

Map: **ELA Grade 2 Part 3** 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 spell and read words I do not know?	Unit 6 Phonics, Decoding and Structural Analysis Word Study	Recognize and apply knowledge of sounds to read and spell Long e: ie, ey Consonants gh, ph, lf Long e: ei Plural -es r- Controlled air, are dge /j/ Syllables Ending in Long Vowels Consonants ch / k / sch / sk / r- Controlled ear, our Syllable Pattern -tion	ELA1-2.R.2 ELA1-2.R.4
Unit 2	How can I use reading comprehension tools to help me understand what I read?	Literacy Elements and Themes Comprehension Strategies Genre	Literacy Skills Apply and Evaluate Plot Theme Comprehension Making Judgements	ELA1-2.R.5 ELA1-2.R.8 ELA1-2.R.9 ELA1-2.R.10 ELA1-2.R.12 ELA3-2.R.1 ELA3-2.R.2

		<p>Vocabulary</p> <p>Fact and Opinion</p> <p>Cause and Effect</p> <p>Genre</p> <p>Realism and Fantasy</p> <p>Vocabulary</p> <p>High Frequency Words</p> <p>Drawing Conclusions</p>		
Unit 3	How does listening and speaking help me understand what I read?	<p>Oral Language</p> <p>Listening</p> <p>Speaking</p>	<p>Listening</p> <p>Listen and Acquire Information</p> <p>Vocabulary - Multiple-Meaning Words</p> <p>Big Book</p> <p>Poem</p> <p>Realism and Fantasy</p> <p>Context Clues</p> <p>Plot</p> <p>Theme</p> <p>Article</p> <p>Make Judgements</p> <p>Speaking</p> <p>Reread for Fluency</p> <p>Discuss Solving a Problem</p> <p>Present a Play</p>	<p>ELA2-2.L.1</p> <p>ELA2-2.L.2</p> <p>ELA2-2.L.4</p> <p>ELA2-2.S.1</p> <p>ELA2-2.S.2</p> <p>ELA2-2.S.3</p> <p>ELA3-2.L.1</p> <p>ELA3-2.L.3</p>

			Retell a Story Contribute to Discussions		
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	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>Research and Study Skills</p>	<p>Grammar</p> <p>Identify and Use</p> <p>Complete Sentences</p> <p>Quotation Marks</p> <p>Commas</p> <p>Literacy Skills</p> <p>Produce</p> <p>Writing Process</p> <p>Advertisement</p> <p>Friendly Letter</p> <p>Book Report</p> <p>Genre</p> <p>Compare and Contrast</p> <p>Drama</p> <p>Realistic Fiction</p> <p>Research and Study Skills</p> <p>Bar and Circle Graphs</p> <p>Circle Graph</p> <p>Newspapers and Magazine</p>	<p>ELA2-2.W.2</p> <p>ELA2-2.W.3</p> <p>ELA2-2.W.4</p> <p>ELA2-2.W.5</p> <p>ELA3-2.W.1</p> <p>ELA3-2.W.2</p> <p>ELA3-2.W.4</p> <p>ELA3-2.W.6</p>

Key to Standards used in this Map

ELA1-2.R.2 [1 occurrence] - 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 [1 occurrence] - 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 [1 occurrence] - 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]

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]

ELA2-2.W.3 [1 occurrence] - 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 [1 occurrence] - 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]

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.4 [1 occurrence] - 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.6 [1 occurrence] - ELA Standard 3 - Writing Strand - Performance Indicator 2.W.06 - use effective vocabulary in expository writing, 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]

ELA2-2.L.4 [1 occurrence] - ELA Standard 2 - Listening Strand - Performance Indicator 2.L.04 - use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud, with assistance [Grade 2]

ELA3-2.L.1 [1 occurrence] - ELA Standard 3 - Listening Strand - Performance Indicator 2.L.01 - form a personal opinion about the quality of texts read aloud, on the basis of criteria, such as characters and plot [Grade 2]

ELA3-2.L.3 [1 occurrence] - ELA Standard 3 - Listening Strand - Performance Indicator 2.L.03 - distinguish between fact and opinion, with assistance [Grade 2]

ELA2-2.S.1 [1 occurrence] - ELA Standard 2 - Speaking Strand - Performance Indicator 2.S.01 - present original works, such as stories, poems, and plays, to classmates [Grade 2]

ELA2-2.S.2 [1 occurrence] - ELA Standard 2 - Speaking Strand - Performance Indicator 2.S.02 - describe characters [Grade 2]

ELA2-2.S.3 [1 occurrence] - ELA Standard 2 - Speaking Strand - Performance Indicator 2.S.03 - compare literary texts and performances to personal experiences and prior knowledge, with assistance [Grade 2]