

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core Standard	PA Core Standard
R.F.2.3	CC.1.1.2.D - Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. (bread vs. eat) • Read grade-appropriate irregularly spelled words. (Rule breakers i.e. was)
Taught in Unit(s)/ Resources	
Spiral Up Phonics- Long vowels- Units 2, 4-7; Prefixes- Units 27-29, Suffixes- Units 30-31 Benchmark Units 1-10 whole group lessons See Getting Started Program Strategies and Skills pgs. 76-77 Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87	
Explanation/Example of Standard	
Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them • Look at the beginning of that word and try it again • Look at the end of the word and try it again • Are there are any patterns you can use to help you write the word? 	
Common Misconceptions	
<ul style="list-style-type: none"> • All words follow the same pattern/decoding rules 	
Big Idea(s)	Essential Question(s)
Good readers use what they know about words and letter sounds to help them read.	<ul style="list-style-type: none"> • How can I use what I know about words and letter sounds to help me read? • How do I know whether a word has a short vowel or long vowel in it? • How do I decode two-syllable words to help me read?
Assessments	
<ul style="list-style-type: none"> • Benchmark Assessments • DIBELS • Running Records • GRADE 	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Vowels • Prefixes • Suffixes • Syllables • Sight Words 	<ul style="list-style-type: none"> • Decode long and short vowel, one-syllable words with regular spellings • Decode two-syllable words with long vowels • Decode words with common prefixes and suffixes

<ul style="list-style-type: none">• Irregularly Spelled Words• Spelling sound correspondences	<ul style="list-style-type: none">• Read high-frequency sight words with fluency• Decode words with inconsistent, but common spelling-sound correspondences
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I Can Statements

I can recognize the difference between long and short vowels.
I can read second grade high frequency sight words.
I can read prefixes and suffixes.
I can read words that do not follow the rules

Reflections

Enrichments/Extensions

Words origins help explain why some words don't follow the rules.

*See appendix for second grade words.

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
RF.2.4	CC.1.1.2.E - Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Taught in Unit(s)	
Benchmark Units 1-10 week three whole group reader's theatre lessons Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87	
Explanation/Example of Standard	
Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level. Use questions and prompts such as: <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice go up when you see the question mark at the end. • Make your voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should. 	
Common Misconceptions	
<ul style="list-style-type: none"> • Fluency should not be taught in isolation • Accuracy and fluency are not important in supporting comprehension. • Fast readers are fluent readers. 	
Big Idea(s)	Essential Question(s)
Determining a purpose for reading as well as reading accurately and fluently helps a reader understand the text. Good readers re-read and self-correct as necessary to make meaning of the text.	<ul style="list-style-type: none"> • Why is it important to set a purpose for reading? • What does it mean to read accurately/fluently? • Why is it important to become a(n) accurate/ fluent reader? • How can making self-corrections help me understand a text? • Why is it important to use strategies to help me read accurately, fluently, and with expression?
Assessments	
DIBELS Running Records Benchmark Reader's Theatre Self-Assessment Rubric	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Accuracy • Rate • Expression • Self-Correction • The difference between reading fiction/Nonfiction Text • Decoding skills 	<ul style="list-style-type: none"> • Read with accuracy • Read with appropriate rate • Read with expression based on punctuation and characters • Self-correct while reading • Describe purpose for reading text

I Can Statements

I can read passages accurately and fluently with changes in my voice, timing and expression.

I can self-correct when a words doesn't sound right or look right.

I can identify a purpose for reading.

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
RI.2.2	CC.1.2.2.A – Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within a text.
Taught in Unit(s)/ Resources	
Benchmark Unit 1 TRS page xii Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87	
Explanation/Example of Standard	
Students are required to be able to read several paragraphs and identify the main idea of an informational text. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs. Use questions and prompts such as: <ul style="list-style-type: none"> • What is the main idea of this text? • What are the important ideas in this text? How do you know? 	
Common Misconceptions	
<ul style="list-style-type: none"> • A paragraph can have multiple main ideas. • A text can only have one main idea. 	
Big Idea(s)	Essential Question(s)
Authors of informational texts include key details in order to help readers make meaning of the text. Good readers use key details in an informational text to identify the main idea. Informational texts can have multiple paragraphs that have an overall focus.	<ul style="list-style-type: none"> • How do authors of informational text help readers make meaning of the text? • How do good readers identify the main idea in informational text? • How do multiple paragraphs in a text inform readers about a topic?
Assessments	
Benchmark Assessments GRADE	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Main idea • Difference between the main idea and key details • Focus of specific paragraphs • What a paragraph is 	<ul style="list-style-type: none"> • Identify the main idea of a multiparagraph informational text • Identify the focus of specific paragraphs within an informational text • Describe or graphically represent the relationship between main idea and focus of specific paragraphs
I Can Statements	
I can find the main ideas and key details in informational text. I can find the focus of specific paragraphs within an informational text.	

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard	
RI.2.1	CC.1.2.2.B – Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details.	
Taught in Unit(s)/Resources		
Benchmark Unit 1, Unit 2 week 3, and Unit 9 week 3		
Explanation/Example of Standard		
<p>Students are required to use textual evidence to ask and answer general questions about key details using who, what, when, where, why, and how in an informational text. Use a question and prompt such as:</p> <ul style="list-style-type: none"> Think about what you read and create your own questions (using who, what, when, where, why, and/or how) about an important idea in this text. 		
Common Misconceptions		
<ul style="list-style-type: none"> Key details are what I find most interesting. All questions can be answered with a “yes” or “no”. 		
Big Idea(s)	Essential Question(s)	
<p>Authors include key details in informational texts which can help a reader ask and answer questions.</p> <p>Good readers answer who, what, where, when, why and how questions about a text in order to demonstrate an understanding of key details.</p>	<ul style="list-style-type: none"> Why do authors include key details in informational text? How do good readers use questions to understand key details in text? 	
Assessments		
Benchmark Assessments GRADE DIBELS Running Records		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> Informational texts/ nonfiction texts Questions Answers Key details Predictions Inferences Background knowledge (text specific) 5 Ws + H questions (who, what where, when, why & how) 	<ul style="list-style-type: none"> Make reasonable predictions as they read Use information from the text and background knowledge to make inferences Demonstrate understanding of key details in a text when asking and answering questions Ask and answer questions which begin with who, what, where, when why, and how 	
I Can Statements		
I can answer who, what, where, when, why and how questions after reading nonfiction. I can ask who, what, where, when, why and how questions when reading a nonfiction text. I can identify key details in an informational text by asking “who, what, where, why, and how.”		

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
RI.2.3	1.2.2.C – Describe the connection between a series of events, concepts, or steps in a procedure within a text.
Taught in Unit(s)/ Resources	
Benchmark Unit 3, Unit 5, and Unit 9 Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87	
Explanation/Example of Standard	
Students at this level are required to describe how historical events, scientific ideas or “how to” procedures are linked together in a text. Use questions and prompts such as: <ul style="list-style-type: none"> • Which step comes first? After that? What happened first? After that? • Can you tell me how these ideas are the same? Can you tell me how they are different? 	
Common Misconceptions	
Sequence is only shown in how-to steps and processes.	
Big Idea(s)	Essential Question(s)
<p>Authors of informational texts produce texts that follow a series of events, ideas/concepts or steps in a procedure.</p> <p>Good readers understand the connections between events, ideas/concepts or steps and use those connections to better understand informational text(s).</p>	<ul style="list-style-type: none"> • How can I use the events, ideas, or steps to create connections to better understand informational text?
Assessments	
Benchmark Assessments GRADE	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to describe • Key ideas/concepts, events, steps in informational texts. • Key features of content-specific texts (e.g., science and historical texts) based on text features (e.g., events, steps, procedures) • Simple transition/linking words that show connections (e.g., first, because, then, on the other hand) for informational texts. • Connections (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another) 	<ul style="list-style-type: none"> • Identify the events, key ideas/ concepts, or steps in informational texts • Discriminate between different kinds of informational texts based on text features • Identify words that signal connections in informational texts • Describe or graphically represent how a series of events, key ideas/concepts, or steps are connected
I Can Statements	
<p>I can tell how events are connected in informational texts.</p> <p>I can describe ideas and steps in procedures in nonfiction texts.</p> <p>I can put events from information text in correct order.</p>	

Reflections

Note

Science/social studies connection.

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
RI.2.5	CC.1.2.2.E – Use various text features and search tools to locate key facts or information in a text.
Taught in Unit(s)/ Resources	
Benchmark Units 1-3 and 5-10 Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87	
Explanation/Example of Standard	
As students continue to build the skill of using text features to find information efficiently, they need to be able to use captions, bold print, subheadings, glossaries, electronic menus, icons, etc. to analyze the text information. Use questions and prompts such as:	
<ul style="list-style-type: none"> • What features in the text help you find important information about what you are reading? • How do the subheadings help you understand what you are reading? • How does the glossary help you? • How does bold print help you? 	
Common Misconceptions	
<ul style="list-style-type: none"> • Students believe that text features are not essential to the understanding of the text. 	
Big Idea(s)	Essential Question(s)
<p>Authors create informational texts using various text features to help readers locate key facts or information in a text efficiently.</p> <p>Good readers use the overall structure and text features of an informational text to make meaning from their reading.</p>	<ul style="list-style-type: none"> • How can readers use text features to help locate key facts or information? • How can the overall structure and the text features help the reader make meaning?
Assessments	
Benchmark Assessments Running Records	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) • The characteristics of key facts • How to locate information in a text efficiently 	<ul style="list-style-type: none"> • Identify text features • Identify essential information from text features to enhance understanding of text • Use various text features to locate key facts or information in a text efficiently • Know and use various text features to locate key facts or information in a text efficiently
I Can Statements	
I can use text features to help me understand nonfiction text.	

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard	
RI.2.4	CC.1.2.2.F – Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.	
Taught in Unit(s)/ Resources		
Benchmark Units 1-3 and 5-10 Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87		
Explanation/Example of Standard		
Second grade students continue to find the meanings of general vocabulary words specific to second grade topics or subjects including words, phrases, and multi-meaning words within informational text(s).		
Common Misconceptions		
<ul style="list-style-type: none"> Words can only have one meaning 		
Big Idea(s)	Essential Question(s)	
<p>Authors make purposeful language choices to create meaning in informational text(s).</p> <p>Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s).</p>	<ul style="list-style-type: none"> How do I use text features to determine the meaning of unknown words or phrases? How do I use clues to determine the meaning of unknown words or phrases? Why it is important to ask questions about words I don't know? 	
Assessments		
Benchmark Assessments Running Records GRADE		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Word choice Context clues Text features Strategies for identifying and using context clues Words can have more than one meaning 	<ul style="list-style-type: none"> Read and reread sentences and text features to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Determine the appropriate definition of words that have more than one meaning Describe how language choices create and clarify meaning Determine the meaning of words and phrases specific to grade 2 	
I Can Statements		
<p>I can identify unknown words and phrase (vocabulary words) in an informational text.</p> <p>I can determine the meaning of words and phrases in an informational text.</p>		

Reflections

*See appendix for second grade words.

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
RI.2.7	CC.1.2.2.G – Explain how graphic representations contribute to and clarify a text.
Taught in Unit(s)/ Resources	
Benchmark Units 1-3 and 5-10 Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87	
Explanation/Example of Standard	
Second grade students must use various graphic representations (diagrams, photos, maps, etc.) to understand specific information in a text. Use questions and prompts such as: <ul style="list-style-type: none"> • How do the diagrams/photos help you understand what you are reading? • What does the map show you? 	
Common Misconceptions	
<ul style="list-style-type: none"> • Graphic representations do not assist with comprehension • Graphic representations are unnecessary 	
Big Idea(s)	Essential Question(s)
Authors use purposeful graphic representations to clarify information in an informational text. Good readers use graphic representations to clarify ideas in an informational text.	<ul style="list-style-type: none"> • How do I use graphic representations to understand what I read? • How do authors of informational text help readers make meaning of text?
Assessments	
Benchmark Assessments Running Records GRADE	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • What graphic representations are- photographs, maps, diagrams, graphs, etc. 	<ul style="list-style-type: none"> • Recognize graphic representations in informational text(s) • Identify the information presented in graphic representations (i.e. maps, photos, diagrams, charts, etc.) • Use graphic representations to make meaning of informational text(s) • Explain how the information contributes to an understanding of the text in which it appears
I Can Statements	
I can identify graphic representations such as maps, diagrams, and graphs. I can explain how these images me the text clearer.	

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
RI.2.8	CC.1.2.2.H – Describe how reasons support specific points the author makes in a text.
Taught in Unit(s)/ Resources	
Benchmark Units 1-3 and 5-10 Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87	
Explanation/Example of Standard	
Second grade students are required to identify key points made by authors in an informational text.	
Common Misconceptions	
<ul style="list-style-type: none"> • Random points are relevant • Texts do not have key points 	
Big Idea(s)	Essential Question(s)
<p>Authors use key details to support points in an informational text(s).</p> <p>Good readers use key details in a text to describe an author’s point.</p>	<ul style="list-style-type: none"> • How do authors of informational text help readers make meaning of a text? • How do good readers describe the author’s points in a text?
Assessments	
Benchmark Assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Author’s point of view • Main idea • Key points 	<ul style="list-style-type: none"> • Identify supporting reasons • Identify key points • Describe key details that support the author’s point
I Can Statements	
<p>I can identify the key points in a text.</p> <p>I can identify details that support key points</p> <p>I can identify how reasons support the author’s specific points.</p>	

Reflections

MCSO ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
RI.2.9	CC.1.2.2.I – Compare and contrast the most important points presented by two texts on the same topic.
Taught in Unit(s)/ Resources	
Benchmark Unit 8 Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87	
Explanation/Example of Standard	
Second grade students are required to compare (find similarities) and contrast (find differences) between two informational texts on the same topic.	
Common Misconceptions	
<ul style="list-style-type: none"> • Not all things are the same • Not all things are different 	
Big Idea(s)	Essential Question(s)
Good readers are able to find the similarities and differences between texts on the same topic.	<ul style="list-style-type: none"> • How do good readers compare and contrast to get the most information about one topic using multiple texts?
Assessments	
Benchmark Assessments GRADE Running Records	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Difference between comparing and contrasting 	<ul style="list-style-type: none"> • Compare and contrast informational texts on the same topic
I Can Statements	
I can identify important points in two informational texts on the same topic. I can compare and contrast two informational texts on the same topic.	

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard	
L 2.6	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	
Taught in Unit(s)/ Resources		
Benchmark Whole Group Units 1-10 Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87 Teacher read aloud		
Explanation/Example of Standard		
Second grade students are required to use grade appropriate conversational skills. Students will use general academic vocabulary and content (science, social studies, math, etc.) specific words and phrases they have gained from having conversations, reading, being read to, and responding to text. <ul style="list-style-type: none"> • Tier two words • Tier three words 		
Misconceptions		
<ul style="list-style-type: none"> • Conversation skills are not improved with academic vocabulary • Domain specific words should not be used 		
Big Idea(s)	Essential Question(s)	
Good speakers use grade appropriate conversational skills including using words from all content areas. Good speakers use grade appropriate words and phrases acquired through conversation, instruction, and exposure to text.	<ul style="list-style-type: none"> • How can I use content area words in my conversation? • How can I use grade appropriate words and phrases that I have acquired? 	
Assessments		
Teacher Observation Running Records Writing Rubrics		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Informational text & Literary Text • Academic vocabulary • Grade appropriate vocabulary • Words and phrases • Conversational skills 	<ul style="list-style-type: none"> • Hold conversations using second grade academic vocabulary. (When appropriate use Tier 2 and Tier 3) 	
I Can Statements		
I can use grade appropriate academic vocabulary in my conversations. I can use words and phrases acquired through: <ul style="list-style-type: none"> - conversation - reading - being read to - responding to text(s) 		

Reflections

MCS D ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard	
L 2.6	CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	
Taught in Unit(s)/ Resources		
Benchmark Whole Group Units 1-3 and 5-10 Small group lessons Teacher read aloud		
Explanation/Example of Standard		
Second grade students are required to use grade appropriate conversational skills. Students will use general academic vocabulary and content (science, social studies, math, etc.) specific words and phrases they have gained from having conversations, reading, being read to, and responding to text.		
Misconceptions		
<ul style="list-style-type: none"> • Conversation skills are not improved with academic vocabulary • Domain specific words should only be used in content areas 		
Big Idea(s)	Essential Question(s)	
Good speakers use grade appropriate conversational skills including using words from all content areas.	<ul style="list-style-type: none"> • How can I use content area words in my conversation? 	
Assessments		
Teacher observation Running Records		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Informational text • Academic vocabulary • Grade appropriate vocabulary • Words and phrases • Conversational skills 	<ul style="list-style-type: none"> • Hold conversations using second grade academic vocabulary. 	
I Can Statements		
I can use grade appropriate academic vocabulary in my conversations.		

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
L.2.4	CC.1.2.2.K – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
Taught in Unit(s)/ Resources	
Spiral Up Units 27-32 Benchmark Whole Group Units 1-3 and 5-10	
Explanation/Example of Standard	
<p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students are required to find out word meanings and phrases that are specific to grade 2. They need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies (see bullets) for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix/suffix is added to a known word (e.g., <i>happy/unhappy, power/powerless</i>). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases 	
Common Misconceptions	
<ul style="list-style-type: none"> • All new vocabulary should be pre-taught. Students should not have to learn strategies for discovering new words. • Memorizing definitions does help meaning. • Dictionaries and glossaries are overused. 	
Big Idea(s)	Essential Question(s)
<p>Authors make purposeful language choices to create meaning in informational text(s).</p> <p>Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s).</p>	<ul style="list-style-type: none"> • How do I use context clues to help me determine the meaning of a word? • How can I use knowledge of word parts (prefixes, suffixes, roots) to determine the meaning of a word? • How can glossaries and dictionaries help me clarify the meaning of words and phrases?
Assessments	
GRADE Running Records	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Informational text • Word choice 	<ul style="list-style-type: none"> • Read and reread other sentences and non-linguistic images in the text to identify context

<ul style="list-style-type: none"> • Words and phrases • Context clues • Non-linguistic images (e.g. Picture/graphic clues) • Strategies for identifying and using context clues • prefix • root words • compound words • glossary/dictionary 	<p>clues</p> <ul style="list-style-type: none"> • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Describe how language choices create meaning in text • Determine the meaning of the new word formed when a known prefix is added to a known word • Use a known root word as a clue to the meaning of an unknown word with the same root • Use knowledge of the meaning of individual words to predict the meaning of compound word • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
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I Can Statements

I can use context clues to help me understand new words.
 I can use prefixes and suffixes to help me learn new words.
 I can use root words to help me learn new words.
 I can use small words to help me learn compound words.
 I can use dictionaries and glossaries to help me understand new words.

Reflections

*See appendix for second grade words.

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard	
RI 2.10	CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently	
Taught in Unit(s)/ Resources		
Benchmark Whole Group Units 1-3 and 5-10 Small group lessons		
Explanation/Example of Standard		
Second grade students are required to read and comprehend grade appropriate informational/nonfiction texts. Second grade students should read these texts independently and proficiently.		
Common Misconceptions		
<ul style="list-style-type: none"> • Because I read it, I understand it • Students cannot read grade appropriate materials 		
Big Idea(s)	Essential Question(s)	
Good readers are able to read and comprehend grade level materials independently.	<ul style="list-style-type: none"> • What can I do to independently and proficiently read a grade appropriate informational text? 	
Assessments		
GRADE Running Records		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Informational text • Nonfiction text • Context clues • Strategies for identifying and using context clues • glossary/dictionary • vocabulary • decoding strategies • reading strategies • comprehension strategies 	<ul style="list-style-type: none"> • Use appropriate strategies to assist with reading informational/nonfiction text at a second grade level. 	
I Can Statements		
I can read nonfiction/informational text (history, social studies, science, etc. independently at grade level. I can comprehend nonfiction/informational text (history, social studies, science, etc.) at grade level.		

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard	
RL.2.2	CC.1.3.2.A – Recount stories and determine their central message, lesson or moral.	
Taught in Unit(s)		
Benchmark Units 4, 5, 7, 9, 10 Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87		
Explanation/Example of Standard		
Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. Use questions and prompts such as:		
<ul style="list-style-type: none"> • What are the most important events that happened in the story? How do you know? • What does the author want you to know or learn? 		
Common Misconceptions		
The central message is the same as main idea		
Big Idea(s)	Essential Question(s)	
<p>Authors of literary texts include details that help readers better understand the central message.</p> <p>Good readers create an effective recounting or retelling of the important events in a literary text.</p>	<ul style="list-style-type: none"> • What is the central message in this story, fable, or folktale? • How do events in the story contribute to the message? 	
Assessments		
Benchmark Assessments GRADE Running Records DIBELS (retell)		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Literary texts • Characteristics of fables and folktales from diverse cultures • Folktales teach a lesson • Fables teach a moral • Stories have a central message • Characteristics of an effective retelling/recounting 	<ul style="list-style-type: none"> • Recount/retell (or graphically represent) key details from literary texts, including fables and folktales from diverse cultures • Determine central message, lesson or moral • Describe how key details show a central message, lesson or moral • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral 	
I Can Statements		
I can recount a story and: <ul style="list-style-type: none"> • determine the moral or message of a story. • identify fables and folktales from diverse cultures. • identify characteristics of fables and folktales. 		

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
RL.2.1	CC.1.3.2.B – Ask and answer questions about key details in a text.
Taught in Unit(s)	
Benchmark Units 1-10 Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87	
Explanation/Example of Standard	
Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details. Use questions and prompts such as: <ul style="list-style-type: none"> • Who are the characters in the story? • How did the characters solve the problem in the story? • How does knowing where the story took place, help us understand the text? 	
Common Misconceptions	
<ul style="list-style-type: none"> • Key details do not support a reader’s understanding of text 	
Big Idea(s)	Essential Question(s)
Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text. Good readers answer who, what, where, when, why, and how questions about a text in order to demonstrate an understanding of key details.	How can asking and answering questions help me to understand key details in the text?
Assessments	
Benchmark Assessments GRADE Running Records	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Inferences • Background knowledge • Literary elements (e.g., character, setting, events) • 5 W’s + H questions (who, what, where, when, why and how) 	<ul style="list-style-type: none"> • Use the combination of background knowledge and explicitly stated information to answer questions they have as they read • Demonstrate an understanding of the key details in a text when answering questions about the text. • Ask and answer questions which begin with who, what, where, when why, and how to demonstrate understanding of key details in a text
I Can Statements	
I can tell who, what, where, when, why and how about stories I read. I can ask who, what, where, when, why and how questions about stories I read.	

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
RL.1.3	CC.1.3.2.C Describe how characters in a story respond to major events and challenges.
Taught in Unit(s)	
Benchmark Units 2 & 4 Benchmark Units 1-10 Week 3 Reader's Theatre Teacher Read Aloud Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87	
Explanation/Example of Standard	
Second grade students use key details to tell about the story elements. Use questions and prompts such as: <ul style="list-style-type: none"> • Who are the characters in the story/play? • What was the role of the character in response to events and problems in the story/play? 	
Common Misconceptions	
<ul style="list-style-type: none"> • Connections do not exist between characters and events. 	
Big Idea(s)	Essential Question(s)
Authors choose key details to describe characters and events that will help readers understand stories and plays. Good readers identify characters and major events in a story in order to understand literary text(s).	<ul style="list-style-type: none"> • How do I identify the characters and events in a story or play? • How does graphically representing the story elements help me recall the story elements? • How do you use the key details to support the descriptions of characters and major events?
Assessments	
Benchmark Assessments GRADE Running Records DIBELS	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Literary texts • Major events in a story • Important/supporting key details • Story & Play elements <ul style="list-style-type: none"> ○ Plot (e.g., major events) ○ Beginning, middle and end ○ Problem/Solution ○ Character ○ Cause and effect 	<ul style="list-style-type: none"> • Identify the major events in a story or play • Identify the characters in a story or play • Identify the beginning, middle and end of a story or play • Use key details to support descriptions of characters and major events • Identify cause and effect in a story or play
I Can Statements	
I can define the characters and events in a story or play. I can describe how the character responds to major events and challenges in the story.	

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
RL.2.6	CC.1.3.2.D - Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Taught in Unit(s)	
Benchmark Units 2 & 4 Benchmark Units 1-10 Week 3 Reader's Theatre Teacher Read Aloud Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87	
Explanation/Example of Standard	
Students at this level begin to understand how characters' points of view differ. As students read orally, they should read using different voices for different characters. Use questions and prompts such as:	
<ul style="list-style-type: none"> • How are the characters thinking/feeling about this event? • Are the characters thinking the same way about...? • Think about this character. How would this character say this part? • What do the characters do or say to make you think....? 	
Common Misconceptions	
All characters have the same voice All characters have the same point of view	
Big Idea(s)	Essential Question(s)
Good readers recognize that who tells a story (or a part of a story) affects what is told and how it is told.	<ul style="list-style-type: none"> • How does knowing a character's point of view help me to better understand the text? • How does the character's point of view change throughout the story?
Assessments	
Benchmark Assessments DIBELS Running Records Teacher Observation	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Literary text(s) • Point of View • Characters • Voice tone, rate, and loudness • Dialogue 	<ul style="list-style-type: none"> • Identify the points of views of characters in a text • Identify how the "voice" of a character could reflect his/her point of view • Acknowledge differences in point of views of characters • Speak in a different voice for each character when reading dialogue aloud
I Can Statements	
I can tell about the points of view of different characters. I can identify dialogue to determine who is speaking in a text. I can read dialogue correctly for different characters in a text.	

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core Standard	PA Core Standard	
RL2.5	CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
Taught in Unit(s)/ Resources		
Benchmark Whole Group Units 2, 4 Small group lessons Teacher read aloud		
Explanation/Example of Standard		
Second grade students are required to describe the overall structure of a story, including telling the events in order and how they affect one another. Second grade students should be able to describe the connection between a series of events or concepts within a text.		
Misconceptions		
<ul style="list-style-type: none"> ● The structure of the story is unimportant to overall meaning. ● Text structure is not key to understanding the story. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> ● Good readers recognize that overall story structure includes a beginning introduction, a middle with the events/problem, and an ending that concludes the main action. 	<ul style="list-style-type: none"> ● How can I understand the story better by describing its structure? 	
Assessments		
Benchmark assessment tools, GRADE, Running Record		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● literary text ● story elements ● major events of a story ● common text types 	<ul style="list-style-type: none"> ● identify major events ● identify beginning, middle, and end 	
I Can Statements		
I can identify the structure of a story. I can describe the beginning, middle, and end of the story.		

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core Standard	PA Core Standard	
RL2.4	CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	
Taught in Unit(s)/ Resources		
Benchmark Whole Group Units 2, 4 Small group lessons Teacher read aloud		
Explanation/Example of Standard		
Second grade students can describe how words and phrases can supply rhythm and meaning. (Ex. <i>There was an old lady who swallowed a....</i>)		
Misconceptions		
<ul style="list-style-type: none"> ● Words and phrases cannot have a rhythm unless in a song. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> ● Good readers recognize rhythm in stories, poems, and songs. ● Good readers recognize how meaning can be found within the rhythm of words. 	<ul style="list-style-type: none"> ● How can I find rhythm when reading stories, poems, and songs? ● How can I gain meaning found in the rhythm of words? 	
Assessments		
Benchmark assessment tools, GRADE		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● literary text ● rhythm ● poetry elements 	<ul style="list-style-type: none"> ● fluent reading 	
I Can Statements		
I can identify rhythm and meaning in a story, poem, or song.		

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
RL.2.7	CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
Taught in Unit(s)/ Resources	
Benchmark Units 2 & 4 Benchmark Units 1-10 Week 3 Reader's Theatre Teacher Read Aloud Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87	
Explanation/Example of Standard	
Second grade students must use various illustrations and words in text or digital print to help in understanding specific information in a text. Use questions and prompts such as: <ul style="list-style-type: none"> • How do the illustrations/words help you understand what you are reading? 	
Common Misconceptions	
<ul style="list-style-type: none"> • Pictures do not provide information • Print and digital texts are the same 	
Big Idea(s)	Essential Question(s)
Authors choose their words and illustrations to convey meaning. Good readers use words and illustrations available to make meaning of the text(s).	<ul style="list-style-type: none"> • How do the illustrations and words help me to understand the text(s)? • How do the illustrations and words help me to describe the characters, setting and plot?
Assessments	
Benchmark Assessments Running Records GRADE	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Literary Text • Key details including where, when, why and how events occur • Story elements 	<ul style="list-style-type: none"> • Identify the information provided in specific illustrations • Integrate information from illustrations with words from the text to make meaning • Explain how the information contributes to an understanding of the text in which it appears
I Can Statements	
I can identify characteristics of fiction including characters, setting, and plot. I can identify print text or digital text. I can use story details and illustrations from a print or digital text to describe: <ul style="list-style-type: none"> - characters 	

- setting
- plot

Reflections

MCSO ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
RL.2.9	CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.
Taught in Unit(s)/ Resources	
Benchmark Units 4 & 8 Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87 Teacher read aloud	
Explanation/Example of Standard	
Second grade students are required to identify the similarities (compare) and differences (contrast) between two or more versions of the same story i.e. Cinderella stories, The Three Little Pigs, etc.	
Common Misconceptions	
<ul style="list-style-type: none"> • All versions of a story are the same • All cultures have the same views 	
Big Idea(s)	Essential Question(s)
Good readers are able to find the similarities and differences between multiple versions of the same story.	<ul style="list-style-type: none"> • How do good readers compare multiple versions of a story to find a common theme/message? • How do good readers find differences in stories that are the same but in different versions?
Assessments	
Benchmark Assessments GRADE Running Records	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Literary text • Difference between comparing and contrasting • Text to text connections • Characteristics of fables and folktales from diverse cultures 	<ul style="list-style-type: none"> • Identify common themes/messages • Compare and contrast versions of the same story
I Can Statements	
I can compare and contrast two or more versions of the same story by different authors that represent different cultures.	

Reflections

- Librarians may need to provide additional resources.

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard
L.2.4	CC.1.3.2.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
Taught in Unit(s)	
Benchmark Units 1-10 Spiral Up Units 27-32 Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87	
Explanation/Example of Standard	
<p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students are required to find out word meanings and phrases that are specific to grade 2. They need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies (see bullets) for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix/suffix is added to a known word (e.g., <i>happy/unhappy, power/powerless</i>). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases 	
Common Misconceptions	
<ul style="list-style-type: none"> • All new vocabulary should be pre-taught. Students should not have to learn strategies for discovering new words. • Memorizing definitions does help meaning. • Dictionaries and glossaries are overused. 	
Big Idea(s)	Essential Question(s)
<p>Authors make purposeful language choices to create meaning in informational text(s).</p> <p>Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s).</p>	<ul style="list-style-type: none"> • How do I use context clues to help me determine the meaning of a word? • How can I use knowledge of word parts (prefixes, suffixes, roots) to determine the meaning of a word? • How can glossaries and dictionaries help me clarify the meaning of words and phrases.
Assessments	
Benchmark Assessments GRADE Running Records	

Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Informational text • Word choice • Words and phrases • Context clues • Non-linguistic images (e.g. Picture/graphic clues) • Strategies for identifying and using context clues • prefix • root words • compound words • glossary/dictionary 	<ul style="list-style-type: none"> • Read and reread other sentences and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Describe how language choices create meaning in text • Determine the meaning of the new word formed when a known prefix is added to a known word • Use a known root word as a clue to the meaning of an unknown word with the same root • Use knowledge of the meaning of individual words to predict the meaning of compound word • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
I Can Statements	
<p>I can use context clues to help me understand new words.</p> <p>I can use prefixes/suffixes to help me learn new words.</p> <p>I can use root words to help me learn new words.</p> <p>I can use small words to help me learn compound words.</p> <p>I can use dictionaries and glossaries to help me understand new words.</p>	

Reflections
Empty space for student reflections

*See appendix for second grade words.

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core State Standard	PA Core Standard	
RL 2.10	CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.	
Taught in Unit(s)/ Resources		
Benchmark Whole Group Units 1-10 Addressed in leveled books- See Getting Started Program Strategies and Skills pgs. 78-87		
Explanation/Example of Standard		
Second grade students are required to read and comprehend grade various genres on a second grade level. Second grade students should read these texts independently and proficiently.		
Common Misconceptions		
<ul style="list-style-type: none"> • Because I read it, I understand it • Students cannot read grade appropriate materials 		
Big Idea(s)	Essential Question(s)	
Good readers are able to read and comprehend grade level materials independently.	<ul style="list-style-type: none"> • What can I do to independently and proficiently read a grade appropriate literary text? 	
Assessments		
GRADE Running Records		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Literary text • Context clues • Strategies for identifying and using context clues • vocabulary • decoding strategies • reading strategies • comprehension strategies 	<ul style="list-style-type: none"> • Use appropriate strategies to assist with reading literary text at a second grade level. 	
I Can Statements		
I can read works of literature independently and proficiently at grade level. I can comprehend works of literature at grade level.		

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core Standard	Pennsylvania State Standard
CC.1.4.2.E-F, K-L & Q-R	<p>L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use collective nouns (e.g., group). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). • Use reflexive pronouns (e.g., myself, ourselves). • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>L.2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize holidays, product names and geographic names • Use commas in greetings and closings of letters • Use an apostrophe to form contractions and frequently occurring possessives.
Taught in Unit(s)	
Lucy Calkin’s Writer’s Workshop Kit	
Explanation/Example of Standard	
<p>Second grade students must have a command of the grammar and usage of spoken and written standard English.</p> <p>In this grade, emphasis expands to include irregular nouns and verbs, reflexive pronouns, adverbs, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and are beginning to use reference materials.</p>	
Common Misconceptions	
Grammar is taught in isolation and not with a mentor text.	
Big Idea(s)	Essential Question(s)
When I use correct grammar and spelling my writing is easier to understand.	<ul style="list-style-type: none"> • How do correct grammar and conventions improve my writing? • Why is it important to use correct spelling and grammar in my writing?
Assessments	
Lucy Calkin’s Writer’s Workshop Kit rubrics and checklists. See Resources for Writing CD Rom	
Concepts (what students need to know)	Skills (what students must be able to do)

<ul style="list-style-type: none"> • Nouns • Proper nouns • Commas • Apostrophes • Word Wall Words/Sight Words • Individually appropriate spelling patterns • Writing resources 	<ul style="list-style-type: none"> • Identify nouns and proper nouns • Capitalize proper nouns • Identify correct location for commas and apostrophes • Use taught word wall words and spelling patterns to correctly spell words • Consult appropriate resources to edit work
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I Can Statements

I can use collective nouns. (a group of people, a pride of lions)
 I can use plural nouns.
 I can use reflexive pronouns. (himself, myself, ourselves)
 I can use irregular verbs. (sat, hid, told)
 I can use adjectives and adverbs correctly.
 I can write complete second grade sentences. I can join two sentences together (compound sentences.)
 I can capitalize dates and names of people.
 I can punctuate sentences.
 I can use commas in dates.
 I can use commas when writing groups of 3.
 I can spell first grade words.
 I can use what I know about phonics to spell new words.

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core Standard	PA Core Standard	
W2.6	CC.1.4.2 U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with	
Taught in Unit(s)/ Resources		
Lucy Calkins Writing Kit Units 1-4		
Explanation/Example of Standard		
Students in 2nd Grade should be able to use technology to create and publish their written work.		
Misconceptions		
<ul style="list-style-type: none"> ● School writing assignments are only read by my teacher and cannot be published further. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> ● Good writers can use technology to produce and publish their writing. ● Good writers collaborate with peers. 	<ul style="list-style-type: none"> ● How can I publish my writing using digital tools? ● How can my peers help me when publishing? 	
Assessments		
Rubrics within the “Resources for Teaching Writing” CD Rom in the Lucy Calkins Kit		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● basic computer skills such as word processing ● awareness of digital tools ● writing process steps 	<ul style="list-style-type: none"> ● follow the writing process ● basic computer skills to type a finished product ● social and communication skills 	
I Can Statements		
<p>I can use basic computer skills.</p> <p>I can choose digital tools for producing and publishing writing.</p> <p>I can use technology to produce and publish writing individually and with peers.</p>		

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core Standard	PA Core Standard	
W2.7	CC.1.4.2 V Participate in individual or shared research and writing projects.	
Taught in Unit(s)/ Resources		
Lucy Calkins Writing Kit Units 1-4		
Explanation/Example of Standard		
Second grade students must be able to communicate and collaborate with peers and independently to complete research.		
Misconceptions		
<ul style="list-style-type: none"> ● Research includes my own prior knowledge, or belief of knowledge. 		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> ● Good writers share and collaborate when doing research projects. ● Good writers organize information to write about a topic. 	<ul style="list-style-type: none"> ● How can I participate in shared research and writing? ● How can I organize research information to put into writing? 	
Assessments		
Rubrics within the “Resources for Teaching Writing” CD Rom in the Lucy Calkins Kit		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● informational text ● acceptable resources ● writing process steps 	<ul style="list-style-type: none"> ● follow the writing process to compose a final project ● perform research ● social and communication skills 	
I Can Statements		
<p>I can identify sources and tools to conduct shared research on a single topic.</p> <p>I can organize relevant information on a topic.</p> <p>I can participate in shared research and writing projects.</p>		

Reflections

MCS D ELA Curriculum Map ~ 2nd Grade

Common Core Standard	PA Core Standard
W2.8	CC.1.4.2 W Recall information from experiences or gather information from provided sources to answer a question.
Taught in Unit(s)/ Resources	
Lucy Calkins Writing Kit Units 1-4	
Explanation/Example of Standard	
Second grade students must be able to communicate and collaborate with peers and independently to complete research.	
Misconceptions	
<ul style="list-style-type: none"> ● Students must always know the topic of writing that was chosen. 	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Good writers share and collaborate when doing research projects. ● Good writers organize information to write about a topic. 	<ul style="list-style-type: none"> ● How can I participate in shared research and writing? ● How can I organize research information to put into writing?
Assessments	
Rubrics within the “Resources for Teaching Writing” CD Rom in the Lucy Calkins Kit	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● informational text ● acceptable resources ● writing process steps 	<ul style="list-style-type: none"> ● follow the writing process to compose a final project ● perform research ● social and communication skills
I Can Statements	
I can identify sources and tools to conduct shared research on a single topic. I can organize relevant information on a topic. I can participate in shared research and writing projects.	

Reflections

MCS D ELA Curriculum Map ~ 2nd Grade

Common Core Standard	PA Core Standard
W 3.10	CC.1.4.2 X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
Taught in Unit(s)/ Resources	
Lucy Calkins Writing Kit Units 1-4	
Explanation/Example of Standard	
Second grade students should write on a daily basis. Time should be given for research, reflection, and revision. Students should write for a variety of purposes and audiences.	
Misconceptions	
<ul style="list-style-type: none"> ● Writing should not be practiced every day. ● Varied writing is not important. 	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Good writers write every day. 	<ul style="list-style-type: none"> ● How can I improve my writing?
Assessments	
Rubrics within the “Resources for Teaching Writing” CD Rom in the Lucy Calkins Kit Teacher made rubrics over a period of time	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● grade appropriate writing skills ● resources ● writing process ● different genres of writing 	<ul style="list-style-type: none"> ● write multiple sentences on one topic ● use resources when needed ● write for a set amount of time
I Can Statements	
I can write for a set amount of time daily. I can revise my writing to meet set criteria. I can write for different purposes and audiences.	

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core Standard	Pennsylvania State Standard	
CC.1.4.2.G-J	W.2.1 - Write opinion pieces in which they introduce the familiar topic or text they are writing about, state an opinion, supply reasons that support the opinion, to connect opinion and reasons, and create an organizational structure that includes reasons and includes a concluding statement.	
Taught in Unit(s)		
Lucy Calkin's Writer's Workshop Kit Unit 3		
Explanation/Example of Standard		
<p>Second grade students write across genres including (opinion, informative/explanatory, and narrative). They should be able to express their opinion and demonstrate the ability to share their opinion and reasoning with others. In order to do so, students need multiple opportunities to express opinions (through their writing) and develop reasoning to support their thinking.</p> <p>Second grade students should include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question about the topic) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use transitional words to show order of events and write with more complex sentences to link the parts of their writing together.</p>		
Common Misconceptions		
Persuasive writing has to be a formal piece.		
Big Idea(s)	Essential Question(s)	
<p>Good persuasive writers address the needs of the audience and build an argument to support an opinion.</p> <p>Good authors use model/examples texts to guide them as they compose their own persuasive pieces.</p>	<ul style="list-style-type: none"> • How can I organize my writing to clearly share and support an opinion? 	
Assessments		
See Resources for Teaching Writing CD Rom		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Persuasion and argument • Evidence (e.g., examples, facts) • Difference between important and unimportant reasons/facts/support/examples • Opinion • Resources (e.g., teacher selected, UDLib/Search) • Effective introduction (e.g., one that includes the writer's opinion) • Logical order of supporting reasons (e.g., order of importance) • Awareness of audience • Organizational pattern (e.g., beginning, middle, end) • Format choices (e.g., friendly letter, advertisements) 	<ul style="list-style-type: none"> • Form an opinion about a topic or a text • Use resources including teacher selected materials to locate and choose reasons based on facts, examples and/or evidence <ul style="list-style-type: none"> ○ Differentiating between relevant and irrelevant reasons/evidence ○ Including an appropriate variety of reasons/evidence ○ Addressing the needs of the audience • Use/select an appropriate writing format • Organize writing with a beginning, middle and end • Write opinion pieces by <ul style="list-style-type: none"> • introducing a topic • stating an opinion 	

- Effective conclusion/ concluding statement or section (e.g., one that moves beyond *The End*)

- providing reasons that support the opinion
- ordering reasons by importance
- providing a concluding statement or section

I Can Statements

I can write about my opinion.
I can write to persuade.

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

PA Core Standard	Common Core State Standard	
CC.1.4.2.A-D	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.	
Taught in Unit(s)		
Unit Lucy Calkin's Writer's Workshop Kit		
Explanation/Example of Standard		
<p>Second grade students write across genres including (opinion, informative/explanatory, and narrative). They must be able to find and include facts and definitions as part of informative/explanatory writing. In order to do so, students need strategies for researching a topic (gathering facts), selecting relevant information (picking the facts to use/note taking), and developing a way to present the ideas from beginning to end (format and organization of written presentation).</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, second grade students need to be able to choose descriptive words to use within their writing that show their thinking, relate their feelings, and describe actions.</p> <p>At this level, students begin to write more complex sentences using linking words (because, and, also). Second grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question about the topic) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use transitional words to show order of events and write with more complex sentences to link the parts of their writing together.</p>		
Common Misconceptions		
Informational writing has to be a report		
Big Idea(s)	Essential Question(s)	
Good authors write to share ideas and information.	<ul style="list-style-type: none"> How can I organize my writing to clearly share my ideas and information? 	
Assessments		
Lucy Calkin's Writer's Workshop Kit Rubrics See Resources for Teaching Writing for checklists and rubrics (CD Rom)		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> Informative/explanatory writing Topic Effective introduction/hook (e.g., one that states the topic) Relevant information (e.g., facts, examples, definitions) Beginning, middle, end Paragraphs Definitions Simple transitions (e.g., first, second, third) Concluding statement or section/ closure/ 	<ul style="list-style-type: none"> Select an interesting topic for writing Provide relevant information (e.g., personal experiences, facts, definitions, examples) to elaborate or clarify the subject Organize writing with a beginning, middle and end Use simple transition words that show order (e.g., first, next, finally) most of the time Use paragraphs to transition between ideas when appropriate 	

ending/conclusion (e.g., one that moves beyond *The End*)

- Provide a concluding statement/section/conclusion
- Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement or section

I Can Statements

I can write an informative/expository text that focuses on a specific topic, uses facts and definitions to develop the topic, and includes an introduction and conclusion statement or section.

Reflections

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core Standards	Pennsylvania State Standard	
CC.1.4.1.M-P	W.2.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
Taught in Unit(s)		
Lucy Calkin's Writer's Workshop Kit Unit 1 and Unit 4		
Explanation/Example of Standard		
Second grade students write across genres including (opinion, informative/explanatory, and narrative). Narrative writing must describe the order of events as they occurred using temporal words (first, next, then, last, etc.) The students will write about an experience using a character's feelings, events, response to situations. Then provide a sense of closure to the writing.		
Common Misconceptions		
Narratives are fictional.		
Big Idea(s)	Essential Question(s)	
Good authors write to share an experience or story.	How can I organize my writing to clearly share an experience or story?	
Assessments		
Lucy Calkin's Writer's Workshop Kit Rubrics and Checklists See Resources for Teachers CDRom.		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Narrative writing components • Relevant details/examples (e.g., actions, thoughts, feelings) • Temporal/time order words (e.g., first, next, then) • Reaction/response (e.g., Why was the event important? How did the event make you feel?) • Order of events (e.g., beginning, middle, end) • Closure/ending/conclusion • Forms (e.g., stories, journal entries, simple poems) 	<ul style="list-style-type: none"> • Select/identify an event or short sequence of events to tell about • Elaborate using details about the event(s) • Organize writing with a beginning, middle and end, appropriately sequencing events • Use temporal words to signal event order and transition from one event to another • Provide a sense of closure • 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. 	
I Can Statements		
I can write narrative stories that have a clear message, details, descriptive language and has a logical sequence of events.		
Reflections		

MCSD ELA Curriculum Map ~ 2nd Grade

Common Core Standard	Pennsylvania State Standard
CC.1.4.2.T CC.1.4.2.E, K & Q	W.2.5 - With guidance and support from adults and peers, focus on a topic, and strengthen writing as needed by revising and editing.
Taught in Unit(s)	
Lucy Calkin's Writer's Workshop Kit	
Explanation/Example of Standard	
With assistance from adults and peers, students should focus their writing on a topic and be able to respond to questions and suggestions. Students need to understand how to add descriptive words to their writing. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance.	
Common Misconceptions	
Revising and editing can be accomplished without explicit teaching.	
Big Idea(s)	Essential Question(s)
<p>Good writers revise their work by adding descriptive words and details to strengthen their piece.</p> <p>Good writers edit their word by using resources to correct errors, use correct spelling and grammar so readers can understand.</p>	<ul style="list-style-type: none"> • Why is it important to revise my writing? • Why is it important to use correct spelling and grammar in my writing? • How can I revise to improve my writing? • How can I edit to improve my writing?
Assessments	
See Resources for Teaching Writing CD Rom	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Revise • Edit • Consult resources 	<ul style="list-style-type: none"> • Change and improve draft for meaning and organization • Change and correct draft for conventions of standard English grammar and spelling
I Can Statements	
<p>I revise and edit to make my writing better.</p> <p>I can organize my writing with a clear beginning, middle, and end.</p> <p>I can use a variety of sentences like statements, questions, or declaratives.</p> <p>I can add descriptive words and details and take out unnecessary information.</p> <p>I can use resources to choose correct words in writing.</p> <p>I can proofread my writing to make sure it makes sense using correct spelling, punctuation, capitalization, and proper grammar.</p> <p>I can use tools (e.g., rubrics, checklists, and teacher/student feedback) to check the quality of my writing.</p>	
Reflections	



Name _____

Sight Word Assessment SECOND GRADE

Directions: Have the student point and read each word. If the student reads the word within 3 seconds, put a checkmark in the box beside the word on the score sheet. If the student takes longer than 3 seconds to read a word it is not considered automatic.

again	been	may	stop	off	never	seven	
eight	cold	today	fly	myself	round	tell	
much	keep	work	first	try	must	start	black
white	ten	bring	goes	write	always	drink	
once	soon	made	run	gave	open	find	
only	us	our	better	hold	buy	funny	
warm	ate	full	those	done	use	fast	light
pick	hurt	pull	cut	kind	both	sit	
which	fall	carry	under	read	why	own	
found	wash	show	hot	because	far	live	
draw	clean	grow	best	upon	sing	together	
please	thank	wish	many	shall	laugh		

