

CURRICULUM MAP LANGUAGE ARTS GRADE 2

August/September	October	November	December
<p>Phonemic Awareness, Word Recognition and Fluency</p> <p>4. Use knowledge of common word families (e.g., -ite, or -ate) to sound out unfamiliar words.</p> <p>5. Segment letter, letter blends and syllable sounds in words.</p> <p>6. Distinguish and identify the beginning, middle and ending sounds in words.</p> <p><i>7. Identify words as having either short- or long-vowel sounds.</i></p> <p>Acquisition of Vocabulary</p> <p>4. Read accurately high-frequency sight words.</p> <p>Writing Applications</p> <p>4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.</p> <p>Writing Conventions</p> <p>1. Print legibly, and space letters, words and sentences appropriately.</p> <p><i>4. Spell words studied (e.g., word lists, text words) correctly.</i></p> <p>Communication: Oral and Visual</p> <p>4. Follow two-and three-step oral directions.</p>	<p>Phonemic Awareness, Word Recognition and Fluency</p> <p>2. Read regularly spelled multi-syllable words by sight.</p> <p>3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.</p> <p>8. Demonstrate a growing stock of sight words.</p> <p><i>9. Read text using fluid and automatic decoding skills.</i></p> <p>Acquisition of Vocabulary</p> <p>3. Classify words into categories (e.g., colors, fruits, vegetables).</p> <p>Literary Text</p> <p>2. <i>Describe characters and setting.</i></p> <p>3. <i>Retell the plot of a story.</i></p> <p>Writing Conventions</p> <p>8. <i>Use periods, question marks and exclamation points as endpoints correctly.</i></p> <p>Communication: Oral and Visual</p> <p>1. Use active listening strategies, such as making eye contact and asking for clarification and explanation.</p>	<p>Acquisition of Vocabulary</p> <p><i>1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.</i></p> <p>2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).</p> <p><i>7. Identify contractions and common abbreviations and connect them to whole words.</i></p> <p>Informational, Technical and Persuasive Text</p> <p>2. <i>Arrange events from informational text in sequential order.</i></p> <p>3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how_ and identify answers.</p> <p>4. Classify ideas from informational texts as main ideas or supporting details.</p> <p>Writing Conventions</p> <p>10. Use correct punctuation for contractions and abbreviations.</p>	<p>Acquisition of Vocabulary</p> <p>8. Determine the meaning of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful, -less.</p> <p><i>9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.</i></p> <p>Informational, Technical and Persuasive Text</p> <p><i>1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text.</i></p> <p>Writing Applications</p> <p>3. Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature).</p> <p>Writing Conventions</p> <p>2. Spell words with consonant blends and diagraphs.</p> <p>6. Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding -ing).</p> <p>7. Use spelling strategies (e.g., word wall, word list, thinking about the base word and affixes).</p>

Revised 4/10/06

Power Indicators are in italics.

The following process standards are embedded within the K-3 Integrated Curriculum: Mathematical Processes, Science and Technology, Scientific Inquiry, Scientific Ways of Knowing, Reading Process, Writing Process, Writing Conventions, Social Studies Skill and Methods.

CURRICULUM MAP LANGUAGE ARTS GRADE 2

January	February	March	April	May
<p>Informational, Technical and Persuasive Text 5. Identify information in diagrams, charts, graphs and maps. 6. Analyze a set of directions for proper sequencing.</p> <p>Communication: Oral and Visual 3. Identify the main idea of oral presentations and visual media. 8. Deliver informational presentations that: a. present events or ideas in logical sequence and maintain a clear focus; b. demonstrate an understanding of the topic; c. include relevant facts and details to develop a topic; d. organize information with a clear beginning and ending; e. include diagrams, charts or illustrations as appropriate; and f. identify sources.</p> <p>Research 1. Create questions for investigations, assigned topic or personal area of interest. 2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources). 3. Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic. 4. Identify important information and write brief notes about the information. 5. Sort relevant information about the topic into categories with teacher assistance. 6. Report important findings to others.</p>	<p>Phonemic Awareness, Word Recognition and Fluency 1. Identify rhyming words with the same or different spelling patterns. 10. Read passages fluently with appropriate changes in voice, timing and expression.</p> <p>Writing Conventions 12. Use nouns, verbs and adjectives correctly. 14. Use personal pronouns. 15. Use past and present verb tenses (e.g., “we were” rather than “we was”).</p> <p>Communication: Oral and Visual 2. Compare what is heard with prior knowledge and experience.</p> <p>Acquisition of Vocabulary 6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.</p>	<p>Acquisition of Vocabulary 10. Determine the meaning and pronunciations of unknown words using a beginner’s dictionary, glossaries and technology.</p> <p>Literary Text <i>4. Distinguish between stories, poems, plays, fairy tales and fables.</i></p> <p>Communication: Oral and Visual 5. Demonstrate an understanding of the rules of the English language. 6. Select language appropriate to purpose and use clear diction and tone. 9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details. 7. Adjust volume to stress important ideas.</p> <p>Writing Conventions <i>11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).</i></p>	<p>Acquisition of Vocabulary 5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.</p> <p>Literary Text 1. Compare and contrast different versions of the same story. 5. Identify words from texts that appeal to the senses.</p> <p>Writing Applications <i>1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.</i> 2. Write responses to stories by comparing text to other texts, or to people or events in their lives.</p> <p>Writing Conventions 13. Use subjects and verbs that are in agreement. 16. Use nouns and pronouns that are in agreement.</p>	<p>Writing Conventions 3. Spell regularly used and high-frequency words correctly. 5. Spell plurals and verb tenses correctly. 9. Use quotation marks.</p> <p>Communication: Oral and Visual 10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).</p> <p>Literary Text 6. Identify the theme of texts.</p> <p style="text-align: right;">4/10/06</p>

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CURRICULUM MAP
Language Arts
Grade 2

Embedded throughout the curriculum are the following:

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.
3. Compare and contrast information in texts with prior knowledge and experience.
4. *Summarize text by recalling main ideas and some supporting details.*
5. *Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.*
6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
7. *Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.*
8. Monitor reading comprehension by identifying word errors and self-correcting.
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Writing Process:

1. Generate writing ideas through discussions with others.
2. Develop a main idea for writing.
3. Develop a purpose and audience for writing.
4. *Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.*
5. Organize writing with a developed beginning, middle and end.
6. Use a range of complete sentences, including declarative, interrogative and exclamatory.
7. Include transitional words and phrases.
8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.
9. Use available technology to compose text.
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
11. *Add descriptive words and details and delete extraneous information.*
12. Use resources (e.g., word wall, beginner's dictionary and word bank) to select effective vocabulary.
13. *Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).*
14. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
15. Rewrite and illustrate writing samples for display and for sharing with others.

4/10/06

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