail sentences, and a closing sentence. ● Use transition words (first, next, last) in narrative writing. ● Use adjectives in writing to make thoughts more interesting and creative. ● Use creative ideas to open and close the beginning and end of writing. ● Continue practicing printed form using upper and lower case letters appropriately. ● Continue practicing appropriate finger placement on keyboard to produce writing. ● Continue practicing lowercase cursive letters to produce words. ● Independently use reference material to clarify and define grade level vocabulary words. ● Independently use simple and compound sentences in writing to produce creative text. **Standards:** **Reading Foundational Skills: 2.2, 2.3, 2.4** **Reading: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9** **Writing: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9** **Speaking and Listening: 2.1, 2.2, 2.3, 2.4, 2.5**	● FastBridge CBM Reading screening ● Fountas and Pinnell screening ● STAR Reading assessment ● Weekly word sorts ● Running records ● Spelling checks/tests ● Modified weekly skill tests ● Observations of daily work ● Writing samples from individual journals ● Writing samples from group lessons

	Language: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	

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Wisconsin Standards for English Language Arts Covered in Grade 2 (Essential standards are in red.)

Reading: Foundational Skills

RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.). d. Decode words with common prefixes and suffixes. e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words. o Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). o Know when to double the final consonant when adding a suffix. -ing, -ed. f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Literature & Informational Text

R.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)

R.2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL)

R.2.3 Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)

R.2.4 Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)

R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)

R.2.6 Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)

R.2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)

R.2.8 Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)

R.2.9 Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI&RL)

Writing

W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.2.2 Write text in a variety of modes: a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section. b. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. c. Convey events, real or imagined, through narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.3 Create writing that utilizes: a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text. b. Transitions: use transitions to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.
W.2.4 With guidance and support from adults, produce Writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.
W.2.7 Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
W.2.9 With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.

Speaking and Listening

SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Consider individual differences when communicating with others.
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic.
SL.2.4 Tell a story or recount an experience with descriptive details, expressing ideas clearly.
SL.2.5 Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings.

Language

L.2.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. . a. Recognize and appreciate linguistic diversity (e.g., at home, in the community and in peer and professional writing and speaking). b. Recognize formal and informal uses of English.
L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Determine the meaning of a new word when a prefix or suffix is added. b. Use a common root word as a clue to the meaning of an unknown word. c. Use individual words to predict meaning of compound words (e.g., birdhouse). d. Use resources to clarify meanings of words.
L.2.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines). b. Identify real-life connections between words and their use (e.g., describe foods that are juicy). c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).

L.2.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.).

L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs. b. Production, expansion, and rearrangement of complete simple and compound sentences.

L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of holidays, products, geographic places. b. Commas in greetings and closings. c. Apostrophes in contractions and frequently occurring possessives. d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).