

# Hickman County Curriculum Map

Second Grade

Reading/Language Arts

Third 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> <p><b>Reading Standards for Informational Text</b></p> <p>Key Ideas and Details 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>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> <li>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories (by different authors or from different cultures)).</li> </ol> <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. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs</li> </ol>

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<p>Craft and Structure RI.2</p> <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</p>	<p>within the text.</p> <p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</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>9. Compare and contrast the most important points presented by two texts on the same topic.</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>d. Decode words with common prefixes and suffixes.</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>
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<p>RF.2</p> <p><b>Writing Standards</b> Text Types and Purposes W.2</p> <p>Production and Distribution of Writing W.2</p> <p>Research to Build and Present Knowledge W.2</p> <p><b>Speaking and Listening Standards</b> Comprehension and Collaboration SL.2</p>	<p>a. Read on-level text with purpose and understanding. b. Read on-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.</p> <p>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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>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>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feeling, use temporal words to signal event order, and provide a sense of closure.</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; report science observations.)</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).</p>
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<p>Knowledge of Language L.2</p> <p>Vocabulary Acquisition and Use L.2</p>	<p>spelling when writing.</p> <ul style="list-style-type: none"><li>a. Capitalize holidays, product names, and geographic names.</li><li>b. Use commas in greetings and closings of letters.</li><li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li><li>d. Generalize learned spelling patterns when writing words (e.g., cage→badge; boy→boil).</li><li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li></ul> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"><li>a. Compare formal and informal uses of English.</li></ul> <p>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> <ul style="list-style-type: none"><li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li><li>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li><li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li><li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li><li>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li></ul> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"><li>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy and juicy).</li><li>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li></ul> <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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Red print identifies standards new to the reporting period. Black print identifies standards that were previously introduced.