

Worth County Primary School
Second Grade Reading/English Language Arts Curriculum Map
2016-2017

| First Nine Weeks | | Second Nine Weeks | | Third Nine Weeks | | Fourth Nine Weeks | |
|---|--------------------------|---|--------------------------|--|--------------------------|---|--------------------------|
| Reading | | Reading | | Reading | | Reading | |
| Literary RL1-10 | Informational RI 1-10 | Literary RL1-10 | Informational RI 1-10 | Literary RL1-10 | Informational RI 1-10 | Literary RL1-10 | Informational RI 1-10 |
| Writing | | Writing | | Writing | | Writing | |
| Conventions of Writing W5, 6, 8 Narrative W3 | | Informational/Explanatory W2 W7 W5, 6, 8 | | Opinion W1 W7 W5, 6, 8 | | Narrative – W3 Opinion – W1, 5, 6, 7, 8 Informational/Explanatory – W2, 5, 6, 7, 8 | |
| Language | | Language | | Language | | Language | |
| Capitalization (holidays, products, geographic names); commas (greetings/closings of letters) (L2a, b) Irregular plural nouns; past tense irregular verbs; legible handwriting (L1b, d, g) Formal/informal use of English (L3a) | | Collective nouns; legible handwriting (L1a, g) Adjectives & adverbs; legible handwriting (L1e, g) Compound words (L4d) Generalize learned spelling patterns when writing (L2d) Real-life connections between use of words; shades of meaning among verbs & adjectives (L5 a, b) | | Apostrophes (possessives) (L2c) Reflexive pronouns (L1c) Apostrophes (contractions) (L2c) Sentence-level context clues (L4a) Use words and phrases acquired through various methods to describe (L6) | | Determine meanings of words when known prefixes are added (e.g., happy/unhappy); use root words to determine meanings; use of glossaries & beginning dictionaries (digital & print) (L4 b, c, e) Simple/compound sentences (L1f) Use of reference materials to check/correct spelling (L2e) | |

Speaking and Listening Standards will be incorporated into each unit through cooperative learning, differentiated instruction, and performance tasks.
 Reading Foundational Standards will be taught daily during explicit, small group, differentiated reading groups.