

## 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<br>Suffixes<br>Collective nouns<br>Irregular plural nouns  | Prefixes<br>Suffixes<br>Collective nouns<br>Irregular plural nouns  | Oral reading (accurately & fluently)<br>Ask and answer questions   | The Writing Process  | Identify main idea<br>Irregular verbs<br>Capitalize & punctuate<br>Write an opinion   |
| Assessment                       | Oral assessment<br>Skills worksheets  | Oral assessment<br>Skills worksheets  | Oral assessment<br>DIBELS<br>Stories from Mc Graw Hill<br>Stories from DI book   | Writing assessment   | Skills worksheets<br>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/<br>Materials          | Spelling Mastery C<br>Vocabulary Games<br>Songs<br>Mc Graw Hill<br>Houghton Mifflin (HM)<br>Online Support/CCSS Workbooks   | Spelling Mastery C<br>Vocabulary Games<br>Songs<br>Mc Graw Hill<br>Houghton Mifflin<br>Online Support/CCSS Workbooks  | Mc Graw Hill/HM texts & Skillsbook<br>DI texts & workbooks<br>Content area textbooks<br>Chorale reading, group reading, paired reading, independent reading<br>Online Support  | Houghton Mifflin English<br>Reasoning & Writing C<br>Online support  | Mc Graw Hill/HM texts & Skillsbook<br>Reasoning & Writing C<br>Content area textbooks (Science, Social Studies, & Health)<br>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.<br>Explore concepts & skills needed for future world experiences.<br>Integrate learning & apply them to real-life situations.  | Use effective oral & written communication.   |

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| Month                            | Week 6   | Week 7   | Week 8  | Week 9   | Week 10   |
|----------------------------------|--|--|---|--|---|
| Concept (CCSS Standards)         | <p><b>2.W.2</b> 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><b>2.W.3</b> 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><b>2.W.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>2.W.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>2.SL.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RI.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>2.RI.4</b> Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.</p> <p><b>2.RI.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>2.L.5b</b> 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><b>2.L.6</b> 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><b>2.L.4a</b> 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><b>2.L.1e</b> 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><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.6</b> 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><b>2.SL.1a-c</b> 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><b>2.L.1c and f</b> 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<br>Skills worksheets  | Oral assessment<br>Skills worksheets   | Oral assessment<br>Skills worksheets  | Oral assessment<br>Skills worksheets   | Oral assessment<br>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/<br>Materials          | Houghton Mifflin English textbook<br>Language Arts Today workbook<br>Lang. Arts/CCSS supplemental workbooks<br>DI Reasoning & Writing C<br>Online support/CCSS Workbooks   | Mc Graw Hill text<br>DI textbook<br>Content area text<br>Houghton Mifflin English textbook<br>Online support/CCSS Workbooks  | Houghton Mifflin English textbook<br>Language Arts Today workbook<br>Lang. Arts supplemental workbooks<br>DI Reasoning & Writing C<br>Online support/CCSS Workbooks   | Mc Graw Hill/HM text<br>DI textbook<br>Online support/CCSS Workbooks   | Mc Graw Hill texts & Skillsbook<br>DI texts & workbooks<br>Content area textbooks (Science, Social Studies, & Health)<br>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.   |