

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

	Essential Questions	Content	Skills	Standards/PIs
Unit 1	How does listening and speaking help me to understand what I read?	<p><b>Unit 3 (Continued from Map 2)</b></p> <p><b>Oral Language</b></p> <p><b>Speaking</b></p> <p><b>Listening</b></p>	<p><b>Listening</b></p> <p>Listen to Big Book</p> <p>Listen to Summarize</p> <p>Listen to Poem</p> <p>Listen for Context Clues</p> <p>Listen for Cause and Effect</p> <p>Listen to Learn about Characters</p> <p><b>Speaking</b></p> <p>Reread for Fluency</p> <p>Speak to Expand Vocabulary (Unknown Words)</p> <p>Discuss Similarities and Differences</p> <p><b>Oral Language:</b></p> <p>Talk About Literature</p> <p>Name Objects</p> <p>Retell a Story</p> <p>Discuss Community Jobs</p>	<p><b>ELA1-2.L.4</b></p> <p><b>ELA1-2.L.5</b></p> <p><b>ELA1-2.L.6</b></p> <p><b>ELA1-2.S.2</b></p> <p><b>ELA1-2.S.3</b></p> <p><b>ELA1-2.S.4</b></p>

Unit 2	How can I communicate my ideas through writing, so that others can understand me?	Grammar Usage and Mechanics	<p><b>Grammar, Usage, and Mechanics</b></p> <p><b>Identify and Use:</b></p> <p>Verbs</p> <p>Verb to Be</p> <p><b>Genre</b></p> <p><b>Identify, Compare and Contrast:</b></p> <p>Tall Tale and Legend</p> <p>Realistic Fiction</p> <p>Mystery</p> <p><b>Literacy Skills</b></p> <p><b>Produce:</b></p> <p>Thank You Speech</p> <p>Writing a Poem</p> <p>Rhyme</p> <p>Writing a Character Sketch</p> <p>Dialogue</p>		<p>ELA1-2.W.2</p> <p>ELA1-2.W.3</p> <p>ELA1-2.W.5</p> <p>ELA1-2.W.6</p> <p>ELA2-2.W.5</p> <p>ELA2-2.W.6</p>

			<p>Writing Process</p> <p>Metaphor</p> <p><b>Study Skills</b></p> <p><b>Demonstrates:</b></p> <p>Alphabetical Order to Second Letter</p> <p>Glossary: Parts of an Entry</p> <p>Reference Sources</p> <p>Parts of a Book: Table of Contents</p>	
Unit 3	How can recognizing letter/sound patterns help me to read and spell words I do not know?	<p><b>Phonics and Structural Analysis</b></p> <p><b>Print Awareness</b></p> <p><b>Fluency</b></p>	<p><b>Recognize and apply knowledge of sounds to read words</b></p> <p>r-Controlled Vowels: ear, eer</p> <p>Suffix -ly</p> <p>Vowel Diphthongs oi, oy</p> <p>Suffix -ful</p> <p>Short e: ea</p> <p>Suffix -er</p> <p>Vowel Patterns: a, al, au</p> <p>Silent Consonants kn, mb</p> <p>Vowel Patterns: aw, ough</p>	<p>ELA1-2.R.2</p> <p>ELA1-2.R.4</p>

			Silent Consonants: gn, wh, wr		
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	Essential Questions	Content	Skills	Standards/PIs
Unit 4	How can I use reading comprehension tools to help me understand what I read?	<p>Literacy Elements</p> <p>Comprehension Strategies</p> <p>Genre</p> <p>Listening Skills</p>	<p><b>Apply and Discuss</b></p> <p>Plot</p> <p>Theme</p> <p>Character</p> <p><b>Identify</b></p> <p>Cause and Effect</p> <p>Steps in a Process</p> <p><b>Compose</b></p> <p>Judgements</p> <p>Classifications</p>	<p>ELA1-2.R.4</p> <p>ELA1-2.R.5</p> <p>ELA1-2.R.8</p> <p>ELA1-2.R.9</p> <p>ELA1-2.R.10</p>
Unit 5	How does listening and speaking help me to understand what I read?	<p>Oral Language</p> <p>Speaking</p> <p>Listening</p>	<p><b>Speaking</b></p> <p><b>Demonstrate a Knowledge</b></p> <p><b>Vocabulary:</b></p> <p>Words for Sports and Games</p> <p>Celebration Words</p> <p>Synonyms</p> <p>Polite Language</p> <p><b>Oral Speaking</b></p> <p><b>Produce</b></p>	<p>ELA1-2.L.5</p> <p>ELA1-2.L.2</p> <p>ELA1-2.L.4</p> <p>ELA3-2.S.1</p> <p>ELA3-2.S.2</p> <p>ELA3-2.S.4</p>

			<p>Sequence Words</p> <p>Reread for Fluency</p> <p>Make Announcements</p> <p><b>Listening to Identify</b></p> <p>Sequence</p> <p>Listen to a Big Book</p> <p>Clarify Description</p> <p>Listen to a Poem</p> <p>Listen for Theme</p> <p>Listen for Realism and Fantasy</p> <p>Listen for Details</p> <p>Listen for Plot</p> <p>Listen to Make Judgements</p>		
Unit 6	How can I communicate my ideas through writing, so that others can understand me?	<p><b>Grammar, Usage, and Mechanics</b></p> <p><b>Genre and Literacy Skills</b></p> <p><b>Research and Study Skills</b></p>	<p><b>Grammar, Usage and Mechanics</b></p> <p><b>Identify and Apply</b></p> <p>Adjectives</p> <p>Comparative and Superlative Adjectives</p> <p>Adverbs</p> <p><b>Genre</b></p> <p><b>Identify, Compare and Contrast</b></p>		<p>ELA1-2.W.2</p> <p>ELA3-2.W.4</p> <p>ELA3-2.W.5</p> <p>ELA3-2.W.6</p> <p>ELA4-2.W.1</p>



	Essential Questions	Content	Skills	Standards/PIs
Unit 7	How can recognizing letter/sound patterns help me read and spell words I do not know?	<p>Unit 5</p> <p><b>Phonics and Structural Analysis</b></p> <p><b>Print Awareness</b></p> <p><b>Fluency</b></p>	<p><b>Recognize and apply Knowledge of sounds to read words.</b></p> <p>Short u: ou</p> <p>Multisyllabic Words</p> <p>Schwa Sound</p> <p>Plural -s and -es</p> <p>Vowel Digraph ue</p> <p>Schwa Sound: Consonant + -er</p> <p>Long a: ei, eigh</p> <p>Endings and Suffixes</p> <p>Pattern ex</p> <p>Prefixes un-, dis-, re-,</p>	<p>ELA1-2.R.2</p> <p>ELA1-2.R.4</p>
Unit 8	How can I use reading comprehension tools to help me understand what I read?	<p><b>Literacy Elements and Themes</b></p> <p><b>Comprehension Strategies</b></p> <p><b>Vocabulary</b></p>	<p><b>Literacy Skills</b></p> <p>Character</p> <p>Setting</p> <p>Graphic Sources</p> <p><b>Comprehension</b></p> <p>Fact and Opinion</p> <p>Main Idea</p> <p>Author's Purpose</p> <p><b>Vocabulary</b></p> <p>High Frequency Words</p>	<p>ELA3-2.R.1</p> <p>ELA3-2.R.2</p> <p>ELA1-2.R.2</p> <p>ELA1-2.R.9</p> <p>ELA1-2.R.12</p>

Unit 9	How does listening and speaking help me to understand what I read?	<p><b>Oral Language</b></p> <p><b>Listening</b></p> <p><b>Speaking</b></p>	<p><b>Listening</b></p> <p><b>Listen and Acquire Information</b></p> <p>Big Book</p> <p>Main Idea</p> <p>Vocabulary: Idioms</p> <p>Prologue</p> <p>Characters</p> <p>Homophones</p> <p>Poem</p> <p>Fact and Opinion</p> <p>Synonyms</p> <p><b>Speaking</b></p> <p><b>Read aloud to improve fluency and oral expression.</b></p> <p>Retell a Story</p> <p>Reread for Fluency</p> <p>Summarize</p> <p>Speak with Proper Grammar</p>		<p><b>ELA2-2.W.1</b></p> <p><b>ELA2-2.W.2</b></p> <p><b>ELA2-2.W.3</b></p> <p><b>ELA2-2.W.4</b></p> <p><b>ELA2-2.L.1</b></p> <p><b>ELA2-2.L.2</b></p>
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	Essential Questions	Content	Skills	Standards/PIs
Unit 10	How can I communicate my ideas through writing, so that others can understand me?	<p><b>Grammar, Usage and Mechanics</b></p> <p><b>Genre and Literacy Skills</b></p> <p><b>Research and Study Skills</b></p>	<p><b>Grammar</b></p> <p><b>Identify and Apply</b></p> <p>Pronouns</p> <p>Singular and Plural Pronouns</p> <p>Subject and Object Pronouns</p> <p>Contractions</p> <p><b>Literacy Skills</b></p> <p><b>Illustrate</b></p> <p>Writing a Summary</p> <p>Similes</p> <p>Writing with Pronouns</p> <p>Author's Style</p> <p><b>Genre</b></p> <p><b>Analyze</b></p> <p>Narrative Nonfiction</p> <p>Expository Nonfiction</p> <p><b>Research and Study Skills</b></p> <p><b>Practice</b></p>	<p>ELA2-2.W.2</p> <p>ELA2-2.W.3</p> <p>ELA2-2.W.4</p> <p>ELA3-2.W.1</p> <p>ELA3-2.W.2</p> <p>ELA3-2.W.3</p> <p>ELA3-2.W.4</p> <p>ELA3-2.W.6</p>

			Using a Glossary		
			Poster/Announcement		
			Diagrams		
			Take Notes		

### Key to Standards used in this Map

- ELA1-2.R.2** [3 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]
- ELA1-2.R.4** [3 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]
- ELA1-2.R.5** [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.05 - identify main ideas and supporting details in informational texts, with assistance [Grade 2]
- 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]
- ELA1-2.R.9** [2 occurrences] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.09 - identify a conclusion that summarizes the main idea, with assistance [Grade 2]
- ELA1-2.R.10** [1 occurrence] - ELA Standard 1 - Reading Strand - Performance Indicator 2.R.10 - select books to meet informational needs, with assistance [Grade 2]
- 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]
- 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]
- ELA3-2.R.2** [1 occurrence] - ELA Standard 3 - Reading Strand - Performance Indicator 2.R.02 - compare characters in literary works [Grade 2]
- ELA1-2.W.2** [2 occurrences] - ELA Standard 1 - Writing Strand - Performance Indicator 2.W.02 - take notes to record facts by following teacher directions, with assistance [Grade 2]
- ELA1-2.W.3** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 2.W.03 - state a main idea and support it with facts, with assistance [Grade 2]
- ELA1-2.W.5** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 2.W.05 - connect personal experiences to new information from school subject areas, with assistance [Grade 2]
- ELA1-2.W.6** [1 occurrence] - ELA Standard 1 - Writing Strand - Performance Indicator 2.W.06 - use spelling resources, such as dictionaries, word walls, and/or computer software, to spell words correctly [Grade 2]
- ELA2-2.W.1** [1 occurrence] - ELA Standard 2 - Writing Strand - Performance Indicator 2.W.01 - 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 [Grade 2]
- ELA2-2.W.2** [2 occurrences] - 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]
- 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]
- ELA2-2.W.4** [2 occurrences] - ELA Standard 2 - Writing Strand - Performance Indicator 2.W.04 - create imaginative stories and personal narratives that show development and organization, with assistance [Grade 2]
- 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]
- ELA2-2.W.6** [1 occurrence] - ELA Standard 2 - Writing Strand - Performance Indicator 2.W.06 - use a computer to create, research, and interpret literary texts [Grade 2]
- ELA3-2.W.1** [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 2.W.01 - use prewriting tools, such as semantic webs and concept maps, to organize ideas and information [Grade 2]
- ELA3-2.W.2** [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 2.W.02 - state a main idea and provide supporting details from the text [Grade 2]
- ELA3-2.W.3** [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 2.W.03 - use relevant examples, such as reasons to support ideas, with assistance

[Grade 2]

**ELA3-2.W.4** [2 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 2.W.04 - express opinions and make judgments that demonstrate a personal point of view, with assistance [Grade 2]

**ELA3-2.W.5** [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 2.W.05 - analyze and evaluate the author's use of plot and character in written and visual text [Grade 2]

**ELA3-2.W.6** [2 occurrences] - ELA Standard 3 - Writing Strand - Performance Indicator 2.W.06 - use effective vocabulary in expository writing, with assistance [Grade 2]

**ELA4-2.W.1** [1 occurrence] - ELA Standard 4 - Writing Strand - Performance Indicator 2.W.01 - share the process of writing with peers and adults; for example, write with a partner [Grade 2]

**ELA1-2.L.2** [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 2.L.02 - identify essential details, with assistance [Grade 2]

**ELA1-2.L.4** [2 occurrences] - ELA Standard 1 - Listening Strand - Performance Indicator 2.L.04 - identify main ideas and supporting details, with assistance [Grade 2]

**ELA1-2.L.5** [2 occurrences] - 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.L.6** [1 occurrence] - ELA Standard 1 - Listening Strand - Performance Indicator 2.L.06 - collect information, with assistance [Grade 2]

**ELA2-2.L.1** [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 2.L.01 - identify elements of character, plot, and setting to understand the author's message, with assistance [Grade 2]

**ELA2-2.L.2** [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 2.L.02 - connect literary texts to previous life experiences to enhance understanding [Grade 2]

**ELA1-2.S.2** [1 occurrence] - ELA Standard 1 - Speaking Strand - Performance Indicator 2.S.02 - express an opinion [Grade 2]

**ELA1-2.S.3** [1 occurrence] - ELA Standard 1 - Speaking Strand - Performance Indicator 2.S.03 - ask questions [Grade 2]

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

**ELA3-2.S.1** [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 2.S.01 - explain the reasons for a character's actions, considering the situation [Grade 2]

**ELA3-2.S.2** [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 2.S.02 - express an opinion or judgment about a character and plot in a variety of works, with assistance [Grade 2]

**ELA3-2.S.4** [1 occurrence] - ELA Standard 3 - Speaking Strand - Performance Indicator 2.S.04 - use personal experience and knowledge to analyze new ideas [Grade 2]