

CSD Literacy Curriculum Maps-Grade 2			*Priority Skills=Bold & Italics
	Trimester 1	Trimester 2	Trimester 3
FOUNDATIONAL	NEW FOUNDATIONAL RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> Distinguish long and short vowels when reading one-syllable words-RF.2.3.A Irregularly spelled words 	NEW FOUNDATIONAL RF.2.3-Know and apply grade-level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> Common vowel teams-RF.2.3.B Irregularly spelled words 	NEW FOUNDATIONAL RFS.2.3: Know and apply grade-level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> Prefixes and suffixes-RF.2.3.D Two-syllable words with long vowels-RF.2.3.C Irregularly spelled words.
	LITERARY	INFORMATIONAL: Non-Literary	INFORMATIONAL: Literary
READING	NEW READING-3 Days <ul style="list-style-type: none"> Retell w/Central Message/Moral-(including fables and folktales from diverse cultures)-RL 2.2 Characters-respond to events/challenges-RL2.3 Literary Structure of a story-RL2.5 Words, phrases in story, poem, song (alliteration, rhymes, repeated lines) -RL2.4 Point of View of characters-dialogue-RL 2.6 Compare & Contrast versions-same story -RL2.9 	NEW READING-3 Days <ul style="list-style-type: none"> Main Topic of multi-paragraph text and focus of paragraphs -RI2.2 Text Features to locate information-RI2.5 Connection of series of events, ideas, concepts, or steps in a technical text-RI2.3 Author's reasons to support points-RI2.8 Compare & contrast most important points in texts on same topic-RI2.9 	NEW READING-3 Days <ul style="list-style-type: none"> Main Topic of multi-paragraph text and focus of paragraphs w/I text-RI2.2 Author's Purpose-what author wants to explain, answer or describe-RI2.6 Compare and contrast most important points in texts on same topic-RI.2.9 Text Features to locate information-RI2.5 Author's reasons to support points-RI2.8
	ON-GOING READING <ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension-RFS2.4 Read-comprehends literature & informational texts in grade 2-3 text complexity (with scaffolding as needed in the upper band)-RL2.10, RI2.10 Use context to confirm or self-correct word recognition and understanding, rereading as necessary-RFS.2.4C Ask and answer questions (who, what, where, when, why, how) to demonstrate understanding of key details in text-RL2.1, RI.2.1 Determine the meaning of words and phrases in text relevant to grade two subject area or topic-RI.2.4 Use illustrations and images to further understanding-RL2.7, RI2.7 Use words and phrases acquired through reading L.2.6 Participate in collaborative conversations with diverse partners in small and large groups (Rules for discussion, build on other's talk by responding, ask for clarification)-SL2.1 		
WRITING	Narrative	Informative	Opinion
	Narrative -W2.3 <ul style="list-style-type: none"> Center focus Sequence of events Details to describe feelings, thoughts, actions Temporal words Closure Capitalize holidays, product, geographic names 	Informative -W2.2 <ul style="list-style-type: none"> Introduce Topic Facts and definitions to develop points Concluding statement or section Apostrophe-contractions and possessives Conduct shared research (read books on same topic to produce a report)-W.2.7 	Opinion -W2.1 <ul style="list-style-type: none"> Introduce book/topic State opinion Reasons that support opinion Concluding statement or section
ON-GOING WRITING- (across content areas) <ul style="list-style-type: none"> With guidance-support from adults, focus on a topic and strengthen writing as needed by revising and editing-w.2.5 With guidance-support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers-w.2.6 Recall information from experiences or gather information from provided sources to answer a question-w.2.8 Generalize learned spelling patterns when writing words (e.g., cage-badge)-L.2.2 			