

# ELA Essential Elements – 2<sup>nd</sup> Grade Curriculum Map by Quarter

	I Can Statements	Standards-based Essential Elements	Activities/Formative Assessments	Text Examples
1 <sup>st</sup> Quarter	I can answer who and where questions about details in a text.	EE.RL.2.1- Answer who and where questions to demonstrate understanding of details in a familiar text.	-When asking questions, allow students to use the text and illustrations to support their response. You may need to provide options for students to pick their answer from.	Literature text examples:  Not Norman: A Goldfish Story- narrative writing support  Your Name is a Song  Giraffe Problems
	I can use details from the text to recount the events in the story.	EE.RL.2.2- Using details from the text, recount events from familiar stories from diverse cultures.	-Use visuals that have details from the story for students to verbally recount or put in order.	
	I can identify characters and identify their actions in the story.	EE.RL.2.3- Identify the actions of the characters in a story.	-Verbally (or give visual options) identify a character(s) and point to or say their action from a provided list.	
	I can complete a story, poem, or song using a rhyming or repetition word(s).	EE.RL.2.4- Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.	-Given a familiar story or poem that lends itself to rhyming or repetition, students will complete the rhyme or repetition word.	2 <sup>nd</sup> -3 <sup>rd</sup> DLM Book List <a href="https://www.dlmpd.com/grade-band-2-3/">https://www.dlmpd.com/grade-band-2-3/</a>
	I can determine the beginning and ending of a story that follows a sequence.	EE.RL.2.5- Determine the beginning and ending of a familiar story with a logical order.	-Give visuals if needed from the story.	
	I can identify who is speaking in a conversation.	EE.RL.2.6- Identify the speakers in a dialogue.	-Give visuals of characters on popsicle sticks for students to identify who is speaking.	
	I can identify illustrations or objects in print or digital text that helps me understand the characters.	EE.RL.2.7- Identify illustrations or objects/tactual information in print or digital text that depict characters.	-Use the text to have students find illustrations that relate to a character.	
	I can identify what is the same in two episodes of a story.	EE.RL.2.9- Identify similarities between two episodes in a story.	-Verbally identify similarities or use visuals to sort	
	I can listen and interact during shared readings.	EE.RL.2.10- Actively engage in shared reading of stories and poetry for clearly stated purposes.	-Use a communication board to help students engage in the shared reading.	

1st Quarter- 2<sup>nd</sup> grade Writing Standards

	I can pick an event or personal experience and draw or write about it.	EE.W.2.3- Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.	-Given different pictures of events, students will draw or write about it (may need to use aided writing tool, examples: abc chart, visual picture choices, magnetic letters, sight word list).	
	I can add more information to my drawing or writing to make it stronger with help from an adult or a peer.	EE.W.2.5- With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.	-Verbally talk with students about their writing or drawing to add more details. Some students may benefit from visual choices to add details, some details could be as simple as adding color to the drawing or color words to the writing.	

2 <sup>nd</sup> Quarter	I can answer who and what questions about details in a text.	EE.RI.2.1- Answer who and what questions to demonstrate understanding of details in a familiar text.	- When asking questions, allow students to use the text/illustrations to support their response. You may need to provide options for students to pick their answer from.	Informational Text Resources to support your Science or Social Studies topics...  Create a free account on GetEpic.com to have access to free books.  Seeds Move
	I can identify the topic of a text.	EE.RI.2.2- Identify the topic of the text.	-Give students visuals if needed or options to match the topic to different texts.	
	I can identify individuals, events, or details in an informational text.	EE.RI.2.3- Identify individuals, events, or details in an informational text.	-Use visuals to identify people, major events, and details.	
	I can match words with the correct topic.	EE.RI.2.4- Identify words related to a topic of a text.	-Let students sort words to the text.	
	I can identify details or what the graphic is telling me in an informational text.	EE.RI.2.5- Identify details in informational text or its graphic representations.	-Students can highlight details or match a graphic to a detail.	
	I can identify the author's and illustrator's purpose.	EE.RI.2.6- Identify the role of the author and the illustrator.	-Make an anchor chart of what an author and illustrator do in stories (students can identify if it is an author or illustrator role).	
	I can match illustrations or objects that go with a text.	EE.RI.2.7- Identify illustration or objects/factual information that go with a text.	-Given students pre-made author's point for them to match to the correct text or illustration.	
	I can highlight points the author is making in an informational text.	EE.RI.2.8- Identify points the author makes in an informational text.	-Use a highlighter or a creative detective lens to show points the author is making; match points if needed.	
	I can identify what is the same between two texts on the same topic.	EE.RI.2.9- Identify a common element between two texts on the same topic.	-Make a chart to identify what is similar in two texts.	
	I can participate in shared reading of informational text.	EE.RI.2.10- Actively engage in shared reading of informational text including history/SS, science, and technical texts.	-Use core vocabulary chart to participate in shared reading.	

2<sup>nd</sup> Quarter- 2<sup>nd</sup> grade Writing Standards

	I can pick a topic and draw or write one fact about the topic.	EE.W.2.2- Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.	-Given different pictures of informational topics, students will draw or write about it (may need to use aided writing tool, examples: abc chart, visual picture choices about the topic, magnetic letters, sight word list) allow them to use their highlighted evidence to write their fact.	
	I can use technology to publish my writing with help from an adult or peer.	EE.W.2.6- With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.	-Write together on the smart board, use book creator, or power point to create and publish writing.	

3 <sup>rd</sup> Quarter	I can answer who and where questions about details in a text.	EE.RL.2.1- Answer who and where questions to demonstrate understanding of details in a familiar text.	-When asking questions, allow students to use the text and illustrations to support their response. You may need to provide options for students to pick their answer from.	Literature Text Examples:  Facts vs Opinions vs Robots  A Cool Bean  Narwhal and Jelly Series
	I can use details from the text to recount the events in the story.	EE.RL.2.2- Using details from the text, recount events from familiar stories from diverse cultures.	-Use visuals that have details from the story for students to verbally recount or put in order.	
	I can identify characters and identify their actions in the story.	EE.RL.2.3- Identify the actions of the characters in a story.	-Verbally (or give visual options) identify a character(s) and point to and say their action from a provided list.	
	I can complete a story, poem, or song using a rhyming or repetition word(s).	EE.RL.2.4- Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.	-Given a familiar story or poem that lends itself to rhyming or repetition students will complete the rhyme and repetition word.	
	I can determine the beginning and ending of a story that follows a sequence.	EE.RL.2.5- Determine the beginning and ending of a familiar story with a logical order.	-Give visuals if needed from the story.	
	I can identify who is speaking in a conversation.	EE.RL.2.6- Identify the speakers in a dialogue.	-Give visuals of characters on popsicle sticks for students to identify who is speaking.	
	I can identify illustrations or objects in print or digital text that helps me understand the characters.	EE.RL.2.7- Identify illustrations or objects/tactual information in print or digital text that depict characters.	-Use the text to have students find illustrations that relate to a character.	
	I can identify what is the same in two episodes of a story.	EE.RL.2.9- Identify similarities between two episodes in a story.	-Verbally identify similarities or use visuals to sort.	
	I can listen and interact during shared readings.	EE.RL.2.10- Actively engage in shared reading of stories and poetry for clearly stated purposes.	-Use a communication board to help students engage in the shared reading.	

3<sup>rd</sup> Quarter- 2<sup>nd</sup> grade Writing Standards

	I can pick an event or personal experience and draw or write about it.	EE.W.2.3- Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.	-Given different pictures of events, students will draw or write about it (may need to use aided writing tool, examples: abc chart, visual picture choices, magnetic letters, sight word list)	
	I can answer questions about my own experiences.	EE.W.2.8- Identify information related to personal experiences and answer simple questions about those experiences.	-Have students tell you more about their experience. Maybe a peer can interview another peer with adult support.	
	I can pick a book and write or draw to state my opinion.	EE.W.2.1-Select a book and write, draw, or dictate to state an opinion about it.	- Give students the opinion writing template- In my opinion, _____ because _____.	

4 <sup>th</sup> Quarter	I can answer who and what questions about details in a text.	EE.RI.2.1- Answer who and what questions to demonstrate understanding of details in a familiar text.	- When asking questions, allow students to use the text and illustrations to support their response. You may need to provide options for students to pick their answer from.	Informational Text Examples:  Use topics to address Science and Social Studies topics as well
	I can identify the topic of a text.	EE.RI.2.2- Identify the topic of the text.	-Give students visuals if needed or options to match the topic to different texts.	
	I can identify individuals, events, or details in an informational text.	EE.RI.2.3- Identify individuals, events, or details in an informational text.	-Use visuals to identify people, major events, and details.	
	I can match words with the correct topic.	EE.RI.2.4- Identify words related to a topic of a text.	-Let students sort words to the text.	
	I can identify details or what the graphic is telling me in an informational text.	EE.RI.2.5- Identify details in informational text or its graphic representations.	-Students can highlight details or match a graphic to a detail.	
	I can identify the author's and illustrator's purpose.	EE.RI.2.6- Identify the role of the author and the illustrator.	-Give students pre-made author's point for them to match to the correct text and illustration.	
	I can match illustrations or objects that go with a text.	EE.RI.2.7- Identify illustration or objects/factual information that go with a text.	-Make a chart to identify what is similar in two texts.	
	I can highlight points the author is making in an informational text.	EE.RI.2.8- Identify points the author makes in an informational text.	-Use a highlighter or a creative detective lens to show points the author is making; match points if needed.	
	I can identify what is the same between two texts on the same topic.	EE.RI.2.9- Identify a common element between two texts on the same topic.	-Make a chart to identify what is similar in two texts.	
	I can participate in shared reading of informational text.	EE.RI.2.10- Actively engage in shared reading of informational text including history/SS, science, and technical texts.	-Use a core vocabulary chart to participate in shared reading.	

4<sup>th</sup> Quarter- 2<sup>nd</sup> grade Writing Standards

	I can pick a topic and draw or write one fact about the topic.	EE.W.2.2- Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.	-Given different pictures of informational topics, students will draw or write about it (may need to use aided writing tool, examples: abc chart, visual picture choices about the topic, magnetic letters, sight word list) allow them to use their highlighted evidence to write their fact.	
	I can work with my class to research and write a project together.	EE.W.2.7-Participate in shared research and writing projects.	-Research and write together on the smart board, use book creator, or power point to create and publish a class project.	
	I can pick a book and write or draw to state my opinion.	EE.W.2.1-Select a book and write, draw, or dictate to state an opinion about it.	- Give students the opinion writing template- In my opinion, _____ because_____.	



Embedded throughout the year:

### **Phonics and Word Recognition**

EE.RF.2.3- Demonstrate emerging use of letter-sound knowledge to read words.

- a. Identify the lower case letters of the alphabet.
- b. Identify letter sound correspondence for single consonants.
- c. Not applicable.
- d. Not applicable.
- e. Not applicable.
- f. Recognize 10 or more written words.

### **Fluency**

EE.RF.2.4- Attend to words in print.

- a. Read familiar text comprised of known words.
- b. Not applicable.
- c. Not applicable.

### **Speaking and Listening Essential Elements:**

EE.SL.2.1- Participate in conversations with adults and peers.

- a. Engage in multiple-turn exchanges with peers with support from an adult.
- b. Build on others' talk in conversation by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

EE.SL.2.2- During shared reading activities, ask and answer questions about details presented orally or through other media.

EE.SL.2.3- Answer questions about the details provided by the speaker.

EE.SL.2.4- Identify a photograph or object that reflects a personal experience and tell one detail about it.

EE.SL.2.5- Select visual, audio, or tactual representations to depict a personal experience.

EE.SL.2.6- Combine words when communicating to provide clarification.

Examples to support the Speaking and Listening EE's:

-Use of communication board, use a talking stick or item to show how to have a back and forth conversation, comprehension questions with visual answer choices, help or I don't know visual for emerging communicators, visuals of familiar people, place, things, events in school (teachers, library, cafeteria, gym, books, school supplies, events that happen at school), visuals of things that happen at those events or items you need for lunch/PE, visual of emotions for students to touch or say during Morning Meeting, cool down area with visuals, tell me more visual or point to more on communication board to clarify.

**Conventions of Standard English Essential Elements:**

EE.L.2.1- Demonstrate understanding of letter and word use...

- a. Produce all upper case letters.
- b. Use common nouns (e.g., mom, dad, boy, girl) in communication.
- c. Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them).
- d. Use frequently occurring verbs.
- e. Use frequently occurring adjectives.
- f. Combine two or more words together in communication.

EE.L.2.2- Demonstrate emerging understanding of conventions of standard English.

- a. With guidance and support, capitalize the first letter of familiar names.
- b. Not applicable.
- c. Not applicable.
- d. Identify printed rhyming words with the same spelling pattern.
- e. Consult print in the environment to support reading and spelling.

EE.L.2.3- Use language to achieve desired outcomes when communicating.

- a. Use symbolic language when communicating.

**Vocabulary Acquisition and Use Essential Elements:**

EE.L.2.4- Demonstrate knowledge of word meanings;

- a. Demonstrate knowledge of new vocabulary drawn from reading and content areas.
- b. Not applicable.
- c. Not applicable.
- d. Identify the words comprising compound words.
- e. Not applicable.

EE.L.2.5- Demonstrate understanding of word relationships and use.

- a. Identify real-life connections between words and their use (e.g., happy: “I am happy.”).
- b. Demonstrate understanding of the meaning of common verbs.

EE.L.2.6- Use words acquired through conversations, being read to, and during shared reading activities.