



Grade 2 ELA Map/Pacing Guide 2018-2019

Topics & Standards

Q1

Journeys Unit 1: Lessons 1-5 Length: 8 Weeks

Reading: Literature

RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Key Strategies:

- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text –ask students, What are you thinking? Does that make sense?
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together.
- Point out particular vocabulary which might be difficult for them
- Model asking and answering who, what, where, when, why, and how questions.
- Guide students to use text evidence to support their thinking.
- Guide students to respond orally and in writing by answering who, what, when, where, why, and how questions in relation to literature

RL.2.2: Analyze literary text development.

- a. Determine the lesson or moral.
- b. Retell stories, including fables and folktales from diverse cultures.

Key Strategies:

- Model how to retell, beginning with the characters and sequence of events.
- Stop occasionally during reading to share think aloud orally with a partner and tell what might happen next.
- The teacher’s role should be to respond to students, to clarify concepts & vocabulary which are unclear during reading.
- Model synthesizing the main events to determine the central message, lesson or moral
- Model recounting using a graphic organizer
- Provide opportunities to orally recount stories

RL.2.3: Describe how characters in a story respond to major events and challenges.

RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot

Key Strategies

- Read Closely & Critically
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations and media.

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- Utilize digital media
- Provide opportunities for students to use text evidence to support their understanding of story element

RI.2.10 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons

Reading: Informational Text

RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Key Strategies

- Model using text evidence to support an inference or to support answers to questions.
- Provide graphic organizers where students can record questions and answers.
- Provide graphic organizers where students can record inferences and supporting text evidence.
- Meet with small groups to support asking questions and inferring.
- Model Close Reading strategies
- Model Rereading to clarify information

Reading: Information

RI.2.2: Analyze informational text development.

- a. Identify the main topic.
- b. Retell key details of a text.

Key Strategies

- Set a purpose for reading.
- Preview Text.
- Review message learned
- Note keywords and phrases
- Provide a graphic organizer where students can record the main idea and supporting details in a nonfiction text.

RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Key Strategies

- Explore a variety of graphics
- Provide opportunities for students to read nonfiction texts.
- Model how to use diagrams and images to help understand the text.

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- Practice partnered illustration studies and discussions
 - Create illustrations, charts, timelines, captions to demonstrate understanding of text
- RI.2.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing: Narrative
Topic: Text Types and Purposes
 W.2.3: Write narratives to 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.
Topic: Production and Distribution of Writing
 W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Language
Topic: Conventions of Standard English
 L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Topic: Vocabulary Acquisition and Use
 L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.
 L.2.6: 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).

Assessments (Evidence)	Language Development	Foundational Skills	Writing
At least 1 GRASP per quarter Weekly formatives on Illuminate (1-2 questions aligned to standards) RL.2.1 & RI.2.1 RL.2.2 & RI.2.2 RL.2.7 & RI.2.7 <u>DIBELS Progress Monitoring every 2 weeks:</u> data should be recorded on student	Comprehension, Vocabulary, and Writing Integrated <ul style="list-style-type: none"> ▪ Explicit Vocabulary Instruction ▪ Comprehension Strategies (through read alouds) ▪ Reading connected/decodable text ▪ Text dependent questions Lesson 1: Henry and Mudge Target Skill: Sequence of Events and Author’s Word Choice Target Strategy: Infer/Predict	Phonemic Awareness & Phonics Instruction <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phoneme ▪ Alphabet Recognition ▪ Blending to read words ▪ Advanced Phonics and Multisyllabic Words <u>Key Strategies</u> <ul style="list-style-type: none"> ▪ Model word study skills, including recognizing patterns 	Narrative Writing Lesson 1: Mini-Lessons: Sentences that Tell a True Story Lesson 2: Friendly Letter Lesson 3: Sentences that Describe Lesson 4: True Story

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	<p>booklet and progress/adjustments noted in student RIMP or academic plans</p> <p>Journey's Assessments: Weekly tests Benchmark Unit Core Assessments performance task Online assessment</p>	<p>Lesson 2: My Family Target Skill: Compare and Contrast Target Strategy: Questioning</p> <p>Lesson 3: Dogs Target Skill: Author's Purpose Target Strategy: Analyze/Evaluate</p> <p>Lesson 4: Diary of a Spider Target Skill: Cause and Effect and Figurative Language Target Strategy: Summarize</p> <p>Lesson 5: Teacher's Pet Target Skill: Story Structure and Author's Word Choice Target Strategy: Visualize</p>	<p>and base words, with the whole group, with activities such as sorts.</p> <ul style="list-style-type: none"> ▪ Guide student practice with the whole group or in small groups. Students work with partners to reinforce use of prefixes, suffixes, chunking words. ▪ Utilize: <ul style="list-style-type: none"> ○ Word Work ○ Literacy Stations ○ Print Hunts ○ Blending Segmenting ○ Miscue Analysis 	<p>Lesson 5: True Story</p>
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<p>Topic & Standard</p> <p>Q2</p> <p>Time Frame</p> <p>8 weeks</p>	<p>Unit 2: Lessons 6-10, Unit 3: Lessons 11-13</p>
	<p>Reading: Literature</p> <p>RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><u>Key Strategies:</u></p> <ul style="list-style-type: none"> ▪ Teach a student how to retell, beginning with the characters, sequence of events, and action tracking throughout the story. ▪ Post-It note read along: Students make notes throughout the reading to remind themselves of points they want to share or remember during beginning, middle & ending. ▪ Use prompts and question stems. ▪ Construct story maps whole group to show story elements <p>RL.2.6: Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.</p> <p>RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p> <p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><u>Key Strategies</u></p> <ul style="list-style-type: none"> ▪ Expose students to different versions of the same story and/or stories with the same theme. ▪ Teach a student how to compare stories, beginning with the characters and sequence of events. ▪ Use prompting and question stems ▪ Model identifying the key details and origin of a story and compare/contrast them to key details and origin in another story <p>RL.2.10 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons</p> <p>Reading: Informational Text</p> <p>RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe</p> <p>RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p>

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RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing: Narrative

W.2.3: Write narratives to 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.

W.2.4: (Begins in Grade 3)

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Language

L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.4: 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.

L.2.6: 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).

***Assessments
(Evidence)***

***Language
Development***

Foundational Skills

Writing

At least 1 GRASP per quarter

Weekly formatives on Illuminate (1-2 questions aligned to standards)

RL.2.5 & RI.2.5

RL.2.9 & RI.2.9

DIBELS Progress Monitoring every 2 weeks: data should be recorded on student booklet and progress/adjustments

Comprehension, Vocabulary, and Writing Connected to Text Integrated

- Explicit Vocabulary Instruction
- Comprehension Strategies (through read alouds)
- Reading connected/decodable text
- Text dependent questions

**Other supporting areas for learning targets (Journeys)
Lesson 6: Animals Building Homes**

Phonemic Awareness & Phonics Instruction

- Blend and Segment
- Phoneme
- Alphabet Recognition
- Blending to read words
- Advanced Phonics and Multisyllabic Words

Key Strategies

- Model word study skills, including recognizing patterns and base words, with the

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	<p>noted in student RIMP or academic plans</p> <p>Journey's Assessments: Weekly tests Benchmark Unit Core Assessments performance task Online assessment</p>	<p>Target Skill: Text and Graphic Features and Using context. Target Strategy: Questioning Lesson 7: Ugly Vegetable Target Skill: Conclusions and story structure Target Strategy: Analyze/evaluate Lesson 8: Super Storms Target Skill: Main Idea and Details and Cause and Effect. Target Strategy: Visualize Lesson 9: How Chipmunks Got His Stripes Target Skill: Word Understanding Characters and Author's Choice Target Strategy: Summarize Lesson 10: Jellies Target Skill: Fact and Opinion and Author's Purpose Target Strategy: Monitor and Clarify Lesson 11 Click, Clack Moo Cows that Type Target Skill: Conclusions and Author's Word Choice Target Strategy: Infer/predict Lesson 12: Ah, Music! Target Skill: Text and Graphics and Fact /Opinion Target Strategy: Questioning Lesson 13: Schools around the world Target Skill: Main Idea and Details and text and graphic features</p>	<p>whole group, with activities such as sorts.</p> <ul style="list-style-type: none"> ▪ Guide student practice with the whole group or in small groups. Students work with partners to reinforce use of prefixes, suffixes, chunking words. ▪ Utilize: <ul style="list-style-type: none"> ○ Word Work ○ Literacy Stations ○ Print Hunts ○ Blending Segmenting ○ Miscue Analysis 	
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		Target Strategy: Analyze and Evaluate		
<p style="text-align: center;">Topic & Standard</p> <p style="text-align: center;">Q3</p> <p style="text-align: center;">Time Frame</p> <p style="text-align: center;">8 Weeks</p>	Journeys Unit 3 Lesson 14-15; Unit 4 Lessons 16-20; Unit 5 Lessons 21-22			
<p>Reading: Literature</p> <p>RL.2.2: Analyze literary text development.</p> <p style="margin-left: 20px;">a. Determine the lesson or moral.</p> <p style="margin-left: 20px;">b. Retell stories, including fables and folktales from diverse cultures.</p> <p>RL.2.3: Describe how characters in a story respond to major events and challenges.</p> <p><u>Key Strategies</u></p> <ul style="list-style-type: none"> ▪ Stop occasionally during reading to share think aloud orally and discuss characters. ▪ Discuss character reaction to story elements. ▪ Discuss how the author builds interest as the story develops. ▪ Guide students to use text evidence to support their thinking. ▪ Guide students to respond orally and in writing by answering who, what, when, where, why, and how questions in relation to literature. <p>RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><u>Key Strategies</u></p> <ul style="list-style-type: none"> ▪ Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking. ▪ Discuss language; ask questions pertaining to the text meaning. ▪ Expose students to different genres (e.g., poetry, narrative texts, songs) ▪ Provide opportunities for students to hypothesize why words or phrases are emphasized <p>RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.10 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons</p>				

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Reading: Information

RI.2.2: Analyze informational text development.

- a. Identify the main topic.
- b. Retell key details of a text.

RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Key Strategies

- Read Closely & Critically
- Provide opportunities for students to read nonfiction texts.
- Model how to read a time-line.
- Model how to read/understand a step by step procedure.
- Students will compare and contrast past and present events

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Key Strategies

- Engage students in opportunities to explore informational texts.
- Model the use of a dictionary to understand the meaning of text vocabulary.
- Build background knowledge
- Practice discussion and debate
- Present information

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.8: Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.

RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing: Informative/Explanatory

W.2.2: Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.4: (Begins in Grade 3)

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

Language

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- L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.
- L.2.6: 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).

Speaking and Listening

Topic: Comprehension and Collaboration

- SL.2.1: Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.
 - 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).
 - 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.
- SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
- SL.2.3 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.

Topic: Presentation of Knowledge and Ideas

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 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.
- SL.2.6 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.)

Foundational Skills

Topic: Phonics and Word Recognition

- RF.2.3 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.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

Topic: Fluency

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<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			
<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
<p>At least 1 GRASP per quarter</p> <p>Weekly formatives on Illuminate (1-2 questions aligned to standards) RL.2.3 & RI.2.4 RI.2.8</p> <p><u>DIBELS Progress Monitoring every 2 weeks</u>: data should be recorded on student booklet and progress/adjustments noted in student RIMP or academic plans</p> <p>Journey's Assessments: Weekly tests Benchmark Unit Core Assessments performance task Online assessment</p>	<p>Lesson 14: Helen Keller Target Skill: Author's Purpose and Biography Target Strategy: Summarize</p> <p>Lesson 15: Officer Buckle and Gloria Target Skill: Cause and Effect and Humor Target Strategy: Monitor and Clarify</p> <p>Lesson 16: Mr. Tanon's Tie Trouble Target Skill: Story Structure and Understanding Character Target Strategy: Infer and Predict</p> <p>Lesson 17: Luke Goes to Bat Target Skill: Sequence of Events and Formal and informal language Target Strategy: Visualize</p> <p>Lesson 18: My Name if Gabriella Target Skill: Understanding Characters and Author's Word Choice Target Strategy: Analyze/Evaluate</p> <p>Lesson 19: Signmaker's Assistant Target Skill: Text and Graphic Features and Point of View. Target Strategy: Questioning</p> <p>Lesson 20: Dex the Heart of a Hero Target Skill: Compare and Contrast and Figurative Language Target Strategy: Monitor and Clarify</p>	<p>Phonemic Awareness & Phonics Instruction</p> <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phoneme ▪ Alphabet Recognition ▪ Blending to read words ▪ Advanced Phonics and Multisyllabic Words <p><u>Key Strategies</u></p> <ul style="list-style-type: none"> ▪ Model word study skills, including recognizing patterns and base words, with the whole group, with activities such as sorts. ▪ Guide student practice with the whole group or in small groups. Students work with partners to reinforce use of prefixes, suffixes, chunking words. ▪ Utilize: <ul style="list-style-type: none"> ○ Word Work ○ Literacy Stations ○ Print Hunts ○ Blending Segmenting ○ Miscue Analysis 	<p>Lesson 11: Opinion Writing Persuasive Letter</p> <p>Lesson 12: Opinion Paragraph</p> <p>Lesson 13: Opinion Writing and Persuasive Paragraph</p> <p>Lesson 14: Opinion Writing and Persuasive Essay</p> <p>Lesson 15: Opinion Writing and Persuasive Essay</p> <p>Lesson 16: Narrative Writing and Story Paragraph</p> <p>Lesson 17: Narrative Writing and Story Paragraph</p> <p>Lesson 18: Narrative Writing and Descriptive Writing.</p> <p>Lesson 19: Narrative Writing and Fictional Story</p> <p>Lesson 20: Narrative Writing and Fictional Narrative</p>

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		<p>Lesson 21: Penguin Chick Target Skill: Main Idea and Details and Cause and Effect Target Strategy: Infer/Predict</p> <p>Lesson 22: Gloria Who Might Be My Best Friend Target Skill: Understanding Characters and Figurative Language Target Strategy: Questioning</p>		
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<p><i>Topic & Standard</i></p> <p><i>Q4</i></p> <p><i>Time Frame</i></p>	<p>Journeys Unit 5: Lesson 23-25; Unit 6: Lessons 26-30</p>
	<p>Reading: Literature</p> <p>RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.6: Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.</p> <p>RL.2.8: (Not applicable to literature)</p> <p>RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons</p> <p>Reading: Information</p> <p>RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe</p> <p>RI.2.8: Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.</p> <p>RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p>

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RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing: Opinion

W.2.1: Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking

words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.4: (Begins in Grade 3)

W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

Language

L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.

L.2.6: 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).

Speaking and Listening

Topic: Comprehension and Collaboration

SL.2.1: Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.

- 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).
- 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.

SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

SL.2.3 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.

Topic: Presentation of Knowledge and Ideas

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5 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.

SL.2.6 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.)

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<p>Foundational Skills Topic: Phonics and Word Recognition RF.2.3 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. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Topic: Fluency RF.2.4 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>			
<i>Assessments (Evidence)</i>	<i>Language Development</i>	<i>Foundational Skills</i>	<i>Writing</i>
<p>At least 1 GRASP per quarter</p> <p>Weekly formatives on Illuminate (1-2 questions aligned to standards)</p> <p><u>DIBELS Progress</u> Monitoring every 2 weeks: data should be recorded on student booklet and progress/adjustments noted in student RIMP or academic plans</p> <p>Journey's Assessments: Weekly tests</p>	<p>Lesson 23: The Goat in the Rug Target Skill: Conclusion and Sequence of Events Target Strategy: Summarize</p> <p>Lesson 24: Half-Chicken Target Skill: Point of View Target Strategy: Visualizing</p> <p>Lesson 25: From Seed to Plant Target Skill: Text and graphic features and cause and effect. Target Strategy: Monitor and Clarify</p> <p>Lesson 26: Mysterious Tadpole Target Skill: Story structure and Conclusions Target Strategy: Infer and Predict</p> <p>Lesson 27: The Dog that Dug for Dinosaurs</p>	<p>Phonemic Awareness & Phonics Instruction</p> <ul style="list-style-type: none"> ▪ Blend and Segment ▪ Phoneme ▪ Alphabet Recognition ▪ Blending to read words ▪ Advanced Phonics and Multisyllabic Words <p><u>Key Strategies</u></p> <ul style="list-style-type: none"> ▪ Model word study skills, including recognizing patterns and base words, with the whole group, with activities such as sorts. ▪ Guide student practice with the whole group or in small 	<p>Lesson 21: Informative Writing Problem, Solution Paragraph</p> <p>Lesson 22: Informative Writing; Compare and contrast</p> <p>Lesson 23: Informational Writing and Informational paragraphs</p> <p>Lesson 24: Informative Writing Research Projects</p> <p>Lesson 25: Research Report Lesson 26: Opinion Writing and Response Poem</p>

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	<p>Benchmark Unit Core Assessments performance task Online assessment</p>	<p>Target Skill: Fact and Opinion and Author's Purpose Target Strategy: Questioning Lesson 28: Yeh-Shen Target Skill: Sequence of Events and Compare and contrast Target Strategy: Analyze/Evaluate Lesson 29: Two of Everything Target Skill: Understanding Characters and Point of View Target Strategy: Summarize Lesson 30: Now and Ben Target Skill: Compare and Contrast and Using Contrast Target Strategy: Visualizing</p>	<p>groups. Students work with partners to reinforce use of prefixes, suffixes, chunking words.</p> <ul style="list-style-type: none"> ▪ Utilize: <ul style="list-style-type: none"> ○ Word Work ○ Literacy Stations ○ Print Hunts ○ Blending Segmenting ○ Miscue Analysis 	<p>Lesson 27: Opinion Writing Paragraph Lesson 28: Opinion Writing Response Paragraphs Lesson 29: Response Essay Lesson 30: Opinion Writing Response Essay</p>
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