

## 2nd Grade ELA Curriculum Map

	Standard	Trimester 1	Trimester 2	Trimester 3
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.		
	RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
	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.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		
	RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
	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.		
	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.
	RL.2.10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
	Reading: Informational	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.	
RI.2.2		Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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.2.5		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.2.6		Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
RI.2.7		Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		
RI.2.8		Describe how reasons support specific points the author makes in a text.		
RI.2.9		Compare and contrast the most important points presented by two texts on the same topic.		
RI.2.10		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: Foundational Skills	RI.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
	RI.2.4	Read with sufficient accuracy and fluency to support comprehension.		

Writing	W.2.1		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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
	W.2.3	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.	
	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.
	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.	
Speaking and Listening	SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
	SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
	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.	
	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 here for specific expectations.)	
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.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
	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.2.5	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).	
<b>Social Emotional Learning</b>			
<b>Goal</b>	<b>Learning Standard</b>	<b>Suggested Performance Descriptors</b>	
	A. Identify and manage one's emotions and behavior.	1A.1a. Recognize and accurately label emotions and how they are linked to behavior. 1A.1b. Demonstrate control of impulsive behavior.	

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.	B. Recognize personal qualities and external supports.	1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges. 1B.1b. Identify family, peer, school, and community strengths.
	C. Demonstrate skills related to achieving personal and academic goals.	1C.1a. Describe why school is important in helping students achieve personal goals.
		1C.1b. Identify goals for academic success and classroom behavior.
	Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships	A: Recognize the feelings and perspectives of others.
B: Recognize individual and group similarities and differences.		2B.1a. Describe the ways that people are similar and different. 2B.1b. Describe positive qualities in others.
C: Use communication and social skills to interact effectively with others.		2C.1a. Identify ways to work and play well with others. 2C.1b. Demonstrate appropriate social and classroom behavior.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.		2D.1a. Identify problems and conflicts commonly experienced by peers. 2D.1b. Identify approaches to resolving conflicts constructively.
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	A: Consider ethical, safety, and societal factors in making decisions.	3A.1a. Explain why unprovoked acts that hurt others are wrong. 3A.1b. Identify social norms and safety considerations that guide behavior.
	B: Apply decision making skills to deal responsibly with daily academic and social situations.	3B.1a. Identify a range of decisions that students make at school. 3B.1b. Make positive choices when interacting with classmates.
	C. Contribute to the well-being of one's school and community. 1st trimester	3C.1a. Identify and perform roles that contribute to one's classroom. 3C.1b. Identify and perform roles that contribute to one's family.

**ISTE Standards**

<b>Empowered Learner</b>	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	<b>Computational Thinker</b>	Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
<b>Digital Citizenship</b>	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	<b>Creative Communicator</b>	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
<b>Knowledge Constructor</b>	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	<b>Global Collaborator</b>	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
<b>Innovative Designer</b>	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.		