

## Second Grade ELA Curriculum Map Trimester #1

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p><b>FOUNDATIONAL SKILLS</b> (Spelling and Word Work)</p>	<p><b>CC.1.1.2.D *</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Distinguishing long and short vowels when reading regularly spelled one- syllable words.</li> <li>• Read grade level high-frequency sight words and words with inconsistent but common spelling sound correspondence.</li> <li>• Read grade appropriate irregularly spelled words.</li> </ul>	<p>Short Vowels (a, e, I, o, u)</p> <p>Long Vowels (CVCe)</p> <p>Vowel Teams</p>	<p>Included, but not limited to:</p> <p>Weekly/Cycle spelling tests</p> <p>Teacher Selected Assessments</p>	<p>Select from:</p> <p>StoryTown Spelling Lists</p> <p>Developmental Spelling</p> <p>StoryTown Oral Reading Fluency</p> <p>Reader's Theater</p> <p>StoryTown Student Anthology Stories</p> <p>Content Area Reading</p>
<p>(Fluency)</p>	<p><b>CC.1.1.2.E *</b> Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read on level text with purpose and understanding.</li> <li>• Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>Accuracy</p> <p>Pace</p> <p>Reading Rate</p> <p>Phrasing</p> <p>Intonation</p> <p>Expression</p>	<p>DIBELS Assessments</p> <p>StoryTown Oral Reading Fluency</p> <p>Teacher and Peer Feedback</p> <p>Self-Assessment</p> <p>Running Records</p>	

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<p><b>READING INFORMATIONAL TEXT (cont.)</b></p> <p><i>Key Ideas and Details</i> <i>Craft and Structure</i> <i>Integration of Knowledge and Ideas</i> <i>Vocabulary Acquisition and Use</i> <i>Range of Reading</i></p>	<p><b>CC.1.2.2.K *</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p>	<p>Main Idea and Details</p> <p>Fiction and Non-Fiction</p> <p>Reading Strategies (Make predictions, use prior knowledge)</p>	<p>Included, but not limited to:</p> <p>StoryTown comprehension and skill/strategy tests</p> <p>AR Quizzes</p> <p>Grade Level chosen Performance Task (1 per trimester)</p> <p>Grade Level Report Card Assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student Projects with Rubrics</p>	<p>Select from:</p> <p>StoryTown Theme 1 and 2, stories and Paired Selections</p> <p>Novels</p> <p>Content Area Reading</p> <p>Guided/Leveled Readers</p>
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<p><b>READING LITERATURE</b></p> <p><i>Key Ideas and Details</i>  <i>Craft and Structure</i>  <i>Integration of Knowledge and Ideas</i>  <i>Vocabulary Acquisition and Use</i>  <i>Range of Reading</i></p>	<p><b>CC.1.3.2.A *</b>                      Recount stories and determine their central message, lesson, or moral.</p> <p><b>CC.1.3.2.B *</b>                      Ask and Answer questions such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CC.1.3.2.C</b>                      Describe how characters in a story respond to major events and challenges.</p> <p><b>CC.1.3.2.F</b>                      Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p><b>CC.1.3.2.G *</b>                      Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p><b>CC.1.3.2.I *</b>                      Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p>	<p>Characters</p> <p>Plot</p> <p>Theme</p> <p>Main Idea and Details</p> <p>Fiction and Non-Fiction</p> <p>Reading Strategies                      (Make predictions, use prior knowledge)</p>	<p>Included, but not limited to:</p> <p>StoryTown comprehension and skill/strategy tests</p> <p>AR Quizzes</p> <p>Grade Level chosen Performance Task (1 per trimester)</p> <p>Grade Level Report Card Assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student Projects with Rubrics</p>	<p>Select from:</p> <p>StoryTown Theme 1 and 2, stories and Paired Selections</p> <p>Novels</p> <p>Content Area Reading</p> <p>Guided/Leveled Readers</p>

<b>READING LITERATURE</b> <b>(cont.)</b>	<b>CC.1.3.2.J *</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.			
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<p><b>WRITING</b></p>	<p><b>CC.1.4.2.M</b> Write narratives to develop real or imagined experiences or events.</p> <p><b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters.</p> <p><b>CC.1.4.2.O</b> Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</p> <p><b>CC.1.4.2.P</b> Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p><b>CC.1.4.2.Q</b> Choose words and phrases for effect.</p>	<p>Building a Writing Community</p> <p>Draw, make lists, and write sentences to generate ideas.</p> <p>Descriptive language</p> <p>Sentence punctuation and capitalization of proper nouns</p> <p>Recognize and produce statements, questions, exclamations, and commands</p> <p>Parts of a sentence</p> <p>Singular and Plural Nouns</p> <p>Proper Nouns</p> <p>Recognize and use Robust Vocabulary</p>	<p>Included, but not limited to:</p> <p>Writing Conferences</p> <p>Teacher Selected Writing samples</p> <p><i>Being a Writer</i>, Social Rubric and Fall Individual Writing Assessment</p> <p>StoryTown Grammar Tests</p> <p>StoryTown Theme Tests</p>	<p>Select from:</p> <p><i>Being A Writer</i>, Unit 1 – The Writing Community</p> <p><i>Being A Writer</i>, Unit 2 – Telling More</p> <p>StoryTown Grammar</p> <p>StoryTown Robust Vocabulary</p> <p>Vocabulary from Novel Study</p> <p>Handwriting Without Tears</p> <p>Science Journals</p>

<p><b>WRITING</b> (cont.)</p>	<p><b>CC.1.4.2.R</b> Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Use commas and apostrophes appropriately.</li> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult reference materials as needed.</li> </ul> <p><b>CC.1.4.2.T *</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>CC.1.4.2.W</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>CC.1.4.2.X</b> Write routinely over extended time frames and shorter time frames, for a range of discipline-specific tasks, purpose and audiences.</p>			
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<b>CONTENT</b>	<b>COMMON CORE STANDARDS</b>	<b>CORE GOALS/ SKILLS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
<p><b>SPEAKING AND LISTENING</b></p>	<p><b>CC.1.5.2.A *</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><b>CC.1.5.2.C *</b> 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><b>CC.1.5.2.D*</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>CC.1.5.2.E *</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>CC.1.5.2.G *</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.</p>	<p>Oral Speaking Fluency</p> <p>Listening Critically</p> <p>Respond Appropriately</p> <p>Ask and Answer Questions</p> <p>Ask Questions to Clarify Information and/or Establish the Main Idea</p>	<p>Included, but not limited to:</p> <p>Teacher Evaluations/Checklists</p> <p>Peer Feedback</p> <p>Student Projects with Rubrics</p>	<p>Select from:</p> <p>StoryTown Reader’s Theater</p> <p>Poetry</p>

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## Second Grade ELA Curriculum Map Trimester #2

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<b>FOUNDATIONAL SKILLS</b> (Spelling and Word Work)	CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• Decode two syllable words with long vowels and words with common prefixes and suffixes.</li> <li>• Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>	Vowel Teams  Compound Words  R-Controlled Vowels  Inflectional Endings	Included, but not limited to:  Weekly/Cycle Spelling Tests  Teacher Selected Assessments	Select from:  StoryTown Spelling Lists  Developmental Spelling  StoryTown Oral Reading Fluency  Reader's Theater  StoryTown Student Anthology Stories  Content Area Reading
(Fluency)	CC.1.1.2.E * Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	Punctuation  Phrasing  Intonation  Accuracy  Pace  Reading Rate	DIBELS Assessments  StoryTown Oral Reading Fluency  Teacher and Peer Feedback  Self-Assessment  Running Records	



<p><b>READING INFORMATIONAL TEXT (cont.)</b></p>	<p>CC.1.2.2.J * Acquire an use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.2.L</b> Read and comprehend literary non-fiction and informational text on grade-level, reading independently and proficiently.</p>	<p>Main Idea and Details</p> <p>Author's Purpose</p> <p>Nonfiction Text</p> <p>Compare and Contrast</p> <p>Reading Strategies (Make predictions, use prior knowledge, ask questions, monitor comprehension)</p>	<p>Included, but not limited to:</p> <p>StoryTown comprehension and skill/strategy tests</p> <p>AR Quizzes</p> <p>Grade Level chosen Performance Task (1 per trimester)</p> <p>Grade Level Report Card Assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student Projects with Rubrics</p>	<p>Select from:</p> <p>StoryTown Theme 3 and 4, stories and Paired Selections</p> <p>Novels</p> <p>Content Area Reading</p> <p>Guided/Leveled Readers</p>
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<p><b>READING LITERATURE</b></p> <p><i>Key Ideas and Details</i>  <i>Craft and Structure</i>  <i>Integration of Knowledge and Ideas</i>  <i>Vocabulary Acquisition and Use</i>  <i>Range of Reading</i></p>	<p>CC.1.3.2.A                      Recount stories and determine their central message, lesson, or moral.</p> <p>CC.1.3.2.B *                      Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.E *                      Describe overall structure of a story, including describing how the beginning introduces the story and ending concludes the action.</p> <p>CC.1.3.2.G *                      Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.I *                      Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.K *                      Read and comprehend literature on grade level, reading independently and proficiently.</p>	<p>Plot</p> <p>Author’s Purpose</p> <p>Theme</p> <p>Fiction and Nonfiction</p> <p>Setting</p> <p>Reading Strategies                      (Make predictions, use prior knowledge, ask questions, monitor comprehension)</p>	<p>Included, but not limited to:</p> <p>StoryTown comprehension and skill/strategy tests</p> <p>AR Quizzes</p> <p>Grade Level chosen                      Performance Task (1 per trimester)</p> <p>Grade Level Report Card Assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student Projects with Rubrics</p>	<p>Select from:</p> <p>StoryTown Theme 3 and 4, stories and Paired Selections</p> <p>Novels</p> <p>Content Area Reading</p> <p>Guided/Leveled Readers</p>

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<b>CONTENT</b>	<b>COMMON CORE STANDARDS</b>	<b>CORE GOALS/ SKILLS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
<b>WRITING</b>	<p><b>CC.1.4.3.A</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CC.1.4.3.B</b> Identify and introduce the topic.</p> <p><b>CC.1.4.2.C</b> Develop the topic with facts and/or definitions.</p> <p><b>CC.1.4.2.D</b> Group information and provide a concluding statement or section.</p> <p><b>CC.1.4.2.E</b> Choose words for effect.</p> <p><b>CC.1.4.2.F</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Use commas and apostrophes appropriately.</li> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult reference material as needed.</li> </ul>	<p>Recognize and produce statements, questions, exclamations, and commands</p> <p>Use robust vocabulary</p> <p>Abbreviations</p> <p>Possessive Nouns (singular and plural)</p> <p>Pronouns</p> <p>Adjectives</p> <p>Number Words</p> <p>Words that Compare</p>	<p>Included, but not limited to:</p> <p>Writing Conferences</p> <p>Teacher Selected Writing Samples</p> <p><i>Being a Writer</i>, Social Rubric and Winter Individual Writing Assessment</p> <p>StoryTown Grammar Tests</p> <p>StoryTown Theme Tests</p> <p>Teacher Selected Assessments</p>	<p>Select from:</p> <p><i>Being A Writer</i>, Unit 3 – Fiction</p> <p><i>Being A Writer</i>, Unit 4 – Nonfiction</p> <p>Informative Writing materials</p> <p>StoryTown Grammar</p> <p>StoryTown Robust Vocabulary</p> <p>Vocabulary from Novel Study</p> <p>Handwriting Without Tears</p> <p>Science Journals</p>

<p><b>WRITING</b> <b>(cont.)</b></p>	<p>CC.1.4.2.T * With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.U * With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p><b>CC.1.4.2.V</b> Participate in individual or shared research and writing projects.</p> <p>CC.1.4.2.W * Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X * Write routinely over extended time frames and shorter time frames fro a range of discipline-specific tasks, purposes and audiences.</p>			
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## Second Grade ELA Curriculum Map Trimester #2

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<b>SPEAKING AND LISTENING</b>	<p>CC.1.5.2.A * Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C * 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>CC.1.5.2.D * Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p> <p>CC.1.5.2.E * Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification.</p> <p><b>CC.1.5.2.F</b> Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Oral Speaking Fluency</p> <p>Listening Critically</p> <p>Respond Appropriately</p> <p>Ask and Answer Questions</p> <p>Ask Questions to Clarify Information and/or Establish the Main Idea</p>	<p>Included, but not limited to:</p> <p>Teacher Evaluations/Checklists</p> <p>Peer Feedback</p> <p>Student Projects with Rubrics</p>	<p>Select from:</p> <p>StoryTown Reader's Theater</p> <p>Poetry</p> <p>Content Area Reports and other presentations</p>

<b>SPEAKING AND LISTENING</b> <b>(cont.)</b>	<b>CC.1.5.2.G *</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.			
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## Second Grade ELA Curriculum Map Trimester #3

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p><b>FOUNDATIONAL SKILLS</b> (Spelling and Word Work)</p>	<p><b>CC.1.1.2.D</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• Decode two-syllable words with long vowels and words with common prefixes and suffixes.</li> <li>• Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondence.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>	<p>Vowel Diphthongs</p> <p>Vowel Variants</p> <p>R-Controlled Vowels</p> <p>Inflectional Endings (-es, -er, -est)</p> <p>Contractions</p> <p>Prefixes (mis-, re-, un-, dis-, over-, pre-)</p> <p>Suffixes (-tion, -ful,-less, -ly, -ness)</p>	<p>Included, but not limited to:</p> <p>Weekly/Cycle Spelling Tests</p> <p>Teacher Selected Assessments</p>	<p>Select from:</p> <p>StoryTown Spelling Lists</p> <p>Developmental Spelling</p> <p>StoryTown Oral Reading Fluency</p> <p>Reader’s Theater</p> <p>StoryTown Student Anthology Stories</p> <p>Content Area Reading</p>
<p>(Fluency)</p>	<p><b>CC.1.1.2.E *</b> Read with accuracy ad fluency to support comprehension:</p> <ul style="list-style-type: none"> <li>• Read on-;eve; text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate and expression on successive readings.</li> </ul>	<p>Punctuation</p> <p>Phrasing</p> <p>Intonation</p> <p>Accuracy</p> <p>Expression</p>	<p>DIBELS Assessment</p> <p>StoryTown Oral Reading Fluency</p> <p>Teacher and Peer Feedback</p> <p>Self Assessment</p> <p>Running Records</p>	

(Fluency, cont.)	<ul style="list-style-type: none"> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>			
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<b>READING INFORMATIONAL SKILLS (cont.)</b>	<b>CC.1.2.2. L</b> Read and comprehend literary non-fiction and informational text on grade level reading and independently and proficiently.	Use graphic aids  Cause and Effect  Make Inferences  Fiction and Nonfiction  Reading Strategies (Make predictions, use prior knowledge, ask questions, monitor comprehension, reread)	Included, but not limited to:  StoryTown comprehension and skill/strategy tests  AR Quizzes  Grade Level chosen Performance Task (1 per trimester)  Grade Level Report Card Assessments  Other assessments as determined by the grade level team.  Student Projects with Rubrics	Select from:  StoryTown Theme 5 and 6, stories and Paired Selections  Novels  Content Area Reading  Guided/Leveled Readers
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<b>READING LITERATURE</b> <b>(cont.)</b>	<b>CC.1.3.2.J</b> Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.			
	<b>CC.1.3.2.K</b> Read and comprehend literature on grade level, reading independently and proficiently.			

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<p><b>WRITING</b></p>	<p><b>CC.1.4.2.G</b> Write opinion pieces on familiar topics or texts.</p> <p><b>CC.1.4.2.H</b> Identify the topic and state an opinion.</p> <p><b>CC.1.4.2.I</b> Support the opinion with reasons that include details connected to the opinion.</p> <p><b>CC.1.4.2.J</b> Create an organizational structure that includes reasons and includes a concluding statement.</p> <p><b>CC.1.4.2.K</b> Use a variety of words and phrases to appeal to the audience.</p> <p><b>CC.1.4.2.L</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.2.T * With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Maintain the Writing Community</p> <p>Writing fluency</p> <p>Verbs (present and past tense)</p> <p>Subject-Verb Agreement</p> <p>Forms of Be</p> <p>Recognize and produce statements, questions, exclamations, and commands</p> <p>Use robust vocabulary</p>	<p>Included, but not limited to:</p> <p>Writing Conferences</p> <p>Teacher Selected Writing Samples</p> <p><i>Being a Writer</i>, Social Rubric and Spring Individual Writing Assessment</p> <p>StoryTown Grammar Tests</p> <p>StoryTown Theme Tests</p> <p>Teacher Selected Assessments</p>	<p>Select from:</p> <p><i>Being A Writer</i>, Unit 5 – Letter Writing</p> <p><i>Being A Writer</i>, Unit 6 – Poetry and Writing</p> <p><i>Being A Writer</i> - Opinion Writing unit</p> <p><i>Being A Writer</i>, Unit 7 – Revisiting the Writing Community (if time permits)</p> <p>StoryTown Grammar</p> <p>StoryTown Robust Vocabulary</p> <p>Vocabulary from Novel Study</p> <p>Handwriting Without Tears</p> <p>Science Journals</p>

<p><b>WRITING</b> <b>(cont.)</b></p> <p><b>WRITING</b></p>	<p>CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.2.V Participate in individual or shared research and writing projects.</p> <p>CC.1.4.2.W * Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X * Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>			
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## Second Grade ELA Curriculum Map Trimester #3

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p><b>SPEAKING AND LISTENING</b></p>	<p>CC.1.5.2.A * Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.2.B Recount or describe key ideas or details from text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C * Ask and answer questions about what a speaker say in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>CC.1.5.2.D * Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.1.5.2.E * Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification.</p>	<p>Oral Speaking Fluency</p> <p>Listening Critically</p> <p>Respond Appropriately</p> <p>Ask and Answer Questions</p> <p>Ask Questions to Clarify Information and/or Establish the Main Idea</p>	<p>Included, but not limited to:</p> <p>Teacher Evaluations/Checklists</p> <p>Peer Feedback</p> <p>Student Projects with Rubrics</p>	<p>Select from:</p> <p>StoryTown Reader’s Theater</p> <p>Poetry</p> <p>Content Area Reports and other presentations</p>

<b>SPEAKING AND LISTENING (cont.)</b>	<b>CC.1.5.2.F</b> Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.  <b>CC.1.5.2.G *</b> Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	Oral Speaking Fluency  Listening Critically  Respond Appropriately  Ask and Answer Questions  Ask Questions to Clarify Information and/or Establish the Main Idea	Included, but not limited to:  Teacher Evaluations/Checklists  Peer Feedback  Student Projects with Rubrics	Select from:  StoryTown Reader’s Theater  Poetry  Content Area Reports and other presentations
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**Standards in BOLD type indicate the first time the standard appears in a trimester.**

Standards with an \* indicate that the standard appears in another trimester.