# 2019-2020 ELA Curriculum Map, Grade 2, Q1

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<th>Reading Focus: Literature</th>
<th>Writing Focus: Narrative</th>
<th>Unifying Concept: Everyone Has a Story to Tell</th>
<th>Quarter 1</th>
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<tr>
<td><strong>Enduring Understandings</strong></td>
<td>Essential Questions</td>
<td><strong>Standards</strong></td>
<td>Supporting Standards²</td>
</tr>
<tr>
<td>We become aware of and develop an understanding and appreciation for self and people from diverse cultures.</td>
<td>• What is a friend and friendship?</td>
<td>2.RL.1 Ask and answer such questions as who, what, where, when why and how to demonstrate understanding of key details in a text.</td>
<td>2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</td>
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<td>• What makes a friend?</td>
<td>2.RL.3 Describe how characters in a story respond to major events and challenges.</td>
<td>2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</td>
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<td>• What characteristics are important in a friend?</td>
<td>2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
<td>2.W.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).</td>
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<td>• What things can we do to begin and sustain friendships?</td>
<td>2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</td>
<td>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</td>
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<td><strong>Highly-Leveraged Standards¹</strong></td>
<td>2.W.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.</td>
<td><strong>Constant Standards³</strong></td>
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<tr>
<td>2.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.</td>
<td>2.RL.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and apply all six syllable types to decode appropriate grade-level text. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent, but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 2.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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2.W.4 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).

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

2.WF.1 Demonstrate and apply handwriting skills.
   a. Write legibly in manuscript using correct letter formation.
   b. Transcribe ideas in manuscript with automaticity and proper spacing.

2.WF.2 Demonstrate and apply sound-letter concepts.
   a. Write the most common graphemes (letters or letter groups) for each phoneme. For example:
      1. consonants: /s/=s, ss, ce, ci, cy
      2. vowels: /o/=o, o_e, oa, ow (long o)
         /a/=a, a_e, ai, ay, eigh (long a)

2.WF.3 Know and apply phonics and word analysis skills when encoding words.
   a. Spell on-level, regular, single-syllable words that include:
      1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).
      2. Complex consonant blends (e.g., scr, str, squ).
      3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).
      4. Vowel-r combinations (e.g., turn, star, third, four, for).
      5. Contractions (e.g., we’ll, I’m, they’ve, don’t)
      6. Homophones (e.g., bear, bare; past, passed)
      7. Plurals and possessives (e.g., its, it’s).
   b. With prompting and support, spell two- and three-syllable words that:
      1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).
      2. Include familiar compound words (e.g., houseboat, yellowtail).
      3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).
   c. With prompting and support, spell words with suffixes that require:
      1. Consonant doubling (e.g., running, slipped).
      2. Dropping silent e (e.g., smiled, paving).
      3. Changing y to i (e.g., cried, babies).
   d. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:
      1. Irregular words (e.g., against, many, enough, does).
      2. Pattern-based words (e.g., which, kind, have).

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
   a. 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).
   b. Build on others’ talk in conversations by linking their comments to the remarks of others.
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
### 2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.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.

2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.SL.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.

2.SL.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 for specific expectations.)

### 2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- **a.** Use collective nouns (e.g., group).
- **b.** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, and fish).
- **c.** Use reflexive pronouns (e.g., myself, ourselves).
- **d.** Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g., sat, hit, and told).
- **e.** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- **f.** Use interjections (e.g., Yes! That is mine; Yes, that is mine!)
- **g.** Produce, expand, and rearrange complete simple, compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
- **h.** Identify and use declarative, interrogative, imperative, and exclamatory sentences.
- **i.** With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.

### 2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- **a.** Capitalize holidays, product names, and geographic names.
- **b.** Use commas in greeting and closings of letters.
- **c.** Use an apostrophe to form contractions and frequently occurring possessives.
- **d.** Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- **e.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **a.** Compare formal and informal uses of English.
- **b.** Use knowledge of the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.
- **c.** Use sentence-level context as a clue to the meaning of a word or phrase.
- **d.** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

### 2.L.4 Demonstrate understanding of word relationships and nuances in word meanings.

- **a.** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
b. Identify synonyms and antonyms to distinguish shades of meaning of closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
2.L.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).

<table>
<thead>
<tr>
<th>Social Justice Standards</th>
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<tbody>
<tr>
<td><strong>Identity:</strong></td>
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<tr>
<td>• Students will know and like who they are and can talk about their family and themselves and name some of their group identities. (ID. K-2.1)</td>
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<tr>
<td>• Students will talk about interesting and healthy ways that some people who share their group identities live their lives. (ID. K-2.2)</td>
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<tr>
<td>• Students will know that all of their group identities are part of them—but that they are always ALL themselves. (ID. K-2.3)</td>
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<td><strong>Diversity:</strong></td>
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<td>• Students will like being around people who are like them and different from them, and they can be friendly to everyone. (DI.K-2.6)</td>
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<td>• Students will know everyone has feelings, and want to get along with people who are similar to and different from them. (DI.K-2.9)</td>
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<td><strong>Justice:</strong></td>
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<tr>
<td>• Students will know their friends have many identities, but they are always still just themselves. (JU. K-2.11)</td>
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<td><strong>Action:</strong></td>
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<tr>
<td>• Students will care about those who are treated unfairly. (AC. K-2.16)</td>
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**Teaching Tolerance Website**
http://www.tolerance.org/

**Adopted Texts and Materials**

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<th>Textbook: Harcourt Trophies</th>
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<td><strong>Recommended Extended Texts:</strong></td>
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<tr>
<td>A Bad Case of Stripes, David Shannon</td>
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<tr>
<td>Chameleons Are Cool, Martin Jenkins</td>
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<tr>
<td>How Chipmunk Got Its Stripes, Joseph Bruchac</td>
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<tr>
<td>It Could Always Be Worse, Margot Zemach</td>
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<td>Mixed-Up Chameleon, The, Eric Carle</td>
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<tr>
<td>One Green Apple, Eve Bunting</td>
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<tr>
<td>Very Bad Day, Judith Viorst</td>
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<td>Wilson Sat Alone, Debra Hess</td>
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<tr>
<td>Only a Toad, told by Cher Thao, TE p. 14H</td>
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<tr>
<td>OTIS, Janie Bynum, TE p. 95E</td>
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<tr>
<td>Stand Tall, Molly Lou Melon, Patty Lovell</td>
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| **Recommended Short Texts:** |
| A Lot of Kids, Jeff Moss, TE p. 124P |
| Chester’s Way, Kevin Henkes, TE p. 124H |
| Cricket in Time Square, The, George Selden |
| Freckle Juice, Judy Blume |
| Fun Animal Facts: Chameleons, Author Unknown, TE p. 48 |
| Hundred Dresses, The, Eleanor Estes |
| New Girl, The, Charlotte Zolotow, TE p. 124P |

| **Multicultural Adoptions:** |
| Angel Child, Dragon Child, Michele Maria Surat |
| Crow Boy, Taro Yashima |
| Each Kindness, Jacqueline Woodson |
| Hundred Dresses, The, Eleanor Estes |
| Junkyard Wonders, Patricia Polacco |
| Something Beautiful, Sharon Dennis Wyeth |
| Those Shoes, Maribeth Boelts |
### 2019-2020 ELA Curriculum Map, Grade 2, Q1

### Scholastic Leveled Bookroom:

<table>
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<tr>
<th>Level</th>
<th>Title</th>
<th>Author/Creator</th>
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<tbody>
<tr>
<td>Level I:</td>
<td>Leo the Late Bloomer, Robert Kaus</td>
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| Level J: | Big Smelly Bear, Britta Techenrup  
Kenny and the Little Kickers, Claudio Marcello |
| Level K: | Earl the Squirrel, Don Freeman  
Ruby the Copycat, Peggy Rathmann  
Wrong-Way Rabbit, The, Teddy Slater |
| Level L: | We are Alike, We are Different, Janice Behrens  
Lamb Who Came for Dinner, The, Steven Smallman |

### Reading and Writing Opportunities

#### Research Component
Students will brainstorm questions before and after hearing or reading The Mixed-Up Chameleon as a group. Students will write an opinion piece on which animal part would be the best one for the chameleon to keep and why.

#### Narrative Component
After reading or hearing selections from the unit’s complex text, students will describe how a character’s unique traits helped them solve a problem.

### Instructional and Assessment Guides
- TUSD SPARKS
- SPARK Strategies
- DOK Levels
- DOK Stems
- Hess’s Matrix

### Additional Instructional Resources
- A Bad Case of Stripes by David Shannon, Read By Sean Astin Video
- Angel Child, Dragon Child by Michele Maria Surat Read Aloud Video by Jacqueline Woodson Read Aloud Video
- Stand Tall Molly Lou Melon by Patty Lovell Read Aloud Video
- The Mixed-Up Chameleon by Eric Carle Animated Read Aloud Video
### Quarter 2

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<th>Reading Focus: Informational Writing Focus: Informative/Explanatory</th>
<th>Unifying Concept: How the World Works</th>
<th>Essential Questions</th>
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<tr>
<td><strong>Enduring Understandings</strong></td>
<td><strong>Highly-Leveraged Standards</strong></td>
<td><strong>What cycles and stages do living things experience as they grow?</strong></td>
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<tr>
<td>Life experiences and changes influence how we grow, work, and play.</td>
<td><strong>2.RI.1</strong> Ask and answer such questions as <em>who, what, where, when, why,</em> and <em>how</em> to demonstrate understanding of key details in a text.</td>
<td><strong>How do challenges and changes impact growth over time?</strong></td>
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<td><strong>2.RI.2</strong> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</td>
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<td><strong>2.RI.6</strong> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
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<td><strong>2.W.2</strong> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
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<td><strong>2.RI.4</strong> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
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<td><strong>2.RI.7</strong> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
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<td><strong>2.RI.9</strong> Compare and contrast the most important points presented by two texts on the same topic.</td>
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<td><strong>2.W.7</strong> 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).</td>
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<td><strong>2.W.8</strong> Recall information from experiences or gather information from provided sources to answer a question.</td>
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<td><strong>Standards</strong></td>
<td><strong>Supporting Standards</strong></td>
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<td><strong>Constant Standards</strong></td>
<td><strong>2.RI.10</strong> By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.</td>
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<td><strong>2.RF.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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<td>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</td>
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<td>b. Know spelling-sound correspondences for additional common vowel teams.</td>
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<td>c. Identify and apply all six syllable types to decode appropriate grade-level text.</td>
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<td>d. Decode words with common prefixes and suffixes.</td>
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<td>e. Identify words with inconsistent, but common spelling-sound correspondences.</td>
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<td>f. Recognize and read grade-appropriate irregularly spelled words.</td>
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<td><strong>2.RF.4</strong> Read with sufficient accuracy and fluency to support comprehension.</td>
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<td><strong>2.W.4</strong> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</td>
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<td><strong>2.W.5</strong> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</td>
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<td><strong>2.W.6</strong> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
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<td><strong>2.WF.1</strong> Demonstrate and apply handwriting skills.</td>
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2019-2020 ELA Curriculum Map, Grade 2, Q2

a. Write legibly in manuscript using correct letter formation.
b. Transcribe ideas in manuscript with automaticity and proper spacing.

2.WF.2 Demonstrate and apply sound-letter concepts.

a. Write the most common graphemes (letters or letter groups) for each phoneme. For example:
   1. consonants: /s/=s, ss, ce, ci, cy
   2. vowels: /o/=o, o_e, oa, ow (long o)
      /a/=a, a_e, ai, ay, eigh (long a)

2.WF.3 Know and apply phonics and word analysis skills when encoding words.

a. Spell on-level, regular, single-syllable words that include:
   1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).
   2. Complex consonant blends (e.g., scr, str, squ).
   3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).
   4. Vowel-r combinations (e.g., turn, star, third, four, for).
   5. Contractions (e.g., we’ll, I’m, they’ve, don’t)
   6. Homophones (e.g., bear, bare; past, passed)
   7. Plurals and possessives (e.g., its, it’s).

b. With prompting and support, spell two- and three-syllable words that:
   1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).
   2. Include familiar compound words (e.g., houseboat, yellowtail).
   3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).

c. With prompting and support, spell words with suffixes that require:
   1. Consonant doubling (e.g., running, slipped).
   2. Dropping silent e (e.g., smiled, paving).
   3. Changing y to i (e.g., cried, babies).

d. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:
   1. Irregular words (e.g., against, many, enough, does).
   2. Pattern-based words (e.g., which, kind, have).

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. 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).

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.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.

2.SL.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 for specific expectations.)

2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Use collective nouns (e.g., group).
   b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, and fish).
   c. Use reflexive pronouns (e.g., myself, ourselves).
   d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g., sat, hit, and told).
   e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
   f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)
   g. Produce, expand, and rearrange complete simple, compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
   h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.
   i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.

2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize holidays, product names, and geographic names.
   b. Use commas in greeting and closings of letters.
   c. Use an apostrophe to form contractions and frequently occurring possessives.
   d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
   e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

2.L.3 Use knowledge of language and it conventions when writing, speaking, reading, or listening.
   a. Compare formal and informal uses of English.

2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.
   a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g.; happy/unhappy, tell/retell).
   b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
   c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
   d. Use sentence-level context as a clue to the meaning of a word or phrase.
   e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.
   a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
   b. Identify synonyms and antonyms to distinguish shades of meaning of closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

2.L.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).
### Social Justice Standards

**Diversity:**
- Students will like being around people who are like them and different from them, and they can be friendly to everyone. (DI.K-2.6)
- Students will describe some ways that they are similar to and different from people who share their identities and those who have other identities. (DI.K-2.7)
- Students will want to know about other people and how their lives and experiences are the same and different. (DI.K-2.8)

**Action:**
- Students will care about those who are treated unfairly. (AC. K-2.16)
- Students will speak up or do something if people are being unfair, even if their friends do not. (AC. K-2.19)

**Teaching Tolerance Website**
http://www.tolerance.org/

### Adopted Texts and Materials

**Textbook:** Harcourt Trophies

**Recommended Extended Texts:**
- *Big Tree, The*, Bruce Hiscock
- *Bugs*, Penelope York
- *From Seed to Plant*, Gail Gibbons
- *Hey Little Ant*, Phillip M. Hoose
- *Milkweed Bugs*, Donna Schaffer
- *Secret Life Of Trees, The*, Barbara Shook Hazen
- *Tiny Seed, The*, Eric Carle
- *Watermelon Day*, Kathi Appelt

**Multicultural Adoptions:**
- *Isabel’s House of Butterflies*, Tony Johnston
- *Lotus Seed, The*, Sherry Garland
- *Tree Lady, The*, Joseph Hopkins
- *And Tango Makes Three*, Justin Richardson
- *Elena’s Serenade*, Campbell Greeslin
- *Ruby’s Wish*, Shirin Yim Bridges
- *William’s Doll*, Charlotte Zolotow

**Recommended Short Texts:**
- *Be a Friend to Trees*, Patricia Lauber
- *City Green*, DyAnne DiSalvo, TE p.338H
- *Dancing Teepees: Stories of American Indian Youth*, Virginia Driving and Hawk Sneve
- *Giving Tree, The*, Shel Silverstein
- *Incredible Insects*, John Townsend
- *Insects Grow and Change*, Elaine Pascoe
- *Life Cycle of a Honey Bee, The*, Bobbie Kalman
- *Maytime Magic*, Mabel Watts, TE p. 312P
- *Pumpkin Circle: The Story of a Garden*, George Levenson, TE p. 312H
- *Children of the Earth and Sky: Five Stories about Native American Children*, Stephen Krensky
- *It’s Science: Growing Up*, Sally Hewitt
- *Trees*, Harry Behn, TE p. 338P
- *What is a Life Cycle?* Bobbie Kalman

**Scholastic Leveled Bookroom:**

<table>
<thead>
<tr>
<th>Level I:</th>
<th>Level J:</th>
<th>Level K:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Beetle</em>, Edana Eckart</td>
<td><em>Earthworm’s Life, An</em>, John Himmelman</td>
<td><em>512 Ants on Sullivan Street, The</em>, Carol A Losi</td>
</tr>
<tr>
<td><em>Butterflies</em>, Emily Neye</td>
<td><em>Insects</em>, Carolyn Maclulich</td>
<td><em>Dandelion’s Life, A</em>, John Himmelman</td>
</tr>
<tr>
<td></td>
<td><em>Inside An Ant Colony</em>, Allen Fowler</td>
<td><em>Dandelions, Stars in the Grass</em>, Mia Posada</td>
</tr>
<tr>
<td>Research Component</td>
<td>Narrative Component</td>
<td></td>
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<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
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<tr>
<td>Students will develop research skills as a group using literature from selected</td>
<td>Students will write a narrative on the topic of imagining they have become an</td>
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<tr>
<td>readings of complex text. The class will research the many jobs characters/</td>
<td>insect, and write about the changes they would go through. They are to include</td>
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<tr>
<td>individuals perform, describe the challenges they face performing the job, and</td>
<td>challenges they experience as an insect.</td>
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<tr>
<td>explain how that job is beneficial. Students will write an informational/explanatory</td>
<td>OR</td>
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<tr>
<td>piece where they will describe the character/individual’s job and how the job not</td>
<td>Students will write a narrative about a time they saw an insect or found an insect,</td>
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<tr>
<td>only helps others, but also provides opportunities to learn and grow.</td>
<td>and provide details about this experience.</td>
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<tr>
<td>OR</td>
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<tr>
<td>Students will develop research skills as a group and will select an insect from</td>
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<td>those studied. They will write an informative/explanatory piece where they will</td>
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<tr>
<td>describe the insect’s structure and explain how their structures serve different</td>
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<tr>
<td>functions (e.g., locomotion, sensory, defense).</td>
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</tbody>
</table>

### Instructional and Assessment Guides

- **TUSD SPARKS**
- **SPARK Strategies**
- **DOK Levels**
- **DOK Stems**
- **Hess’s Matrix**

### Additional Instructional Resources

**Electronic Resources and Alternative Media:**

- **Poems:**
  - *Rainbow Tree* by Connie Marcum Wong
  - *Trees* by Joyce Kilmer
  - *Words with Music Video*
  - *The Butterfly Life Cycle Song Video* by Brook Hassmann

**Websites:**

- *Introduction to Compare and Contrast Video* by Carrie Carter
- *The Honey Files - A Bee's Life Video*, National Honey Board
- *Honey Bee Life Cycle, Science Videos*
- *Anatomy of a Hive*, PBS.org Nova Online
- *Tree Magic, The Annual Cycle, Treewich*
- *Acorn to Oak* (filmed over an 8 month period time-lapse), Neil Bromhal
- *Praying Mantis Life Cycle Video*, Ilse Knatz Ortabasi
- *Ladybug Life Cycle Video*, Ramona Medina-Gallegos
### 2019-2020 ELA Curriculum Map, Grade 2, Q3

#### Reading Focus: Literature

#### Writing Focus: Informative/Explanatory

#### Unifying Concept: Building Communities

<table>
<thead>
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<th>Quarter 3</th>
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#### Enduring Understandings

A classroom/school is a community with a shared purpose in promoting the learning of all its members.

#### Essential Questions

- What is a community?
- What makes our classroom/school a community?
- How can an individual be inclusive in a classroom/school community?
- How can we make our classroom/school a safe, supportive, and welcoming space?

#### Standards

<table>
<thead>
<tr>
<th>Highly-Leveraged Standards¹</th>
<th>Supporting Standards²</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
<td>2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</td>
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<tr>
<td>2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
<td>2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</td>
</tr>
<tr>
<td>2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</td>
<td>2.W.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).</td>
</tr>
<tr>
<td>2.W.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.</td>
<td>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</td>
</tr>
</tbody>
</table>

#### Constant Standards³

| 2.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2. |
| 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. |
| a. Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| b. Know spelling-sound correspondences for additional common vowel teams. |
| c. Identify and apply all six syllable types to decode appropriate grade-level text. |
| d. Decode words with common prefixes and suffixes. |
| e. Identify words with inconsistent, but common spelling-sound correspondences. |
| f. Recognize and read grade-appropriate irregularly spelled words. |
| 2.RF.4 Read with sufficient accuracy and fluency to support comprehension. |
| a. Read on-level text with purpose and understanding. |
| b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |
| 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

2.WF.1 Demonstrate and apply handwriting skills.
   a. Write legibly in manuscript using correct letter formation.
   b. Transcribe ideas in manuscript with automaticity and proper spacing.

2.WF.2 Demonstrate and apply sound-letter concepts.
   a. Write the most common graphemes (letters or letter groups) for each phoneme. For example:
      1. consonants: /s/=s, ss, ce, ci, cy
      2. vowels: /o/=o. o_e, oa, ow (long o)
      /a/=a, a_e, ai, ay, eigh (long a)

2.WF.3 Know and apply phonics and word analysis skills when encoding words.
   a. Spell on-level, regular, single-syllable words that include:
      1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).
      2. Complex consonant blends (e.g., scr, str, squ).
      3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).
      4. Vowel-r combinations (e.g., turn, star, third, four, for).
      5. Contractions (e.g., we'll, I'm, they've, don't)
      6. Homophones (e.g., bear, bare; past, passed)
      7. Plurals and possessives (e.g., its, it's).
   b. With prompting and support, spell two- and three-syllable words that:
      1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).
      2. Include familiar compound words (e.g., houseboat, yellowtail).
      3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).
   c. With prompting and support, spell words with suffixes that require:
      1. Consonant doubling (e.g., running, slipped).
      2. Dropping silent e (e.g., smiled, paving).
      3. Changing y to I (e.g., cried, babies).
   d. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:
      1. Irregular words (e.g., against, many, enough, does).
      2. Pattern-based words (e.g., which, kind, have).

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
   a. 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).
   b. Build on others’ talk in conversations by linking their comments to the remarks of others.
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.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.
### 2.SL.4
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### 2.SL.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.

### 2.SL.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 for specific expectations.)

#### 2.L.1
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, and fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g., sat, hit, and told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Use interjections (e.g., Yes! That is mine; Yes, that is mine!)
- Produce, expand, and rearrange complete simple, compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
- Identify and use declarative, interrogative, imperative, and exclamatory sentences.
- With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.

#### 2.L.2
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greeting and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### 2.L.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Compare formal and informal uses of English.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

#### 2.L.4
Demonstrate understanding of word relationships and nuances in word meanings.

- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Identify synonyms and antonyms to distinguish shades of meaning of closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 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).
Social Justice Standards

Identity:
• The students will know and like who they are and will talk about their family and themselves and name some of their group identities. (ID. K-2.1)
• The students will talk about interesting and healthy ways that some people who share their group identities live their lives. (ID. K-2.2)
• Students will feel good about themselves without being mean or making other people feel bad. (ID. K-2.4)
• Students will see that the way they and their family do things is both the same as and different from how other people do things, and they are interested in both. (ID. K-2.5)

Diversity:
• Students will like being around people who are like them and different from them, and they will be friendly to everyone. (DI.K-2.6)
• Students will describe some ways that they are similar to and different from people who share their identities and those who have other identities. (DI.K-2.7)
• Students will want to know about other people and how their lives and experiences are the same and different. (DI.K-2.8)

Justice:
• Students will know their friends have many identities, but they are always still just themselves. (JU. K-2.11)
• Students will know when people are treated unfairly. (JU. K-2.12)
• Students will know about people who helped stop unfairness and worked to make life better for many people. (JU. K-2.15)

Action:
• Students will care about those who are treated unfairly. (AC. K-2.16)
• Students will do something when they see unfairness—this includes telling an adult. (AC. K-2.17)

Teaching Tolerance Website
http://www.tolerance.org/

Adopted Texts and Materials

Textbook: Harcourt Trophies
Recommended Extended Texts:
Dancing with the Indians, Angela Shelf Medearis
Everybody Loves You, Mr. Hatch, Eileen Spinelli
Goodbye Curtis, Kevin Henkes
I Know a Lady, Charlotte Zolotow
It Takes a Village, Jane Cowne-Fletcher
Johnny Appleseed, Pleasant DeSpain
Johnny Appleseed, retold Steven Kellogg
Quiltmaker's Gift, The, Jeff Brumbeau
Ribbon Rescue, Robert Munsch
Uncle Willie and the Soup Kitchen, Dyanne Disalvo-Ryan

Recommended Short Texts:
Aunt Chip and the Great Triple Creek Dam Affair, Patricia Polacco
Cactus Soup, Eric Kimmel
Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote, Tanya Lee
Stone Helpers in My Community (series), Bobbie Kalman
Johnny Appleseed, Josh Weinstein, TE p.284P
Paperboy, The, Dav Pilkey, TE p.176H
Postman, The, Author Unknown, TE p.176P
Tops & Bottoms, Janet Stevens, TE p.284H
Wanda’s Roses, Pat Brisson
Yard Sale, The, Gare Thompson

Multicultural Adoptions:
A Chair For My Mother, Vera B. Williams
### Reading and Writing Opportunities

#### Research Component
Using selected readings of complex text, students will research ways community members help and contribute to their community. Students will write an informative/explanatory paper that describes how an individual’s actions affects their community.

#### Narrative Component
After reading the unit selections, students will write a narrative about a time they helped someone in their community. Students will describe how they helped that person and how it made them feel.

**OR**
People in your community work together to help each other. Write about what you would like to do to help your community now or in the future.

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### Instructional and Assessment Guides

- **TUSD SPARKS**
- **SPARK Strategies**
- **DOK Levels**
- **DOK Stems**
- **Hess’s Matrix**

### Additional Instructional Resources

**Electronic Resources and Alternative Media:**
- [A Chair For My Mother by Vera B. Williams video](#)
- [Nail Soup](#)
- [Stone Soup video](#)
**Reading Focus:** Informational  
**Writing Focus:** Opinion

### Unifying Concept: Journeys and Explorations

#### Enduring Understandings

| Journeys lead us to explore experiences and new insights into self, people, and the world. |

#### Essential Questions

- What is a journey?
- What journeys do we take in making a friend?
- How do journeys and explorations help to sustain friendship?

#### Standards

<table>
<thead>
<tr>
<th>Highly-Leveraged Standards</th>
<th>Supporting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
<td>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
</tr>
<tr>
<td>2.RI.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.</td>
<td>2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
</tr>
<tr>
<td>2.RI.8 Describe how reasons support specific points the author makes in a text.</td>
<td>2.RI.9 Compare and contrast the most important points the author makes in a text.</td>
</tr>
<tr>
<td>2.W.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.</td>
<td>2.W.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).</td>
</tr>
</tbody>
</table>

#### Constant Standards

| 2.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2. |
| 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. |
| a. Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| b. Know spelling-sound correspondences for additional common vowel teams. |
| c. Identify and apply all six syllable types to decode appropriate grade-level text. |
| d. Decode words with common prefixes and suffixes. |
| e. Identify words with inconsistent, but common spelling-sound correspondences. |
| f. Recognize and read grade-appropriate irregularly spelled words. |
| 2.RF.4 Read with sufficient accuracy and fluency to support comprehension. |
| a. Read on-level text with purpose and understanding. |
| b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |
| 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| 2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
2.WF.1 Demonstrate and apply handwriting skills.
   a. Write legibly in manuscript using correct letter formation.
   b. Transcribe ideas in manuscript with automaticity and proper spacing.

2.WF.2 Demonstrate and apply sound-letter concepts.
   a. Write the most common graphemes (letters or letter groups) for each phoneme. For example:
      1. consonants: /s/=s, ss, ce, ci, cy
      2. vowels: /o/=o, o_e, oa, ow (long o)
         /a/=a, a_e, ai, ay, eigh (long a)

2.WF.3 Know and apply phonics and word analysis skills when encoding words.
   a. Spell on-level, regular, single-syllable words that include:
      1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).
      2. Complex consonant blends (e.g., scr, str, squ).
      3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).
      4. Vowel-r combinations (e.g., turn, star, third, four, for).
      5. Contractions (e.g., we’ll, I’m, they’ve, don’t)
      6. Homophones (e.g., bear, bare; past, passed)
      7. Plurals and possessives (e.g., its, it’s).
   b. With prompting and support, spell two- and three-syllable words that:
      1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).
      2. Include familiar compound words (e.g., houseboat, yellowtail).
      3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).
   c. With prompting and support, spell words with suffixes that require:
      1. Consonant doubling (e.g., running, slipped).
      2. Dropping silent e (e.g., smiled, paving).
      3. Changing y to i (e.g., cried, babies).
   d. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:
      1. Irregular words (e.g., against, many, enough, does).
      2. Pattern-based words (e.g., which, kind, have).

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
   a. 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).
   b. Build on others’ talk in conversations by linking their comments to the remarks of others.
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.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.

2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.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.

2.SL.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 for specific expectations.)

2.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use collective nouns (e.g., group).

b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, and fish).

c. Use reflexive pronouns (e.g., myself, ourselves).

d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g., sat, hit, and told).

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)

g. Produce, expand, and rearrange complete simple, compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).

h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.

i. With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.

2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

b. Use commas in greeting and closings of letters.

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.

2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.

a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g.; happy/unhappy, tell/retell).

b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

d. Use sentence-level context as a clue to the meaning of a word or phrase.

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

b. Identify synonyms and antonyms to distinguish shades of meaning of closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

2.L.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).
# Social Justice Standards

**Identity:**
- Students will know that all of their group identities are part of them—but that they are always ALL themselves. (ID. K-2.3)

**Diversity:**
- Students will describe some ways that they are similar to and different from people who share their identities and those who have other identities. (DI.K-2.7)
- Students will want to know about other people and how their lives and experiences are the same and different. (DI.K-2.8)
- Students will find it interesting that groups of people believe different things and live their daily lives in different ways. (DI.K-2.10)

**Justice:**
- Students will know when people are treated unfairly. (JU. K-2.12)
- Students will know some true stories about how people have been treated badly because of their group identities, and won’t like it. (JU. K-2.13)

**Action:**
- Students will care about those who are treated unfairly. (AC. K-2.16)
- Students will say something or tell an adult if someone is being hurtful, and will do their part to be kind even if they don’t like something they say or do. (AC. K-2.18)

## Teaching Tolerance Website

[http://www.tolerance.org/](http://www.tolerance.org/)

## Adopted Texts and Materials

<table>
<thead>
<tr>
<th>Textbook: Harcourt Trophies</th>
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</thead>
<tbody>
<tr>
<td><strong>Recommended Extended Texts:</strong></td>
</tr>
<tr>
<td>Alice Ramsey’s Grand Adventure, Don Brown</td>
</tr>
<tr>
<td>Amos &amp; Boris, William Steig</td>
</tr>
<tr>
<td>Beginner’s World Atlas, Author Unknown</td>
</tr>
<tr>
<td>Dinosaur’s Travel, Marc Brown</td>
</tr>
<tr>
<td>Dot, The, Peter H. Reynolds</td>
</tr>
<tr>
<td>Flotsam, David Weisner</td>
</tr>
<tr>
<td>Roxaboxen, Alice McKerran</td>
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<tr>
<td>Ruth Law Thrills a Nation, Don Brown</td>
</tr>
<tr>
<td>Things That Go, James Buckley, Jr.</td>
</tr>
<tr>
<td>Three Days on a River in a Red Canoe, Vera B. Williams</td>
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<tr>
<td>Watch the Stars Come Out, Riki Levinson</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Recommended Short Texts:</th>
</tr>
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<tbody>
<tr>
<td>Dream Song, Chippewa, TE p.384P</td>
</tr>
<tr>
<td>First Flight: The Story of Tom Tate and the Wright Brothers, George Shea, TE p.384H</td>
</tr>
<tr>
<td>How to Make an Apple Pie and See the World, Marjorie Priceman, TE p.306H</td>
</tr>
<tr>
<td>Hundred Penny Box, The, Sharon Bell Mathis</td>
</tr>
<tr>
<td>I Wonder, Charlotte Zolotow, TE p.279A</td>
</tr>
<tr>
<td>Isla, Arthur Dorros</td>
</tr>
<tr>
<td>Library, The, Barbara A. Huff, TE p.336P</td>
</tr>
<tr>
<td>Magic School Bus at the Waterworks, The, Joanna Cole</td>
</tr>
<tr>
<td>Tar Beach, Faith Ringgold</td>
</tr>
<tr>
<td>Tico and the Golden Wings, Leo Lionni</td>
</tr>
<tr>
<td>Train to Lulu’s, The, Elizabeth Fitzgerald Howard, TE p.336H</td>
</tr>
<tr>
<td>Travel, Edna St. Vincent Millay, TE p.336P</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multicultural Adoptions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knots on a Counting Rope, Bill Martin Jr.</td>
</tr>
<tr>
<td>Nasreen’s Secret School: a True Story from Afghanistan, Jeanette Winter</td>
</tr>
</tbody>
</table>
### 2019-2020 ELA Curriculum Map, Grade 2, Q4

**Sami and the Time of the Troubles**, Florence Parry Heide & Judith Heide Gilliland  
*The Sky of Afghanistan*, Ana A. de Eulate  
*This is the Rope*, Jacqueline Woodson  
*To Be a Drum*, Evelyn Coleman  
*White Socks Only*, Evelyn Coleman  
*A Cowgirl and Her Horse*, Jean Ekman Adams  
*Be Good to Eddie Lee*, Virginia Fleming  
*First Come the Zebra*, Lynne Barasch  
*My Name is Sangoel*, Karen Lynn Williams  
*The Name Jar*, Yangsook Choi

### Scholastic Leveled Bookroom:

**Level I:**  
*House Spider’s Life, A Where Do Puddles Go? Me on the Map*, Joan Sweeney  
*Red-Eyed Tree Frog*, Joy Cowley  
*We’re Going on a Nature Hunt*, Steve Metzger  
*Mama Zooms*, Jane Cowen-Fletcher  
**Level J:**  
*The Big, Brown Pot*, Margaret Mahy  
*Bart’s Amazing Charts*, Dianne Ochiltree  
*We Need Directions*, Sarah De Capua

**Level L:**  
*Great Gracie Chase: Stop that Dog!*, Cynthia Rylant  
*Three Days on a River in a Red Canoe*, Vera B. Williams  
*In 1492*, Jean Marzollo  
*Worst Day of My Life, The*, Bill Cosby  
*Journey of a Butterfly*, Carolyn Scarce

**Level M:**  
*Emperor’s Egg, The*, Martin Jenkins  
*Journey to the Volcano Palace* (The Secrets of Droon), Tony Abbot  
*Shark Lady: True Adventures of Eugene Clark*, Ann McGovern  
**Level P:**  
*Getting to Know the U.S. Presidents: Andrew Jackson*, Mike Venezia  
*Magic School Bus, The, Lost in the Solar System*, Joanna Cole  
*Heroes of the Revolution*, David Adler

### Reading and Writing Opportunities

<table>
<thead>
<tr>
<th>Research Component</th>
<th>Narrative Component</th>
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</table>
| Students will research in groups or pairs, different modes of transportation using the Harcourt story “Dinosaurs Travel” and selected readings of complex text. After completing the research, as a group, students will write a short research paper expressing their opinion on the best mode of transportation for taking a trip, using reasons provided in the text read to support their opinion. | Using text selections, students will write a narrative about a journey they took, including obstacles they faced, and how those obstacles influenced the journey. OR  
Students will write a narrative about a famous journey they learned about while reading selections of complex texts, and how that journey affected the world or country. |

### Instructional and Assessment Guides

- **TUSD SPARKS**  
- **SPARK Strategies**  
- **DOK Levels**  
- **DOK Stems**  
- **Hess’s Matrix**

### Electronic Resources and Alternative Media:

- *The Noble Gnarlbe* by Daniel Errico  
- *Miss Rumphius* by Barbara Cooney  
- *White Socks Only* by Evelyn Coleman  
- *Knots on a Counting Rope* by Evelyn Coleman  
- *To Be a Drum* by Evelyn Coleman  
- *Read Aloud Video*  
- *To Be a Drum* by Bill Martin Jr. Read Aloud Video

**Office of Curriculum, Instruction, and Professional Development**

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**6/10/2019**
Highly-Leveraged Standards are essential knowledge and skills that are emphasized during the quarter because they have endurance (relevant throughout a student’s lifetime); leverage (used across multiple content areas); and are necessary for success in future grade levels. Mastery of these standards is measured using classroom and/or benchmark assessments.

Supporting Standards are integral to achieve grade-level mastery. Mastery of these standards is measured using classroom and/or benchmark assessments.

Constant Standards are routinely addressed to reinforce grade-level mastery.