

2nd Reading Curriculum Map

Timeline	Story	Reading Comprehension	Language/Writing
Unit 1	Realistic Fiction, 5 Weeks		
Spelling/Grammar SF 1.1	Iris and Walter (SF 1.1)	RL2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	L2.1f Produce, expand, and rearrange complete simple and compound sentences. (simple sentences)
		RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (character)	L2.2a Capitalize holidays, product names, and geographic names.
Spelling/Grammar SF 1.2	Henry and Mudge (SF 1.3)	RL2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	L2.1f Produce, expand, and rearrange complete simple and compound sentences. (simple sentences)
		RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (setting)	L2.2a Capitalize holidays, product names, and geographic names.
Spelling/Grammar SF1.3	Tara and Tiree (SF 2.1)	RL2.3 Describe how characters in a story respond to major events and challenges.	L2.1f Produce, expand, and rearrange complete simple and compound sentences. (simple sentences)
		RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (plot)	L2.2a Capitalize holidays, product names, and geographic names.

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<p>Spelling/Grammar SF1.4</p>	<p>Ronald Morgan (SF 2.2)</p>	<p>RL2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>L2.1f Produce, expand, and rearrange complete simple and compound sentences. (simple sentences)</p>
		<p>RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>L2.2a Capitalize holidays, product names, and geographic names.</p>
<p>Spelling/Grammar SF1.5</p>	<p>Unit 1 Review Week</p>	<p>RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>L2.1f Produce, expand, and rearrange complete simple and compound sentences. (simple sentences)</p>
		<p>RL2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>L2.2a Capitalize holidays, product names, and geographic names.</p>
		<p>RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (plot)</p>	
<p>Unit 2</p>	<p>Technical/Nonfiction, 5 weeks</p>		
<p>Spelling/Grammar SF2.1</p>	<p>Exploring Space</p>	<p>RI2.1 Ask and answer questions as <i>who, what, when, why and how</i> to demonstrate understanding of key details in a text.</p>	<p>L2.1a Use collective nouns(e.g.,groups)</p>

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		RI2.3 Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
		RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
		RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
Spelling/Grammar SF2.2	Life Cycle of a Pumpkin	RI2.1 Ask and answer questions as <i>who, what, when, why and how</i> to demonstrate understanding of key details in a text.	L2.2c Use an apostrophe to form contractions and frequently occurring possessives.
		RI2.3 Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
		RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
Spelling/Grammar SF2.3	Fire Fighter	RI2.1 Ask and answer questions as <i>who, what, when, why and how</i> to demonstrate understanding of key details in a text.	L2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)

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		RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RF2.3 Know and apply grade-level phonics and word analysis in decoding words. (r-controlled vowels: -er, -ir, -ur, SF 2.3)
		RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
Spelling/Grammar SF2.4	How to Make Ice Cream	RI2.1 Ask and answer questions as <i>who, what, when, why and how</i> to demonstrate understanding of key details in a text.	L2.1c Use reflexive pronouns (e.g., myself, ourselves)
		RI2.3 Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
		RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
Spelling/Grammar SF2.5	Unit 2 Review Week	RI 2.1 Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	L2.2c Use an apostrophe to form contractions and frequently occurring possessives.
		RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	L2.1a Use collective nouns(e.g.,groups)

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		RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	L2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
		RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	L2.1c Use reflexive pronouns (e.g., myself, ourselves)
Unit 3	Poetry/Drama, 5 weeks		
	Writing Piece (ongoing through Unit 3)	Narrative Writing Piece - Completed by Christmas	W2.3 Write 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.
		W2.5 With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.	W2.6 With guidance and support from adults and peers, use a variety of digital tools to produce and publish writing, including in collaborations with peers.
			W2.8 Recall information from experiences or gather information from provided sources to answer a question.
Spelling/Grammar SF3.1	The Strongest One (SF 1.5)	RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	L2.3a. Use knowledge of language and its conventions when writing, speaking, reading and listening. Compare formal and informal uses of English.
		RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	

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<p>Spelling/Grammar SF3.2</p>	<p>I Like Where I Am (SF 4.4)</p>	<p>RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>L2.2b Use commas in greetings and closings of letters.</p>
		<p>RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	
<p>Spelling/Grammar SF3.3</p>	<p>Christmas/ Winter Play</p>	<p>RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>L2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark),</p>
		<p>RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	
<p>Spelling/Grammar SF3.4</p>	<p>Poems</p>	<p>RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>L2.1 d Form and use the past tense of frequently occurring irregular verbs (e.g, sat, hid, told)</p>
		<p>RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	

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Spelling/Grammar SF3.5	Unit 3 Review Week	RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	L2.1 d Form and use the past tense of frequently occurring irregular verbs (e.g, sat, hid, told)
		RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	L2.3a. Use knowledge of language and its conventions when writing, speaking, reading and listening. Compare formal and informal uses of English.
			L2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark),
			L2.2b Use commas in greetings and closings of letters.
Unit 4	Scientific/Nonfiction, 5 weeks		
	Writing Piece (ongoing through Unit 4/5)	Informative Writing Piece - Completed by Spring Break	W2.2 Write informative/explanatory texts in which they introduce a topic, use facts, and definitions to develop points, and provide a concluding statement or section.
		W2.5 With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.	W2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report, record science observations.)
			W2.8 Recall information from experiences or gather information from provided sources to answer a question.
Spelling/Grammar SF 4.1	Walk in the Desert	RI2.3 Describe the connections between a series of historical events, scientific ideas or concepts , or steps in technical procedures in a text.	L2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives(e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>)

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		RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
		RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
Spelling/Grammar SF4.2	How Plants and Animals Live together	RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	L2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
		RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
Spelling/Grammar SF 4.3	Fantastic Flying Machines	RI2.3 Describe the connections between a series of historical events, scientific ideas or concepts , or steps in technical procedures in a text.	L2.5a Identify real-life connections between words and their use (e.g, <i>describe foods that are spicy or juicy</i>)

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		RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
		RI 2.9 Compare and contrast the most important points presented by two texts on the same topic.	
Spelling/Grammar SF 4.4	Frogs	RI2.3 Describe the connections between a series of historical events, scientific ideas or concepts , or steps in technical procedures in a text.	L2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)
		RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	L2.2d Generalize learned spelling patterns when writing words (e.g., cage->badge; boy->boil)
		RI 2.9 Compare and contrast the most important points presented by two texts on the same topic.	
Spelling/Grammar SF 4.5	Unit 4 Review Week	RI2.3 Describe the connections between a series of historical events, scientific ideas or concepts , or steps in technical procedures in a text.	L2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
		RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	L2.5a Identify real-life connections between words and their use (e.g., <i>decribe foods that are spicy or juicy</i>)

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		RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	L2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>)
		RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	L2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>)
		RI 2.9 Compare and contrast the most important points presented by two texts on the same topic.	L2.2d Generalize learned spelling patterns when writing words (e.g., cage->badge; boy->boil)
Unit 5	Fables & Folktales, 5 weeks		
Spelling/Grammar SF5.1	The Bremen Town Musicians (SF 2.4)	RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	L2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>)
		RL2.5 Describe overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	L2.1f Produce, expand, and rearrange complete simple and compound sentences.
Spelling/Grammar SF5.2	Anansi Goes Fishing (SF3.3)	RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	L2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>)

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		RL2.5 Describe overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	L. 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
Spelling/Grammar SF5.3	Town Mouse, Country Mouse	RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
		RL2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella) by different authors or from different cultures.	
Spelling/Grammar SF5.4	Cinderella/ Little Red Riding Hood	RL2.5 Describe overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	L. 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
		RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
		RL2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella) by different authors or from different cultures.	L.2.1f Produce, expand, and rearrange complete simple and compound sentences.
Spelling/Grammar SF5.5	Unit 5 Review Week	RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	L. 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

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		RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	L2.1f Produce, expand, and rearrange complete simple and compound sentences.
		RL 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	L2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>)
			L2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>)
Unit 6	Historical/Nonfiction, 5 weeks		
Spelling/Grammar SF6.1	A Weed is a Flower	RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	L2.4a Use sentence-level context as a clues to the meaning of a word or phrase.
		RI2.3 Describe the connections between a series of historical events , scientific ideas or concepts, or steps in technical procedures in a text.	
		RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
		RI2.8 Describe how reasons support specific points the author makes in a text.	

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<p>Spelling/Grammar SF6.2</p>	<p>Helen Keller and the Big Storm</p>	<p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>L2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p>
		<p>RI2.3 Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
		<p>RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	
		<p>RI2.8 Describe how reasons support specific points the author makes in a text.</p>	
<p>Spelling/Grammar SF6.3</p>	<p>Red, White, and Blue</p>	<p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>L2.4a Use sentence-level context as a clues to the meaning of a word or phrase.</p>
		<p>RI2.3 Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
		<p>RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	
<p>Spelling/Grammar SF6.4</p>	<p>Cowboys</p>	<p>RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>L2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p>

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		RI.2.3 Describe the connections between a series of historical events , scientific ideas or concepts, or steps in technical procedures in a text	
		RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
Spelling/Grammar SF6.5	Unit 6 Review Week	RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	L2.4a Use sentence-level context as a clues to the meaning of a word or phrase.
		RI 2.3 Describe the connection between a series of historical events , scientific ideas or concepts, or steps in technical procedures in a text.	L2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.
		RI 2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	
		RI 2.8 Describe how reasons support specific points the author makes in a text.	
Unit 7	Fantasy, finish out the year		
	Writing Piece (ongoing through Unit 7)	Opinion Writing Piece - Completed by End of the Year	W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words(e.g, because, and also) to connect opinion and reasons, and provide a concluding statement or section.

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		W2.5 With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.	W2.6 With guidance and support from adults and peers, use a variety of digital tools to produce and publish writing, including in collaborations with peers.
			W2.8 Recall information from experiences or gather information from provided sources to answer a question.
	Pearl and Wagner	Review standards your class needs	
	Horace, Morris, but Mostly Dolores	Review standards your class needs	