Grade 2 ELA Curriculum Map

For the 2020-2021 school year, please review the learning recovery guidance documents in order to plan for initial instruction that may be impacted by the remote learning period. The documents can be found here.

Semester 1

Unit & Timeline	Unit 1 1st 6 weeks		Unit 2 2nd 6 weeks		Unit 3 3rd 6 weeks	
Genre	Literary		Informational		Literary	
Big Idea	Reading Longer and Becoming A Stronger Reader (Reading Growth Spurts, Book 1)		Non-Fiction Experts (Becoming Experts: Reading Nonfiction, Book 2)		Reading and Analyzing Characters (If…Then…: Studying Characters In Their Story)	
Reading Literary & Informational Standards	Prioritized: ▪ RL2 [3.0_1, 3.0_2] ▪ RL3 [3.0_1]	Supporting: ▪ RL4 ▪ RL5 ▪ RL7	Prioritized: ▪ RI2 [3.0_1, 3.0_2] ▪ RI3 [3.0_1, 3.0_2] ▪ RI6 [3.0_1] ▪ RI8 [3.0_1] ▪ RI9 [3.0_1]	Supporting: ▪ RI4 ▪ RI5	Prioritized: ▪ RL2 [3.0_2] ▪ RL3 [3.0_1] ▪ RL6 [3.0_1, 3.0_2]	Supporting: ▪ RL7
	RL1, RI1, RL10, & RI10 will be integrated throughout all units.					
Reading Foundational Standards	Prioritized: ▪ RF3 ▪ RF4	Supporting:	Prioritized: ▪ RF3 ▪ RF4	Supporting:	Prioritized: ▪ RF3 ▪ RF4	Supporting:
Writing Standards	Text Type: Narrative		Text Type: Informational		Text Type: Opinion	
	Prioritized: ▪ W3	Supporting: ▪ W8	Prioritized: ▪ W2	Supporting: ▪ W7	Prioritized: ▪ W1	Supporting: ▪ W5
Language Standards	Prioritized:	Supporting: ▪ L1 ▪ L2 ▪ L4 ▪ L6	Prioritized:	Supporting: ▪ L1 ▪ L2 ▪ L4 ▪ L5	Prioritized:	Supporting: ▪ L1 ▪ L2 ▪ L5 ▪ L6
Speaking & Listening Standards	Prioritized: ▪ SL1	Supporting: ▪ SL2 ▪ SL4	Prioritized: ▪ SL1	Supporting: ▪ SL2 ▪ SL6	Prioritized: ▪ SL1	Supporting: ▪ SL6

Unit & Timeline	Unit 4 4th 6 weeks		Unit 5 5th 6 weeks		Unit 6 6th 6 weeks	
Genre	Literary		Informational		Literary	
Big Idea	Reading for Understanding (Bigger Books Means Amping Up Reading Power, Book 3)		Non-Fiction Book Clubs (If…Then…: Reading Nonfiction Cover to Cover: Nonfiction Book Clubs)		Discovering a World of Books (Series Book Club, Book 4)	
Reading Literary & Informational Standards	Prioritized: ▪ RL2 [3.0_1, 3.0_2] ▪ RL3 [3.0_1] ▪ RL6 [3.0_1, 3.0_2]	Supporting: ▪ RL4 ▪ RL5	Prioritized: ▪ RI2 [3.0_1, 3.0_2] ▪ RI3 [3.0_2, 3.0_3] ▪ RI6 [3.0_1] ▪ RI8 [3.0_1] ▪ RI9 [3.0_1]	Supporting: ▪ RI4 ▪ RI7	Prioritized: ▪ RL2 [3.0_1, 3.0_2] ▪ RL3 [3.0_1] ▪ RL6 [3.0_1, 3.0_2]	Supporting: ▪ RL9
	RL1, RI1, RL10, & RI10 will be integrated throughout all units.					
Reading Foundational Standards	Prioritized: ▪ RF3 ▪ RF4	Supporting:	Prioritized: ▪ RF3 ▪ RF4	Supporting:	Prioritized: ▪ RF3 ▪ RF4	Supporting:
Writing Standards	Text Type: Narrative		Text Type: Informational		Text Type: Opinion	
	Prioritized: ▪ W3	Supporting: ▪ W5 ▪ W6	Prioritized: ▪ W2	Supporting: ▪ W6 ▪ W7 ▪ W8	Prioritized: ▪ W1	Supporting: ▪ W5 ▪ W6 ▪ W8
Language Standards	Prioritized:	Supporting: ▪ L1 ▪ L2 ▪ L4 ▪ L5	Prioritized:	Supporting: ▪ L1 ▪ L2 ▪ L4	Prioritized:	Supporting: ▪ L1 ▪ L2 ▪ L3
Speaking & Listening Standards	Prioritized:	Supporting: ▪ SL3 ▪ SL4 ▪ SL5	Prioritized: ▪ SL1	Supporting: ▪ SL3 ▪ SL6	Prioritized: ▪ SL1	Supporting: ▪ SL6

For the 2020-2021 school year, please review the learning recovery guidance documents in order to plan for initial instruction that may be impacted by the remote learning period. The documents can be found here.

Grade 2 ELA Curriculum Map

Unit	Date	Concept	Pattern	
1	Aug. 10, 2020	blends	blends ['l', 'r', 's']	▪ 'l' and 'r' blends are found in the beginning or middle of a word
	Aug.17, 2020	blends	blends ['l', 'r', 's']	▪ 's' blends are found in the beginning, middle, and end of a word
	Aug. 24, 2020	long vowels	silent 'e'	▪ When a single vowel is immediately followed by a single consonant and then an 'e', the 'e' 'jumps over' the single consonant and makes the single vowel say its' name.
	Aug. 31, 2020	long vowels	silent 'e'	
	Sept. 7, 2020	suffixes	-s, -ing, -ed [3 sounds]	▪ Suffixes that are called inflectional endings ▪ indicate the tense of a verb. ▪ 'ed' has 3 sounds: /d/, /t/, /ed/ depending on the preceding letters
	Sept. 14, 2020	syllables	open and closed syllables	▪ Open syllable: a syllable ending in a single vowel; the vowel is a long vowel sound [says its name] ▪ Closed syllable: a syllable which has a single vowel immediately followed by a consonant or consonant sound, which is the end of the syllable; the vowel sound is short
2	Sept. 21, 2020	digraphs	ch, sh, th, wh, ck, tch, dge	▪ 'ch' 'sh', 'th' are found at the beginning AND end of a word or syllable ▪ 'wh' is found at the beginning of a word or syllable ▪ 'ck' is found after a short vowel sound at the end of a syllable or word ▪ 'dge' is found at the end of a word which has a short vowel sound immediately followed by the /j/ sound ▪ 'tch' is found at the end of a word which has a short vowel sound immediately followed by the /ch/ sound
	Sept. 28, 2020	'r' controlled vowels	er, ir, ur	▪ Most common is 'er' as in fern. ▪ Second most common is 'ir' as in shirt. ▪ Rarest is 'ur' as in burn.
	Oct. 5, 2020	'r' controlled vowels	ar, or	▪ When a vowel is followed by an 'r', the 'r' overpowers the vowel and changes the sound. ▪ ark, shark, tar ▪ organ, force, for
	Oct. 12, 2020	'r' controlled vowels	ore, oar	▪ shore ▪ soar
	Oct. 19, 2020	syllables	VC/CV, VC/V, V/CV	▪ There is a formal process for dividing words into syllables. ▪ VC/CV pattern: nap/kin ▪ VC/V pattern: lim/it ▪ V/CV pattern: be/low
	Oct. 26, 2020	long vowels	ai, ay	▪ Both are long vowel /a/ sounds ▪ 'ai' is usually found in the beginning or middle of a word [plain, ail] ▪ 'ay' is usually found at the end of the word [play]
3	Nov. 2, 2020	long vowels	ea, ee	▪ Both are long vowel /e/ sounds ▪ There is no 'rule' that determines when to use which pattern. Both can be in the beginning, middle, or end of words.
	Nov. 9, 2020	long vowels	oa, ow, oe ie, igh	▪ 'oa' as in boat ▪ 'ow' is commonly found at the end of words [snow] ▪ 'oe' is in hoe ▪ 'ie' as in pie ▪ 'igh' as in light
	Nov. 16, 2020	long vowels	y	▪ When 'y' is at the end of a 1 syllable word, it makes the long 'i' sound as in fly. ▪ When 'y' is at the end of a multisyllable word, it makes the long 'e' sound as in happy.
	Nov. 30, 2020	long vowels	ew, ue, ui	▪ 'ue' and 'ui' may be digraphs or diphthongs ▪ All make the long /u/ sound as in flew, blue, and juice.
	Dec. 7, 2020	suffixes	-er, -est	▪ Suffixes that are called comparative endings
	Dec. 14, 2020			
4	Jan. 4, 2021	'r' controlled vowels	are, air	▪ square ▪ chair
	Jan. 11, 2021	'r' controlled vowels	ire, ier	▪ tire ▪ pliers
	Jan. 18, 2021	'r' controlled vowels	ear, eer	▪ fear ▪ cheer

For the 2020-2021 school year, please review the learning recovery guidance documents in order to plan for initial instruction that may be impacted by the remote learning period. The documents can be found here.

	Jan. 25, 2021	'r' controlled vowels	ure	▪ cure
	Feb. 1, 2021	syllables	consonant LE	▪ a consonant followed by 'le' is its own syllable ▪ ble, cle, dle, fle, gle, kle, ple, tle, zle ▪ bumble
	Feb. 8, 2021	diphthongs	ou, ow	▪ shout ▪ flower
5	Feb. 15, 2021	diphthongs	oo	▪ book ▪ moon
	Feb. 22, 2021	diphthongs	ue, ew, ui	▪ blue ▪ grew ▪ juice
	March 1, 2021	diphthongs	au, aw, augh, al	▪ August ▪ awful ▪ taught ▪ although
	March 8, 2021	consonants	kn, wr, gn, mb	▪ The 'k' is silent as in knight. ▪ The 'w' is silent as in wrist. ▪ The 'g' is silent as in gnat. ▪ The 'b' is silent as in comb.
	March 15, 2021	digraphs	ph, gh	▪ Both make the 'f' sound as in phone and laugh.
	March 22, 2021	prefixes	re	▪ to do again ▪ positive connotation
6	March 29, 2021	prefixes	pre, mid	▪ pre = before ▪ mid = middle ▪ position
	April 12, 2021	prefixes	un, dis, mis, non	▪ not ▪ negative connotation
	April 19, 2021	prefixes	micro	▪ extremely small ▪ amount
	April 26, 2021	suffixes	ly	▪ how something is ▪ changes the word to an adjective or adverb
	May 3, 2021	suffixes	less, ful, ish	▪ a quantity ▪ changes the word to an adjective
	May 10, 2021	suffixes	er, or	▪ a person or object ▪ changes the word to a noun
	May 17, 2021	suffixes	ion, tion, ture, ness	▪ act, process, or condition ▪ changes the word to a noun
	May 24, 2021			

Terminology	Definition	Example
VOWELS		
vowel teams	▪ 2 vowels together, only 1 sound is heard ▪ Do not say that 'the first one does the talking and the second one does the walking because there are multiple ways the team may sound.	
	▪ Students need to be taught that when they see 2 vowels together, something happens. They need to then determine the sound based on what they know about the phonics patterns. At times, context will be important	read – read lead - lead
	▪ The sound heard may be a long vowel sound [ai] based on the first vowel.	s<u>ai</u>l
	▪ The sound heard may be a long vowel sound [ai] based on the second vowel.	st<u>ea</u>k

	▪ The sound heard may be a short vowel sound based on the first vowel.	br**ea**d
diphthongs	▪ 2 vowels that form 1 new sound ▪ this sound begins with the mouth in one shape and ends in a different shape ▪ sometimes called 'noisy vowels'	oy = b**oy**
'r' controlled vowels'	▪ vowels that are followed by an 'r' which alters the vowel sound	er = sound in her
CONSONANTS		
blends	▪ 2 or more consonants that blend together, but all sounds are heard	gl = **gl**ow
digraphs	▪ 2 consonants that form 1 new sound	tch = ma**tch**
trigraphs	▪ 3 consonants that form 1 new sound	tch = ma**tch**
MORPHOLOGY		
prefixes	▪ added to the beginning of a word ▪ changes the meaning in one of four ways: positive, negative, size or amount, location	
Suffixes	▪ added to the end of a word ▪ changes the part of speech to a noun, verb, adjective, adverb	