

**Unatego Central School District
ELA Curriculum Map**

Month <u>September/October</u>		Grade Level <u>2</u>
Reading and Listening		
CONTENT	SKILLS	ASSESSMENTS
<u>Shared Reading</u> Poetry	-Identify rhyme -Compare/contrast poetry & prose -Create mental images -Recall details -Inferring meaning of unknown vocabulary -Listen and identify rhyme -Listen to classmate's poetry	-Venn diagram -Mind movie pictures
Decoding including phonics & structural analysis	-Identify & produce all letter-sound correspondences for magic e/ck/ea/oa/ai -Blend sounds using knowledge of letter-sound correspondences for magic e/ck/ea/oa/ai -Decode by analogy using knowledge of known words in word families to read unfamiliar grade level words -Decode grade level words using knowledge of word structure -Check accuracy of decoding using context to monitor and self-correct	-Word study tests (pre & post)/ spelling tests -Nonsense word assessment -Dictation sheet -Blending board -Syllabication sheet -Running records
Print Awareness	-Identify book parts (author, illustrator, title page, table of contents, index & chapter headings)	-Teacher observation/questions
Fluency	-Read & recognize grade-level, common, high frequency words -Read with accuracy, expression & speed -Listens during teacher read aloud	-Running records -Sight word review (games) -Benchmark assessments
Background knowledge & vocabulary development	-Study antonyms, synonyms, and homonyms	-Daily Language Review

	<ul style="list-style-type: none"> -Study categories of words -Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words -Connect words and ideas in books to schema -Learn new words indirectly from reading books and other print sources -Use the dictionary to learn the meanings of words 	<ul style="list-style-type: none"> -Spelling textbook Teacher Observed: <ul style="list-style-type: none"> -Orton-Gillingham -Guided Reading groups -Shared Reading
Comprehension Strategies	<ul style="list-style-type: none"> -Read grade appropriate texts with comprehension and for different purposes -Works cooperatively with peers 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 -Ask questions when listening to or reading books -Answer questions in all levels of Bloom's 	<ul style="list-style-type: none"> -Running Records -Journal responses -Black line masters (graphic organizers) -Reading homework packets and projects Teacher Observations: <ul style="list-style-type: none"> -Shared reading and writing -Guided Reading Groups

	<p>Taxonomy after listening to or reading fiction and non fiction books</p> <ul style="list-style-type: none"> -Summarize both orally and in writing the main ideas and supporting details of fiction and non fiction books -Determine point of view -Use appropriate strategies to monitor comprehension while reading -Demonstrates comprehension through written and oral responses 	
<p>Motivation to Read</p>	<ul style="list-style-type: none"> -Exposed to and reads a variety of genres -Reads for pleasure 	<ul style="list-style-type: none"> -Reading homework packets and projects -Teacher observed in classroom

Reading and Listening

CONTENT	SKILLS	ASSESSMENTS
<p><u>Shared Reading</u> Non-fiction</p>	<ul style="list-style-type: none"> -Recognize and use the conventions of non-fiction <ul style="list-style-type: none"> -photographs -captions -index -glossary -cut-aways -maps -Distinguish between fact and opinion -Read and summarize -Recall main idea and supporting details -Determine importance of details -Locate and use library media resources to acquire information, with assistance 	<ul style="list-style-type: none"> -Convention booklet
<p>Decoding including phonics & structural analysis</p>	<ul style="list-style-type: none"> -Identify & produce all letter-sound correspondences for ee/ay/oe -Blend sounds using knowledge of letter-sound correspondences for ee/ay/oe -Decode by analogy using knowledge of known words in word families to read unfamiliar grade level words -Decode grade level words using knowledge of word structure -Check accuracy of decoding using context to monitor and self-correct 	<ul style="list-style-type: none"> -Word study tests (pre & post)/ spelling tests -Nonsense word assessment -Dictation sheet -Blending board -Syllabication sheet -Running records
<p>Print Awareness</p>	<ul style="list-style-type: none"> -Identify book parts (author, illustrator, title page, table of contents, index & chapter headings 	<ul style="list-style-type: none"> -Teacher observation/questions

<p>Fluency</p>	<ul style="list-style-type: none"> -Read & recognize grade-level, common, high frequency words -Read with accuracy, expression & speed -Listens during teacher read aloud 	<ul style="list-style-type: none"> -Running records -Sight word review (games) -Benchmark assessments
<p>Background knowledge & vocabulary development</p>	<ul style="list-style-type: none"> -Study antonyms, synonyms, and homonyms -Study categories of words -Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words -Connect words and ideas in books to schema -Learn new words indirectly from reading books and other print sources -Use the dictionary to learn the meanings of words 	<ul style="list-style-type: none"> -Daily Language Review -Spelling textbook <p>Teacher Observed:</p> <ul style="list-style-type: none"> -Orton-Gillingham -Guided Reading groups -Shared Reading
<p>Comprehension Strategies</p>	<ul style="list-style-type: none"> -Read grade appropriate texts with comprehension and for different purposes -Works cooperatively with peers 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 	<ul style="list-style-type: none"> -Running Records -Journal responses -Black line masters (graphic organizers) -Reading homework packets and projects <p>Teacher Observations:</p> <ul style="list-style-type: none"> -Shared reading and writing -Guided Reading Groups

	<p>variety of graphic displays including diagrams, charts, and graphs</p> <ul style="list-style-type: none"> -Ask questions when listening to or reading books -Answer questions in all levels of Bloom's Taxonomy after listening to or reading fiction and non fiction books -Summarize both orally and in writing the main ideas and supporting details of fiction and non fiction books -Determine point of view -Use appropriate strategies to monitor comprehension while reading -Demonstrates comprehension through written and oral responses 	
<p>Motivation to Read</p>	<ul style="list-style-type: none"> -Exposed to and reads a variety of genres -Reads for pleasure 	<ul style="list-style-type: none"> -Reading homework packets and projects -Teacher observed in classroom

Month <u>December</u>		Grade Level <u>2</u>
Reading and Listening		
CONTENT	SKILLS	ASSESSMENTS
<u>Shared Reading</u> Realistic fiction	-Identify different letter formats -Identify authors' purpose -Making judgments -Identify details in sequential order -Identify story elements -Identify problem/solution -Compare/contrast types of letters	-Anecdotal records from teacher observation during T-P-S -Map of story elements -Venn diagram
Decoding including phonics & structural Analysis	-Identify & produce all letter-sound correspondences for er/ir/ur/ -Blend sounds using knowledge of letter-sound correspondences for er/ir/ur -Decode by analogy using knowledge of known words in word families to read unfamiliar grade level words -Decode grade level words using knowledge of word structure -Check accuracy of decoding using context to monitor and self-correct	-Word study tests (pre & post)/ spelling tests -Nonsense word assessment -Dictation sheet -Blending board -Syllabication sheet -Running records
Print Awareness	-Identify book parts (author, illustrator, title page, table of contents, index & chapter headings)	-Teacher observation/questions
Fluency	-Read & recognize grade-level, common, high frequency words -Read with accuracy, expression & speed -Listens during teacher read aloud	-Running records -Sight word review (games) -Benchmark assessments
Background knowledge & vocabulary development	-Study antonyms, synonyms, and homonyms	-Daily Language Review

	<ul style="list-style-type: none"> -Study categories of words -Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words -Connect words and ideas in books to schema -Learn new words indirectly from reading books and other print sources -Use the dictionary to learn the meanings of words 	<ul style="list-style-type: none"> -Spelling textbook Teacher Observed: <ul style="list-style-type: none"> -Orton-Gillingham -Guided Reading groups -Shared Reading
Comprehension Strategies	<ul style="list-style-type: none"> -Read grade appropriate texts with comprehension and for different purposes -Works cooperatively with peers 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 -Ask questions when listening to or reading books -Answer questions in all levels of Bloom's 	<ul style="list-style-type: none"> -Running Records -Journal responses -Black line masters (graphic organizers) -Reading homework packets and projects Teacher Observations: <ul style="list-style-type: none"> -Shared reading and writing -Guided Reading Groups

	<p>Taxonomy after listening to or reading fiction and non fiction books</p> <ul style="list-style-type: none"> -Summarize both orally and in writing the main ideas and supporting details of fiction and non fiction books -Determine point of view -Use appropriate strategies to monitor comprehension while reading -Demonstrates comprehension through written and oral responses 	
<p>Motivation to Read</p>	<ul style="list-style-type: none"> -Exposed to and reads a variety of genres -Reads for pleasure 	<ul style="list-style-type: none"> -Reading homework packets and projects -Teacher observed in classroom

Month <u>January/February</u>		Grade Level <u>2</u>
Reading and Listening		
CONTENT	SKILLS	ASSESSMENTS
<u>Shared Reading</u> Non-fiction:Biography	-Identify the elements of a biography -Identify details after reading/listening to a biography -Draw conclusions about person in the biography -Sequence events of person’s life in bio -Ask questions when listening to a bio	-Bio-plates -Bio summary -Time lines
Decoding including phonics & structural Analysis	-Identify & produce all letter-sound correspondences for ow/ou/igh/c-le/ild/old/ind/ost/olt/ar -Blend sounds using knowledge of letter-sound correspondences for ow/ou/igh/c-le/ild/old/ind/ost/olt/ar -Decode by analogy using knowledge of known words in word families to read unfamiliar grade level words -Decode grade level words using knowledge of word structure -Check accuracy of decoding using context to monitor and self-correct	-Word study tests (pre & post)/ spelling tests -Nonsense word assessment -Dictation sheet -Blending board -Syllabication sheet -Running records
Print Awareness	-Identify book parts (author, illustrator, title page, table of contents, index & chapter headings)	-Teacher observation/questions
Fluency	-Read & recognize grade-level, common, high frequency words -Read with accuracy, expression & speed -Listens during teacher read aloud	-Running records -Sight word review (games) -Benchmark assessments

<p>Background knowledge & vocabulary development</p>	<ul style="list-style-type: none"> -Study antonyms, synonyms, and homonyms -Study categories of words -Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words -Connect words and ideas in books to schema -Learn new words indirectly from reading books and other print sources -Use the dictionary to learn the meanings of words 	<ul style="list-style-type: none"> -Daily Language Review -Spelling textbook <p>Teacher Observed:</p> <ul style="list-style-type: none"> -Orton-Gillingham -Guided Reading groups -Shared Reading
<p>Comprehension Strategies</p>	<ul style="list-style-type: none"> -Read grade appropriate texts with comprehension and for different purposes -Works cooperatively with peers 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 -Ask questions when listening to or reading books 	<ul style="list-style-type: none"> -Running Records -Journal responses -Black line masters (graphic organizers) -Reading homework packets and projects <p>Teacher Observations:</p> <ul style="list-style-type: none"> -Shared reading and writing -Guided Reading Groups

	<ul style="list-style-type: none"> -Answer questions in all levels of Bloom's Taxonomy after listening to or reading fiction and non fiction books -Summarize both orally and in writing the main ideas and supporting details of fiction and non fiction books -Determine point of view -Use appropriate strategies to monitor comprehension while reading -Demonstrates comprehension through written and oral responses 	
Motivation to Read	<ul style="list-style-type: none"> -Exposed to and reads a variety of genres -Reads for pleasure 	<ul style="list-style-type: none"> -Reading homework packets and projects -Teacher observed in classroom

Month <u>March - May</u>		Grade Level <u>2</u>	
Reading and Listening			
CONTENT	SKILLS	ASSESSMENTS	
<u>Shared Reading</u> Fiction-Fables/Fantasy/Fairy tales/Folk tales	<ul style="list-style-type: none"> -Identify genre's characteristics -Sequence of events -Identify story elements -Read numerous books in the genre -Begin to identify dialogue -Identify character traits -Identify points of view -Make connections -Identify personification -Draw conclusions 	<ul style="list-style-type: none"> -Story maps -Character analysis graphs -Compare/contrast Venn diagrams 	
Decoding including phonics & structural Analysis	<ul style="list-style-type: none"> -Identify & produce all letter-sound correspondences for or/oo/y as vowel/hard and soft g/hard and soft c/aw/au/a/oi -Blend sounds using knowledge of letter-sound correspondences for or/oo/y as vowel/hard and soft g/hard and soft c/aw/au/a/oi -Decode by analogy using knowledge of known words in word families to read unfamiliar grade level words -Decode grade level words using knowledge of word structure -Check accuracy of decoding using context to monitor and self-correct 	<ul style="list-style-type: none"> -Word study tests (pre & post)/ spelling tests -Nonsense word assessment -Dictation sheet -Blending board -Syllabication sheet -Running records 	
Print Awareness	<ul style="list-style-type: none"> -Identify book parts (author, illustrator, title page, table of contents, index & chapter headings) 	<ul style="list-style-type: none"> -Teacher observation/questions 	
Fluency	<ul style="list-style-type: none"> -Read & recognize grade-level, common, high frequency words -Read with accuracy, expression & speed 	<ul style="list-style-type: none"> -Running records -Sight word review (games) -Benchmark assessments 	

	-Listens during teacher read aloud	
Background knowledge & vocabulary development	<ul style="list-style-type: none"> -Study antonyms, synonyms, and homonyms -Study categories of words -Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words -Connect words and ideas in books to schema -Learn new words indirectly from reading books and other print sources -Use the dictionary to learn the meanings of words 	<ul style="list-style-type: none"> -Daily Language Review -Spelling textbook Teacher Observed: <ul style="list-style-type: none"> -Orton-Gillingham -Guided Reading groups -Shared Reading
Comprehension Strategies	<ul style="list-style-type: none"> -Read grade appropriate texts with comprehension and for different purposes -Works cooperatively with peers 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 -Ask questions when listening to or reading 	<ul style="list-style-type: none"> -Running Records -Journal responses -Black line masters (graphic organizers) -Reading homework packets and projects Teacher Observations: <ul style="list-style-type: none"> -Shared reading and writing -Guided Reading Groups

	<p>books</p> <ul style="list-style-type: none"> -Answer questions in all levels of Bloom's Taxonomy after listening to or reading fiction and non fiction books -Summarize both orally and in writing the main ideas and supporting details of fiction and non fiction books -Determine point of view -Use appropriate strategies to monitor comprehension while reading -Demonstrates comprehension through written and oral responses 	
Motivation to Read	<ul style="list-style-type: none"> -Exposed to and reads a variety of genres -Reads for pleasure 	<ul style="list-style-type: none"> -Reading homework packets and projects -Teacher observed in classroom

Month <u>June</u>		Grade Level <u>2</u>	
Reading and Listening			
CONTENT	SKILLS	ASSESSMENTS	
<u>Shared Reading</u> Plays	-Perform Readers' Theatre -Role play utilizing puppets	-Performances	
Decoding including phonics & structural Analysis	-Identify & produce all letter-sound correspondences for oy/tch -Blend sounds using knowledge of letter-sound correspondences for oy/tch -Decode by analogy using knowledge of known words in word families to read unfamiliar grade level words -Decode grade level words using knowledge of word structure -Check accuracy of decoding using context to monitor and self-correct	-Word study tests (pre & post)/ spelling tests -Nonsense word assessment -Dictation sheet -Blending board -Syllabication sheet -Running records	
Print Awareness	-Identify book parts (author, illustrator, title page, table of contents, index & chapter headings)	-Teacher observation/questions	
Fluency	-Read & recognize grade-level, common, high frequency words -Read with accuracy, expression & speed -Listens during teacher read aloud	-Running records -Sight word review (games) -Benchmark assessments	
Background knowledge & vocabulary development	-Study antonyms, synonyms, and homonyms -Study categories of words -Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words	-Daily Language Review -Spelling textbook Teacher Observed: -Orton-Gillingham -Guided Reading groups -Shared Reading	

	<ul style="list-style-type: none"> -Connect words and ideas in books to schema -Learn new words indirectly from reading books and other print sources -Use the dictionary to learn the meanings of words 	
<p>Comprehension Strategies</p>	<ul style="list-style-type: none"> -Read grade appropriate texts with comprehension and for different purposes -Works cooperatively with peers 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 -Ask questions when listening to or reading books -Answer questions in all levels of Bloom's Taxonomy after listening to or reading fiction and non fiction books -Summarize both orally and in writing the main ideas and supporting details of fiction and non fiction books 	<ul style="list-style-type: none"> -Running Records -Journal responses -Black line masters (graphic organizers) -Reading homework packets and projects <p>Teacher Observations:</p> <ul style="list-style-type: none"> -Shared reading and writing -Guided Reading Groups

	<ul style="list-style-type: none"> -Determine point of view -Use appropriate strategies to monitor comprehension while reading -Demonstrates comprehension through written and oral responses 	
Motivation to Read	<ul style="list-style-type: none"> -Exposed to and reads a variety of genres -Reads for pleasure 	<ul style="list-style-type: none"> -Reading homework packets and projects -Teacher observed in classroom

- ELA Standard 1: Language for Information and Understanding**
- ELA Standard 2: Language for Literary Response and Expression**
- ELA Standard 3: Language for Critical Analysis and Evaluation**
- ELA Standard 4: Language for Social Interaction**