Second Grade ELA Curriculum Map

Domain: Phonics and Word Recognition (Reading Foundational)	Term 1	Term 2	Term 3	Term 4
ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.				
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	X	o	o	o
b. Know spelling-sound correspondences for additional common vowel teams.	X	o	o	o
c. Decode regularly spelled two-syllable words with long vowels.	X	o	o	o
d. Decode words with common prefixes and suffixes.		X	o	o
e. Identify words with inconsistent but common spelling-sound correspondences.		X	o	o
f. Recognize and read grade-appropriate irregularly spelled words		X	o	o
ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension.				
a. Read on-level text with purpose and understanding.	X	o	o	o
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	X	o	o	o
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	X	o	o	o
Domain: Reading Literary	Term 1	Term 2	Term 3	Term 4
ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	X	o	o	o
ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	X	o	o	o
ELAGSE2RL3: Describe how characters in a story respond to major events and challenges.		X	o	o
ELAGSE2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	X	o	o	o
ELAGSE2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	X	o	o	o
ELAGSE2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		X	o	o
ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		X	o	o
ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	X	o	o	o
ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			X	o
Domain: Informational	Term 1	Term 2	Term 3	Term 4
ELAGSE2RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	o	o	o
ELAGSE2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		X	o	o
ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		X	o	o
ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	X	o	o	o
ELAGSE2RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	X	o	o	o
ELAGSE2RI6: Distinguish their own point of view from that of author of a text.		X	o	o
ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		X	o	o
ELAGSE2RI8: Describe how reasons support specific points the author makes in a text.			X	o

X = standard introduced
o = ongoing instruction

	Term 1	Term 2	Term 3	Term 4
ELAGSE2RI9: Compare and contrast the most important points and key details presented in two texts on the same topic		X	o	o
ELAGSE2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.				o
Domain: Language	**Term 1**	**Term 2**	**Term 3**	**Term 4**
ELAGSE2L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.				
a. Use collective nouns (e.g., group).	X	o	o	o
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).		X	o	o
c. Use reflexive pronouns (e.g., myself, ourselves).		X	o	o
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	X	o	o	o
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.		X	o	o
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	X	o	o	o
g. Creates documents with legible handwriting.	X	o	o	o
ELAGSE2L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.				
a. Capitalize holidays, product names, and geographic names.	X	o	o	o
b. Use commas in greetings and closings of letters.			X	o
c. Use an apostrophe to form contractions and frequently occurring possessives.		X	o	o
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	X	o	o	o
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		X	o	o
ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
a. Compare formal and informal uses of English.			X	o
ELAGSE2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.				
a. Use sentence-level context as a clue to the meaning of a word or phrase.	X	o	o	o
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).		X	o	o
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).		X	o	o
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	X	o	o	o
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	X	o	o	o
ELAGSE2L6: 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., When other kids are happy that makes me happy).		X	o	o
Domain: Research / Writing Process	**Term 1**	**Term 2**	**Term 3**	**Term 4**
ELAGSE2W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.			X	o
a. Introduce a topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.			X	o
b. Provide reasons that support the opinion.			X	o
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.			X	o
d. Provide a concluding statement or section.			X	o

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	Term 1	Term 2	Term 3	Term 4
ELAGSE2W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		X	O	O
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		X	O	O
b. Develop the topic with facts, definitions, and details.		X	O	O
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.)		X	O	O
d. Provide a concluding statement or section.		X	O	O
ELAGSE2W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	X	O	O	O
a. Establish a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	X	O	O	O
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	X	O	O	O
c. Use temporal words and phrases to signal event order	X	O	O	O
d. Provide a sense of closure.	X	O	O	O
ELAGSE2W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	X	O	O	O
ELAGSE2W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	X	O	O	O
ELAGSE2W6: With some guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	X	O	O	O
ELAGSE2W7: Conduct short research projects that build knowledge about a topic.	X	O	O	O
ELAGSE2W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	X	O	O	O
ELAGSE2W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				X
Domain: Comprehension and Collaboration (Speaking & Listening)	**Term 1**	**Term 2**	**Term 3**	**Term 4**
ELAGSE2SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.				
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	X	O	O	O
b. Build on others' talk in conversations by linking their comments to the remarks of others.	X	O	O	O
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	X	O	O	O
ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media**.**	X	O	O	O
ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.				O
ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				O
ELAGSE2SL5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.				O
ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	X	O	O	O

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