

CURRICULUM MAP

Subject: English Language Arts Grade: 2nd

Quarter: 2nd

Teacher(s): R. Castro, K. Castro, C. Galvez, R. Doculan, S. Avilez, L. Terre

Month	Week 1	Week 2	Week 3	Week 4	Week 5
Concept (CCSS Standards)	<p>2.RF.3d-f</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <p>d) Decode words with common prefixes and suffixes. f) Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.L.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).</p> <p>2.L.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	<p>2.RF.3d-f</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <p>d) Decode words with common prefixes and suffixes. f) Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.L.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).</p> <p>2.L.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	<p>2.RF.4a-c</p> <p>Read with sufficient accuracy and fluency to support comprehension: a) Read grade-level text with purpose and understanding; b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings; c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>2.SL.3 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.</p>	<p>2.W.2</p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>2.L.5a Demonstrate understanding of word relationships and nuances in word meanings: Identify real-life connections between words and their use (e.g., describe foods that are spicy).</p>	<p>2.RI.6</p> <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p> <p>2.L.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>2.L.2d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Generalize learned spelling patterns when writing words (e.g., cage=badge; boy=boil)</p> <p>2.W.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.</p>
Skills (SAT 10, AimsWeb, DIBELS)	Prefixes Suffixes Collective nouns Irregular plural nouns	Prefixes Suffixes Collective nouns Irregular plural nouns	Oral reading (accurately & fluently) Ask and answer questions	The Writing Process	Identify main idea Irregular verbs Capitalize & punctuate Write an opinion
Assessment	Oral assessment Skills worksheets	Oral assessment Skills worksheets	Oral assessment DIBELS Stories from Mc Graw Hill Stories from DI book	Writing assessment	Skills worksheets Writing assessment
Homework	Review worksheets on prefix/suffix, collective nouns, and irregular plural nouns	Review worksheets on prefix/suffix, collective nouns, and irregular plural nouns	Review worksheets from Reading books and other content area textbooks	Write a paragraph on a given topic	Review worksheets on main idea, irregular verbs, capitalization, punctuation, & writing opinions.
Resources/ Materials	Spelling Mastery C Vocabulary Games Songs Mc Graw Hill Houghton Mifflin (HM) Online Support/CCSS Workbooks	Spelling Mastery C Vocabulary Games Songs Mc Graw Hill Houghton Mifflin Online Support/CCSS Workbooks	Mc Graw Hill/HM texts & Skillsbook DI texts & workbooks Content area textbooks Chorale reading, group reading, paired reading, independent reading Online Support	Houghton Mifflin English Reasoning & Writing C Online support	Mc Graw Hill/HM texts & Skillsbook Reasoning & Writing C Content area textbooks (Science, Social Studies, & Health) Current events topics/newspapers
ESLRs	Use effective oral & written communication.	Use effective oral & written communication.	Use effective oral & written communication.	Participate as productive members of the community. Explore concepts & skills needed for future world experiences. Integrate learning & apply them to real-life situations.	Use effective oral & written communication.

CURRICULUM MAP

Subject: English Language Arts Grade: 2nd

Quarter: 2nd

Teacher(s): R. Castro, K. Castro, C. Galvez, R. Doculan, S. Avilez

Month	Week 6	Week 7	Week 8	Week 9	Week 10
Concept (CCSS Standards)	<p>2.W.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.</p> <p>2.W.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.</p> <p>2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>2.RL.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>2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.</p> <p>2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>2.L.5b Demonstrate understanding of word relationships and nuances in word meanings: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, and scrawny).</p>	<p>2.L.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>2.L.4a 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: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2.L.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>2.RL.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>2.RL.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>2.SL.1a-c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) b) Build on others' talk in conversations by linking their comments to the remarks of others; c) Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>2.L.1c and f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: c) Use reflexive pronouns (e.g., myself, ourselves); f) Produce, expand, and rearrange complete simple and compound sentences (e.g., The little boy watched the movie, The little boy watched the movie, The action movie was watched by the little boy).</p>
Skills (SAT 10, AimsWeb, DIBELS)	The Writing Process	Ask and answer questions. Identify the main topic. Determine word meaning.	Use adjectives and adverbs. Determine word meaning.	Ask and answer questions. Acknowledge differences in the points of view of characters.	Participate in collaborative conversations. Use reflexive pronouns. Produce simple and compound sentences.
Assessment	Writing assessment Skills worksheets	Oral assessment Skills worksheets	Oral assessment Skills worksheets	Oral assessment Skills worksheets	Oral assessment Skills worksheets
Homework	Write a paragraph (given a topic)	Review worksheets on comprehension skills, finding main topic, & word meaning.	Review worksheets on adjectives and adverbs & word meaning.	Review worksheets on comprehension skills, points of view of characters.	Interview a family member (using a set of questions) to guide the conversation.
Resources/ Materials	Houghton Mifflin English textbook Language Arts Today workbook Lang. Arts/CCSS supplemental workbooks DI Reasoning & Writing C Online support/CCSS Workbooks	Mc Graw Hill text DI textbook Content area text Houghton Mifflin English textbook Online support/CCSS Workbooks	Houghton Mifflin English textbook Language Arts Today workbook Lang. Arts supplemental workbooks DI Reasoning & Writing C Online support/CCSS Workbooks	Mc Graw Hill/HM text DI textbook Online support/CCSS Workbooks	Mc Graw Hill texts & Skillsbook DI texts & workbooks Content area textbooks (Science, Social Studies, & Health) Current events topics/newspaper
ESLRs	Use effective oral & written communication. Explore concepts & skills needed for future world experiences.	Use effective oral & written communication. Explore concepts & skills needed for future world experiences.	Use effective oral & written communication. Explore concepts & skills needed for future world experiences.	Use effective oral & written communication. Explore concepts & skills needed for future world experiences.	Participate as productive members of the community. Explore concepts & skills needed for future world experiences. Integrate learning & apply them to real-life situations.