Grade Two

Tecumseh School District
ELA Curriculum Map

First Quarter

RL.10 and RI. 10: Use DRA 14

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RL.1 As k and answer such questions as **who, what, where, when, why and how** to demonstrate understanding of key details in a text.	Identify key details in text Describe key details of the text using who, what, where, when	x		SLO	Recount
RL.3 Describe how characters in a story **respond to major events** and challenges.	Define: character major events Identify major events or challenges of story Describe how characters respond to major events and challenges	x		SLO	Respond Challenge
RL. 4 **Describe how** words and phrases (e.g**., regular beats, alliteration, rhymes, repeated lines**) supply rhythm and meaning in a story, poem, or song.	Identify: rhyming words alliteration and other types of figurative language	x			Rhyming, Alliteration Figurative language
RL.5 **Describe the overall structure** of a story, including **describing how the beginning introduces** the story and the ending concludes the action.	Identify the structure of the story. Describe: • how the beginning introduces the story • the action that takes place in the middle of the story • how the ending concludes the action	X		SLO	Overall Structure Concludes Introduce

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RL.7 **Use information gained from the illustrations** and **words used in a print or digital text to demonstrate understanding** of its characters, setting, or plot.	Identify plot Recognize digital text Obtain information from illustrations and words in various types of text	X		SLO	Digital Text Plot
RI.1 Ask and answer such questions as **who, what, where, when, why, and how** to demonstrate understanding of key details in a text.	Identify key details in an informational text Describe key details in an informational text using the questions who, what, when, where	X		SLO	
RI.3 Describe the connection between a **series of historical events, scientific ideas or concepts, or steps in technical procedures** in a text.	Identify: • the historical events that occurred in a text • scientific ideas or concepts that occur in a text • the steps in a procedure Describe the connection that occurs in a text between a series of: • historical events • scientific ideas or concepts • the steps from a procedure	X			Connections Historical Events Scientific Ideas Scientific Concepts Technical Procedures
RI.4 Determine the meaning of words and phrases in a text relevant to a **grade 2 topic or subject area**.	Identify words and phrases in a text relevant to a grade 2 topic or subject area Determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area	X		SLO Benchmark A	Relevant

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
W.1 Write opinion pieces in which the introduce the topic or book they are writing about, state an opinion**, supply reasons** that support the opinion, **use linking words** (e.g., *because, and, also*) to connect opinion and reasons, and **provide a concluding statement** or section.	Identify a topic or title of a book to write about Recognize what an opinion is Recognize and define: • opinions • concluding sections or statements • linking words (e.g., because, and, also)	X		SLO	Linking Workds Concluding Statement
W.3 Write narratives in which they recount a **well-elaborated event or short sequence of events**, **include details to describe actions, thoughts, and feelings,** use temporal words to signal event order, and provide a sense of closure.	Identify: • components of narrative including beginning and ending • sequence of events • details related to event • temporal words	X		SLO	
W.5 With guidance and support from adults **and peers**, focus on a topic and **strengthen writing** as needed by revising and editing.	With guidance and support from adults and peers, students recognize how to: • focus on a topic • revise and edit	X			Peer Editing
W. 6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support: use basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools)	X			

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
W.7 Participate in shared research and writing projects (e.g., **read a number of books on a single topic** to produce a report; record science observations).	Organize relevant information on a topic (e.g., share information, produce a report) Participate in shared research and writing projects	X			
SL.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., **gaining the floor in respectful ways**, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations **by linking their comments to the remarks of others**. c. **Ask for clarification** and further explanation as needed about the topics and texts under discussion.	Identify ideas from second grade topics and texts Identify agreed-upon rules for discussion Recognize how others: listen ask questions on topics move conversations along	X			
SL 3 Ask and answer questions about what a speaker says in order to **clarify comprehension**, gather additional information, or deepen understanding of a topic or issue.	Formulate appropriate questions about what a speaker says in order to: • clarify comprehension • gather additional information • deepen understanding of a topic or issue	x			

Second Quarter

RL.10 and RI. 10: Use DRA _____

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RL.1 As k and answer such questions as **who, what, where, when, why and how** to demonstrate understanding of key details in a text.	Determine the answers of literary text using who, what, where, when,		X	Benchmark	Recount
RL.3 Describe how characters in a story **respond to major events** and challenges.	Define: character major events Identify major events or challenges of story Describe how characters respond to major events and challenges		X		Respond Challenges
RL. 4 **Describe how** words and phrases (e.g**., regular beats, alliteration, rhymes, repeated lines**) supply rhythm and meaning in a story, poem, or song.	Recognize regular beats and repeated lines in a: story poem song Recognize rhythm within a: story poem song		X		Regular Beats Rhythm Repeated Lines

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RL.5 **Describe the overall structure** of a story, including **describing how the beginning introduces** the story and the ending concludes the action.	Identify the structure of the story. Describe: • how the beginning introduces the story • the action that takes place in the middle of the story • how the ending concludes the action		X	Benchmark	Overall Structure Concludes Introduce
RL.7 **Use information gained from the illustrations** and **words used in a print or digital text to demonstrate understanding** of its characters, setting, or plot.	Explain: • characters • setting • plot obtained from illustrations and words in print		X	Benchmark	
RL.9 Compare and contrast **two or more versions** (e.g., Cinderella stories) of the same story **by different authors from different cultures.**	Recall details and events from two versions of a story by different authors Identify characters of two versions of a story by different authors Compare and contrast two versions of the same story by different authors representing different cultures	x			Compare Contrast Versions Culture
RI.1 Ask and answer such questions as **who, what, where, when, why, and how** to demonstrate understanding of key details in a text.	Determine the answers to questions about informational text using the questions who, what, when, where		X	Benchmark	

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RI.2 Identify the main topic of **a multi-paragraph** text as well as **the focus of specific paragraphs** within the text.	Recognize the main topic of multi-paragraph informational text	x		Benchmark (Main topic)	Multi-Paragragh Main Topic Main Focus
RI.3 Describe the connection between a **series of historical events, scientific ideas or concepts, or steps in technical procedures** in a text.	Identify: • the historical events that occurred in a text • scientific ideas or concepts that occur in a text • the steps in a procedure Describe the connection that occurs in a text between a series of: • historical events • scientific ideas or concepts • the steps from a procedure		X		
RI.4 Determine the meaning of words and phrases in a text relevant to a **grade 2 topic or subject area**.	Identify words and phrases in a text relevant to a grade 2 topic or subject area Determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area		X	Benchmark	
RI. 5 Know and use various text features (e.g. **captions, bold print, subheadings**, glossaries**, indexes**, electronic menus, icons) to locate key facts and information in a text **efficiently.**	Determine how readers use different text features Identify various text features Use various text features to locate key facts or information in a text	X			Captions Bold Print Subheadings Indexes

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify text.	Identify images in an informational text Understand the terms: • explain • contribute • clarify Discuss how specific images add to and clarify informational text	X			Explain Contribute Clarify
RI.8 Describe how reasons support specific points the author makes in a text.	Identify the key points in a text Identify details that support key points Describe how reasons support the author's specific points	X		Benchmark	
W.1 Write opinion pieces in which the introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.	Formulate and articulate an opinion about a text or topic Generate supporting reasons for stated opinions Organize writing to: • introduce • support • conclude Link ideas with effective words in order to connect opinions and reasons		X	Benchmark (concluding statement)	

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
W.3 Write narratives in which they recount a **well-elaborated event or short sequence of events**, **include details to describe actions, thoughts, and feelings,** use temporal words to signal event order, and provide a sense of closure.	Choose relevant details that correspond to a chosen event Reflect on identified event Apply appropriate temporal words in order to signal change of events in narrative. Create relevant and elaborated details to support events of narrative		X		
W.5 With guidance and support from adults **and peers**, focus on a topic and **strengthen writing** as needed by revising and editing.	With guidance and support from peers and adults, students strengthen writing as needed by: • revising • editing		X		
W. 6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support: use technology to produce and publish writing individually and with peers		x		

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
SL.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., ==gaining the floor in respectful ways==, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations ==by linking their comments to the remarks of others==. c. ==Ask for clarification== and further explanation as needed about the topics and texts under discussion.	Formulate comments and questions appropriate to the topic of discussion Determine if agreed-upon discussion rules are being followed		x		
SL 3 Ask and answer questions about what a speaker says in order to ==clarify comprehension==, gather additional information, or deepen understanding of a topic or issue.	Formulate appropriate answers to questions about what a speaker says in order to: • clarify comprehension • provide additional information • deepen understanding of a topic or issue		X		

Third Quarter

RL.10 and RI. 10: Use DRA _____

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RL.1 As k and answer such questions as **who, what, where, when, why and how** to demonstrate understanding of key details in a text.	Describe key details of the text using why and how		X		
RL.2 **Recount** stories, including **fables and folktales from diverse culture**s, and determine their central message, lesson or **moral**.	Identify fables and folktales from diverse cultures Define diverse cultures Recall details from stories (e.g., fables and folktales)	X		Benchmark	Recount Culture Fables Folktales Moral
RL.3 Describe how characters in a story **respond to major events** and challenges.	Describe how characters respond to major events and challenges		X	Benchmark	Respond Challenges
RL. 4 **Describe how** words and phrases (e.g**., regular beats, alliteration, rhymes, repeated lines**) supply rhythm and meaning in a story, poem, or song.	Determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area		X		Regular Beats Rhythm Repeated Lines

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RL.5 **Describe the overall structure** of a story, including **describing how the beginning introduces** the story and the ending concludes the action.	Describe: • how the beginning introduces the story • the action that takes place in the middle of the story • how the ending concludes the action		X	Benchmark	
RL.6 **Acknowledge differences in the points of view** of characters, including by **speaking in a different voice for each character** when reading **dialogue** aloud.	Define point of view Recognize dialogue to determine who is speaking Determine differences in each character's point of view	X			Point of View Dialogue
RL.7 **Use information gained from the illustrations** and **words used in a print or digital text to demonstrate understanding** of its characters, setting, or plot.	Understand: • characters • setting • plot obtained from illustrations and words in digital text		X		

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RL.9 Compare and contrast **two or more versions** (e.g., Cinderella stories) of the same story **by different authors from different cultures.**	Recall details and events from two or more versions of a story by different authors Identify characters of two or more versions of a story by different authors Compare and contrast two versions of the same story by different authors representing different cultures		X	Benchmark (2 stories)	
RI.1 Ask and answer such questions as **who, what, where, when, why, and how** to demonstrate understanding of key details in a text.	Describe key details of informational text using why and how		X		
RI.2 Identify the main topic of **a multi-paragraph** text as well as **the focus of specific paragraphs** within the text.	Identify the focus of specific paragraphs that support the main topic of a text		X		
RI.3 Describe the connection between a **series of historical events, scientific ideas or concepts, or steps in technical procedures** in a text.	Describe the connection that occurs in a text between a series of: • historical events • scientific ideas or concepts • the steps from a procedure		X		
RI.4 Determine the meaning of words and phrases in a text relevant to a **grade 2 topic or subject area**.	Determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area		X	Benchmark	

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RI. 5 Know and use various text features (e.g. **captions, bold print, subheadings**, glossaries**, indexes**, electronic menus, icons) to locate key facts and information in a text **efficiently.**	Determine how readers use different text features Identify various text features Use various text features to locate key facts or information in a text		X		
RI.6 **Identify the main purpose** of a text, including what the author wants to **answer, explain, or describe**.	Identify the author's purpose Identify the main idea Identify what the author wants to answer, explain or describe	X			Purpose Entertain Persuade Inform
RI.7 Explain how **specific images** (e.g., a diagram showing how a machine works) **contribute to and clarify text**.	Identify images in an informational text Understand the terms: • explain • contribute • clarify Discuss how specific images add to and clarify informational text		X		
RI.8 **Describe how** reasons support specific points the author makes in a text.	Identify the key points in a text Identify details that support key points Describe how reasons support the author's specific points		X		

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RI. 9 **Compare and contrast** the most important points presented by two texts on the same topic.	Identify the important points presented in two informational texts on the same topic Compare the important points in two informational texts on the same topic Contrast the important points in two informational texts on the same topic	X		Benchmark	
W.1 Write opinion pieces in which the introduce the topic or book they are writing about, state an opinion**,** **supply reasons** that support the opinion, **use linking words** (e.g., *because, and, also*) to connect opinion and reasons, and **provide a concluding statement** or section.	Formulate and articulate an opinion about a text or topic Generate supporting reasons for stated opinions Organize writing to: • introduce • support • conclude Link ideas with effective words in order to connect opinions and reasons		X	SLO final	

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
W.2 Write informative/explanatory texts in which **they introduce a topic**, use **facts and definitions** to develop points, and provide a concluding statement or section.	Recognize an: • informative text • explanatory text Identify: • topic sentences • facts • definitions • concluding statement Use facts and definitions appropriately to develop points Determine an appropriate concluding statement or section	X			Definitions
W.3 Write narratives in which they recount a **well-elaborated event or short sequence of events**, **include details to describe actions, thoughts, and feelings,** use temporal words to signal event order, and provide a sense of closure.	Choose relevant details that correspond to a chosen event Reflect on identified event Apply appropriate temporal words in order to signal change of events in narrative. Create relevant and elaborated details to support events of narrative		X		
W.7 Participate in shared research and writing projects (e.g., **read a number of books on a single topic** to produce a report; record science observations).	Organize relevant information on a topic (e.g., share information, produce a report) Participate in shared research and writing projects	X			

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
SL.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	Participate in conversations about grade 2 topics and texts Follow agreed-upon rules for discussion Connect comments to the comments of others Ask questions to better understand topics and text		x		
SL 3 Ask and answer questions about what a speaker says in order to <mark>clarify comprehension</mark>, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about what a speaker says in order to: • clarify comprehension • gather additional information • deepen understanding of a topic or issue.		X		

Fourth Quarter

RL.10 and RI. 10: Use DRA 28

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RL.2 **Recount** stories, including **fables and folktales from diverse culture**s, and determine their central message, lesson or **moral**.	Identify fables and folktales from diverse cultures Define diverse cultures Recall details from stories (e.g., fables and folktales) Recount details of a story (e.g., fables and folktales) Determine the message, lesson or moral of a story (e.g., fables and folktales)		X	Benchmark	Recount Culture Fables Folktales Moral
RL.3 Describe how characters in a story **respond to major events** and challenges.	Describe how characters respond to major events and challenges		X	Benchmark	Respond Challenges

RL. 4 **Describe how** words and phrases (e.g**., regular beats, alliteration, rhymes, repeated lines**) supply rhythm and meaning in a story, poem, or song.	Describe how words and phrases supply rhythm or impact meaning, in a • story • poem • song		X		
RL.5 **Describe the overall structure** of a story, including **describing how the beginning introduces** the story and the ending concludes the action.	Describe: • how the beginning introduces the story • the action that takes place in the middle of the story • how the ending concludes the action		X	Benchmark	
RL.6 **Acknowledge differences in the points of view** of characters, including by **speaking in a different voice for each character** when reading **dialogue** aloud.	Analyze character to know what type of voice to use when speaking the part Read the dialogue in text using appropriate voices for different characters		X		
RL.7 **Use information gained from the illustrations** and **words used in a print or digital text to demonstrate understanding** of its characters, setting, or plot.	Understand: • characters • setting • plot obtained from illustrations and words in digital text		X	Benchmark	

RL.9 Compare and contrast **two or more versions** (e.g., Cinderella stories) of the same story **by different authors from different cultures.**	Recall details and events from two or more versions of a story by different authors Identify characters of two or more versions of a story by different authors Compare and contrast two versions of the same story by different authors representing different cultures		X	Benchmark (3 stories)	
RI.1 Ask and answer such questions as **who, what, where, when, why, and how** to demonstrate understanding of key details in a text.	Describe key details of informational text using why and how		X	Benchmark	
RI.2 Identify the main topic of **a multi-paragraph** text as well as **the focus of specific paragraphs** within the text.	Identify the focus of specific paragraphs that support the main topic of a text		X	Benchmark all paragraphs and main topic	
RI.3 Describe the connection between a **series of historical events, scientific ideas or concepts, or steps in technical procedures** in a text.	Describe the connection that occurs in a text between a series of: • historical events • scientific ideas or concepts • the steps from a procedure		X		
RI.4 Determine the meaning of words and phrases in a text relevant to a **grade 2 topic or subject area**.	Determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area		X	Benchmark	

RI. 5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts and information in a text efficiently.	Determine how readers use different text features Identify various text features Use various text features to locate key facts or information in a text		X		
RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Identify the author's purpose Identify the main idea Identify what the author wants to answer, explain or describe	X		Benchmark	
RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify text.	Identify images in an informational text Understand the terms: • explain • contribute • clarify Discuss how specific images add to and clarify informational text		X		
RI.8 Describe how reasons support specific points the author makes in a text.	Identify the key points in a text Identify details that support key points Describe how reasons support the author's specific points		X	Benchmark	

				Benchmark	
RI. 9 **Compare and contrast** the most important points presented by two texts on the same topic.	Identify the important points presented in two informational texts on the same topic Compare the important points in two informational texts on the same topic Contrast the important points in two informational texts on the same topic	X		Benchmark	
W.1 Write opinion pieces in which the introduce the topic or book they are writing about, state an opinion**,** **supply reasons** that support the opinion, **use linking words** (e.g., *because, and, also*) to connect opinion and reasons, and **provide a concluding statement** or section.	Write an opinion piece which: • introduces the topic or book • states an opinion • supplies at least 2 supporting reasons for the opinion • uses effective words to link opinions and reasons • provides a concluding statement or section		X	Benchmark (Reasons, linking words)	
W.2 Write informative/explanatory texts in which **they introduce a topic**, use **facts and definitions** to develop points, and provide a concluding statement or section .	Write an informative/explanatory text that: • focuses on a specific topic • uses facts and definitions to develop the topic • includes a concluding statement or section		X	Benchmark	

			X	Benchmark	
W.3 Write narratives in which they recount a <mark>well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings,</mark> use temporal words to signal event order, and provide a sense of closure.	Write a narrative that: • recounts a well-elaborated event or short sequence of events • includes supporting details, temporal words, and a sense of closure.		X	Benchmark	
W.7 Participate in shared research and writing projects (e.g., <mark>read a number of books on a single topic</mark> to produce a report; record science observations).	Organize relevant information on a topic (e.g., share information, produce a report) Participate in shared research and writing projects		X		
SL.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	Participate in conversations about grade 2 topics and texts Follow agreed-upon rules for discussion Connect comments to the comments of others Ask questions to better understand topics and text		x		
SL 3 Ask and answer questions about what a speaker says in order to <mark>clarify comprehension</mark>, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about what a speaker says in order to: • clarify comprehension • gather additional information • deepen understanding of a topic or issue.		X		