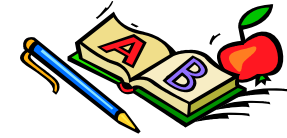
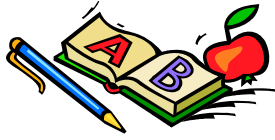


2009 Grade 2 ELA Curriculum Map
 Mohonasen Central School District

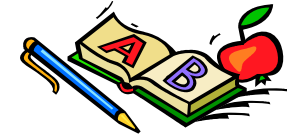


Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Phonics	Comprehension Strategies	Word Study	Writing	Assessment
<p>S e d t e m e r</p>	<p>Students will: locate and use classroom and library media center resources to acquire information, with assistance; read unfamiliar informational texts to begin to collect and interpret data, facts, and ideas with assistance; Read and understand written directions; Locate information in a text that is needed to solve a problem, with assistance; Identify main ideas and supporting details in informational texts, with assistance.</p>	<p>What do I like to read?</p> <p>How do I know a book is right for me?</p> <p>What do readers do when they read?</p> <p>How do I find books that I want to read?</p>	<p>Open and closed syllables</p> <p>Short and long vowel sounds</p> <p>Consonant clusters</p> <p>“Red”/sight words</p> <p>Introduction to syllabication</p> <p>Project Read Assess and Review</p>	<p>Introduce:</p> <p>Predicting</p> <p>Sequencing</p> <p>Cause and effect</p> <p>Mental imaging</p> <p>Picture cues</p> <p>Book selection methods like Goldilocks or 5 finger method</p>	<p>Rhyming</p>	<p>Handwriting review</p> <p>Journal writing</p> <p>Friendly letter format</p> <p>Choosing writing topics</p> <p>Literature responses</p> <p>Writing declarative and interrogative sentences.</p>	<p>Running records</p> <p>Sight word lists 1-5</p> <p>Spelling tests</p> <p>Anecdotal notes</p>

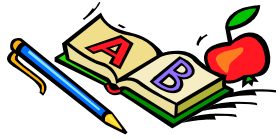
Standard 1: Students will read, write, listen and speak for information. **Standard 2:** Students will read write, listen and speak for literary response and expression. **Standard 3:** Students will read write listen and speak for critical analysis and evaluation. **Standard 4:** Students will read, write listen and speak for social interaction.



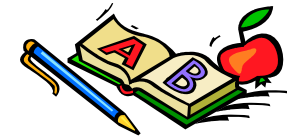
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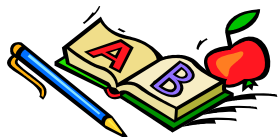
Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Phonics	Comprehension Strategies	Word Study	Writing	Assessment
O C t o b e r	<p>Students will:</p> <p>Recognize and use organizational features of texts, such as page numbers and chapter headings/subheadings to locate information, with assistance;</p> <p>Relate data and facts from informational texts to prior information and experience, with assistance;</p> <p>Compare and contrast information on one topic from two different sources, with assistance;</p> <p>Identify a conclusion that summarizes the main idea, with assistance;</p> <p>Select books to meet informational needs, with assistance;</p> <p>Identify and interpret facts taken from maps, graphs, charts, and other visuals, with assistance;</p> <p>Use graphic organizers to record significant details from informational texts, with assistance.</p>	<p>Does it make sense?</p> <p>Does it sound right?</p> <p>Does it look right?</p> <p>What decoding strategies will be used (word families, chunk, point and slide, look for known words inside words)?</p>	<p>Sentence dictation</p> <p>Vowels and spelling patterns</p> <p>Magic e</p> <p>-tch</p> <p>r-controlled vowels</p> <p>Project Read Unit 22</p>	<p>Compare/contrast</p> <p>Cause and effect</p> <p>Main idea and details</p> <p>Sequence</p> <p>Character</p> <p>Setting</p>	<p>Rhyming</p> <p>Nouns and proper nouns</p> <p>Synonyms</p> <p>Antonyms</p> <p>Pronouns</p> <p>Compound words</p> <p>Contractions</p>	<p>Handwriting review</p> <p>Journal writing</p> <p>Four square paragraph structure</p> <p>Sequencing</p> <p>Nonfiction responses</p> <p>Revising and editing</p>	<p>Journal responses</p> <p>Spelling tests</p> <p>Sight words</p> <p>Informal assessment of discussion</p> <p>Informal Reading Comprehension Assessments</p> <p>Writing sample #1 for ELA folder</p>



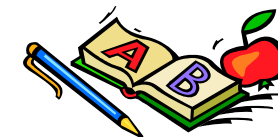
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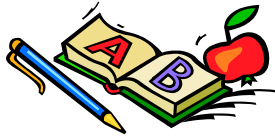
Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Phonics	Comprehension Strategies	Word Study	Writing	Assessment
N O V E M B E R	<p>Students will:</p> <p>Select literature on the basis of personal needs and interests from a variety of genres and by different authors, with assistance;</p> <p>Engage in purposeful oral reading in small and large groups;</p> <p>Read print-based and electronic literary texts silently on a daily basis for enjoyment;</p> <p>Recognize differences among the genres of stories, poems and plays, with assistance;</p> <p>Relate characters in literature to own lives, with assistance;</p> <p>Explain the difference between fact and fiction, with assistance;</p> <p>Use previous reading and life experiences to understand literature, with assistance.</p>	<p>How do readers identify a purpose for their own reading (enjoyment, information)?</p> <p>How is nonfiction different from fiction?</p> <p>Why would we read nonfiction?</p> <p>How do you become a more fluent reader?</p>	<p>r-controlled vowels (Bossy r)</p> <p>Magic e</p> <p>Open/closed syllables</p> <p>Suffixes –ed, -ing, -s, -es</p> <p>-tch</p> <p>Syllable patterns (vcv, vccv)</p> <p>Vowel teams</p> <p>Y as a vowel</p> <p>Project Read Unit 23</p>	<p>Character</p> <p>Setting</p> <p>Sequencing</p> <p>Fantasy/reality</p> <p>Classify/categorize</p> <p>Compare/contrast (Venn diagrams)</p> <p>Making connections – Text to self Text to world Text to text</p>	<p>Rhyming</p> <p>Suffixes –ed, -ing, -s, -es</p> <p>Root words</p> <p>Synonyms</p> <p>Antonyms</p> <p>Words that require capitalization</p> <p>Compound words</p> <p>Contractions</p>	<p>Using capitalization and punctuation</p> <p>Four square</p> <p>Graphic organizers</p> <p>Friendly letters</p>	<p>Journal responses</p> <p>Spelling tests</p> <p>Informal assessment of discussion</p> <p>Writing sample</p> <p>Begin benchmark running records</p>



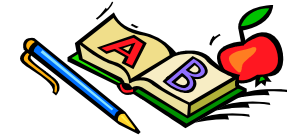
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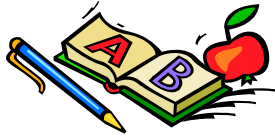
Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Phonics	Comprehension Strategies	Word Study	Writing	Assessment
<p style="writing-mode: vertical-rl; text-orientation: mixed; font-size: 2em; font-weight: bold;">December</p>	<p>Students will: Make predictions and draw conclusions and inferences about characters, with assistance; Recognize the value of illustrations in literary text; Use specific evidence from stories to describe characters and relate sequences of events, with assistance; Use knowledge of story structure and story elements to interpret stories, with assistance; Use graphic organizers to record significant details to compare and contrast characters and events in stories, with assistance; Summarize main ideas and supporting details from literary text, both orally and in writing, with assistance.</p>	<p>How do you activate prior knowledge before, during and after? How do your connections help you as a reader? How do you monitor the meaning as you read? How do you become a more fluent reader?</p>	<p>Y as a vowel Vowel teams Vcv and Vccv patterns Sentence dictation Project Read Unit 24</p>	<p>Predictions Schema Compare and contrast Fantasy/reality Making connections Text to self Text to world Text to text</p>	<p>Rhyming Common and proper nouns</p>	<p>Write a list Proofreading Letters and cards Continue Four Square Comparisons between holidays using Venn diagrams</p>	<p>Journal responses Spelling tests Writing sample #2 Benchmark running records Informal Reading Comprehension Assessments</p>



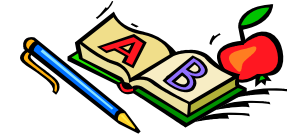
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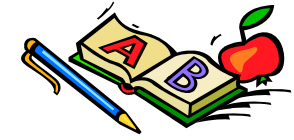
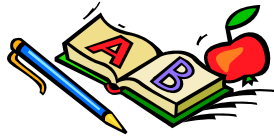
Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Phonics	Comprehension Strategies	Word Study	Writing	Assessment
<p style="writing-mode: vertical-rl; text-orientation: mixed; font-size: 2em; font-weight: bold;">1st year</p>	<p>Students will: Evaluate the content by identifying, with assistance: the author's purpose, important and unimportant details; whether events, actions, character, and/or setting are realistic; Compare characters in literary works; Judge the accuracy of content, with assistance from teachers and parents/caregivers. Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud; Respect the age, gender, position and cultural traditions of the writer; Recognize the types of language (e.g., formal and informal vocabulary) that are appropriate to social communication.</p>	<p>How do readers answer questions that are not explicitly stated in the text?</p> <p>Why is it important to retell what you read?</p> <p>What strategies do you use when you encounter unfamiliar text?</p> <p>What strategies do you use to construct meaning from text?</p> <p>How are you becoming a more fluent reader?</p>	<p>Vowel teams</p> <p>Y as a vowel</p> <p>Schwa</p> <p>VCV and VCCV patterns</p> <p>Project Read Units 25-26</p>	<p>Inference</p> <p>Mental images</p> <p>Main idea and details</p> <p>Retelling</p> <p>Story structure</p>	<p>Homophones</p> <p>Noun review</p> <p>Verbs</p> <p>Possessive nouns</p>	<p>Story writing with beginning, middle, and end</p> <p>Topic sentences</p> <p>Detail sentences</p> <p>Feeling sentence</p> <p>Proof reading</p>	<p>Journal responses</p> <p>Spelling tests</p> <p>Writing sample</p> <p>Anecdotal notes</p>



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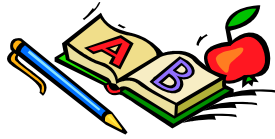


Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Phonics	Comprehension Strategies	Word Study	Writing	Assessment
F e b r u a r y	<p>Students will: Use two sources of information in writing a report; Take notes to record facts by following teacher directions, with assistance; Use organizational patterns, such as time/order, for expository writing; Connect personal experiences to new information from school subject areas, with assistance; Use spelling resources, such as dictionaries, word walls and/or computer software, to spell words correctly; Produce clear, well-organized short reports to demonstrate understanding of a topic.</p>	<p>How do readers answer questions that are not explicitly stated in the text?</p> <p>How do readers recognize plot and infer themes?</p> <p>How do readers infer word meanings using textual clues?</p>	<p>Vowel teams</p> <p>Short ea vowel team</p> <p>Schwa</p> <p>Project Read Unit 27</p>	<p>Context clues</p> <p>Sequencing</p> <p>Inference</p> <p>Problem, solution</p> <p>Character</p> <p>Setting</p>	<p>Homophones</p> <p>Synonyms</p> <p>Antonyms</p> <p>Nouns, proper nouns and pronouns</p> <p>Verbs</p>	<p>Paragraph writing with topic sentence, supportive details, felling/closing sentence</p> <p>Biographical writing</p>	<p>Journal responses</p> <p>Spelling tests</p> <p>Writing sample #3</p> <p>Informal Reading Comprehension Assessments</p> <p>Begin benchmark running records for March report card</p>

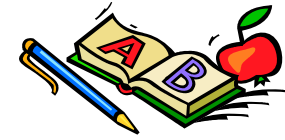


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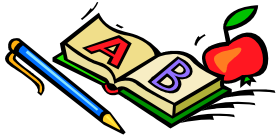
Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Phonics	Comprehension Strategies	Word Study	Writing	Assessment
M a r c h	<p>Students will: Support explanations with evidence from text; Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers, with assistance; Develop original literary texts that create characters, simple plot, and setting, with assistance; Use rhythm and rhyme to create short poems and songs, with assistance; Use descriptive language; Write interpretive and responsive essays that identify the title, author, and illustrator; Describe literary elements, such as plot, characters with assistance.</p>	<p>How do a reader's predictions change as the story progresses?</p> <p>How does a reader keep track of his/her understanding as s/he reads?</p> <p>How does fluency contribute to becoming a better reader?</p>	<p>Schwa</p> <p>-cle</p> <p>Diphthongs (oo, oi, oy)</p> <p>-dge</p> <p>Project Read Units 28-29</p>	<p>Inference</p> <p>Story morals</p> <p>Author's purpose</p> <p>Story mapping</p> <p>Compare/contrast</p>	<p>Nouns, verbs</p> <p>Similes</p> <p>Rhyming words (Seuss)</p> <p>Compound words</p> <p>Contractions</p>	<p>Imagination stories</p> <p>Writing for information</p> <p>Paragraph writing with topic sentence, supportive details, feeling/closing sentence</p> <p>Letter writing</p>	<p>Journal responses</p> <p>Spelling tests</p> <p>Benchmark running records</p> <p>Writing sample</p> <p>Informal Reading Comprehension Assessments</p>



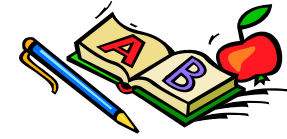
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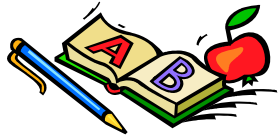
Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Phonics	Comprehension Strategies	Word Study	Writing	Assessment
<p style="font-size: 48pt; text-align: center;">A p r i l</p>	<p>Students will: Express a personal response to literature; Create clear well-organized responses to stories read or listened to, supporting understanding of genres, characters and events with details from the story, with assistance; Create imaginative stories and personal narratives that show development and organization, with assistance; Use resources such as personal experiences to stimulate own writing; Use a computer to create, research and interpret literary texts; Maintain a portfolio that includes imaginative writing as a method of reviewing work with teachers and parents/caregivers.</p>	<p>How do good readers find the answers to questions? (text clues, personal schema, prior knowledge and experience)</p> <p>How does asking questions before, during and after reading help you read?</p>	<p>Suffixes</p> <p>Prefixes</p> <p>Root words</p> <p>Project Read Units 30-31</p>	<p>Inference</p> <p>Story morals</p> <p>Author's purpose</p> <p>Story mapping</p> <p>Compare/contrast</p> <p>Locating specific information in texts</p> <p>Using text structures to help find information (table of contents, index, headings, subheadings)</p>	<p>Adjectives</p> <p>Adverbs</p> <p>Verbs</p> <p>Comparative adjectives (er, est)</p>	<p>Imagination stories</p> <p>Writing for information</p> <p>Paragraph writing with topic sentence, supportive details, feeling/closing sentence</p> <p>Letter writing</p> <p>Poetry writing</p>	<p>Journal responses</p> <p>Spelling tests</p> <p>Benchmark running records</p> <p>Anecdotal notes</p>



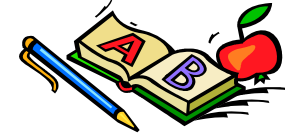
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Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Phonics	Comprehension Strategies	Word Study	Writing	Assessment
<p style="font-size: 48pt; text-align: center;">M a y</p>	<p>Students will: Use prewriting tools, such as semantic webs and concept maps to organize ideas and information; State a main idea and provide supporting details from the text; Use relevant examples, such as reasons to support ideas, with assistance; Express opinions and make judgments that demonstrate a personal point of view, with assistance; Analyze and evaluate the author's use of plot and character in written and visual text; Use effective vocabulary in expository writing, with assistance; Use details from stories or informational texts to predict events; Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers, parents/caregivers</p>	<p>What strategies does a reader need to review to improve his or her reading?</p>	<p>Suffixes Prefixes Root words Project Read Units 31-32</p>	<p>Focus on application and synthesis of comprehension strategies</p>	<p>Review: Verbs Multiple meaning words Root words Compound words Contractions</p>	<p>Review: Paragraph writing Story structure Letter writing Four square Poetry</p>	<p>Journal responses Spelling tests Informal Reading Comprehension Assessments English/Language Arts Practice test</p>



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Time Frame	Standards and Performance Indicators	Essential Questions (Reading Focus)	Phonics	Comprehension Strategies	Word Study	Writing	Assessment
<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold;">P r e s e</p>	<p>Students will: Share the process of writing with peers and adults; Respect the age, gender, social position and cultural traditions of the recipient; Use the tone, vocabulary and sentence structure of informal conversation, with assistance; Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers</p>	<p>What strategies does a reader need to review to improve his/her reading?</p>	<p>Suffixes Prefixes Root words Project Read Unit 32</p>	<p>Focus on application and synthesis of comprehension strategies</p>	<p>-</p>	<p>Review: Four square Paragraph writing Story structure Letter writing Poetry</p>	<p>Journal responses Spelling tests Benchmark running records</p>