

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

Subject: Second Grade ELA		Updated: 4/30/19		
1st, 2nd, 3rd, 4th Quarter – Estimated Time: 1st Quarter				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 1 / Lessons 1-5 / 6 Weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
2.1.R.1. Students will actively listen and speak using appropriate discussion rules.	“I can actively listen and speak using appropriate discussion rules.”	<u>Academic Vocab:</u> adjective antonyms apostrophe base word cause/effect compound word comprehension conclusion contraction dictionary fiction fluent folk tale guide words homonym/homophone infer informational text main character nonfiction prefix pronoun purpose quotation (mark) sequencing	*Formative Assessments (including, but not limited to): - observations - questioning - discussions - weekly quiz - homework - reflective writing - exit/admit slip - learning log - response log - think pair share *Summative Assessments (including, but not limited to): - Standardized Testing (BOY, MOY, EOY - Star and DIBELS) - Comprehension Exams - Projects	Journeys, Story Town, Read Naturally, Phonics Dance, Voyager/Velocity, Teachers Pay Teachers.com, You Tube
2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.	“I can ask and answer questions to seek help, get info., or clarify to confirm understanding.”			
2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and	“I can engage in discussion with peers and adults in small and large group.”			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>adults in small and large group settings.</p> <p>2.1.R.4 Students will restate and follow multi-step directions.</p> <p>2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contribution made by each group member.</p>	<p>Students consistently restate and follow multi-step directions.</p> <p>“I can report, tell a story, or recount an experience relevant with facts and details.”</p> <p>“I will work respectfully within groups, share responsibility, and value individual contributions.”</p>	<p>suffix summarize synonyms thesaurus topic visualization</p> <p><u>Unit Vocab:</u> Each unit will have additional, new, vocabulary words that correlate to each story.</p>	<ul style="list-style-type: none"> - Presentations - Reports - Teacher created exams 	
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JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020

<p>2.2.R.1 Students will locate the main idea and supporting details of a text.</p>	<p>“I can locate the main idea and supporting details of a text.”</p>			
<p>2.2.R.2 Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p>	<p>“I can begin to compare and contrast details to discriminate genres.”</p>			
<p>2.1.W.1 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.</p>	<p>“I can report, tell a story, or recount an experience with relevant facts and details.”</p>			
<p>2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words and sentences.</p>	<p>“I can develop and edit first drafts using spacing between letters, words, or sentences.”</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.2.W.3 Students will correctly spell grade-appropriate words will editing</p> <p>2.2.W.4 Students will use correct resources to find correct spellings of words (e.g., word wall, vocabulary notebook, dictionaries).</p> <p>2.2.PC Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences</p> <p>2.2.PWS.1 Students will decode one and two syllable words by using their knowledge of:</p> <p>*single consonants, including those with two</p>	<p>“I can correctly spell grade appropriate words while editing.”</p> <p>“I can use resources to find correct spellings of words.”</p> <p>“I can form letters in print and use appropriate spacing for letters, words, and sentences.”</p> <p>“I can decode one and two syllable words.”</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>different sounds (e.g. soft and hard c and g)</p> <p>*consonant blends</p> <p>*vowel sounds (long and short)</p> <p>*vowel-consonant-silent -e (e.g. lake)</p> <p>2.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> ● all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) 	<p>Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> ● all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) 			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<ul style="list-style-type: none"> ● inflectional endings (e.g., -s, -ed, -ing) ● compound words ● contractions ● abbreviations ● common roots and related prefixes and suffixes <p>2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p> <p>2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	<ul style="list-style-type: none"> ● inflectional endings (e.g., -s, -ed, -ing) ● compound words ● contractions ● abbreviations ● common roots and related prefixes and suffixes <p>“I can read high frequency words with automaticity in text.”</p> <p>“I can orally read grade level text at an appropriate rate, smoothly and accurately.”</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.3.R.1 Students will determine the author’s purpose (i.e. tell a story, provide information).</p> <p>2.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p> <p>2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:</p> <ul style="list-style-type: none"> ● setting (i.e., time, place) ● plot ● characters ● characterizatio n 	<p>“I can determine the author’s purpose.”</p> <p>Students can infer whether a story is narrated in first or third person point of view.</p> <p>Students can find textual evidence when provided with examples of literary elements (i.e., setting, plot, main characters, and characterization) and organization.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.3.R.4 Students will find examples of literary devices:</p> <ul style="list-style-type: none"> ● simile ● Metaphor <p>2.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p> <p>2.3.R.7 Students will answer inferential questions (e.g., how and why) with guidance and support.</p> <p>2.3.W.1 NARRATIVE Students will write narrative incorporating characters, plot, and basic setting with guidance and support</p>	<p>Students can find examples of literary devices:</p> <ul style="list-style-type: none"> ● simile ● metaphor <p>“I can describe the structure of a text with guidance.”</p> <p>“I can ask and answer inferential questions using the text to support.”</p> <p>“I can write narratives incorporating characters, plot, and basic setting.”</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.3.W.2 INFORMATIVE Students will write facts about a subject and include a main idea with supporting details.</p>	<p>Students can write facts about a subject and include a main idea and details.</p>			
<p>2.3.W.3 OPINION Students will express an opinion about a topic and provide reasons as support.</p>	<p>Students will express an opinion about a topic and provide reasons as support.</p>			
<p>2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situation.</p>	<p>“I can acquire new academic, content-specific, grade-level vocabulary.”</p>			
<p>2.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p>	<p>Students use the root and multiple affixes to understand new words.</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p>	<p>“I can use context clues to determine the meaning of words.”</p>			
<p>2.4.R.4 Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.</p>	<p>Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.</p>			
<p>2.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p>	<p>“I can use a dictionary or glossary to determine or clarify the meanings of words.”</p>			
<p>2.4.W.1 Students will use domain-appropriate vocabulary to communicate idea in writing.</p>	<p>“I can use domain-appropriate vocabulary to communicate in writing.”</p>			
<p>2.4.W.2 Students will select appropriate</p>				

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>language to purpose in writing.</p> <p>2.5.R.4 Students will recognize prepositions.</p> <p>2.5.R.5 Students will recognize the subject and predicate of a sentence.</p> <p>2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.</p> <p>2.6.R.3 Students will consult various visual and text reference sources to gather information.</p>	<p>Students will select appropriate language to purpose in writing.</p> <p>Students can consistently recognize prepositions.</p> <p>“I can recognize the subject and predicate of a sentence.</p> <p>“I can compose grammatically correct different types of sentences with appropriate end marks.”</p> <p>“I can use different visual and text reference sources to gather information.”</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p>	<p>“I can generate a list of topics and questions about one specific topic of interest.”</p>			
<p>2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.</p>	<p>“I can organize information found during group or individual individual research.”</p>			
<p>2.6.W.3 Students will organize and present their information in written and/or oral reports or display.</p>	<p>Students can present their information in oral, written, or display form.</p>			
<p>2.7.R.1 Students will locate and use print and digital resources with guidance and support.</p>	<p>Students can find and use print and digital resources with help from their teacher.</p>			
<p>2.7.R.2 Students will explain how ideas and topics are depicted in a variety of media and formats.</p>	<p>Students can describe how topics are represented in a variety of media and formats.</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.</p>	<p>“I can select and use appropriate technology or media to communicate with others with support.”</p>			
<p>2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.</p>	<p>Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.</p>			
<p>2.8.R. Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.</p>	<p>“I can select appropriate texts and read independently.”</p>			
<p>2.8.W Students will write independently over extended periods of</p>	<p>Students will write independently over</p>			

JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020

time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two).			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

Subject: Second Grade ELA		Updated: 4/30/19		
1st, 2nd, 3rd, 4th Quarter – Estimated Time: 1st and 2nd Quarter				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 2 / Lessons 6-10 / 6 Weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>2.1.R.1. Students will actively listen and speak using appropriate discussion rules.</p> <p>2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.</p> <p>2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and</p>	<p>Students consistently listen and clearly express thoughts and ideas while following discussion rules.</p> <p>Students consistently ask and answer questions or gather new information to clarify information from a text, presentation, or other media.</p> <p>Students fully participate in collaborative discussions.</p>	<p><u>Academic Vocab:</u> adjective antonyms apostrophe base word cause/effect compound word comprehension conclusion contraction dictionary fiction fluent folk tale guide words homonym/homophone infer informational text main character nonfiction prefix pronoun purpose quotation (mark) sequencing suffix summarize</p>	<p>*Formative Assessments (including, but not limited to):</p> <ul style="list-style-type: none"> - observations - questioning - discussions - weekly quiz - homework - reflective writing - exit/admit slip - learning log - response log - think pair share <p>*Summative Assessments (including, but not limited to):</p> <ul style="list-style-type: none"> - Standardized Testing (BOY, MOY, EOY - Star and DIBELS) - Comprehension Exams <ul style="list-style-type: none"> - Projects - Presentations - Reports 	<p>Journeys, Story Town, Read Naturally, Phonics Hunks and Chunks, Voyager/Velocity, Teachers Pay Teachers.com, You Tube</p>

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>adults in small and large group settings.</p> <p>2.1.R.4 Students will restate and follow multi-step directions.</p> <p>2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contribution made by each group member.</p>	<p>Students consistently restate and follow multi-step directions.</p> <p>Students can report, tell a story, or recount an experience relevant with facts and details.</p> <p>Students will work respectfully within groups, share responsibility, and value individual contributions.</p>	<p>synonyms thesaurus topic visualization</p> <p><u>Unit Vocabulary:</u> Each unit will have additional, new, vocabulary words that correlate to each story.</p>	<p>- Teacher created exams</p>	
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.2.R.1 Students will locate the main idea and supporting details of a text.</p> <p>2.2.R.2 Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.</p> <p>2.2.R.3 Students will be able to summarize events or plots (ie., beginning, middle, end, and conflict) of a story or text.</p> <p>2.2.PC Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.</p>	<p>Students can identify the main idea and textual details to support the main idea.</p> <p>Students can begin to compare and contrast textual characteristics to distinguish genres.</p> <p>Students can begin to summarize major events and conflict in a text.</p> <p>Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.2.PWS.2 Students will decode words by applying knowledge of structural analysis.</p>	<p>Students will decode words by applying knowledge of structural analysis:</p> <p>all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled)</p> <p>inflectional endings (e.g., -s, -ed, -ing)</p> <p>compound words</p> <p>contractions</p> <p>abbreviations</p> <p>common roots and related prefixes and suffixes</p>			
<p>2.2.F.1 Students will read high frequency and/or common irregularly spelled</p>	<p>Students will read high frequency and/or common irregularly spelled grade-level words</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>grade-level words with automaticity in text.</p> <p>2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>2.2.W.1 Students will develop drafts by sequencing the action or details in a story about a topic through writing sentences</p> <p>2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.</p>	<p>with automaticity in text.</p> <p>Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>Students will write a draft using sentences and correct sequencing and details.</p> <p>Students will write a draft using correct spacing between letters, words, and sentences.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.2.W.3 Students will correctly spell grade-appropriate words while editing.</p>	<p>Students will correctly use second grade words in their writing.</p>			
<p>2.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, dictionaries).</p>	<p>Students will use their resources to spell correctly.</p>			
<p>2.3.R.1 Students will be able to determine the author’s purpose (i.e., tell a story, provide information).</p>	<p>Students can determine the author’s purpose.</p>			
<p>2.3.R.3 Students will be able to find textual evidence when provided with examples of literary elements and organization.</p>	<p>Students can find textual evidence when provided with examples of literary elements (i.e., setting, plot, main characters, and characterization) and organization.</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.3.R.6 Students will be able to describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect)</p>	<p>Students can describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p>			
<p>2.3.R.7 Students will answer inferential questions (e.g., how and why)</p>	<p>Students can answer inferential questions (e.g., how and why) with guidance and support.</p>			
<p>2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.</p>	<p>Students can write an informative paragraph using main idea and details.</p>			
<p>2.3.W.3 Students will express an opinion about a topic and provide reasons as support.</p>	<p>Students can write a paragraph about an opinion and give reasons as support.</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p>Students acquire new academic, content-specific, grade-level vocabulary and connect new words to prior knowledge and apply vocabulary in new situations.</p>			
<p>2.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p>	<p>Students use the root and multiple affixes to understand new words.</p>			
<p>2.4.R.3 Students will use context clues to determine the meaning of words.</p>	<p>Students will use context clues to determine the meaning of words with guidance and support.</p>			
<p>2.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p>	<p>Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.</p>	<p>Students can use proper words to deliver ideas.</p>			
<p>2.4.W.2 Students will select appropriate language according to purpose in writing.</p>	<p>Students can identify a purpose in writing.</p>			
<p>2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.</p>	<p>Students can consistently recognize nouns, pronouns, and irregular plural nouns.</p>			
<p>2.5.R.4 Students will recognize prepositions.</p>	<p>Students can consistently recognize prepositions.</p>			
<p>2.5.W.1 Students will be able to capitalize and appropriately punctuate.</p>	<p>Students can write the first letter of a sentence, quotation, holidays, product names, initials, months, and days of the week with correct punctuation.</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.5.W.2 Students will use simple contractions (e.g., isn't, aren't, can't).</p>	<p>Students can write a contraction correctly.</p>			
<p>2.6.R.1 Students will create their own questions to find information on their topic.</p>	<p>Students can construct their own questions to research information about a topic.</p>			
<p>2.6.R.2 Students will use graphic features including photos, illustrations, title labels, headings. Subheadings, charts, and graphs to understand text.</p>	<p>Students can use some graphic features to understand a text.</p>			
<p>2.6.R.3 Students will consult various visual and text reference sources to gather information.</p>	<p>Students can use a variety of reference sources to find information.</p>			
<p>2.6.W.1 Students will generate a list of topics of interest and</p>	<p>Students can create questions about an area of interest.</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>individual questions about one specific topic of interest.</p> <p>2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aides.</p> <p>2.6.W.3 Students will organize and present their information in written and/or oral reports or display.</p> <p>2.7.R.1 Students will locate and use print and digital resources with guidance and support.</p> <p>2.7.R.2 Students will explain how ideas and topics are depicted in a variety of media and formats.</p>	<p>Students can create questions about a specific topic of interest.</p> <p>Students can use a graphic organizer to organize information.</p> <p>Students can present my information in written, oral, or display form.</p> <p>Students can find and use print and digital resources with help from the teacher.</p> <p>Students can describe how topics are represented in a variety of media and formats.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.</p> <p>2.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.</p> <p>2.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes.</p>	<p>Students can find and use technology or media to share my ideas with help from their teacher.</p> <p>Students can choose books for enjoyment or information and can listen to or read the books they choose.</p> <p>Students can build their stamina for writing independently for longer periods of time.</p>			
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Subject: Second Grade ELA	Updated: 4/30/19
1st, 2nd, 3rd, 4th Quarter – Estimated Time: 2nd Quarter	
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading & Writing	
Unit and Time Frame: Unit 3 / Lessons 11-15 / Six Weeks	

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>2.1.R.1 Students will actively listen and speak using appropriate discussion rules.</p> <p>2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.</p> <p>2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p> <p>2.1.R.4 Students will restate and follow multi-step directions.</p>	<p>Students consistently listen and clearly express thoughts and ideas while following discussion rules.</p> <p>Students consistently ask and answer questions or gather new information to clarify information from a text, presentation, or other media.</p> <p>Students fully participate in collaborative discussions.</p> <p>Students consistently restate and follow multi-step directions.</p>	<p>Academic Vocab: adjective antonyms apostrophe base word cause/effect compound word comprehension conclusion contraction dictionary fiction fluent folk tale guide words homonym/homophone infer informational text main character nonfiction prefix pronoun purpose quotation (mark) sequencing suffix summarize synonyms thesaurus topic visualization</p>	<p>*Formative Assessments (including, but not limited to):</p> <ul style="list-style-type: none"> - observations - questioning - discussions - weekly quiz - homework - reflective writing - exit/admit slip - learning log - response log - think pair share <p>*Summative Assessments (including, but not limited to):</p> <ul style="list-style-type: none"> - Standardized Testing (BOY, MOY, EOY - Star and DIBELS) - Comprehension Exams <ul style="list-style-type: none"> - Projects - Presentations - Reports - Teacher created exams 	<p>Journeys, Story Town, Read Naturally, Phonics Dance, Voyager/Velocity, teacherspayteachers.com, You Tube</p>

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p> <p>2.2.R.2 Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.</p> <p>2.2.R.3 Students will begin to summarize events</p>	<p>Students can report, tell a story, or recount an experience relevant with facts and details.</p> <p>Students will work respectfully within groups, share responsibility, and value individual contributions.</p> <p>Students can begin to compare and contrast textual characteristics to distinguish genres.</p> <p>Students can begin to summarize major events and conflict in a text.</p>	<p>Unit Vocab: Each unit will have additional, new, vocabulary words that correlate to each story.</p>		
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p> <p>2.2.W.1 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.</p> <p>2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contribution made by each group member.</p> <p>2.2.W.3 Students will correctly spell grade-appropriate words while editing.</p> <p>2.2.PC.1 Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.</p>	<p>Students can report, tell a story, or recount an experience relevant with facts and details.</p> <p>Students will work respectfully within groups, share responsibility, and value individual contributions.</p> <p>Students will correctly use second grade words in their writing.</p> <p>Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.2.PWS.1 Students will decode one- and two-syllable words by using their knowledge of: single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem,goat]) consonant blends (e.g., bl, br, cr) consonant digraphs and trigraphs (e.g., sh-, -tch) vowel sounds: long short “r” controlled vowels (e.g., ar, er, ir or, ur) vowel spelling patterns: vowel digraphs (e.g., ea, oa, ee) vowel-consonant-silent-e (e.g., lake) vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy)</p> <p>2.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p>	<p>Students will decode one- and two- syllable words by using their knowledge of: single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem,goat]) consonant blends (e.g., bl, br, cr) consonant digraphs and trigraphs (e.g., sh-, -tch) vowel sounds: long short “r” controlled vowels (e.g., ar, er, ir or, ur) vowel spelling patterns: vowel digraphs (e.g., ea, oa, ee) vowel-consonant-silent-e (e.g., lake) vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy)</p> <p>Students will decode words by applying knowledge of structural analysis:</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) inflectional endings (e.g., -s, -ed, -ing) compound words contractions abbreviations common roots and related prefixes and suffixes</p> <p>2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p> <p>2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>2.3.R.3 Students will find textual evidence when</p>	<p>all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) inflectional endings (e.g., -s, -ed, -ing) compound words contractions abbreviations common roots and related prefixes and suffixes</p> <p>Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p> <p>Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>			
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JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020

<p>provided with examples of literary elements and organization: setting (i.e., time, place) plot characters characterization</p> <p>2.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p> <p>2.3.R.7 Students will answer inferential questions (e.g., how and why) with guidance and support.</p> <p>2.3.W.1 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.</p>	<p>Students can find textual evidence when provided with examples of literary elements (i.e., setting, plot, main characters, and characterization) and organization.</p> <p>Students can describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p> <p>Students can answer inferential questions (e.g., how and why) with guidance and support.</p> <p>Students can write a narrative paragraph using characters, plot, and setting.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.</p> <p>2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p> <p>2.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p> <p>2.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.</p> <p>2.4.W.2 Students will select appropriate language according to purpose in writing.</p>	<p>Students can write an informative paragraph using main idea and details.</p> <p>Students acquire new academic, content-specific, grade-level vocabulary and connect new words to prior knowledge and apply vocabulary in new situations.</p> <p>Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p> <p>Students can use proper words to deliver ideas.</p> <p>Students can identify a purpose in writing.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.</p> <p>2.5.R.4 Students will recognize prepositions.</p> <p>2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.</p> <p>2.6.R.2 Students will use graphic features including photos, illustrations, title labels, headings. Subheadings, charts, and graphs to understand text.</p> <p>2.6.W.3 Students will organize and present their information in written</p>	<p>Students can consistently recognize nouns, pronouns, and irregular plural nouns.</p> <p>Students can consistently recognize prepositions.</p> <p>Students can write correctly simple, compound, declarative, interrogative, imperative, and exclamatory sentences correctly.</p> <p>Students can use some graphic features to understand a text.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>and/or oral reports or display.</p> <p>2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.</p> <p>2.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.</p> <p>2.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes.</p>	<p>Students can present my information in written, oral, or display form.</p> <p>Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.</p> <p>Students can choose books for enjoyment or information and can listen to or read the books they choose.</p> <p>Students can build their stamina for writing independently for longer periods of time.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

Subject: Second Grade ELA		Updated: 4/30/19		
1st, 2nd, 3rd, 4th Quarter – Estimated Time: 3rd Quarter				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 4 / Lessons 16-20 / 6 Weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
2.1.R.1 Students will actively listen and speak using appropriate discussion rules.	Students consistently listen and clearly express thoughts and ideas while following discussion rules.	Academic Vocab: adjective antonyms apostrophe base word cause/effect compound word comprehension	*Formative Assessments (including, but not limited to): - observations - questioning - discussions - weekly quiz - homework	Journeys, Story Town, Read Naturally, Phonics Dance, Voyager/Velocity, teacherspayteachers.com, You Tube
2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about	Students consistently ask and answer questions or gather new information to clarify information	conclusion contraction dictionary fiction fluent	- reflective writing - exit/admit slip - learning log - response log - think pair share	

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>information presented orally, through text or other media to confirm understanding.</p> <p>2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p> <p>2.1.R.4 Students will restate and follow multi-step directions.</p> <p>2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>from a text, presentation, or other media.</p> <p>Students fully participate in collaborative discussions.</p> <p>Students consistently restate and follow multi-step directions.</p> <p>Students can report, tell a story, or recount an experience relevant with facts and details.</p>	<p>folk tale guide words homonym/homophone infer informational text main character nonfiction prefix pronoun purpose quotation (mark) sequencing suffix summarize synonyms thesaurus topic visualization</p> <p>Unit Vocab: Each unit will have additional, new, vocabulary words that correlate to each story.</p>	<p>*Summative Assessments (including, but not limited to):</p> <ul style="list-style-type: none"> - Standardized Testing (BOY, MOY, EOY - Star and DIBELS) - Comprehension Exams <ul style="list-style-type: none"> - Projects - Presentations - Reports - Teacher created exams 	
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p> <p>2.2.R.1 Students will locate the main idea and supporting details of a text</p> <p>2.2.R.2 Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.</p> <p>2.2.R.3 Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p>	<p>Students will work respectfully within groups, share responsibility, and value individual contributions.</p> <p>Students can identify the main idea and textual details to support the main idea.</p> <p>Students can begin to compare and contrast textual characteristics to distinguish genres.</p> <p>Students can begin to summarize major events and conflict in a text.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.2.W.1 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.</p>	<p>Students can report, tell a story, or recount an experience relevant with facts and details.</p>			
<p>2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.</p>	<p>Students will write drafts with correct spacing between letters, words, and sentences.</p>			
<p>2.2.W.3 Students will correctly spell grade-appropriate words while editing.</p>	<p>Students will correctly use second grade words in their writing.</p>			
<p>2.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, dictionaries).</p>	<p>Students will use resources such as word walls, vocabulary notebooks, and dictionaries to find the meaning of words.</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.2.PC.1 Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.</p> <p>2.2.PWS.1 Students will decode one- and two- syllable words by using their knowledge of:</p> <p>single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem,goat])</p> <p>consonant blends (e.g., bl, br, cr)</p> <p>consonant digraphs and trigraphs (e.g., sh-, -tch)</p> <p>vowel sounds: long short</p> <p>“r” controlled vowels (e.g., ar, er, ir or, ur)</p> <p>vowel spelling patterns: vowel digraphs (e.g., ea, oa, ee)</p> <p>vowel-consonant-silent -e (e.g., lake)</p>	<p>Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.</p> <p>Students will decode one- and two-syllable words by using their knowledge of:</p> <p>single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem,goat])</p> <p>consonant blends (e.g., bl, br, cr)</p> <p>consonant digraphs and trigraphs (e.g., sh-, -tch)</p> <p>vowel sounds: long short</p> <p>“r” controlled vowels (e.g., ar, er, ir or, ur)</p> <p>vowel spelling patterns:</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy)</p> <p>2.2.PWS.2 Students will decode words by applying knowledge of structural analysis: all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) inflectional endings (e.g., -s, -ed, -ing) compound words contractions abbreviations common roots and related prefixes and suffixes</p> <p>2.2.F.1 Students will read high frequency</p>	<p>vowel digraphs (e.g., ea, oa, ee) vowel-consonant-sil ent-e (e.g., lake) vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy)</p> <p>Students will decode words by applying knowledge of structural analysis: all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) inflectional endings (e.g., -s, -ed, -ing) compound words contractions abbreviations common roots and related prefixes and suffixes</p> <p>Students will read high frequency</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>and/or common irregularly spelled grade-level words with automaticity in text.</p> <p>2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>2.3.R.1 Students will determine the author’s purpose (i.e., tell a story, provide information).</p> <p>2.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p>	<p>and/or common irregularly spelled grade-level words with automaticity in text.</p> <p>Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>Students can determine the author’s purpose.</p> <p>Students can infer whether a story is narrated in first or third person point of view.</p>			
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JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020

<p>2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place) plot characters characterization</p>	<p>Students can find textual evidence when provided with examples of literary elements (i.e., setting, plot, main characters, and characterization) and organization.</p>			
<p>2.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p>	<p>Students can describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p>			
<p>2.3.R.7 Students will answer inferential questions (e.g., how and why) with guidance and support.</p>	<p>Students can answer inferential questions (e.g., how and why) with guidance and support.</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.3.W.1 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.</p>	<p>Students can write a narrative paragraph using characters, plot, and setting.</p>			
<p>2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.</p>	<p>Students can write an informative paragraph using main idea and details.</p>			
<p>2.3.W.3 Students will express an opinion about a topic and provide reasons as support.</p>	<p>Students will express their opinion about a topic and include reasons.</p>			
<p>2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p>Students acquire new academic, content-specific, grade-level vocabulary and connect new words to prior knowledge and apply vocabulary in new situations.</p>			
<p>2.4.R.3 Students will use context clues to determine the meaning</p>	<p>Students will use context clues to determine the meaning of words</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>of words with guidance and support.</p> <p>2.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p> <p>2.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.</p> <p>2.4.W.2 Students will select appropriate language according to purpose in writing.</p> <p>2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.</p>	<p>with guidance and support.</p> <p>Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p> <p>Students can use proper words to deliver ideas.</p> <p>Students can identify a purpose in writing.</p> <p>Students can consistently recognize nouns, pronouns, and irregular plural nouns.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.5.R.2 Students will recognize different types and tenses of verbs.</p> <p>2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.</p> <p>2.5.R.4 Students will recognize prepositions.</p> <p>2.6.R.2 Students will use graphic features including photos, illustrations, title labels, headings. Subheadings, charts,</p>	<p>Students will recognize different types and tenses of verbs.</p> <p>Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.</p> <p>Students can consistently recognize prepositions.</p> <p>Students can use some graphic features to understand a text.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>and graphs to understand text.</p> <p>2.6.R.3 Students will consult various visual and text reference sources to gather information.</p> <p>2.6.W.2 Students will organize information found during group or individual research, using graphic organizers and other aids.</p> <p>2.6.W.3 Students will organize and present their information in written and/or oral reports or display.</p> <p>2.7.R.1 Students will locate and use print and digital resources with guidance and support.</p>	<p>Students can use a variety of reference sources to find information.</p> <p>Students can use a graphic organizer to organize their information found during research.</p> <p>Students can present my information in written, oral, or display form</p> <p>Students can find and use print and digital resources with help from their teacher.</p> <p>Students can describe how topics</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.7.R.2 Students will explain how ideas and topics are depicted in a variety of media and formats.</p>	<p>are represented in a variety of media and formats.</p>			
<p>2.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.</p>	<p>Students will use technology to communicate with others with help from their teacher.</p>			
<p>2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.</p>	<p>Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.</p>			
<p>2.8.R Students will select appropriate texts for academic and</p>	<p>Students can choose books for enjoyment or information and can listen to or read</p>			

JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020

<p>personal purposes and read independently for extended periods of time.</p> <p>2.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes.</p>	<p>the books they choose.</p> <p>Students can build their stamina for writing independently for longer periods of time.</p>			
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JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020

Subject:Second Grade ELA		Updated: 4/30/19		
1st, 2nd, 3rd, 4th Quarter – Estimated Time: 3rd and 4th Quarter				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 5 / Lessons 21-25 / 6 Weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>2.1.R.1 Students will actively listen and speak using appropriate discussion rules.</p> <p>2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.</p> <p>2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts</p>	<p>Students consistently listen and clearly express thoughts and ideas while following discussion rules.</p> <p>Students consistently ask and answer questions or gather new information to clarify information from a text, presentation, or other media.</p> <p>Students fully participate in collaborative discussions.</p>	<p><u>Academic Vocab:</u></p> <p>adjective antonyms apostrophe base word cause/effect compound word comprehension conclusion contraction dictionary fiction fluent folk tale guide words homonym/homophone infer informational text main character nonfiction prefix pronoun purpose quotation (mark) sequencing</p>	<p>*Formative Assessments (including, but not limited to):</p> <ul style="list-style-type: none"> - observations - questioning - discussions - weekly quiz - homework - reflective writing - exit/admit slip - learning log - response log - think pair share <p>*Summative Assessments (including, but not limited to):</p> <ul style="list-style-type: none"> - Standardized Testing (BOY, MOY, EOY - Star and DIBELS) - Comprehension Exams - Projects - Presentations 	<p>Journeys, Story Town, Read Naturally, Phonics Dance, Voyager/Velocity, teacherspayteachers.com, YouTube</p>

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>with peers and adults in small and large groups.</p> <p>2.1.R.4 Students will restate and follow multi-step directions.</p> <p>2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p> <p>2.2.R.1 Students will locate the main idea and supporting details of a text</p>	<p>Students consistently restate and follow multi-step directions.</p> <p>Students can report, tell a story, or recount an experience relevant with facts and details.</p> <p>Students will work respectfully within groups, share responsibility, and value individual contributions.</p> <p>Students can identify the main idea and textual details to support the main idea.</p> <p>Students can begin to compare and contrast textual</p>	<p>suffix summarize synonyms thesaurus topic visualization</p> <p><u>Unit Vocab:</u> Each unit will have additional, new, vocabulary words that correlate to each story.</p>	<p>- Reports - Teacher created exams</p>	
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.2.R.2 Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.</p> <p>2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.</p> <p>2.2.W.3 Students will correctly spell grade-appropriate words while editing.</p> <p>2.2.PC.1 Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.</p> <p>2.2.PWS.2 Students will decode words by applying knowledge of structural analysis: all major syllable patterns (e.g., closed, consonant +le,</p>	<p>characteristics to distinguish genres.</p> <p>Students can write a draft using appropriate spacing between letters, words, and sentences.</p> <p>Students will correctly use second grade words in their writing.</p> <p>Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.</p> <p>Students will decode words by applying knowledge of structural analysis: all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) inflectional endings (e.g., -s, -ed, -ing) compound words</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>open, vowel team, vowel silent e, r-controlled) inflectional endings (e.g., -s, -ed, -ing) compound words contractions abbreviations common roots and related prefixes and suffixes</p> <p>2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p> <p>2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>2.3.R.1 Students will determine the author's purpose (i.e., tell a story, provide information).</p>	<p>contractions abbreviations common roots and related prefixes and suffixes</p> <p>Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p> <p>Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>Students can determine the author's purpose.</p> <p>Students can infer whether a story is narrated in first or third person point of view.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p> <p>2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place) plot characters characterization</p> <p>2.3.R.7 Students will answer inferential questions (e.g., how and why) with guidance and support.</p> <p>2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.</p> <p>2.3.W.3 Students will express an opinion about a</p>	<p>Students can find textual evidence when provided with examples of literary elements (i.e., setting, plot, main characters, and characterization) and organization.</p> <p>Students can answer inferential questions (e.g., how and why) with guidance and support.</p> <p>Students can write an informative paragraph using main idea and details.</p> <p>Students will express their opinion about a topic and include reasons.</p> <p>Students acquire new academic, content-specific, grade-level vocabulary and connect new words to prior</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>topic and provide reasons as support.</p> <p>2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p> <p>2.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p> <p>2.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p> <p>2.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p>	<p>knowledge and apply vocabulary in new situations.</p> <p>Students use the root and multiple affixes to understand new words.</p> <p>Students will use context clues to determine the meaning of words with guidance and support.</p> <p>Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p> <p>Students can use proper words to deliver ideas.</p> <p>Students can identify a purpose in writing.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.</p> <p>2.4.W.2 Students will select appropriate language according to purpose in writing.</p> <p>2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.</p> <p>2.5.R.2 Students will recognize different types and tenses of verbs.</p> <p>2.5.R.3 Students will recognize adjectives.</p> <p>2.5.R.4 Students will recognize prepositions.</p> <p>2.5.W.3 Students will compose grammatically correct simple and compound declarative,</p>	<p>Students can consistently recognize nouns, pronouns, and irregular plural nouns.</p> <p>Students will recognize different types and tenses of verbs.</p> <p>Students can consistently recognize adjectives.</p> <p>Students can consistently recognize prepositions.</p> <p>Students can write correctly simple, compound, declarative, interrogative, imperative, and exclamatory sentences correctly.</p> <p>Students can construct their own questions to research information about a topic.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>interrogative, imperative, and exclamatory sentences with appropriate end marks.</p> <p>2.6.R.1 Students will create their own questions to find information on their topic.</p> <p>2.6.R.2 Students will use graphic features including photos, illustrations, title labels, headings. Subheadings, charts, and graphs to understand text.</p> <p>2.6.R.3 Students will consult various visual and text reference sources to gather information.</p> <p>2.6.W.1 Students will generate a list of topics of interest and individual</p>	<p>Students can use some graphic features to understand a text.</p> <p>Students can use some graphic features to understand a text.</p> <p>Students can use a variety of reference sources to find information.</p> <p>Students can create a list of topics and write questions about one specific topic.</p> <p>Students can use a graphic organizer to organize their information found during research.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>questions about one specific topic of interest.</p> <p>2.6.W.2 Students will organize information found during group or individual research, using graphic organizers and other aids.</p> <p>2.6.W.3 Students will organize and present their information in written and/or oral reports or display.</p> <p>2.7.R.1 Students will locate and use print and digital resources with guidance and support.</p> <p>2.7.R.2 Students will explain how ideas and topics are depicted in a variety of media and formats.</p> <p>2.7.W.1 Students will select and use appropriate technology or media to</p>	<p>Students can present my information in written, oral, or display form.</p> <p>Students can find and use print and digital resources with help from their teacher.</p> <p>Students can describe how topics are represented in a variety of media and formats.</p> <p>Students will use technology to communicate with others with help from their teacher.</p> <p>Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.</p>			
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JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020

<p>communicate with others with guidance and support.</p> <p>2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.</p> <p>2.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.</p> <p>2.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes.</p>	<p>Students can choose books for enjoyment or information and can listen to or read the books they choose.</p> <p>Students can build their stamina for writing independently for longer periods of time.</p>			
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JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

Subject:Second Grade ELA		Updated: 4/30/19		
1st, 2nd, 3rd, 4th Quarter – Estimated Time: 4th Quarter				
Content Strands: Speaking & Listening, Reading & Writing, Critical Reading & Writing, Vocabulary, Language, Research, Multimodal Literacies, Independent Reading & Writing				
Unit and Time Frame: Unit 6 / Lessons 26-30 / 6 Weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>2.1.R.1 Students will actively listen and speak using appropriate discussion rules.</p> <p>2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.</p> <p>2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p> <p>2.1.R.4 Students will restate and follow multi-step directions.</p>	<p>Students consistently listen and clearly express thoughts and ideas while following discussion rules.</p> <p>Students consistently ask and answer questions or gather new information to clarify information from a text, presentation, or other media.</p> <p>Students fully participate in collaborative discussions.</p> <p>Students consistently restate and follow multi-step directions.</p>	<p>Academic Vocab:</p> <p>adjective</p> <p>antonyms</p> <p>apostrophe</p> <p>base word</p> <p>cause/effect</p> <p>compound word</p> <p>comprehension</p> <p>conclusion</p> <p>contraction</p> <p>dictionary</p> <p>fiction</p> <p>fluent</p> <p>folk tale</p> <p>guide words</p> <p>homonym/homophone</p> <p>infer</p> <p>informational text</p> <p>main character</p> <p>nonfiction</p> <p>prefix</p> <p>pronoun</p> <p>purpose</p> <p>quotation (mark)</p> <p>sequencing</p> <p>suffix</p>	<p>*Formative Assessments (including, but not limited to):</p> <ul style="list-style-type: none"> - observations - questioning - discussions - weekly quiz - homework - reflective writing - exit/admit slip - learning log - response log - think pair share <p>*Summative Assessments (including, but not limited to):</p> <ul style="list-style-type: none"> - Standardized Testing (BOY, MOY, EOY - Star and DIBELS) - Comprehension Exams - Projects - Presentations - Reports - Teacher created exams 	<p>Journeys, Story Town, Read Naturally, Phonics Dance, Voyager/Velocity, teacherspayteachers.com, You Tube</p>

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Students can report, tell a story, or recount an experience relevant with facts and details.</p>	<p>summarize synonyms thesaurus topic visualization</p>	<p>Unit Vocab: Each unit will have additional, new, vocabulary words that correlate to each story.</p>	
<p>2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>Students will work respectfully within groups, share responsibility, and value individual contributions.</p>			
<p>2.2.R.1 Students will locate the main idea and supporting details of a text</p>	<p>Students can identify the main idea and textual details to support the main idea.</p>			
<p>2.2.R.2 Students will begin to compare and</p>	<p>Students can begin to compare and</p>			

**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>contrast details (e.g., plots or events, settings, and characters) to discriminate genres.</p> <p>2.2.R.3 Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p> <p>2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.</p> <p>2.2.W.3 Students will correctly spell grade-appropriate words while editing.</p> <p>2.2.PC.1 Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.</p>	<p>contrast textual characteristics to distinguish genres.</p> <p>Students can begin to summarize major events and conflict in a text.</p> <p>Students can write a draft using appropriate spacing between letters, words, and sentences.</p> <p>Students will correctly use second grade words in their writing.</p> <p>Students will correctly form letters in print and use appropriate spacing</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.2.PWS.2 Students will decode words by applying knowledge of structural analysis: all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) inflectional endings (e.g., -s, -ed, -ing) compound words contractions abbreviations common roots and related prefixes and suffixes</p> <p>2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p>	<p>for letters, words, and sentences.</p> <p>Students will decode words by applying knowledge of structural analysis: all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) inflectional endings (e.g., -s, -ed, -ing) compound words contractions abbreviations common roots and related prefixes and suffixes</p> <p>Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>2.3.R.1 Students will determine the author’s purpose (i.e., tell a story, provide information).</p> <p>2.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p> <p>2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place)</p>	<p>Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p> <p>Students can determine the author’s purpose.</p> <p>Students can infer whether a story is narrated in first or third person point of view.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>plot characters characterization 2.3.R.5 Students will locate facts that are clearly stated in a text.</p> <p>2.3.R.7 Students will answer inferential questions (e.g., how and why) with guidance and support.</p> <p>2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.</p> <p>2.3.W.3 Students will express an opinion about a topic and provide reasons as support.</p> <p>2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and</p>	<p>Students can find textual evidence when provided with examples of literary elements (i.e., setting, plot, main characters, and characterization) and organization.</p> <p>Students can locate facts that are clearly stated in a text.</p> <p>Students can answer inferential questions (e.g., how and why) with guidance and support.</p> <p>Students can write an informative paragraph using main idea and details.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>apply vocabulary in new situations.</p> <p>2.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.</p> <p>2.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.</p> <p>2.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p> <p>2.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.</p> <p>2.4.W.2 Students will select appropriate</p>	<p>Students will express their opinion about a topic and include reasons.</p> <p>Students acquire new academic, content-specific, grade-level vocabulary and connect new words to prior knowledge and apply vocabulary in new situations.</p> <p>Students use the root and multiple affixes to understand new words.</p> <p>Students will use context clues to determine the meaning of words with guidance and support.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>language according to purpose in writing.</p> <p>2.5.R.2 Students will recognize different types and tenses of verbs.</p> <p>2.5.R.3 Students will recognize adjectives.</p> <p>2.5.R.4 Students will recognize prepositions.</p> <p>2.5.W.2 Students will use simple contractions (e.g., isn't, aren't, can't).</p> <p>2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.</p>	<p>Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p> <p>Students can use proper words to deliver ideas.</p> <p>Students can identify a purpose in writing.</p> <p>Students will recognize different types and tenses of verbs.</p> <p>Students can consistently recognize adjectives.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.6.R.1 Students will create their own questions to find information on their topic.</p> <p>2.6.R.3 Students will consult various visual and text reference sources to gather information.</p> <p>2.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p> <p>2.6.W.2 Students will organize information found during group or individual research, using graphic organizers and other aids.</p>	<p>Students can consistently recognize prepositions.</p> <p>Students can use simple contractions such as isn't, aren't, and can't.</p> <p>Students can write correctly simple, compound, declarative, interrogative, imperative, and exclamatory sentences correctly.</p> <p>Students can construct their own questions to research information about a topic.</p>			
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**JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020**

<p>2.6.W.3 Students will organize and present their information in written and/or oral reports or display.</p> <p>2.7.R.1 Students will locate and use print and digital resources with guidance and support.</p> <p>2.7.R.2 Students will explain how ideas and topics are depicted in a variety of media and formats.</p> <p>2.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.</p> <p>2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.</p>	<p>Students can use some graphic features to understand a text.</p> <p>Students can create a list of topics and write questions about one specific topic.</p> <p>Students can use a graphic organizer to organize their information found during research.</p> <p>Students can present my information in written, oral, or display form.</p> <p>Students can find and use print and digital resources with help from their teacher.</p> <p>Students can describe how topics are represented in a variety of media and formats.</p>			
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JAY PUBLIC SCHOOLS CURRICULUM MAP
ELA SECOND GRADE
2019-2020

<p>2.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.</p> <p>2.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes.</p>	<p>Students will use technology to communicate with others with help from their teacher. Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.</p> <p>Students can choose books for enjoyment or information and can listen to or read the books they choose.</p> <p>Students can build their stamina for writing independently for longer periods of time.</p>			
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