

SECOND GRADE ELA CURRICULUM MAP

Performance Standard	Pearson Skill	NYS Literacy Competency
<p>Reading Standard 1:</p> <p>Print Sound Code</p> <ul style="list-style-type: none"> • Read regularly spelled one- and two-syllable words automatically • Recognize or figure out most irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common word endings <p>Reading Standard 2: Getting the Meaning Accuracy</p> <ul style="list-style-type: none"> • Independently read aloud unfamiliar Level "L" books with 95% or better accuracy of word recognition (self-correction allowed) <p>Fluency</p> <ul style="list-style-type: none"> • Independently read aloud from Level L books that have been previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text; and • Use the cues of punctuation -- including commas, periods, question marks and quotation marks -- to guide them in getting meaning and fluently reading aloud. <p>Self Monitoring and Self-Correcting Strategies</p> <ul style="list-style-type: none"> • Know when they don't understand a paragraph and search for clarification clues within the text, and • Examine the relationship between earlier and later parts of a text and figure out how they make sense together. 	<p>Concepts of Print</p> <ul style="list-style-type: none"> • Recognize parts of a book <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Segment one-syllable words into individual phonemes • Blend phonemes to make words • Add, delete, and/or substitute phonemes to change words <p>Phonics</p> <ul style="list-style-type: none"> • Read high-frequency words • Know letter-sound correspondence of: • Consonants, short vowels, long vowels, silent letters, consonant blends, consonant digraphs, hard and soft <i>c</i> and <i>g</i>, diphthongs, variant vowels, r-controlled vowels • Blend sounds from letters and letter patterns into words • Self-correct miscues <p>Structural Analysis</p> <ul style="list-style-type: none"> • Understand Plurals • Understand Possessives • Understand Verb tenses • Use structural clues to: read compound words, read contractions, recognize base words and/or roots, recognize prefixes and suffixes • Locate meanings, pronunciations, derivations of unfamiliar words using dictionaries, glossaries and other sources • Identify poly-syllabic words by using common syllable patterns. <p>Accuracy</p> <ul style="list-style-type: none"> • Recognize patterns in words • Self-correct miscues 	<p>Print Awareness</p> <ul style="list-style-type: none"> • Identify book parts and their purposes including identification of author, illustrator, title page, table of contents, index, and chapter headings <p>Decoding Including Phonics and Structural Analysis</p> <ul style="list-style-type: none"> • Identify and produce all letter-sound correspondences, including consonant blends/digraphs and vowel digraphs/diphthongs • Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, multisyllabic grade-level words • Decode by analogy using knowledge of known words in word families to read unfamiliar grade-level words (e.g., given the known <i>word boat</i>, read <i>coat</i>, <i>moat</i>, <i>goat</i>) • Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds) • Check accuracy of decoding using context to monitor and self-correct <p>Fluency</p> <ul style="list-style-type: none"> • Sight-read automatically grade-level, common, high-frequency words • Sight-read automatically grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 2: 82 WPM) (Davidson, M., & Towner, J. (2000). <i>Reading Screening Test</i>. Bellingham, WA: Applied Research and Development Center.)

SECOND GRADE ELA CURRICULUM MAP

Performance Standard	Pearson Skill	NYS Literacy Competency
	<p>Fluency Phrasing and Rate</p> <ul style="list-style-type: none"> • Recognize and respond to punctuation • Read at appropriate rate • Read in phrases • Participate in choral reading and/or readers theater • Read with appropriate intonation and expression • Emphasize key words and phrases when reading informational texts <p>Vocabulary/Word Study</p> <ul style="list-style-type: none"> • Understand plurals, possessives and verb tenses • Use structural clues to: read compound words, to read contractions, to recognize base words and/or word roots, to recognize prefixes and suffixes • Locate meaning, pronunciations and derivations of unfamiliar words using dictionaries, glossaries and other sources • Demonstrate knowledge of: rhyme, synonyms, antonyms, homographs, homophones, multiple meaning words, idioms • Use word structure to determine meaning of unfamiliar words: picture clues, knowledge of a topic, context clues, compound words, inflectional endings, content-area words, root words, prefixed, suffixes, reference sources (dictionary, glossary, thesaurus), comparatives, superlatives, figurative and idiomatic language 	<p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> • Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary • Study categories of words (e.g., transportation, sports) to learn new grade-level vocabulary • Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade-level vocabulary • Connect words and ideas in books to spoken language vocabulary and background knowledge • Learn new words indirectly from reading books and other print sources. • Use a dictionary to learn the meanings of words

SECOND GRADE ELA CURRICULUM MAP

Performance Standard	Pearson Skill	NYS Literacy Competency
<p>Comprehension When they independently read text they have not seen before, by the end of the year 2nd grade students are expected to:</p> <ul style="list-style-type: none"> • Recognize and be able to talk about organizing structures; • Combine information from two different parts of the text; • Infer cause-effect relationships that are not stated explicitly; • Compare the observation of the author to their own observations when reading nonfiction texts: and • Discuss how, why, and what -- if questions about non-fiction texts. <p>For texts that are read to them, by the end of the year second grade students are expected to:</p> <ul style="list-style-type: none"> • Discuss or write about the themes of a book - what the "messages" of the book might be. • Trace characters and plots across multiple episodes, perhaps ones that are read on several successive days; and • Relate later parts of a story to earlier parts of a story in terms of themes, cause and effect, etc. 	<p>Comprehension</p> <p>Activate Background Knowledge</p> <ul style="list-style-type: none"> • Use and activate background/prior knowledge • Set and monitor purpose for reading <p>Make Connections</p> <ul style="list-style-type: none"> • Link the new to the known • Use multiple connections: text-to-self, text-to-text, text-to-world <p>Self-monitor Comprehension</p> <ul style="list-style-type: none"> • Make, confirm, and revise predictions • Clarify by rereading and reading ahead • Ask and answer questions (self-question) • Self-correct when word does not make sense • Represent information through graphic organizers • Take notes • Summarize during reading <p>Retell and Summarize</p> <ul style="list-style-type: none"> • Use character names in retelling • Retell story events in sequence • Use a story map to aid retelling • Use key language/vocabulary in retellings and summaries • Retell ideas and facts from expository text • Summarize most important ideas and events • Summarize the main idea and important details in expository text • Summarize using own words • Use a graphic organizer to aid in creating a summary 	<p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary • Study categories of words (e.g., transportation, sports) to learn new grade-level vocabulary • Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade-level vocabulary • Connect words and ideas in books to spoken language vocabulary and background knowledge • Learn new words indirectly from reading books and other print sources. • Use a dictionary to learn the meanings of words • Read grade-level texts with comprehension and for different purposes • Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, self-correct) to clarify meaning of text • Work cooperatively with peers (e.g., peer pairs or groups) to comprehend text • Organize text information by using graphic or semantic organizers • Compare and contrast similarities and differences among characters and events across stories • Compare and contrast similarities and differences in information from more than one informational text • Comprehend and interpret information from a variety of graphic displays including diagrams, charts, and graphs

SECOND GRADE ELA CURRICULUM MAP

Performance Standard	Pearson Skill	NYS Literacy Competency
	<p>Make Inference</p> <ul style="list-style-type: none"> • Create mental images; visualize • Use context clues • Revise inferences with new information • Determine cause and effects • Draw conclusion • Support inferences with evidence from the text • Ask and answer Who? What? When? Where? Why? and How? Questions • Generalize 	<ul style="list-style-type: none"> • Ask questions when listening to or reading texts • Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts • Summarize main ideas and supporting details from imaginative or informational text, both orally and in writing • Support point of view with text information • Lead or participate in discussion about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information) • Demonstrate comprehension of grade-level text through creative response, such as writing, drama, and oral presentation
<p>Reading Standard 3: Reading Habits Independent and Assisted Reading</p> <ul style="list-style-type: none"> • Read one or two short books or long chapters every day and discuss what they read with another student or a group; • Read good children's literature every day; • Read multiple books by the same author and be able to discuss differences and similarities among the books; • Reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author's craft; • Read narrative accounts, responses to literature (pieces written by other students, book blurbs, and reviews), informational writing reports, narrative procedures, recountings, memoirs, poetry, plays and other genres; • Read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display; 	<p>Literary Response, Analysis, and Appreciation</p> <p>Genre and its Characteristics</p> <ul style="list-style-type: none"> • Recognize characteristics of a variety of genres • Distinguish fantasy from reality • Identify characteristics of literacy texts, including drama, fantasy, and traditional tales • Identify characteristics of poetry and song, including nursery rhymes, limericks and blank verse <p>Use and Evaluate Story Elements</p> <ul style="list-style-type: none"> • Use knowledge of genre characteristics to predict • Understand roles of author and illustrator • Identify and analyze setting • Recognize and describe traits, actions, feelings and motives of characters • Infer influence of setting on characters • Make judgments/express opinions about characters 	<p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, poetry, and other imaginative and informational texts • Read voluntarily for own purposes and interests • Show familiarity with the title and author of grade-level books • Read independently and silently

SECOND GRADE ELA CURRICULUM MAP

Performance Standard	Pearson Skill	NYS Literacy Competency
<ul style="list-style-type: none"> • Read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus, and invitations) and some of those encountered outside school; and • Voluntarily read to each other, signaling their sense of themselves as readers <p>Being Read To</p> <ul style="list-style-type: none"> • Have worthwhile literature read to them to model the language and craft of good writing; and • Listen to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance; • Hear texts read aloud from a variety of genres; and • Use reading strategies explicitly modeled by adults in read-alouds and assisted reading <p>Discussing Books</p> <ul style="list-style-type: none"> • Demonstrate the skills we look for in the comprehension components of Reading Standard 2: Getting the Meaning • Recognize genre features and compare works by different authors in the same genre; • Discuss recurring themes across works; • Paraphrase or summarize what another speaker has said and check whether the original speaker accepts the paraphrasing; • Sometimes challenge another speaker on whether facts are accurate, including reference to the text; • Sometimes challenge the speaker on logic or inferences; • Ask other speakers to provide supporting information or details; and • Politely correct someone who paraphrases or interprets their ideas incorrectly (for example, "That's not what I meant..."). 	<ul style="list-style-type: none"> • Understand plot: sequence of events, problem and solution, conflict, story resolution • Compare and contrast characters, settings and plots • Identify theme • Infer theme <p>Use and Evaluate text Structures and Text Features</p> <ul style="list-style-type: none"> • Use illustrations to predict • Use title, book cover, and chapter headings to predict • Use dialogue to understand characters • Recognize point of view <p>Appreciate Authors Craft</p> <ul style="list-style-type: none"> • Understand author's choice of words: alliteration, onomatopoeia, figurative language, humor, imagery, informal language, personification, rhyme, pattern, repetition • Infer authors point of view • Recognize/analyze authors and illustrators craft and style <p>Respond to Text</p> <ul style="list-style-type: none"> • Identify favorite part of book • Make observations through drawings, Book logs and journal • Support one's opinions with details from text <p>Expository Text</p> <p>Set Purpose for Reading</p> <ul style="list-style-type: none"> • Distinguish between non-fiction and fiction • Preview to predict information • Distinguish between more important and less important ideas/facts • Read for various purposes 	

SECOND GRADE ELA CURRICULUM MAP

Performance Standard	Pearson Skill	NYS Literacy Competency
<p>Vocabulary and Word Choice</p> <ul style="list-style-type: none"> • Recognize when they don't know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading; • Talk about the meaning of some new words encountered in reading after they have finished reading and discussing a text; • Notice and show interest in understanding unfamiliar words in texts that are read to them; • Know how to talk about what nouns mean in terms of function (for example, "An apple is something you eat") features (for example, "Some apples are red") and category (for example, "An apple is a kind of fruit"); and • Learn new words every day from their reading and talk. • 	<p>Understand and Use Text Features</p> <ul style="list-style-type: none"> • Understand purpose of text features • Use text features to predict content • Use text features to activate background knowledge • Use boldfaced or italicized words to identify key vocabulary and concepts • Integrate visual information and main text • Use contents page and index for different purposes • Integrate information from captions, labels, side bars with main text • Use glossary to identify key vocabulary and concepts • Classify and categorize information • Use heading and sub heading to identify main idea • Interpret and evaluate visual information (timelines, diagrams, photographs, illustrations, charts, maps, graphs, and lists) <p>Understand and Use Text Structures</p> <ul style="list-style-type: none"> • Determine main idea and supporting details • Understand how text is organized: description, sequence, time order, compare/contrast, cause/effect, problem/solution, explanation • Identify steps in a process • Make judgments • Use text structure to organize thinking • Use text structure to predict information <p>Read Critically</p> <ul style="list-style-type: none"> • Recognize authors purpose and perspective • Distinguish between fact and opinion • Evaluate accuracy • Identify persuasive devises 	