

English Language Arts Master Map Grade 2

<u>Competencies</u>	<u>Content (CCSS)</u>	<u>Skills</u>	<u>Assessment (Label Formative, Summative, Performance) (DOK)</u>
<p>Reading Literature</p> <p>1. <u>Reading Literature Competency:</u></p> <p>Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.</p>	<p>Anchor Standards for Reading/Literacy</p> <ul style="list-style-type: none"> -Key ideas and details -Craft and structure -Integration of knowledge and ideas 	<p>Key Ideas and Details:</p> <p>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>Describe how characters in a story respond to major events and challenges.</p> <p>Craft and Structure:</p> <p>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>End of Reading activity questions (Formative and Summative Assessments) Ex: <u>Henry and Mudge and Starry Night</u> (Dok 1-2)</p> <p>Students will read and discuss various fables Ex: <u>Anansi goes Fishing and A Froggy Fable</u> (DOK 1-2) Formative Assessment</p> <p><u>How the Camel Got His Hump</u> by Rudyard Kipling</p> <p>Identify the characters of the story. Examine the Camel and his actions in the story. Character Web Performance Task (DOK 3)</p> <p>“Do Spiders Stick To Their Own Webs”? Rhyming poetry. Examine how rhyming words supply meaning to this poem. Formative Assessment (DOK 2-3)</p> <p>“Words Like Freedom” Langston Hughes Examine the use of repetition in the poem. Explore the theme of the</p>

		<p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>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>Integration of Knowledge and Ideas: 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>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with</p>	<p>poem. Performance Task (DOK 3-4)</p> <p><u>Bremen Town Musicians</u> Drama: Story structure, finding the overall structure of a story. Formative Assessment (DOK 1-2)</p> <p>This Play can also be used for compare/contrast of different versions by different authors. Formative Assessment (DOK 2-3) T-chart, Venn Diagram, etc...</p> <p>“Autumn” by Emily Dickinson “Weather” by Eve Merriam</p> <p><u>Horace and Morris but Mostly Dolores</u></p> <p><u>A Birthday Basket for Tia</u></p> <p>Formative and Summative Assessments Ex: Weekly, Unit, End -of-Year, NWEA.</p> <p><u>Bridges Are To Cross</u></p>
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<p>2. Reading Informational Texts Competency:</p> <p>Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts—including texts for science, social studies, and technical subjects. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><u>Key Ideas and Details:</u> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><u>Craft and Structure:</u> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>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>Identify the main purpose of a text, including what the author wants to</p>	<p>scaffolding as needed at the high end of the range.</p> <p><u>Key Ideas and Details:</u> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><u>Craft and Structure:</u> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>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>(Philemon Sturges and Giles Laroche) Answer questions to demonstrate understanding of key details. Formative Assessment (DOK 1-2).</p> <p>Read a How-To Book, Write an Explanatory Piece on How to Do something. Summative Assessment (DOK 3-4)</p> <p>Discern Author Purpose (DOK 1-2)</p> <p><u>Life Cycle of a Pumpkin</u> Know and use various text features. Formative Assessment (DOK 1-2).</p> <p>Scholastic News: using that text to locate information and understand text features. Formative Assessment (DOK 1-2).</p>
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<p>3. Foundational Skills</p>	<p>answer, explain, or describe.</p> <p><u>Integration of Knowledge and Ideas:</u> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Describe how reasons support specific points the author makes in a text.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p><u>Range of Reading and Level of Text Complexity:</u></p> <p>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.</p>	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><u>Integration of Knowledge and Ideas:</u> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Describe how reasons support specific points the author makes in a text. Compare and contrast the most important points presented by two texts on the same topic.</p> <p><u>Range of Reading and Level of Text Complexity:</u></p> <p>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.</p> <p>Phonics and Word Recognition:</p> <p>Know and apply grade-level phonics and word analysis skills in decoding</p>	<p>Informational Texts:</p> <p><u>Abraham Lincoln Red, White, and Blue: The Story of the American Flag</u> <u>The Very First Americans:</u> Cara Ashrose.</p> <p>D.O.L. Daily Oral Language Formative Assessment. (DOK 1-2)</p> <p>Spelling Tests- Weekly or End of Unit. Summative Assessment. (DOK 1-2)</p> <p>End-of-Book Tests. Summative Assessment.</p>
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		<p>words.</p> <p>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Know spelling-sound correspondences for additional common vowel teams.</p> <p>Decode regularly spelled two-syllable words with long vowels.</p> <p>Decode words with common prefixes and suffixes.</p> <p>Identify words with inconsistent but common spelling-sound correspondences.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency:</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word</p>	<p>(DOK 1-2)</p> <p>Writing Journals. Formative and Summative Assessment. (DOK 2-3).</p>
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		recognition and understanding, rereading as necessary.	
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Grade 2
English/Language Arts

<u>Competencies</u>	<u>Content (CCSS)</u>	<u>Skills</u>	<u>Assessment (Label Formative, Summative, Performance) (DOK)</u>
Writing		Performance Indicators	
<p><u>1. Writing Arguments Competency (Opinion Grade 2)</u></p> <p><u>2. Explanatory (Expository) Writing Competency:</u></p> <p>Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences.</p>	<p>Anchor Standards for Writing/Literacy</p> <ul style="list-style-type: none"> • Text Types and Purposes• Production and Distribution • Research to Build and Present Knowledge 	<p>Text Types and Purposes:</p> <p>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, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>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>Favorite Food Opinion Writing: Writing an opinion statement, 3 supporting sentences using linking words, and a concluding statement. Summative Assessment (DOK 2-3)</p> <p>Animal Report: Writing a report with a topic sentence, 5-6 fact statements and providing a concluding statement. Summative Assessment or Performance Task (DOK 2-3)</p> <p>Space Acrostic Poem. Formative Assessment. (DOK 1-2)</p>

<p>3.Narrative Writing Competency: Students will demonstrate the ability to effectively apply narrative strategies for variety of purposes and audiences.</p> <p>4.Research Competency: Students will engage in research/inquiry to investigate topics and to analyze, integrate, and present</p>		<p>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>Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a and writing projects</p>	<p>Baseline and End of Year Writing Assessment Formative and Summative Assessment. (DOK 2-3)</p> <p>Trip to Favorite Place: Write about a trip and include details describing actions, thoughts, and feelings. Performance Task or Summative Assessment (DOK 2-3).</p> <p>Science Labs (Example: shadows, nutrition, plants) Read about a topic, write 5 notes, and write a report from the notes. Discuss and record observations. Performance Task (DOK 2-3)</p>
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<p>information.</p> <p><u>5.Speaking and Listening Competency:</u></p> <p>Students will demonstrate the ability to speak purposefully and effectively-strategically making decisions about content, language use, and discourse style.</p>	<p>Anchor Standards for Speaking & Listening</p> <ul style="list-style-type: none"> • Presentation of Knowledge and Ideas 	<p>(e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>Recall information from experiences or gather information from provided sources to answer a question. single topic to produce a report; record science observations).</p> <p>Comprehension and Collaboration:</p> <p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>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).</p> <p>Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>Recount or describe</p>	<p>Science Labs (see above) Answer questions from a video watched or article read. Formative Assessment (DOK 1-2)</p> <p>Collaboration: Book Buddies with 7th graders. (Reading aloud together and discussing the book)</p> <p>Class Discussion or Small Group Discussion about books/videos/ articles.</p>
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		<p>key ideas or details from a text read aloud or information presented. orally or through other media.</p> <p>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>Presentation of Knowledge and Ideas:</p> <p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>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.</p> <p>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 here for specific expectations.)</p>	<p>Reading Street Series: Workbook Formative Assessment. (DOK 1-2)</p>
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Conventions of Standard English:

<p><u>1-6 All ELA and Reading Competencies</u></p>	<p>Anchor Standards for Language</p> <ul style="list-style-type: none"> • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use collective nouns (e.g., <i>group</i>).</p> <p>Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize holidays, product names, and geographic names.</p>	<p>End of Unit and End of Book Tests Summative Assessment. (DOK 1-2)</p> <p>D.O.L. - Daily Oral Language Formative Assessment. (DOK 1-2)</p> <p>Everyday Writing Activities: on-going skills. Formative and Summative Assessments (DOK 1-2)</p>
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		<p>Vocabulary Acquisition and Use:</p> <p>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.</p>	

		<p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>,</p>	
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<p><u>6. Technology Competency:</u></p> <p>Students will demonstrate the ability to use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.</p>		<p><i>slender, skinny, scrawny).</i></p> <p>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., <i>When other kids are happy that makes me happy</i>)</p> <p>Production and Distribution of Writing:</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above)</p>	<p>Dance Mat: Typing/Keyboarding Practice</p> <p>Typing/Publishing final drafts of writing assignments: Chrome Books, Laptops, Computers.</p> <p>Using the Internet to research, basic CRAAP test (website reliability).</p> <p>Apple I-Pad Apps: Story Creator</p>
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