

CSD Literacy Curriculum Maps-Grade 2		*Priority Skills=Bold & Italics	
Trimester 1		Trimester 2	
LITERARY		INFORMATIONAL: Non-Literary	
READING	<p>NEW LEARNING</p> <ul style="list-style-type: none"> • Retell w/Central Message/Moral-(including fables and folktales from diverse cultures)-RL 2.2 • Characters-respond to events/challenges-RL2.3 • Language-Words/phrases supply rhythm and meaning (alliteration, rhymes, repeated lines) in story, poem, song-RL2.4 • Literary Structure of a story-RL2.5 • Point of View/Voice of characters-dialogue-RL 2.6 • Compare & Contrast Two or more versions same story-different authors or different cultures-RL2.9 	<p>NEW LEARNING</p> <ul style="list-style-type: none"> • Main Topic of multi-paragraph text and focus of paragraphs w/l text-RI2.2 • Connection btw series of events, ideas, concepts or steps in a technical text-RI2.3 • Text Features to locate information-RI2.5 • Author's reasons to support points-RI2.8 • Compare and Contrast most important points in 2 texts on same topic-RI2.9 	<p>NEW LEARNING</p> <ul style="list-style-type: none"> • Main Topic of multi-paragraph text and focus of paragraphs w/l text-RI2.2 • Text Features to locate information • Author's Purpose-main purpose of text including what author wants to explain, answer or describe-RI2.6 • Author's reasons to support points-RI2.8 • Compare and Contrast most important points in 2 texts on same topic-RI2.9
	<p>On-Going Learning-Reading</p> <ul style="list-style-type: none"> • Ask and answer questions (who, what, where, when, why, how) to demonstrate understanding of key details in text-RL2.1, RI2.1 • Determine the meaning of words and phrases in text relevant to grade two subject area or topic-RI2.4 • Use illustrations and images to further understanding-RL2.7, RI2.7 • Use grade level phonics and word analysis skills in decoding-RFS2.3 • Determine/clarify the meaning of unknown/multiple-meaning words and phrases based on <i>grade2 reading and content</i>, choosing from strategies-L2.4 • Read with sufficient accuracy and fluency to support comprehension-RFS2.4 • Read-comprehends literature & informational texts in grade 2-3 text complexity (with scaffolding as needed in the upper band)-RL2.10, RI2.10 		
Narrative		Informative	
Writing	<p>NEW LEARNING</p> <p>Narrative-W2.3</p> <ul style="list-style-type: none"> • Center focus • Sequence of events • Details to describe feelings, thoughts, actions • Temporal words • Closure 	<p>NEW LEARNING</p> <p>Informative-W2.2</p> <ul style="list-style-type: none"> • Introduce book/topic • State opinion • Reasons that support opinion • Concluding statement or section 	<p>NEW LEARNING</p> <p>Opinion-W2.1</p> <ul style="list-style-type: none"> • Introduce Topic • Use facts and definitions to develop points • Concluding statement or section
	<p>On-Going Learning-Writing</p> <ul style="list-style-type: none"> • With guidance-support from adults, focus on a topic and strengthen writing as needed by revising and editing-w2.5 • With guidance-support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers-w2.6 • Recall information from experiences or gather information from provided sources to answer a question-w2.8 • Conduct shared research (e.g., read several books on same topic to produce a report)-w2.7 		

SPEAKING/LISTENING	<p>NEW LEARNING</p> <ul style="list-style-type: none"> Participate in <i>collaborative conversations</i> with diverse partners (peers and adults) in small and large groups (Rules for discussion, build on other’s talk by responding, ask for clarification)-SL2.1 Students recount or describe key ideas or details from a text read aloud or information presented orally or through other media-SL2.2 	<p>NEW LEARNING</p> <p>Students <i>ask and answer questions</i> about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue-SL2.3</p>	<p>NEW LEARNING</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-SL2.5</p>
	<p>On-Going Learning-Speaking Listening</p> <ul style="list-style-type: none"> <i>Students tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</i>-SL2.4 Produce complete sentences when appropriate to task and situation to provide requested detail or clarification-SL2.6 		
LANGUAGE	<p>NEW LEARNING</p> <p>Conventions of English grammar in writing and speaking-L2.1</p> <ul style="list-style-type: none"> Collective nouns (e.g., group) Frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice) <p>Conventions of English capitalization, punctuation, spelling when writing-L2.2</p> <ul style="list-style-type: none"> Capitalize holidays, product names and geographic names 	<p>NEW LEARNING</p> <p>Conventions of English grammar in writing and speaking-L2.1</p> <ul style="list-style-type: none"> Reflexive pronouns (e.g., myself) Past tense of irregular verbs (e.g., sat, hid, told) <p>Conventions of English capitalization, punctuation, spelling when writing-L2.2</p> <ul style="list-style-type: none"> Commas-greetings, closing of letters Apostrophe-contractions and frequently occurring possessives 	<p>NEW LEARNING</p> <p>Conventions of English grammar in writing and speaking-L2.1</p> <ul style="list-style-type: none"> Adjectives and adverbs-choose between them depending on what is modified Simple and compound sentences <p>Conventions of English capitalization, punctuation, spelling when writing-L 2.2</p>
	<p>On-Going Learning-Language:</p> <ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading and listening-compare formal and informal uses of English-L2.3 Demonstrate understanding-word relationships & nuances in word meanings-shades of meaning (e.g., toss, throw, hurl)-L2.5 Generalize learned spelling patterns when writing words (e.g., cage-badge)-L2.2 Consult reference materials as needed to check spelling (dictionaries)-L2.2 Use words and phrases acquired through conversations and reading, including adjectives and adverbs to describe (e.g. When other kids are happy that makes me happy)-L2.6 		