

Map: **ELA Grade 2 Part 1** Grade Level: **2**District: **Island Trees**Created: **01/26/2007** Last Updated: **02/13/2007**

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	How can recognizing letter/sound patterns help me to figure out words I do not know?	<p>Unit 1 - Weeks 1-5</p> <p>Phonics, Decoding, and Structural Analysis</p> <p>Word Study</p>	<p>Recognize and apply knowledge of sounds to read words</p> <p>short vowels a, i, u, e, o</p> <p>Recognize l,r, and s blends</p> <p>Final consonant blends</p> <p>Long vowels with final e</p> <p>Initial consonant digraphs</p> <p>Long e: ea, ee</p> <p>Final consonant digraphs</p> <p>Long e: e,y</p> <p>Inflected Ending -ed</p>	<p>ELA1-2.L.2</p> <p>ELA1-2.L.3</p>

Unit 2	How can I use reading comprehension tools to help me understand what I read?	<p>Literacy Elements and Themes</p> <p>Comprehension Strategies;</p> <p>Genre</p> <p>Listening skills</p>	<p>Literacy Skills</p> <p>Apply Prediction Skills</p> <p>Evaluate Characters' Characteristics</p> <p>Comprehension:</p> <p>Comprehend Author's Purpose</p> <p>Comprehend Setting</p> <p>Listening Skills:</p> <p>Draws conclusions from clues in the story and real life</p>		<p>ELA1-2.R.2</p> <p>ELA1-2.R.5</p> <p>ELA1-2.R.9</p> <p>ELA1-2.R.4</p> <p>ELA1-2.L.4</p>
Unit 3	How does listening and speaking help me to understand what I read?	<p>Oral Language</p> <p>Speaking</p> <p>Listening</p>	<p>Listening</p> <p>Listen and Acquire information</p> <p>Be a Polite Listener</p> <p>Poems</p>		<p>ELA1-2.L.4</p> <p>ELA1-2.L.5</p> <p>ELA1-2.L.1</p> <p>ELA1-2.S.4</p> <p>ELA1-2.S.7</p> <p>ELA1-2.S.7</p>

			Big Book		
			Vocabulary		
			Homophones		
			Comprehension		
			Identify and Infer		
			author's Purpose		
			Setting		
			Draw Conclusions		
			Speaking		
			Read Aloud to Improve Fluency and Oral Expression		
			Reread for Fluency		
			Retell Story in order		

	Essential Questions	Content	Skills	Standards/PIs
Unit 4	How can I communicate my ideas through writing, so that others can understand me?	<p>Grammar Usage and Mechanics</p> <p>Genre and Literacy</p>	<p>Grammar</p> <p>Applies Knowledge of Complete sentences Subjects Predicates Statements and questions Commands and Exclamations</p> <p>Writing</p> <p>Able to Produce Complete Sentences Short Essay</p> <p>Genre-Identifies:</p> <p>Realistic Fiction Narration Animal Fantasy</p>	ELA2-2.W.3
	How can recognizing letter/sound patterns help me to figure out words I do not know?	<p>Unit 2 Weeks 6-10</p> <p>Phonics, Decoding, and Structural Analysis</p>	<p>Recognize and apply knowledge of sounds to read words.</p> <p>Long a: ai, ay,</p>	<p>ELA1-2.R.2</p> <p>ELA1-2.L.1</p>

Unit 5		<p>Word Study</p>	<p>Long i: i, igh, y, ie</p> <p>Inflected Endings -s, -es, ing</p> <p>Medial Consonants</p> <p>r-Controlled er, ir, ur</p> <p>Plurals -s, -es</p> <p>Long o: o, oa, ow, oe</p> <p>Compound Words</p> <p>Words with ce, ge, se</p> <p>Singular and Plural Possessives</p>		
Unit 6	<p>How can I use reading comprehension tools to help me understand what I read?</p>	<p>Literacy Elements</p> <p>Vocabulary</p> <p>Comprehension Strategies</p> <p>Genre</p> <p>Listening</p>	<p>Compare and Contrast Diagrams</p> <p>Describes Setting</p> <p>Illustrates Sequence</p> <p>Sketches Steps in a Process</p> <p>Uses Graphic Sources</p> <p>Predicts Conclusions</p>		<p>ELA1-2.R.2</p> <p>ELA1-2.R.12</p> <p>ELA1-2.R.9</p>

		Defines Vocabulary		
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	Essential Questions	Content	Skills		Standards/Pis
Unit 7	How does listening and speaking help me to understand what I read?	<p>Oral Language</p> <p>Speaking</p> <p>Listening</p>	<p>Listening</p> <p>Big Book</p> <p>Poems</p> <p>Listening for Information to Make a Chart</p> <p>Listening to Steps in a Process</p> <p>Comprehension</p> <p>Listening to Compare/Contrast</p> <p>Listening for a Sequence of Events</p> <p>Compare Humans and Animals</p> <p>Speaking</p> <p>Give a Description</p> <p>Reread for Fluency</p> <p>Retell a Story</p> <p>Give Directions</p> <p>Ask and Answer Questions</p> <p>Make Introductions</p>		<p>ELA1-2.L.1</p> <p>ELA1-2.L.2</p> <p>ELA1-2.L.4</p>
	How can I communicate my ideas through writing, so that	<p>Grammar, Usage, and Mechanics</p> <p>Genre and Literacy</p>	<p>Grammar</p> <p>Identify and Apply Knowledge when</p>		<p>ELA2-2.W.3</p> <p>ELA2-2.W.2</p>

Unit 8	others can understand me?	Skills Research and Study Skills	Speaking and Writing Nouns Proper Nouns Singular and Plural Nouns Irregular Plural Nouns Writing Process Possessive Nouns Genre Differentiate and relate knowledge of Fairy Tales Expository Nonfiction Fable Literacy Skills Identify and discuss Point of View Facts Repetition Descriptive Paragraph Dialogue Research and Study Skills Choose and Evaluate Book Jacket Charts	ELA2-2.W.5
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			Diagrams Glossary: Guide Words Pictures and Captions		
Unit 3	How can recognizing letter/sound patterns help me to figure out words I do not know?	Unit 3 Phonics Word Study Spelling	Identify and apply knowledge to spell and read Vowel Diphthongs ou, ow Inflected Endings ed, ing r-controlled ar Vowel patterns ew, oo, ou Contractions r-Controlled or, ore, oor, our Inflected Endings -ed, -es Vowel oo, ou Comparative Endings - er, -est		ELA1-2.R.2 ELA1-2.R.4

	Essential Questions	Content	Skills	Standards/PIs
Unit 10	How can I use reading comprehension tools to help me understand what I read?	<p>Literacy Elements</p> <p>Vocabulary</p> <p>Comprehension Strategies</p> <p>Genre</p> <p>Listening</p>	<p>Vocabulary</p> <p>Define High Frequency Words and New Vocabulary</p> <p>Literacy Elements</p> <p>Describe Characters</p> <p>Comprehension Strategies</p> <p>Discuss Cause and Effect</p> <p>Summarize</p> <p>Explain Comparisons and Contrasts</p>	<p>ELA3-2.R.1</p> <p>ELA1-2.R.2</p> <p>ELA1-2.R.5</p> <p>ELA1-2.R.8</p> <p>ELA1-2.R.9</p>
Key to Standards used in this Map				
<p>ELA1-2.R.2 [5 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.02 - read unfamiliar informational texts to collect and interpret data, facts, and ideas, with assistance [Grade 2]</p> <p>ELA1-2.R.4 [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.04 - locate information in a text that is needed to solve a problem, with assistance [Grade 2]</p> <p>ELA1-2.R.5 [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.05 - identify main ideas and supporting details in informational texts, with assistance [Grade 2]</p> <p>ELA1-2.R.8 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.08 - compare and contrast information on one topic from two different sources, with assistance [Grade 2]</p> <p>ELA1-2.R.9 [3 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.09 - identify a conclusion that summarizes the main idea, with assistance [Grade 2]</p> <p>ELA1-2.R.12 [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.12 - use graphic organizers to record significant details from informational texts, with assistance [Grade 2]</p> <p>ELA3-2.R.1 [1 occurrence] - ELA Standard 3 - Reading Strand - Performance Indicator 2.R.01 - evaluate the content by identifying, with assistance - the author's purpose - important and unimportant details - whether events, actions, characters, and/or setting are realistic [Grade 2]</p> <p>ELA2-2.W.2 [1 occurrence] - ELA Standard 2 - Writing Strand - Performance Indicator 2.W.02 - write interpretive and responsive essays that - identify the title, author, and illustrator - describe literary elements, such as plot and characters, with assistance - express a personal response to literature [Grade 2]</p> <p>ELA2-2.W.3 [2 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 2.W.03 - 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 [Grade 2]</p> <p>ELA2-2.W.5 [1 occurrence] - ELA Standard 2 - Writing Strand - Performance Indicator 2.W.05 - use resources such as personal experiences to stimulate own writing [Grade 2]</p> <p>ELA1-2.L.1 [3 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 2.L.01 - acquire information and/or understand procedures [Grade 2]</p> <p>ELA1-2.L.2 [2 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 2.L.02 - identify essential details, with assistance [Grade 2]</p> <p>ELA1-2.L.3 [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 2.L.03 - determine a sequence of steps given, with assistance [Grade 2]</p> <p>ELA1-2.L.4 [3 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 2.L.04 - identify main ideas and supporting details, with assistance [Grade 2]</p>				

ELA1-2.L.5 [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 2.L.05 - interpret information by drawing on prior knowledge and experience, with assistance [Grade 2]

ELA1-2.S.4 [1 occurrence] - ELA Standard 1 - Speaking Strand - Performance Indicator 2.S.04 - summarize, with assistance [Grade 2]

ELA1-2.S.7 [2 occurrences] - ELA Standard 1 - Speaking Strand - Performance Indicator 2.S.07 - state a main idea with supporting examples and details, with assistance [Grade 2]