

2nd Grade Reading Curriculum Map  
2018-2019

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p style="text-align: center;"><b>2.3.R.3</b></p> <p>Students will find textual evidence when provided with examples of literary elements and organizations:</p> <ul style="list-style-type: none"> <li>● Setting</li> <li>● Plot</li> <li>● Characters</li> <li>● Characterization</li> </ul> <p>(Character and Setting)</p> <p style="text-align: center;"><b>2.2.R.1</b></p> <p>Students will locate the main idea and supporting details of a text. (Main Idea and Details)</p> <p style="text-align: center;"><b>2.2.R.3</b></p> <p>Students will begin to summarize events or plots (ie, beginning, middle, end, and conflict) of a story or text. (Sequence)</p> <p style="text-align: center;"><b>2.2.R.2</b></p> <p>Students will begin to compare and contrast details (e.g. plots or events, settings, and characters) to discriminate genres. (Realism/Fantasy)</p>	<p style="text-align: center;"><b>2.3.R.1</b></p> <p>Students will determine the author's purpose (i.e. tell a story, provide information)</p> <p style="text-align: center;"><b>2.3.R.6</b></p> <p>Students will describe the structure of a text (e.g. description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p> <p style="text-align: center;"><b>2.3.R.7</b></p> <p>Students will answer inferential questions (e.g. how and why) with guidance and support. (Drawing Conclusions)</p> <p style="text-align: center;"><b>2.2.R.3</b></p> <p>Students will begin to summarize events or plots (ie beginning, middle, end, and conflict) of a story or text. (Theme/Plot)</p>	<p style="text-align: center;"><b>2.2.R.3</b></p> <p>Students will begin to summarize events or plots (ie beginning, middle, end, and conflict) of a story or text. (Theme/Plot)</p> <p style="text-align: center;"><b>2.2.R.1</b></p> <p>Students will locate the main idea and supporting details of a text. (Main Idea and Details)</p> <p style="text-align: center;"><b>2.2.R.2</b></p> <p>Students will begin to compare and contrast details (e.g. plots or events, settings, and characters) to discriminate genres.</p> <p style="text-align: center;"><b>2.2.R.3</b></p> <p>Students will begin to summarize events or plots (ie, beginning, middle, end, and conflict) of a story or text. (Sequence)</p> <p style="text-align: center;"><b>2.3.R.1</b></p> <p>Students will determine the author's purpose (i.e. tell a story, provide information)</p> <p style="text-align: center;"><b>2.3.R.5</b></p> <p>Students will locate facts that are clearly stated in the text. (Fact and Opinion)</p>	<p style="text-align: center;"><b>2.2.R.2</b></p> <p>Students will begin to compare and contrast details (e.g. plots or events, settings, and characters) to discriminate genres. (Realism/Fantasy)</p> <p style="text-align: center;"><b>2.3.R.2</b></p> <p>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 style="text-align: center;"><b>2.3.R.5</b></p> <p>Students will locate facts that are clearly stated in the text. (Fact and Opinion)</p> <p style="text-align: center;"><b>2.3.R.7</b></p> <p>Students will answer inferential questions (e.g. how and why) with guidance and support. (Drawing Conclusions)</p> <p style="text-align: center;"><b>2.3.R.6</b></p> <p>Students will describe the structure of a text (e.g. description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p> <p style="text-align: center;"><b>2.3.R.3</b></p> <p>Students will find textual evidence when provided with examples of literary elements and organizations:</p> <ul style="list-style-type: none"> <li>● Setting</li> <li>● Plot</li> <li>● Characters</li> <li>● Characterization</li> </ul> <p>(Character and Setting)</p> <p style="text-align: center;"><b>2.3.R.4</b></p> <p>Students will find examples of literary devices:</p> <ul style="list-style-type: none"> <li>● simile</li> <li>● metaphor</li> </ul>

2nd Grade Phonics Curriculum Map  
2018-2019

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p style="text-align: center;"><b>2.2.PWS.1</b></p> <p>Students will decode one-and-two syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> <li>● Short vowels</li> <li>● Long vowels (CVCe)</li> <li>● Consonant blends</li> <li>● Consonant digraphs</li> <li>● “R” controlled vowels (ar, or, ore, er, ir, ur)</li> </ul> <p style="text-align: center;"><b>2.2.PWS.2</b></p> <p>Students will decode words by applying knowledge of all structural analysis:</p> <ul style="list-style-type: none"> <li>● Inflected endings</li> <li>● Contractions</li> </ul> <p style="text-align: center;"><b>2.5.W.2</b></p> <p>Students will use simple contractions.</p>	<p style="text-align: center;"><b>2.2.PWS.1</b></p> <p>Students will decode one-and-two syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> <li>● Long a (ai, ay)</li> <li>● Long e (e, ee, ea, y)</li> <li>● Long o (o, oa, ow)</li> <li>● Long i (i, ie, igh, y)</li> </ul> <p style="text-align: center;"><b>2.2.PWS.2</b></p> <p>Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>● Compound Words</li> <li>● Comparative endings</li> </ul>	<p style="text-align: center;"><b>2.2.PWS.1</b></p> <p>Students will decode one-and-two syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> <li>● Vowel diphthongs (oi/oy)</li> <li>● Silent consonants</li> <li>● Vowel digraphs (/ou/, ou, ow; /ph/, gh, and f)</li> <li>● Long vowel sound /oo/ (oo, u; oo, ue, ew, ui)</li> </ul> <p style="text-align: center;"><b>2.2.PWS.2</b></p> <p>Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>● Syllables c+le</li> <li>● Prefixes (un, re, dis) and suffixes (ly, ful, er, or)</li> </ul>	<p style="text-align: center;"><b>2.2.PWS.1</b></p> <p>Students will decode one-and-two syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> <li>● Vowel digraphs (/aw/, au, augh, al)</li> </ul> <p style="text-align: center;"><b>2.2.PWS.2</b></p> <p>Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>● Contractions</li> <li>● Inflected endings</li> <li>● Syllables -tion and -ture</li> <li>● Suffixes (ness and less)</li> <li>● Prefixes (mis and mid)</li> </ul>

2nd Grade Grammar Curriculum Map  
2018-2019

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p style="text-align: center;"><b>2..5.R.5</b></p> <p>Students will recognize the subject and the predicate of a sentence.</p> <p style="text-align: center;"><b>2.5.W.3</b></p> <p>Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate marks.</p> <p style="text-align: center;"><b>2.5.R.1</b></p> <p>Students will recognize nouns as well as singular and plural nouns.</p> <p style="text-align: center;"><b>2.5.W.1</b></p> <p>Students will capitalize and appropriately:</p> <ul style="list-style-type: none"> <li>● The first letter of a quotation</li> <li>● Holidays</li> <li>● Product Names</li> <li>● Initials</li> <li>● Months and days of a week</li> </ul>	<p style="text-align: center;"><b>2.5.R.1</b></p> <p>Students will recognize irregular plural nouns</p> <p style="text-align: center;"><b>2.5.R.2</b></p> <p>Students will recognize different types and tenses of verbs. (Verbs with singular and plural nouns: past, present, future tenses of verbs. Am, is, are, was, were)</p> <p style="text-align: center;"><b>2.5.R.1</b></p> <p>Students will recognize possessive nouns.</p>	<p style="text-align: center;"><b>2.5.R.3</b></p> <p>Students will recognize adjectives (Senses; number, size, and shape; adjectives that compare)</p> <p style="text-align: center;"><b>2.5.R.1</b></p> <p>Students will recognize pronouns; singular and plural pronouns; I and me.</p> <p style="text-align: center;"><b>2.5.R.2</b></p> <p>Students will recognize different types of verbs. (Adverbs)</p>	<p style="text-align: center;"><b>2.5.W.2</b></p> <p>Students will use simple contractions.</p> <p style="text-align: center;"><b>2.5.W.1</b></p> <p>Students will capitalize and appropriately:</p> <ul style="list-style-type: none"> <li>● The first letter of a quotation</li> <li>● Holidays</li> <li>● Product Names</li> <li>● Initials</li> <li>● Months and days of a week</li> </ul> <p style="text-align: center;"><b>2.5.W.3</b></p> <p>Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate marks</p> <p style="text-align: center;"><b>2.3.W.1, 2.3.W.2, 2.3.W.3</b></p> <p>Students will compose narrative, informative, and opinion paragraphs</p>