Prairie -Hills Elementary School District 144

2nd Grade ELA Curriculum Map (1st Quarter)

Cluster: R.L.= Reading Literature

Standard(s): 2.1- Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.; 2.7- Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Ask and answer questions about a text.	2.1= 5 Ws(Who; What; When; Where, Why); Text Evidence.	2.1=i-Ready Lesson 6; SAVVAS Week 2; RAZ-Kids(Learning A-Z); ReadWorks	2.1=Teacher-created Exit Tickets; Skill/Strategy-based Graphic Organizers; SAVVAS Cold Reads.	10
Explain how pictures/drawings tell more about the characters, setting, or plot of a story.	2.7= Ilustrations; characters; settings; plot.	2.7=SAVVAS Week 1 & 5; i-Ready Lesson 21; RAZ-Kids (Learning A-Z); ReadWorks	2.7= Teacher-created Exit Tickets; Skill/Strategy-based Graphic Organizers;SAVVAS Progress Check-ups; SAVVAS Cold Reads.	10

Cluster: R.I.= Reading Informational

Standard(s): 2.1-Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; 2.2-Identify the Main Topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 2.6-Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
2.1-Ask and answer questions about key details.	2.1= information;key details.	2.1=i-Ready Unit 1, Lessons 1; SAVVAS Unit 2 Week 1; RAZ-Kids(Learning A-Z);ReadWorks.	2.1=Teacher-created Exit Tickets; Skill/Strategy-based Graphic Organizers; SAVVAS Cold Reads.	10
2.2-Identify the main idea of a text. Identify the focus of a specific paragraph within a text.	2.2= key details; main topic; paragraph.	2.2=i-Ready Unit 1, Lesson 2; SAVVAS Unit 1, Week 3; RAZ-Kids(Learning A-Z);ReadWorks.	2.2=Teacher-created Exit Tickets; Skill/Strategy-based Graphic Organizers;SAVVAS Progress Check-ups; SAVVAS Cold Reads.	10
2.6-Identify the main purpose of a text.	2.6=Persuade, Entertain, Inform, describe, explain	2.6=SAVVAS Unit 3, Week 4 I-Re	2.6=Teacher created Exit Tickets; Progress check-ups; Teacher assigned lesson; Comprehension checks	10

Cluster: R.F.= Reading Foundational Skills

Standard(s): 2.3-Phonics and Word Recognition: Know and apply Grade-Level phonics and word analysis skills in decoding words.; 2.4-Fluency: Read with sufficient accuracy and fluency to support comprehension.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
2.3-To use grade level phonics and study skills to read words.	2.3= vowels; syllables; decode; consonants; prefixes; suffixes; root/base word;	2.3=i-Ready Lesson 19 & 20; SAVVAS Unit 1 & 2, Lessons 1-5; RAZ-Kids(Learning A-Z); ReadWorks.	Teacher-created Exit Tickets; Skill/Strategy-based Graphic Organizers;SAVVAS Progress Check-ups; SAVVAS Cold Reads.	
2.4- Read grade level text with fluency and expression.	2.4= fluency; expression; accuracy; word recognition; errors.	2.4=Heggerty; SAVVAS Decodable Readers/Cold Reads/Leveled Readers; RAZ-Kids.	Teacher-created Exit Tickets; Skill/Strategy-based Graphic Organizers;SAVVAS Progress Check-ups; SAVVAS Cold Reads.	

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2nd Grade ELA Curriculum Map (2nd Quarter)

Cluster: R.L.= Reading Literature

Standard(s): 2.5 Describe the overall structure of a a story, including describing how the beginning introduces the story and the ending concludes the action.; 2.9 Compare and contrast twor or more versions of the same story by different authors or from different cultures

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
2.5- Describe story structure	2.5=beginning, middle, end, problem, solution, sequence, first, next, last, prediction	2.5= IReady- Lesson 16, SAVVAS Unit 2 Week 5, Raz Kids	Teacher-created Exit Tickets; Skill/Strategy-based Graphic Organizers;SAVVAS Progress Check-ups; SAVVAS Cold Reads.	10
2.9- Compare and contrast two or more versions of the same story	2.9= compare, contrast, similarities, differences, versions, cultures, alike/different, distinguish, Venn Diagram, genres	2.9= IReady- Lesson 22, SAVVAS Unit 3 Week 3, MyOn, RazKids	Teacher-created Exit Tickets; Skill/Strategy-based Graphic Organizers;SAVVAS Progress Check-ups; SAVVAS Cold Reads.	5

Cluster: R.I.= Reading Informational

Standard(s): 2.3 Describe the connection between a series of historical events, scientific ideas and or concepts, or steps in technical procedures of a text.; 2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts in a text efficiently.; 2.7 Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
2.3- Understand how important events are connected.	2.3= cause/effect, first, second, third, historical events, scientific ideas, sequence, ideas, describe, procedures, order	IReady- Unit 1 Lesson 3,4,5, SAVVAS Unit 2 Week 1, Unit 4 Week 1, Unit 5 Week 1.	Teacher-created Exit Tickets; Skill/Strategy-based Graphic Organizers;SAVVAS Progress Check-ups; SAVVAS Cold Reads.	10
2.5- Identify various text features.	2.5= caption, bold print, subheadings, graph, diagram, glossaries, index, illustrations, headings, tables, photographic, table of contents, label, text features	IReady- Unit 3 Lesson 11 & 12, SAVVAS Unit 2 Week 2, Unit 3, Week 5	Teacher-created Exit Tickets; Skill/Strategy-based Graphic Organizers;SAVVAS Progress Check-ups; SAVVAS Cold Reads.	5
2.7- Explain how charts, diagrams, or illustrations are helpful in clarifying text.	2.7= diagrams, images, support, text, photograph, illustrations, labels, captions, bold print, charts, graphs, time lines, sub headings	IReady- Unit 5 Lesson 18, SAVVAS Unit 4 Week 2, Raz Kids, MyOn	Teacher-created Exit Tickets; Skill/Strategy-based Graphic Organizers;SAVVAS Progress Check-ups; SAVVAS Cold Reads.	10

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2nd Grade ELA Curriculum Map (3rd Quarter)

Cluster: R.L.= Reading Literature

Standard(s): 2.2 Recount stories including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.; 2.3 Describe how characters in a story respond to major events and challenges.; 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.

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
2.2- Tell the central messgae, lesson, or moral of a story	Central message, fables, lesson, folktales, culture, t	IReady Unit 2 Lesson 7&8, Savvas		10
2.2- Recount stories including fables and folk tales.				
2.3- Describe how characters respond to events in a story	Characters, events, problems, challenges, solutions	Savvas Unit 2 week 4, Savvas Uni		5
2.6- Acknowledge differences in points of view of characters	Dialogue, character, differences, speaker, points of v	IReady Unit 4 Lesson 17, Raz Kids		7

Cluster: Reading Informational

Standard(s) 2.4

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
2.4				5
2.8				6
2.9				5

Cluster: Reading Literature

Standard(s)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days

Cluster:

Standard(s)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days