



First Nine Weeks

Second Nine Weeks

Third Nine Weeks

Fourth Nine Weeks

<u>Narrative</u>	<u>Informational/Nonfiction Texts</u>	<u>Persuasive</u>	<u>Response to Literature</u>
<p>Phonics/Word Identification</p> <ul style="list-style-type: none"> • Reads compound words • Applies learned phonics skills <p>Fluency</p> <ul style="list-style-type: none"> • Applies letter-sound knowledge to decode • Recognizes high-frequency and familiar words in texts • Reads familiar text with expression • Uses self-correction <p>Vocabulary</p> <ul style="list-style-type: none"> • Reads a variety of texts and uses new words in oral and written language • Recognizes grade appropriate words with multiple meanings <p>Comprehension</p> <ul style="list-style-type: none"> • Reads a variety of texts for information and pleasure • Makes predictions from text • Distinguishes fact from fiction • Makes connections between texts and personal experiences • Generates questions 	<p>Phonics/Word Identification</p> <ul style="list-style-type: none"> • Reads words containing blends, digraphs, and diphthongs • Applies learned phonics skills <p>Fluency</p> <ul style="list-style-type: none"> • Applies letter-sound knowledge to decode • Recognizes additional high-frequency words • Reads grade-level text with expression • Uses self-correction <p>Vocabulary</p> <ul style="list-style-type: none"> • Reads a variety of texts and uses new words in oral and written language • Determines the meaning of unknown words on the basis of context • Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms <p>Comprehension</p> <ul style="list-style-type: none"> • Reads a variety of texts for information and pleasure • Recalls explicit facts and infers implicit facts • Summarizes text content • Interprets information from illustrations, diagrams, charts, graphs/graphic organizers • Identifies and infers main idea and supporting ideas • Self-monitors comprehension 	<p>Phonics/Word Identification</p> <ul style="list-style-type: none"> • Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives • Reads contractions and compound words • Reads and spells words containing r-controlled vowels and silent letters • Reads multi-syllabic words • Applies learned phonics skills <p>Fluency</p> <ul style="list-style-type: none"> • Applies letter-sound knowledge to decode • Recognizes additional high-frequency words • Reads text with expression • Uses self-correction <p>Vocabulary</p> <ul style="list-style-type: none"> • Reads a variety of texts and uses new words in oral and written language • Determines the meaning of unknown words in context • Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms <p>Comprehension</p> <ul style="list-style-type: none"> • Reads a variety of texts • Identifies and infers cause-and-effect relationships • Recognizes plot, setting, character 	<p>Phonics/Word Identification</p> <ul style="list-style-type: none"> • Reads and spells words containing irregular vowel patterns • Applies learned phonics skills <p>Fluency</p> <ul style="list-style-type: none"> • Applies letter-sound knowledge to decode • Recognizes additional high-frequency words • Reads grade-level text with expression • Uses self-correction • Reads first grade text at 90 words correct per minute <p>Vocabulary</p> <ul style="list-style-type: none"> • Reads a variety of texts and uses new words in oral and written language • Determines the meaning of unknown words on the basis of context • Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms <p>Comprehension</p> <ul style="list-style-type: none"> • Reads a variety of texts for information and pleasure • Recognizes the basic elements of a variety of genre (poetry, fables, and folktales) • Uses titles, tables of content,

Teaching, Learning, Caring

Each unit integrates reading, writing, and listening/speaking/viewing standards.

Genres may be revisited multiple times each year.



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<p>before, during and after reading</p> <p>Writing</p> <ul style="list-style-type: none"> • Begins to write a narrative that demonstrates understanding of the text and expresses an opinion • Pre-writes to generate ideas orally • Creates documents with legible handwriting • Uses planning ideas to produce a rough draft <p>Listening/Speaking/Viewing</p> <ul style="list-style-type: none"> • Uses oral and visual strategies to communicate • Interacts with peers in formal and informal situations • Understands the power of the audience • Begins to become discriminating consumers of the media • Evaluates media influence and its effects 	<ul style="list-style-type: none"> • Uses dictionary, thesaurus and glossary skills to determine word meanings <p>Writing</p> <ul style="list-style-type: none"> • Writes text of a length appropriate to address a topic and tell a story • Uses traditional organizational patterns for conveying information (chronological order, similarity and difference, and answering questions) • Begins to use appropriate formatting conventions for letter writing (date, salutation, body, and closing) • Writes in complete sentences with correct subject/verb agreement • Uses increasingly complex sentence structure <p>Listening/Speaking/Viewing</p> <ul style="list-style-type: none"> • Uses oral and visual strategies to communicate • Interacts with peers in formal and informal situations • Understands the power of the audience • Continues to become discriminating consumers of the media • Evaluates media influence and its effects 	<ul style="list-style-type: none"> • Uses word parts to determine meaning • Uses dictionary thesaurus, and glossary skills <p>Writing</p> <ul style="list-style-type: none"> • Begins to create graphic features (charts, tables, and graphs) • Uses nouns (singular, plural and possessive) correctly • Uses singular possessive pronouns • Uses singular and plural personal pronouns • Uses capitalization and punctuation (periods, question marks, and exclamation points) at the end of sentences (declarative, interrogative and exclamatory/simple and compound) • Uses a variety of resources to research a topic • Uses dictionary and thesaurus to support word choices <p>Listening/Speaking/Viewing</p> <ul style="list-style-type: none"> • Uses oral and visual strategies to communicate • Interacts with peers in formal and informal situations • Understands the power of the audience • Continues to become discriminating consumers of the media • Evaluates media influence and its effects 	<p>and chapter headings to locate information</p> <ul style="list-style-type: none"> • Recognizes the author's purpose • Uses dictionary thesaurus, and glossary skills <p>Writing</p> <ul style="list-style-type: none"> • Uses transition words and phrases • Begins to write a persuasive piece that states and supports an opinion • Rereads writing to self and others, revises and edits • Uses common rules of spelling • Begins to use commas • Recognizes appropriate uses of quotation marks <p>Listening/Speaking/Viewing</p> <ul style="list-style-type: none"> • Uses oral and visual strategies to communicate • Interacts with peers in formal and informal situations • Understands the power of the audience • Continues to become discriminating consumers of the media • Evaluates media influence and its effects
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Carroll County Schools
First Nine Weeks

Second Grade ELA Curriculum Map FY09
Second Nine Weeks

Third Nine Weeks

July 1, 2008

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Fourth Nine Weeks

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