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<th>NYS Standards</th>
<th>Essential Questions</th>
<th>Skill</th>
<th>Balanced Literacy</th>
<th>Resources, Links &amp; Assessments</th>
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<tr>
<td><strong>Quarter 1</strong> Reading Standards for Literature:</td>
<td>• Develop and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.ELAL.3</td>
<td>• Why is it important to ask questions before, during, and after reading?</td>
<td>• Spelling / Phonics: - Short vowel review - Short vowel pattern cvc, vc, cvcc, cvc-e - Long vowel review - Diagraphs: ch, sh, th, tch, ABC order</td>
<td>• District Resources: - Leveled readers - Trade books - Sitton Spelling - Grade level specific paragraph template - Memoir</td>
</tr>
<tr>
<td>• In Literary texts, characters in a story respond to major events and challenges. 2.ELAL.5</td>
<td>• How can asking myself questions help me better understand what I am reading?</td>
<td>• How do readers ask questions to show they are aware of the key details in a story?</td>
<td>• Grammar: - Types of sentences - capitalization and punctuation - complete sentences - compound sentences - Nouns: common and proper adjectives</td>
<td>• Assessments: - Common Task - Extended and Constructed Response Assessments - Informal Assessments - Level 2 Core Words (Sitton Spelling)</td>
</tr>
<tr>
<td>• Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. 2.ELAL.9</td>
<td>• How do I recount (retell) stories such as fables and folktales?</td>
<td>• How do I determine the central message or lesson (moral) in stories such as fables and folktales?</td>
<td>• Writing: - Common Task 1: Write to tell a story - Writing process (prewriting, drafting, revising, editing, publishing) - Record findings from reading - Answer questions using strategies taught - Title- underline and capitalize - Author’s purpose</td>
<td>• Technology: - Abyca.com - Smartboard lessons - Brainpopjr.com - Unitedstreaming.com - Enchanted-learning.com - Scholasticnews.com - ReadingA-Z.com - Teacherspayteachers - Sheppardsoftware - Superteacherworksheets.com</td>
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<td>• Make connections between self, text, and the world around them (text, media, and social interaction). 2.ELAL.11</td>
<td>• What examples from the text describe how characters respond to challenges in the story?</td>
<td>• What details in the story describe how the beginning introduces the story?</td>
<td>• Spelling / Phonics: - Long vowel review - cvcc, cvc-e</td>
<td>• First 20 days (Foundations for Reader’s Workshop)</td>
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<tr>
<td>Reading Standards for Informational Text:</td>
<td>• Determine or clarify the meaning of unknown and multiple – meaning words or phrases, choosing flexibly from an array of strategies. 2.ELAL.26</td>
<td>• What details in the story describe how the beginning introduces the story?</td>
<td>• Strategies: Decoding Strategies - Small words for compound words - Context clues - Adjectives to describe nouns - Senses to describe</td>
<td>• Visualizations: - Common Task - Word of the Week</td>
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<tr>
<td>• Know and apply grade-level phonics and word analysis skills in decoding words. 2.ELAL.1a.b</td>
<td>• What is the overall structure of the story?</td>
<td>• What details in the story describe how the ending concludes the action?</td>
<td>• Accuracy</td>
<td>• Memoir</td>
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<td>• Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.ELAL.1c</td>
<td>• What strategies can I use to determine the meaning of words and phrases in a text?</td>
<td>• What strategies can I use to determine the meaning of words and phrases in a text?</td>
<td>• Reread to understand</td>
<td>• Comprehension Strategies</td>
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<td>• Decode regularly spelled two-syllable words. 2.ELAL.1</td>
<td>• How can I use clues from the text to determine or clarify meaning?</td>
<td>• How can I use long vowels to help me make a long sound when reading words?</td>
<td>• Retell a story - Who, what, when, where, why, how (fiction/nonfiction) - Main idea - Beginning, Middle, End of a story</td>
<td>• First 20 days (Foundations for Reader’s Workshop)</td>
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<td>• Recognize and identify root words and common suffixes and prefixes 2.ELAL.1d</td>
<td>• How can I use short vowels to help me read words?</td>
<td>• How can I use long vowels to help me make a long sound when reading words?</td>
<td>• Use words and pictures to tell about characters, setting, and plot</td>
<td>• Visualizations: - Common Task - Word of the Week</td>
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<td><strong>Quarter 1</strong> Reading Standards for Literature:</td>
<td>• Why is it important to ask questions before, during, and after reading?</td>
<td>• How can asking myself questions help me better understand what I am reading?</td>
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<td>• Visualizations: - Common Task - Word of the Week</td>
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**Quarter 1 - 10 weeks**
<table>
<thead>
<tr>
<th>Writing Standards:</th>
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</table>
| • Write narratives which recount real or imagined experiences 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 2.ELAL.14 | • (vowel teams) to decode two-syllable words.  
• How can I use long vowels (vowel teams) to help me decode two syllable words?  
• How do I use what I know about letters and sounds to help me with spelling?  
• How do I decode words that do not follow the phonics rules?  
• How do I use what I know about letters and sounds to help me recognize and read irregularly spelled words?  
• How do I decode words that do not follow the phonics rules?  
• Why is it important to establish a purpose before I read?  |
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<th>Grade 2</th>
<th>ELA Curriculum Map</th>
<th>Quarter 2 - 10 weeks</th>
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### Grade 2 Writing Standards

- **Quarter 2 Reading Standards for Literature:**
  - Make connections between self, text, and the world around them (text, media, and social interaction). 2.ELAL.11

- **Reading Standards for Informational Text:**
  - Develop and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.ELAL.3
  - Identify the main topic of a text as well as the focus of specific paragraphs within the text. 2.ELAL.4
  - In informational texts, describe the connections among ideas, concepts, or a series of events. 2.ELAL.5
  - Explain how words and phrases in a text suggest feelings and appeal to the senses. 2.ELAL.6
  - Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. 2.ELAL.8

- **Writing Standards:**
  - Write informative/explanatory texts in which they introduce, use facts and other information to develop points, use content-specific language, and provide a concluding statement opinion. 2.ELAL.13

### Essential Questions

- Can you make a connection with yourself, another text, or the world around you?
- Why is it important to ask questions before, during, and after reading?
- How can asking myself questions help me better understand what I am reading?
- How do readers ask questions to show they are aware of the key details of a story?
- How do I identify the main topic if there is more than one paragraph?
- How do I identify the main topic for a paragraph?
- How do I identify the key details that support the main topic?
- Why is it helpful for good readers to identify the main idea/main topic?
- How do I connect series of historical events as I read?
- How do I use details to describe scientific ideas or concepts?
- How do I describe the necessary steps in a technical procedure?
- What strategies can I use to determine the meaning of words and phrases in a text?
- How can I use clues from the text to determine or clarify meaning?
- How do I use text features to help me find information in a non-fiction text?
- Why is it helpful to know and understand the text features in a non-fiction text?
- What is the author’s purpose?
- Why did the author write the text?
- How can I use pictures/photographs and

### Skill

- **Spelling/Phonics:**
  - Long vowel patterns
  - R-controlled
  - Blends
  - Blends: initial and final
  - Vowel sounds: ight, igh
  - Grade level spelling patterns
  - Sitton Units 6 - 10

- **Grammar:**
  - Nouns: singular, plural, Collective nouns (group, colony)
  - Reflexive pronouns (himself)
  - Dictionary: guide words

- **Writing:**
  - Common Task 2: Write to teach
  - Paragraph format (topic, details, supporting details, closing)
  - Writing process: (prewriting, drafting, revising, editing, publishing)
  - Answer questions using strategies taught

### Balanced Literacy

- **Strategies:**
  - Decoding Strategies
    - Root words
    - Prefixes
    - Dictionaries and glossaries
    - Fluency and expression
    - Accuracy
    - Rereading for meaning

### Comprehension Strategies

- Tell how characters respond to events
- Understand science steps and ideas in nonfiction
- Point of View of Characters
- Compare and Contrast ways of telling a story
- Connections
- Questioning
- Inferencing

### Resources, Links & Assessments

- **District Resources:**
  - Leveled readers
  - Scholastic News
  - Trade books
  - Sitton Spelling
  - Grade level Specific paragraph template
  - Word of the Week

- **Assessments:**
  - Extended and Constructed Response
  - Informal Assessments
  - Level 2 Core Words (Sitton Spelling)
  - Grade level Specific paragraph template
  - Expository/Descriptive

- **Technology:**
  - Abcyta.com
  - Smartboard lessons
  - Brainpopjr.com
  - Unitedstreaming.com
  - Enchanted-learning.com
  - Scholasticnews.com
  - ReadingA-Z.com
  - Teacherspayteachers.com
  - Superteacherworksheets.com
<p>| captions to help me determine the meaning of the text? |
| How can I use diagrams to clarify information from the text? |
| Why is it important to read pictures and diagrams in a non-fiction text? |
| How did the characters respond to major events in the story? |</p>
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<td><strong>Quarter 3</strong></td>
<td><strong>Reading Standards for Literature:</strong></td>
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<td><strong>District Resources</strong></td>
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<tr>
<td><strong>Reading Standards for Literature:</strong></td>
<td>• Describe how words and phrases suggest feeling (e.g., regular beats, alliteration, rhymes, repeated lines). 2.ELA.6</td>
<td>• How do word or phrases show rhythm and meaning in a story, poem, or song?</td>
<td><strong>Decoding Strategies:</strong></td>
<td>• Scholastic Resources</td>
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<td></td>
<td>• Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. 2.ELA.8</td>
<td>• How does the author use words and phrases to supply meaning in a story, poem, or song?</td>
<td>• Difference between verbs (synonyms)</td>
<td>• Leveled readers</td>
</tr>
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<td></td>
<td>• Make connections between self and text (text and other people/world). 2.ELA.11</td>
<td>• How do I know when a different character is speaking?</td>
<td>• Fluency and expression</td>
<td>• Trade books</td>
</tr>
<tr>
<td><strong>Reading Standards for Informational Text:</strong></td>
<td></td>
<td>• How do the points of view of the characters differ?</td>
<td>• Accuracy</td>
<td>• Sitton Spelling</td>
</tr>
<tr>
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<td>• Explain how words and phrases in a text suggest feelings and appeal to the senses. 2.ELA.6</td>
<td>• Why is it important to know how the main character is thinking and feeling in the story?</td>
<td>• Reread for meaning</td>
<td>• Grade level specific paragraph template</td>
</tr>
<tr>
<td></td>
<td>• Make connections between self and text (text and other people/world). 2.ELA.11</td>
<td>• How do I use graphic organizers to compare and contrast two or more versions of the same story?</td>
<td><strong>Comprehension Strategies</strong></td>
<td>• Word of the Week</td>
</tr>
<tr>
<td></td>
<td>• By the end of 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. 2.ELA.11</td>
<td>• What strategies can I use to determine the meaning of words and phrases in a text?</td>
<td>• Understand words in nonfiction</td>
<td><strong>Assessments:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Reading Standards: Foundational Skills:</strong></td>
<td>• How can I use prior knowledge to compare the main topic of two informational texts?</td>
<td>• Text features of nonfiction</td>
<td>• Informal Assessments</td>
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<td></td>
<td>• Read with sufficient accuracy and fluency to support comprehension. 2.ELA.2</td>
<td>• How can I use prior knowledge to contrast the main topic to two informational texts?</td>
<td>• Understand what the author is teaching</td>
<td>• Extended and Constructed Response</td>
</tr>
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<td>• Read grade-level text with purpose and understanding.</td>
<td>• How can I use comprehension strategies to help me understand Science texts?</td>
<td>• Use text features (diagrams, captions, pictures, etc.)</td>
<td>• Level 2 Core Words (Sitton Spelling)</td>
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<tr>
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<td>• Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td>• What strategies should I use to help me understand technical texts?</td>
<td>• Reasons to support Main Idea</td>
<td>• Grade level specific paragraph template - Persuasive paragraph</td>
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<td></td>
<td>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary</td>
<td>• How can I use comprehension strategies to help me understand what I am reading?</td>
<td>• Compare and Contrast Main Idea of 2 texts</td>
<td><strong>Technology:</strong></td>
</tr>
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<td></td>
<td></td>
<td>• What strategies should I use to decode unfamiliar words?</td>
<td>• Identify Important Information</td>
<td>• Abcya.com</td>
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<td>• Why is it important for our reading to sound fluent?</td>
<td>• Summarizing</td>
<td>• Smartboard lessons</td>
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<td>• Why is it important to establish a purpose before I read?</td>
<td>• Synthesizing</td>
<td>• Brainpopjr.com</td>
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• **Writing Standards:** Write informative/explanatory texts in which they introduce a topic, use facts and other information to develop points, use content specific language, and provide a concluding statement or section. 2.ELAL.13

• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2.ELAL.16

• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2.ELAL.16
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| **Quarter 4**

**Reading Standards for Literature:**
- Make connections between self, text, and the world around them (text, media, and social interaction).
  2.ELAL.11

**Reading Standards for Informational Text:**
- Determine the meaning of words and phrases in a text relevant to and explain how words and phrases in a text suggest feelings and appeal to the senses. 2.ELAL.6
- Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. 2.ELAL.10
- By the end of 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.

**Reading Standards: Foundational Skills:**
- Read with sufficient accuracy and fluency to support comprehension. 2.ELAL.2
- Read grade-level text with sufficient accuracy and fluency to support comprehension.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing Standards:**
- Develop questions and participate in shared research and explorations to answer questions and to build knowledge. 2.ELAL.16
- Recall and represent relevant information from experiences or gather information from provided sources to answer a question. 2.ELAL.17

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| **Quarter 4**

**Spelling / Phonics:**
- Spelling patterns
- Spelling second grade words
- Silent consonants
- Sitton Units 16 - 20

**Grammar:**
- Quotation marks for dialogue
- Adverbs and adjectives

**Writing:**
- Common Task: Partner research project
- Interviewing to answer questions
- Writing process: (prewriting, drafting, revising, editing, publishing)
- Answer questions using strategies taught
- Record reading out loud

**Comprehension Strategies**
- Tell how events in history are connected
- Synthesizing
- Understand that words sound like music
- Poetry

**Decoding Strategies**
- Read second grade words
- Use adverbs to describe verbs
- Fluency and expression
- Accuracy
- Reread for meaning

**Strategies:**
- How do I find facts (reasons) in the text to support points the author makes?
- How can I use comprehension strategies to help me understand Science texts?
- What strategies should I use to help me understand technical texts?
- How do I know the purpose for what I am reading?
- How do I show that I understand what I am reading?
- How do the author use words and phrases to supply meaning in a story, poem, or song?

**Speaking/Listening:**
- Tell a story aloud
- Draw what you have read
- Follow rules for discussions
- Conversations
- Key ideas and details
- Ask and answer questions
- I can record what I am reading out loud

**District Resources**
- Scholastic News
- Leveled readers
- Trade books
- Sitton Spelling
- Grade level specific paragraph – Explanatory Essay
- Word of the Week

**Assessments:**
- Informal Assessments
- Extended and Constructed Response
- Level 2 Core Words (Sitton Spelling)
- Grade level specific paragraph – Explanatory Essay

**Technology:**
- Abcya.com
- Smartboard lessons
- Brainpopjr.com
- Unitedstreaming.com
- Enchanted-learning.com
- Scholasticnews.com
- ReadingA-Z.com
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