

## 2nd Grade ELA Curriculum Map

### 1st Quarter

#### Close Reading Lexile 420L to 650L

- **PR Standard 4:** Read with sufficient accuracy and fluency to support comprehension.
  - 4.1 Read grade-level texts with purpose and understanding.
  - 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
  - 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.
  - [RI.MC.5.1](#) Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
  - [RI.MC.5.2](#) Make predictions before and during reading; confirm or modify thinking.
  - [RI.MC.6.1](#) Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.
  - [RI.MC.11.1](#) Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.

#### Writing -[Rubric](#) -[End of the 9 weeks Writing Prompt](#)

- [Standard 3:](#) Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
  - 3.1 Explore multiple texts to write narratives that 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.
  - 3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

UNIT 1 Lessons from the Masters: Improving Narrative Writing: In this unit, students learn how to create engaging narratives by stretching out small moments and writing in detail

#### Language

- [Standard 4:](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 4.1 Use collective nouns.
  - 4.2 Form and use frequently occurring irregular plural nouns.
  - 4.3 Use reflexive pronouns.

- 4.4 Use verbs to convey a sense of past, present, and future.
- 4.5 Use adjectives and adverbs.
- 4.6 Use prepositional phrases.
- 4.7 Use conjunctions.
- 4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
- **Standard 5:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.
  - 5.2 Use:
    - a. periods, question marks, or exclamation marks at the end of sentences;
    - b. commas in greetings and closings of letters, dates, and to separate items in a series; and
    - c. apostrophes to form contractions and singular possessive nouns.
  - 5.3 Generalize learned spelling patterns and word families.
  - 5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high-frequency words.
  - 5.5 Consult print and multimedia resources to check and correct spellings.

*In addition to current quarter standards, all previous standards are subject to spiral review.  
All South Carolina College and Career Ready Standards will be integrated into instruction throughout the year.*

## 2nd Quarter

### Close Reading Lexile 420L to 650L

- **Standard 4:** Read with sufficient accuracy and fluency to support comprehension.
  - 4.1 Read grade-level texts with purpose and understanding.
  - 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
  - 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.
  - **RL.MC.5.1** Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
  - **RL.MC.5.2** Make predictions before and during reading; confirm or modify thinking.
  - **RL.MC.7.1** Retell the sequence of major events using key details; determine the theme in a text heard or read.
  - **RL.MC.6.1** Use information gained from illustrations and words in a print or multimedia text to demonstrate

understanding of its characters, setting, or plot.

- [RI.LCS.9.1](#) Use context to determine the meaning of words and phrases.
- [RI.LCS.9.5](#) Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.
- [RI.LCS.8.2](#) Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.

### **Vocabulary Acquisition and Use**

- [RI.LCS 9.2](#) Determine the meaning of a newly formed word when a known affix is added to the word.
- [RI.LCS 9.3](#) Use a base word to determine the meaning of an unknown word with the same base.
- [RI.LCS 9.4](#) Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.

### **Writing-Rubric -End of the 9 weeks Writing Prompt**

- [Standard 2:](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - 2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.
  - 2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

UNIT 2 Lab Reports and Science Books: This unit uses inspirational nonfiction texts to help students design and write about experiments and other scientific information.

### **Language**

- [Standard 4:](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 4.1 Use collective nouns.
  - 4.2 Form and use frequently occurring irregular plural nouns.
  - 4.3 Use reflexive pronouns.
  - 4.4 Use verbs to convey a sense of past, present, and future.
  - 4.5 Use adjectives and adverbs.

- 4.6 Use prepositional phrases.
- 4.7 Use conjunctions.
- 4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
- **Standard 5:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.
  - 5.2 Use:
    - a. periods, question marks, and exclamation marks at the end of sentences; and
    - b. commas in dates and to separate items in a series.
  - 5.3 Use conventional spelling for words with common spelling patterns.
  - 5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.
  - 5.5 Consult print and multimedia resources to check and correct spellings

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### 3rd Quarter

#### Close Reading Lexile 420L to 650L

- **Standard 4:** Read with sufficient accuracy and fluency to support comprehension.
  - 4.1 Read grade-level texts with purpose and understanding.
  - 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
  - 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.
  - **RI.LCS.8.2** Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.
  - **RI.LCS.10.1** Identify and analyze the author's purpose.
  - **RL.LCS.9.1** Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each..
  - **RL.LCS.9.2** Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.
  - **RL.MC.6.1** Use information gained from illustrations and words in a print or multimedia text to demonstrate

- understanding of its characters, setting, or plot.
- [RL.MC.8.1](#) c. explain how cause and effect relationships affect the development of plot.
- [RL.LCS.12.1](#) Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
- [RL.LCS.11.2](#) Recognize differences between the points of view and perspectives of the narrator and various characters.
- [RI.LCS.8.1](#) Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
- [RL.LCS.10.2](#) Determine the meaning of a newly formed word when a known affix is added to a known word.
- [RI.LCS.11.2](#) Identify the structures an author uses to support specific points.

**Writing-Rubric -3rd 9 weeks Writing Prompt.**

- [Standard 1:](#) Write arguments to support claims with clear reasons and relevant evidence.
  - 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.
  - 1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

UNIT 3 Writing About Reading: This unit has students read closely and gather evidence from texts to craft persuasive arguments.

**Language**

- [Standard 4:](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 4.1 Use collective nouns.
  - 4.2 Form and use frequently occurring irregular plural nouns.
  - 4.3 Use reflexive pronouns.
  - 4.4 Form and use the past tense of frequently occurring irregular verbs.
  - 4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - 4.6 Use positional, time, and place prepositional phrases.
  - 4.7 Use conjunctions.

- 4.8 Produce, expand, and rearrange complete simple and compound sentences.
- [Standard 5](#): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.
  - 5.2 Use:
    - a. periods, question marks, and exclamation marks at the end of sentences; and
    - b. commas in dates and to separate items in a series.
  - 5.3 Use conventional spelling for words with common spelling patterns.
  - 5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.
  - 5.5 Consult print and multimedia resources to check and correct spellings

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#### 4th Quarter

##### **Close Reading Lexile 420L to 650L**

- Standard 4: Read with sufficient accuracy and fluency to support comprehension.
  - 4.1 Read grade-level texts with purpose and understanding.
  - 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
  - 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.
  - [RI.MC.7.1](#) Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.
  - [RL.MC.6.1](#) Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
  - [RL.LCS.9.2](#) Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.
  - [RL.MC.7.2](#) Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.
  - [RL.MC.8.1a](#) compare and contrast characters' actions, feelings, and responses to major events or challenges;
  - RL.MC.8.1.a Describe how the cultural context influences characters, setting and the development of plot.

### **Writing- [Rubric](#) - 4th 9 weeks Writing Prompt**

- Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
  
- UNIT 4 Poetry: Big Thoughts in Small Packages: This unit helps children explore and savor the language. Students learn to use line breaks to express the meaning and rhythm they intend, and use visualization and figures of speech to make their writing more clear and powerful.

### **Language ( All should be assessed during writing in the 4th 9 weeks)**

- [Standard 4](#): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 4.1 Use collective nouns.
  - 4.2 Form and use frequently occurring irregular plural nouns.
  - 4.3 Use reflexive pronouns.
  - 4.4 Form and use the past tense of frequently occurring irregular verbs.
  - 4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - 4.6 Use positional, time, and place prepositional phrases.
  - 4.7 Use conjunctions.
  - 4.8 Produce, expand, and rearrange complete simple and compound sentences.
- [Standard 5](#): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.
  - 5.2 Use:
    - a. periods, question marks, or exclamation marks at the end of sentences;
    - b. commas in greetings and closings of letters, dates, and to separate items in a series; and
    - c. apostrophes to form contractions and singular possessive nouns.
  - 5.3 Generalize learned spelling patterns and word families.
  - 5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high- frequency words.
  - 5.5 Consult print and multimedia resources to check and correct spellings.

**Communication** ( Although communication is embedded throughout the year, these may be used as units with research focus Inquiry)

- Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
  - 1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.
  - 1.2 Apply the skills of taking turns, listening to others, and speaking clearly.
  - 1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.
  - 1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
  - 1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
- **Standard 2:** Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.
  - 2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.
  - 2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.
- Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
  - 3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.
  - 3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.

### **Language, Craft, and Structure**

- Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.
  - 4.1 Identify speaker's purpose and details that keep the listener engaged.
  - 4.2 Identify the introduction, body, and conclusion of a presentation.
  - 4.3 Identify when the speaker uses intonation and word stress and includes media.
- Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.
  - 5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.
  - 5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor,

onomatopoeia, and alliteration for impact.

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***The following are Embedded throughout the year. Focused as needed.***

**Guided Reading or Other Intervention grouped students. [Leveled Word Checklist](#) [Word Checklist form B](#)  
[Phonics Progression](#).**

Reading - Literary Text (RL) same as Reading - Informational Text (RI)

**Principles of Reading**

- [Standard 1: Demonstrate understanding of the organization and basic features of print.](#)
  - 1.1 Recognize the distinguishing features of a sentence.
- [Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.](#)
  - 2.1 Distinguish long from short vowel sounds in spoken single-syllable words.
  - 2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.
  - 2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.
  - 2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.
- [Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.](#)
  - 3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.
  - 3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.
  - 3.3 Read a two-syllable word by breaking the word into syllables.
  - 3.4 Use final-e and common vowel team conventions to read words with long vowel sounds.
  - 3.5 Read words with inflectional endings.
  - 3.6 Recognize and read grade-appropriate irregularly spelled words.

## **Interactive Read Alouds/ Guided Reading mini lessons**

### Reading - Literary Text (RL) (I ready Lessons available)

- [Standard 10](#): Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
  - 10.1 Use context to determine the meaning of words and phrases.
  - 10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.
  - 10.3 Use a base word to determine the meaning of an unknown word with the same base.
  - 10.4 Use the meanings of individual words to predict the meaning of compound words.
  - 10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.
  - 10.6 Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.
- Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
  - 12.1 Classify literary texts according to characteristics of a genre.
  - 12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue.
- Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.
  - 11.1 Identify the author's purpose—to explain, entertain, inform, or convince.
  - 11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.

### Reading - Informational Text (RI)

- [Standard 10](#): Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.
  - 10.1 Identify the author's purpose – to explain, entertain, inform, or convince.

## **Daily 5 /Independent Reading/Writing**

### Reading - Informational Text (RI)

- Range and Complexity
  - Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
    - 12.1 Engage in whole and small group reading with purpose and understanding.

- 12.2 Read independently for sustained periods of time.
- 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

#### Reading - Literary Texts (RL)

- [Standard 13](#): Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.
  - 13.1 Engage in whole and small group reading with purpose and understanding.
  - 13.2 Read independently for sustained periods of time to build stamina.
  - 13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

#### Writing

- [Standard 6](#): Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
  - 6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.
  - 6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.
  - 6.3 Write left to right leaving space between words.
  - 6.4 Locate letter keys on an electronic device to type simple messages.