



# MASSACHUSETTS SAMPLE CURRICULUM MAP

## English Language Arts and Literacy

### Grade 2

June 2013



## Introduction to the Sample Grade 2 Curriculum Map for English Language Arts and Literacy

The curriculum map on the following pages illustrates just *one* way to organize the grade 2 standards from the 2011 *Massachusetts Curriculum Framework for English Language Arts and Literacy*, which incorporates the *Common Core State Standards*, into a coherent yearlong learning sequence. The map is intentionally spare, made with the recognition that district staff will adapt it to suit their students and to include resources such as specific texts, assignments, assessments, or background materials for teachers.

The map presents units that integrate reading, writing, speaking and listening, and language (which includes vocabulary and the conventions of English). The foundational reading standards underlie the units throughout the year, as does Reading Standard 10:

**By the end of the year, students read and comprehend literature and informational texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

Models for the ten sample curriculum units included in this map were developed by the Massachusetts Department of Elementary and Secondary Education with support from the United States Department of Education’s Race to the Top grant. These ten curriculum units have been designed to take up only a portion of the time typically allotted to English language arts at grade 2.

Primary resources used in creating this sample map were the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2011) and the *PARCC Model Content Frameworks for English Language Arts and Literacy* (2012). Additional materials that districts may want to use to inform alignment work are the WIDA standards for English language learners (2012) or the Massachusetts Department of Elementary and Secondary Education’s *Resource Guide to English Language Arts and Literacy for Students with Disabilities* (in press, 2013) and Appendices A and B of the *Common Core State Standards for English Language Arts and Literacy* (2010).

The sample curriculum map is one of three developed as part of the Department’s Race to the Top work. Based on the work of Heidi Hayes Jacobs and Associates, the collection includes sample maps for these grades and subject areas:

- Grade 2 English Language Arts and Literacy
- Grade 4 History and Social Science
- Grade 8 Mathematics

Science and technology/engineering was not included because the standards were under revision in 2012-2013.

The general format of these curriculum maps may, of course, be used for other grades and subjects.



## **Grade 2 English Language Arts and Literacy**

### **Reading: Key Ideas and Details Standard Addressed throughout the Year**

RL2.1 or RI2.1 Ask and answer such questions as *who*, *what where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

### **Reading: Text Complexity Standard Addressed throughout the Year**

RL2.10 or RI2.10 By the end of the year, students read and comprehend literature and informational texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Reading: Foundational Standards Addressed throughout the Year**

RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF2.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Academic Language about Literacy in the Standards Addressed throughout the Year**

The following vocabulary words and phrases appear in the standards. Using this academic language with students strengthens their ability to master the content and to apply it in various settings. Additional academic vocabulary will be drawn from the readings.

abbreviations, accuracy, actions, adjective, adverb, alliteration, alphabetical order, analysis, antonyms, apostrophe, appropriate, author, biographies, body of letter, capital/capitalize, cause, character, charts, clarify/clarification, closing, closure, collaborative/collaboration, collective, comma, common, communicate, compare/comparison, complete sentences, compound word, comprehension, conclusion, confirm, connections, consistent/inconsistent, consonant, context clues, contractions, contrast, conversation, correspondence, credible, cultures, date, define/definitions, describe/descriptive, details, determine, diagrams, dictionary, digital, discuss/discussion, distinguish, diverse, draft, edit, effect, event, exclamation mark, experience, expression, facts, feelings, fiction, fluency, friendly letter, focus, genres, glossary, graph, graphic organizer, grammar, greeting, illustrations, illustrator, infer, inform, informational text, inquiry, introduce/introduction, issue, literature, main idea, meaning, modify, narrative, non-fiction, nouns, opinion, oral/orally, organize, paragraph, paraphrase, past tense, period, persuade, phonics, plot, plural, poetry, predictions, prefix, proofread, proper, publish, punctuation, purpose, question mark, question words, rate, reason, recognize/recognition, recount, regular/regularly/irregularly, reference, relationships, reliable, report, research, revise, rhymes, rhythm, root word, rubric, section, sequence, setting, shades of meaning, signature, sources, statement, sufficient, suffix, summarize, supporting details, syllable, synonyms, table of contents, thesaurus, thoughts, title, topic, understanding, verb, visual, voice, and vowel.

## Yearlong Grade 2 English Language Arts and Literacy Curriculum Map at a Glance

Standards Addressed Throughout the Year in Every Unit: RL2.1 and RL2.10 or RI2.1 and RI2.10; RF2.3, RF2.4					
MONTHS	CONTENT: ESE Model Curriculum Unit	STANDARDS			
August/September	Stories Matter: Understanding and Retelling Realistic Fiction	RL2.5 RL2.7 RF2.4a-b	W2.3 W2.5	SL2.1 b-c SL2.5 SL2.6	L2.1b,d L2.2a-c L2.3 L2.6
October	Reading for Inquiry and Writing a Report	RI2.5	W2.2 W2.5	SL2.1c SL2.6	L2.3 L2.6
November	Content Literacy: History and Social Science	In development			
December	Folktales	RL2.2 RL2.3 RL2.9	W2.3	SL2.4	
January	Author Study	RL2.2 RL2.3 RL2.5 RF2.4	RL2.6 RL2.7 RL.MA.8A	W2.1 W2.5	SL2.2 L2.1 L2.2
February	Sights and Sounds of Poetry	RF2.4 RL2.4		SL2.5	
March	Biography	RI2.2 RI2.3 RI2.5	W2.2 W2.8	SL2.2	L2.3 L2.4
April	Newspaper Reporting	RI2.5 RI2.6 RI2.7	W2.3 W2.5 W2.6	SL2.4	L2.3
May	Content Literacy: Science Habitats	RI2.4 RI2.6	RI2.7 RI2.8	W2.1 W2.8	SL2.1a-c L2.1f
June	Challenging Fiction and Summer Reading	RL2.2 RL2.3 RL2.4	RL2.5 RF2.3	W2.2	SL2.4 L2.4

<b>Month/ ESE Model Curriculum Unit</b>	<b>Key Reading, Writing, Speaking and Listening, and Language Standards</b>	<b>Assessments</b>
<p>August/September</p> <p>Stories Matter: Understanding and Retelling Realistic Fiction</p> <p>Essential questions:</p> <p>Why do we read stories?</p> <p>How do story elements connect and help us to remember and retell stories?</p> <p>What do we learn by sharing what we've read through retellings and writing summaries?</p>	<p>RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>W2.3 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.</p> <p>W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed and revising and editing.</p> <p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> <p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>Curriculum-Embedded Performance Assessment:</p> <p>Speaking and Listening: Retelling a story</p>
See Standards Addressed Throughout the Year in Every Unit: RL2.1 and RL2.10 or RI2.1 and RI2.10; RF2.3, RF2.4; see Academic Vocabulary, page 5		
Resources: To Be Added By District		

Month/ ESE Model Curriculum Unit	Key Reading, Writing, Speaking and Listening, and Language Standards	Assessments
<p>October Reading for Inquiry and Writing a Report</p> <p>Essential Questions:</p> <p>Why and how do we read informational text?</p> <p>Why do authors of informational text use text features?</p> <p>How does asking questions help readers understand text?</p> <p>Why do readers talk about what they have read?</p> <p>Why and how do readers write about what they have read?</p>	<p>RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 36–37 for specific expectations.)</p> <p>L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>W2.2 Write informative/explanatory texts in which they introduce a topic use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>L2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Curriculum-Embedded Performance Assessment:</p> <p>Writing informative/explanatory text</p>
See Standards Addressed Throughout the Year in Every Unit: RL2.1 and RL2.10 or RI2.1 and RI2.10; RF2.3, RF2.4; see Academic Vocabulary, page 5		
Resources: To Be Added By District		



<b>Month/ ESE Model Curriculum Unit</b>	<b>Key Reading, Writing, Speaking and Listening, and Language Standards</b>	<b>Assessments</b>
November Content Literacy: History and Social Science	Under Development	Curriculum-Embedded Performance Assessment:  Writing a collaborative informational text
See Standards Addressed Throughout the Year in Every Unit: RL2.1 and RL2.10 or RI2.1 and RI2.10; RF2.3, RF2.4; see Academic Vocabulary, page 5		
Resources: To Be Added By District		

Month/ ESE Model Curriculum Unit	Key Reading, Writing, Speaking and Listening, and Language Standards	Assessments
December Folktales  Essential Questions under development	RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL2.3 Describe how characters in a story respond to major events and challenges. RL2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. W2.3 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. SL2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Curriculum-Embedded Performance Assessment:  Speaking and Listening: Retelling and explaining a folktale
See Standards Addressed Throughout the Year in Every Unit: RL2.1 and RL2.10 or RI2.1 and RI2.10; RF2.3, RF2.4; see Academic Vocabulary, page 5		
Resources: To Be Added By District		

Month/ ESE Model Curriculum Unit	Key Reading, Writing, Speaking and Listening, and Language Standards	Assessments
<p>January Author Study</p> <p>Essential Questions: Why do we read multiple books by the same author?</p> <p>How does a writer's life influence what s/he writes?</p> <p>How do illustrations help readers understand characters, setting, and plot?</p> <p>What lessons can we learn when reading stories/fiction?</p> <p>How are stories about characters from other places and times about me?</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.</p> <p>MA.RL8.A Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.</p> <p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>L2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>SL2.2 Recount or describe key ideas or details from a text read-aloud or information presented orally or through other media.</p>	<p>ACCESS for ELLs, mid-January to mid-February</p> <p>Curriculum-Embedded Performance Assessment:</p> <p>Writing an Opinion</p>
See Standards Addressed Throughout the Year in Every Unit: RL2.1 and RL2.10 or RI2.1 and RI2.10; RF2.3, RF2.4; see Academic Vocabulary, page 5		
Resources: To Be Added By District		

<b>Month/ ESE Model Curriculum Unit</b>	<b>Key Reading, Writing, Speaking and Listening, and Language Standards</b>	<b>Assessments</b>
<p>February Sights and Sounds of Poetry</p> <p>Essential questions:</p> <p>What is poetry?</p> <p>How is poetry different from prose?</p> <p>How do poets use words to express their ideas and emotions about a topic?</p> <p>How does poetry help us to understand the world and ourselves?</p>	<p>RL2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RF2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Curriculum-Embedded Performance Assessment:</p> <p>Speaking and Listening Reading aloud or reciting poetry</p>
See Standards Addressed Throughout the Year in Every Unit: RL2.1 and RL2.10 or RI2.1 and RI2.10; RF2.3, RF2.4; see Academic Vocabulary, page 5		
Resources: To Be Added By District		

<b>Month/ ESE Model Curriculum Unit</b>	<b>Key Reading, Writing, Speaking and Listening, and Language Standards</b>	<b>Assessments</b>
<p>March Biography</p> <p>Essential Questions: What is a biography?</p> <p>Why do we read biographies?</p> <p>Who is a good subject for a biography?</p>	<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	<p>ACCESS for ELLs, mid-January to mid-February</p> <p>Curriculum-Embedded Performance Assessment:</p> <p>Writing an Explanation</p>
See Standards Addressed Throughout the Year in Every Unit: RL.2.1 and RL.2.10 or RI.2.1 and RI.2.10; RF.2.3, RF.2.4; see Academic Vocabulary, page 5		
Resources: To Be Added By District		

Month/ ESE Model Curriculum Unit	Key Reading, Writing, Speaking and Listening, and Language Standards	Assessments
<p>April</p> <p>Newspaper Reporting</p> <p>Essential questions:</p> <p>What is a newspaper?</p> <p>Why do people read newspapers?</p> <p>What do reporters do?</p>	<p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.2.3. 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.</p> <p>W2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>    a. Compare formal and informal uses of English.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</p>	<p>Curriculum-Embedded Performance Assessment:</p> <p>Writing a Narrative</p>
See Standards Addressed Throughout the Year in Every Unit: RL2.1 andRL2.10 or RI2.1 and RI2.10; RF2.3, RF2.4; see Academic Vocabulary, page 5		
Resources: To Be Added By District		

Month/ ESE Model Curriculum Unit	Key Reading, Writing, Speaking and Listening, and Language Standards	Assessments
<p>May</p> <p>Content Literacy: Science Habitats</p> <p>Essential Questions: What is a habitat?</p> <p>What happens to animals when their habitats change?</p> <p>How can we learn about the polar bear's habitat?</p> <p>What can we do about changes in the polar bear's habitat?</p>	<p>RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.7 Participate in shared research and writing projects.</p> <p>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>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).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> <p>SL.2.2 Recount or describe key ideas or details from a text.</p> <p>L.2.1.f: Produce, expand, and rearrange complete simple and compound sentences.</p>	<p>A diagnostic reading assessment, reading inventory, or measure of reading level may be used near the end of the year to determine growth in reading levels over the course of the year.</p> <p>Curriculum-Embedded Performance Assessment: Writing an opinion; discussion</p>
See Standards Addressed Throughout the Year in Every Unit: RL.2.1 and RL.2.10 or RI.2.1 and RI.2.10; RF.2.3, RF.2.4; see Academic Vocabulary, page 5		
Resources: To Be Added By District		

Month/ ESE Model Curriculum Unit	Key Reading, Writing, Speaking and Listening, and Language Standards	Assessments
<p>June</p> <p>Challenging Fiction and Summer Reading</p> <p>Essential Questions:</p> <p>What is a good book?</p> <p>What kinds of books do I like best?</p> <p>How do I choose books that I like to read?</p>	<p>RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>RF.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>SL2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>L2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p>	<p>Curriculum-Embedded Performance Assessment:</p> <p>Writing an opinion;</p> <p>Speaking and Listening: Giving a book talk</p>
See Standards Addressed Throughout the Year in Every Unit: RL2.1 and RL2.10 or RI2.1 and RI2.10; RF2.3, RF2.4; see Academic Vocabulary, page 5		
Resources: To Be Added By District		

REFERENCE:

MASSACHUSETTS CURRICULUM FRAMEWORK FOR ENGLISH LANGUAGE ARTS AND LITERACY Grades Pre-Kindergarten to 12, Incorporating the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, March 2011