

# Hickman County Curriculum Map

Second Grade

Reading/Language Arts

## First Nine Weeks

College and Career Readiness Anchor Standard	Common Core State Standard
<p><b>Reading Standards for Literature</b></p> <p>Key Ideas and Details RL.2</p> <p>Craft and Structure RL.2</p> <p>Integration of Knowledge and Ideas RL.2</p>	<ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>3. Describe how characters in a story respond to major events and challenges.</li> <li>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>7. Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.</li> </ol>
<p><b>Reading Standards for Informational Text</b></p> <p>Key Ideas and Details RI.2</p> <p>Craft and Structure RI.2</p>	<ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li> </ol>

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<p>Integration of Knowledge and Ideas RI.2</p> <p><b>Reading Standards: Foundational Skills</b> Phonics and Word Recognition RF.2</p> <p>Fluency RF.2</p> <p><b>Writing Standards</b> Production and Distribution of Writing W.2</p>	<p>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>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"><li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li><li>b. Know spelling-sound correspondences for additional common vowel teams.</li><li>c. Decode regularly spelled two-syllable words with long vowels.</li><li>e. Identify words with inconsistent but common spelling-sound correspondence.</li><li>f. Recognize and read grade-appropriate irregularly spelled words.</li></ul> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"><li>a. Read on-level text with purpose and understanding.</li><li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li><li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
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<p><b>Speaking and Listening Standards</b> Comprehension and Collaboration SL.2</p> <p>Presentation of Knowledge and Ideas SL.2</p> <p><b>Language Standards</b> Conventions of Standard English L.2</p>	<ol style="list-style-type: none"><li>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.<ol 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 topics and texts under discussion.</li></ol></li><li>2. Recount or describe key ideas from a text read aloud or information presented orally or through other media.</li><li>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li><li>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).</li><li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none"><li>a. Use collective nouns (e.g., group).</li><li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li></ol></li><li>2. Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none"><li>a. Capitalize holidays, product names, and geographic names.</li><li>d. Generalize learned spelling patterns when writing words (e.g., cage→badge; boy→boil).</li></ol></li></ol>
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<p>Knowledge of Language L.2</p> <p>Vocabulary Acquisition and Use L.2</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy and juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>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., When other kids are happy that makes me happy).</p>
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