Centerville-Abington Elementary Curriculum Mapping Language Arts – 2nd Grade 1st Nine Weeks

Cheryl Frazier

Lesson and Standards	Reading Lit. & Informational Text	Foundational Skills	Target/Academic Vocabulary	Spelling/Language	Writing	Assessment
1						
	Selections	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
2.RL.2.1:	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Short Vowels a, i	Narrative Writing	1.2-1.10
2.RL.2.2:	Henry and Mudge	Identify Phonemes	curly, straight, floppy,			
2.RV.3.1:	Genre: Realistic Fiction	Syllables in Spoken	drooled, weighed, stood,	Spelling Words	Writing Form	
2.RL.3.1	Paired Selection	Words	collars, row	Basic: sad, dig, jam,	Sentences That Tell	
2.RL.1	All in the Family			glad, list, win,	a True Story	
2.RL.4.2	Genre: Informational	<u>Phonics</u>	Domain-Specific	flat, if, fix, rip, kit,		
2.RF.4.3	Text	Short Vowels a, i	Vocabulary	mask	Focus Trait	
2.RF.4.4	Decodable Readers	CVC Syllable Pattern	traits, offspring, inherit	Review: as, his	Ideas	
2.W.6.2c	We Camp			Challenge: sandwich,		
2.RF.4.4	The Picnic Ants	<u>Fluency</u>	Apply Vocabulary	picnic	Write About	
2.RF.5		Accuracy: Word	<u>Knowledge</u>		Reading	
2.W.6.1e	Text-based Comprehension	Recognition	Use a Dictionary	Grammar Skill	Performance Task	
2.RV.2.5	Target Skill			Subjects and		
2.W.3.3	Sequence of Events	High-Frequency	Vocabulary Strategies	Predicates		
2.RV.1	Target Strategy	Words	Alphabetical Order			
2.W.3.1	Infer/Predict	around, be, five,				
2.W.3.3	Supporting Skills	help,				
2.W.4	Author's Word Choice	next, or, pull, take,				
2.W.5		until, walked				
2.SL.2.3						
2.SL.2.5						
2.SL.2.4						
2.SL.3.1						
2.SL.4.2						
2	<u>Selections</u>	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Short Vowels o, u, e	Narrative Writing	2.2-2.10
2.RV.3.1	My Family	Identify Phonemes	remembered, porch,			
2.RL.4.1	Genre: Informational Text	Syllables in Spoken	crown, spend, stuck,	Spelling Words	Writing Form	
2.RN.1	Paired Selection	Words	visit, cousin, piano	Basic: wet, job, hug,	Friendly Letter	
2.RN.2.1	Family Poetry			rest, spot, mud, left,		

2.RN.2.3	"Everybody Says" by Dorothy	Phonics	Domain-Specific	help, plum, nut, net,	Focus Trait	
2.RN.3.3	Aldis	Short Vowels o, u, e	Vocabulary	hot	Voice	
2.RN.3.1	"Abuelita's Lap" by Pat Mora	CVC Syllable Pattern	conflict, related, siblings,	Review: get, not	Voice	
2.RF.4.3	"Grandpa's Stories" by Langston	eve Synable Fattern	unity, interact	Challenge: lunch,	Write About	
2.RF.4.4	Hughes	Fluency	diffey, fifteract	spend	Reading	
2.W.6.1e	Genre: Poetry	Accuracy: Connected	Apply Vocabulary	эрспа	Performance Task	
2.W.6.2b	Decodable Readers	Text	Knowledge	Grammar Skill	T CHOITHANCE TASK	
2.W.6.2c	Bud, Ben, and Roz	ICAL	Guide Words	Simple Sentences		
2.W.6.1	The Funny Hat Contest	High-Frequency	Guide Words	Simple Sentences		
2.RV.2.5	The Family Flat Contest	bring, children,	Vocabulary Strategies			
2.W.3.3	Text-based Comprehension	comes, do, family,	Using a Glossary			
2.RV.1	Target Skill	like, make, those,	Comig a Glossary			
2.W.3.1	Compare and Contrast	use, with				
2.W.3.3	Target Strategy	dac, with				
2.W.4	Question					
2.SL.2.1	Supporting Skills					
2.SL.2.5	Informational Text					
2.SL.2.4	I I I I I I I I I I I I I I I I I I I					
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						
3	<u>Selections</u>	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Long Vowels a, i	Narrative Writing	3.6-3.18
2.RN.2.1	Dogs	Blend Phonemes	hairy, litter, canned,			
2.RN.2.3	Genre: Informational Text	Sort Phonemes	clipped, stayed, coat,		Writing Form	
2.RN.3.3	Paired Selection		chews, mammals	Spelling Words	Sentences That	
2.RN.3.1	Helping Paws	<u>Phonics</u>		Basic: cake, mine,	Describe	
2.RN.1	Genre: Informational Text	Long Vowels a, i	Domain-Specific	plate, size, ate, grape,		
2.RF.4.3	Decodable Readers	Sounds for c	<u>Vocabulary</u>	prize, wipe, race, line,	Focus Trait	
2.W.6.2c	City Ride		reproduce,	pile, rake	Word Choice	
2.RF.5	Mice Can Race	<u>Fluency</u>	characteristic, canine,	Review: gave, bike		
2.W.6.1e		Accuracy: Self	adapt	Challenge: mistake,	Write About	
2.W.6.2c	<u>Text-based Comprehension</u>	Correct		while	Reading	
2.RV.3.1	Target Skill		Apply Vocabulary		Performance Task	
1	A .1 .2 D	High Fraguency	Knowledge	Grammar Skill		
2.RV.2.5	Author's Purpose	High-Frequency				l l
2.RV.2.5 2.W.3.3	Target Strategy	city, full, no, think,	Use a Glossary	Types of Sentences		
	·					
2.W.3.3	Target Strategy	city, full, no, think,				

2 1// 2 2		T			1	1
2.W.3.3			Words			
2.W.4						
2.W.5						
2.SL.2.3						
2.SL.2.5						
2.SL.2.4						
2.SL.3.1						
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						
4	<u>Selections</u>	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	Vocabulary	Long Vowels o, u	Narrative Writing	4.2-4.14
2.RL.2.1	Diary of a Spider	Segment, Substitute	rotten, sticky, insects,			
2.RL.2.2	Genre: Humorous Fiction	Phonemes	scare, judge, screaming,	Spelling Words	Writing Form	
2.RL.2.3	Paired Selection	Sort Phonemes	dangerous, breeze	Basic: doze, nose,	Personal Story	
2.RV.3.1	A Swallow and a Spider			use, rose, pole, close,		
2.RL.4.1	Genre: Fable	<u>Phonics</u>	<u>Domain-Specific</u>	cute, woke, mule,	Focus Trait	
2.RL.1	Decodable Readers	Long Vowels o, u, e	<u>Vocabulary</u>	rode, role, tune	Ideas	
2.RF.4.3	A Bed of Roses	Sounds for g	appreciate, compliment,	Review: home, joke		
2.W.6.2c	Swim Like a Frog		cooperate, peer	Challenge: wrote, ice	Write About	
2.RF.4.4		<u>Fluency</u>		cube	Reading	
2.RF.5	Text-based Comprehension	Intonation	Apply Vocabulary		Performance Task	
2.RF.5	Target Skill		<u>Knowledge</u>	Grammar Skill		
2.W.6.2c	Cause and Effect	High-Frequency	Multiple Entries	What is a Noun?	Research/Media	
2.RV.3.1	Target Strategy	mind, could, today,			Literacy Skill	
2.RV.2.5	Summarize	play, cheer, hello,	Vocabulary Strategies		Brainstorming	
2.W.3.1	Supporting Skills	read, see, by,	Context Clues			
2.W.3.3	Figurative Language	hundred				
2.4.W						
2.SL.2.3						
2.SL.2.5						
2.SL.2.4						
2.SL.3.1						
2.SL.4.2						
5	<u>Selections</u>	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Consonant Blends	Narrative Writing	5.2-5.12
2.RL.2.1	Teacher's Pets	Segment Phonemes	share, noticed,	with r, l, s		
2.RV.3.1	Genre: Realistic Fiction		suddenly, bursting,		Writing Form	Unit1 Test
2.RL.3.1	Paired Selection	<u>Phonics</u>	noises, wonderful, quiet,	Spelling Words	Personal Story	

2.RL.4.1	See Westburg by Bus!	Consonant Blends	sprinkled	Basic: spin, clap,		
2.RL.1	Genre: Informational Text	with r, l, s		grade, swim, place,	Focus Trait	
2.RN.1	Decodable Readers	, ,, ,	Domain-Specific	last, test, skin, drag,	Sentence Fluency	
2.RF.4.3	Flint Cove Clambake	Fluency	Vocabulary	glide, just, stage	,	
2.RF.4.4	The Stop and Spend Sale	Phrasing:	community, diagram,	Review: slip, drive	Write About	
2.RF.5		Punctuation	suburb	Challenge: climb,	Reading	
2.W.6.1e	Text-based Comprehension			price	Performance Task	
2.W.4	Target Skill	High-Frequency	Apply Vocabulary			
2.RV.2.4	Story Structure	table, says, little,	Knowledge	Grammar Skill	Research/Media	
2.RV.2.5	Target Strategy	find, both, cold,	Use a Digital Dictionary	Singular and Plural	Literacy Skill	
2.W.3.3	Visualize	long, green, we, eat	,	Nouns	Finding Information	
2.RV.1	Supporting Skills		Vocabulary Strategies			
2.W.3.1	Author's Word Choice		Base Words and Endings			
2.W.3.3			–ed, -ing			
2.W.4						
W.2.6						
W.2.5						
2.SL.2.3						
2.SL.2.5						
2.SL.2.4						
2.SL.3.1						
2.SL.3.2						
2.SL.4.2						
6	<u>Selections</u>	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Common Final Blends	Informative Writing	6.2-6.10
2.RN.2.1	Animals Building Homes	Identify Phonemes	beaks, break, deepest,	nd, ng, nk, nt, ft, xt,		
2.RV.3.2	Genre: Informational Text		hang, pond, shaped,	mp	Writing Form	
2.RN.3.1	Paired Selection	<u>Phonics</u>	winding, branches		Informational	
2.RN.4.2	Whose Home Is This?	Common Final		Spelling Words	Paragraph	
2.RN.1	Genre: Informational Text	Blends nd, ng, nk, nt,	Domain-Specific	Basic: next, end,		
2.RF.4.4	Decodable Readers	ft, xt, mp	Vocabulary	camp, sank, sing,	Focus Trait	
2.RF.5	A Job for Bob		habitat, shelter, pasture	drink, hunt, stand,	Ideas	
2.W.6.1a	Baby Animals	Fluency		long, stamp, pond,	Write About	
2.W.6.2c		Expression	Apply Vocabulary	bring	Reading	
2.RV.3.1	Text-based Comprehension		Knowledge	Review: jump, left	Performance Task	
L2.RV.2.4	Target Skill	High-Frequency	Use a Dictionary	Challenge: young,		
2.RV.2.5	Text and Graphic Features	bear, work, animals,		friend	Research/Media	
2.W.3.2	Target Strategy	know, most, myself,	Vocabulary Strategies	6 61 111	<u>Literacy Skill</u>	
2.W.4	Question	sleep, second, three,	Base Words and Prefixes	Grammar Skill	Understand	
2.W.5	Supporting Skills	she	un-, re-	More Plural Nouns	Sources	

2.SL.2.3	Using Context					
2.SL.2.5						
2.SL.2.4						
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						
7	<u>Selections</u>	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Double Consonants	Informative Writing	7.2-7.14
2.RL.2.1	The Ugly Vegetables	Sort Phonemes	blooming, muscles,	and <i>ck</i>		
2.RL.2.2	Genre: Realistic Fiction		nodded, plain, scent,		Writing Form	
2.RL.2.3	Paired Selection	<u>Phonics</u>	shovels, tough, wrinkled	Spelling Words	Summary	
2.RL.3.1	They Really are GIANT!!!	Double Consonants		Basic: dress, spell,	Paragraph	
2.RL.4.1	Genre: Informational Text	and ck	<u>Domain-Specific</u>	class, full, add, neck,		
2.RL.1	Decodable Readers	Double Consonants	<u>Vocabulary</u>	stuck, kick, rock, black,	Focus Trait	
2.RV.3.2	Jill and Mack	(CVC)	nutrients, seedling, solar	trick, doll	Organization	
2.RN.3.3	Rabbit's Muffins	<u>Fluency</u>	energy	Review: will, off		
2.RN.3.1		Accuracy:	Apply Vocabulary	Challenge: across,	Write About	
2.RN.4.2	Text-based Comprehension	Connected Text	<u>Knowledge</u>	pocket	Reading	
2.RF.4.4	Target Skill		Dictionary Skills: Discuss		Performance Task	
2.W.6.2a	Conclusions	High-Frequency	Example Sentences	<u>Grammar Skill</u>		
2.RV.3.1	Target Strategy	pictures, air, pretty,	(punctuation and style	Proper Nouns		
2.RV.2.5	Analyze/Evaluate	told, window, funny,	of sentences)			
2.W.3.3	Supporting Skills	try, he, cried, car				
2.RV.1	Story Structure		Vocabulary Strategies			
2.SL.2.3			Homophones			
2.SL.2.5						
2.SL.2.4						
2.SL.3.1						
2.SL.4.2						
		1		1		

Centerville-Abington Elementary Curriculum Mapping Language Arts -2nd Grade

2nd Nine Weeks Cheryl Frazier

Lesson and Standards	Reading Lit. & Informational Text	Foundational Skills	Target/Academic Vocabulary	Spelling/Language	Writing	Assessment
8	Selections Anchor Text	Phonemic Assessment	Target/Academic	Spelling Principle	Writing Mode Informative	Weekly Tests
2 DV 2 1		Awareness	Vocabulary	Consonant Digraphs		8.7-8.19
2.RV.3.1	Super Storms	Substitute Phonemes	flash, equal, damage,	th, sh, wh, ch, tch	Writing	
2.RL.1 2.RN.2.1	Genre: Informational Text Paired Selection	Syllables in Spoken Words	reach, pounding, prevent, beware, bend	Spolling Words	Muiting Form	
		vvorus	prevent, beware, bend	Spelling Words	Writing Form	
2.RN.2.2	Weather Poems	Dhanias	Damain Crasifia	Basic: dish, than,	Informational	
2.RN.2.3	"Night Drumming for Rain"	Phonics	Domain-Specific	chest, such, thin,	Paragraph	
2.RN.3.1	"Who Has Seen the Wind"	Consonant Digraphs	Vocabulary	push, shine, chase,	Facus Tueit	
2.RN.1	"Weather"	th, sh, wh, ch, tch, ph	lightning, precipitation,	white, while, these,	Focus Trait	
2.W.6.2c	Genre: Poetry	Base Words and	water vapor	flash	Voice	
2.RF.4.4 2RF.5	Decodable Readers	Endings –s, -ed, -ing	Apply Vessbylens	Review: which, then	Myita Abaut	
2.RF.5	Splish! Splash! Whales	Fluores	Apply Vocabulary	Challenge: catch, thumb	Write About	
	Drifting Up, Up, Up	Fluency	Knowledge	thumb	Reading	
2.W.6.2c	Tout hased Communication	Rate	Use a Glossary	Crommor Skill	Performance Task	
2.RF.5 2.RV.2.5	Text-based Comprehension	High Francisco	Vacabulami Stratagiaa	Grammar Skill What Is a Verb?	December / Madie	
2.KV.2.5 2.W.3.3	Target Skill Main Ideas and Details	High-Frequency	Vocabulary Strategies	what is a verb?	Research/Media	
2.vv.3.3 2.RV.1	Target Strategy	few, people, eye, high, my, open,	Compound Words		<u>Literacy Skill</u> Research	
2.W.3.1	Visualize				Questions	
2.W.3.1 2.W.3.2	Supporting Skills	yellow, happy, starts, before			Questions	
2.W.3.2 2.W.4	Cause and Effect	before				
2.W.5	Cause and Effect					
2.VV.3 2.SL.2.3						
2.SL.2.5 2.SL.2.5						
2.SL.2.3 2.SL.2.4						
2.SL.3.1						
2.SL.3.1 2.SL.3.2						
2.SL.3.2 2.SL.4.1						
2.SL.4.1 2.SL.4.2						
2.31.4.2						

9	Selections	Phonemic	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	Awareness	Vocabulary	-ed, and -ing Endings	Informative	9.2-9.14
2.RL.2.1	How Chipmunk Got His Stripes	Add Phonemes	curled, direction, healed,	, ,	Writing	
2.RL.2.2	Genre: Folktale	Syllables in Spoken	height, toward, tunnel,	Spelling Words		
2.RL.2.3	Paired Selection	Words	tease, brag	Basic: liked, using,	Writing Form	
2.RV.3.1	Why Rabbits Have Short Tails			riding, chased, spilled,	Instructions	
2.RL.1	Genre: Traditional Tale	Phonics	Domain-Specific	making, closed,		
2.W.6.2c	Decodable Readers	Base Words and	Vocabulary	hoping,	Focus Trait	
2.RF.5	Maybe So	Endings –ed, -ing	tradition, culture,	baked, hiding,	Ideas	
2.W.6.1a	Racing Away!	CV Syllable Pattern	literature	standing, asked		
2.W.6.1e				Review: mixed,	Write About	
2.RV.3.1	Text-based Comprehension	<u>Fluency</u>	Apply Vocabulary	sleeping	Reading	
2.RV.2.5	Target Skill	Phrasing:	Knowledge	Challenge: teasing,	Performance Task	
2.W.3.3	Understanding Characters	Punctuation	Use a Digital Dictionary	knocking		
2.RV.1	Target Strategy		,			
2.W.3.1	Summarize	High-Frequency	Vocabulary Strategies	Grammar Skill		
2.W.4	Supporting Skills	kept, would, afraid,	Synonyms	Verbs in the Present		
2.W.5	Author's Word Choice	own, show, might,				
2.SL.2.3		why, many, for, dark				
2.SL.2.5		willy, marry, for, dark				
2.SL.2.4						
2.SL.3.1						
2.SL.4.2						
10	Selections	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Contractions	Informative	10.2-10.12
2.RN.2.1	Jellies	Add and Delete	decide, disgusting, drift,		Writing	
2.RN.3.3	Genre: Informational Text	Phonemes	millions, simple,	Spelling Words	Writing Form	Unit 2 Test
2.RN.3.1	Paired Selection		wrapped, choices,	Basic: I'm, don't, isn't,	Instructions	
2.RN.4.1	Splash Photography	<u>Phonics</u>	weaker	can't, we'll, it's, I've,		
2.RN.1	Genre: Informational Text	Contractions		didn't, you're, that's,	Focus Trait	
2.RF.5	Decodable Readers		Domain-Specific	wasn't, you've	Word Choice	
RF.2.4c	Let's Have Fun	<u>Fluency</u>	<u>Vocabulary</u>	Review: us them		
2.W.6.2b	I'm Going to Win	Stress	Oceanography, gulf,	Challenge: they're,	Write About	
2.W.4	Text-based Comprehension		current	wouldn't	Reading	

2.W.6.1	Target Skill	High-Frequency			Performance Task	
2.RV.2.4	Fact and Opinion	really, you, because,	Apply Vocabulary	Grammar Skill		
2.RV.2.5	Target Strategy	right, go, they, was,	Knowledge	Verbs in the Present,		
2.W.3.3	Monitor/Clarify	me, old, better	Use a Thesaurus	Past, and Future		
2.RV.1	Supporting Skills					
2.W.3.1	Author's Purpose		Vocabulary Strategies			
2.W.3.2			Base Words and Suffixes			
2.W.4			–er, -est			
2.W.5						
2.SL.2.3						
2.SL.2.5						
2.SL.2.4						
2.SL.3.2						
2.SL.4.2						
11	<u>Selections</u>	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Base Words with	Opinion Writing	11.2-11.11
2.RL.2.1	Click, Clack, Moo: Cows That	Syllables in Spoken	problem, impossible,	Endings –s, -es		
2.RL.2.3	Туре	Words	understand, impatient,		Writing Form	
2.RV.3.1	Genre: Humorous Fiction		furious, demand,	Spelling Words	Persuasive Letter	
2.RL.4.1	Paired Selection	<u>Phonics</u>	gathered, believe	Basic: hens, eggs,		
2.RL.1	Talk About Smart Animals!	Base Words and		ducks, bikes, boxes,	Focus Trait	
2.RN.3.1	Genre: Informational Text	Endings –s, -es	<u>Domain-Specific</u>	wishes, dresses,	Ideas	
2.RN.1	Decodable Readers		<u>Vocabulary</u>	names, bells, stamps,		
2.RF.4.3	Jess Makes Gifts	<u>Fluency</u>	notify, announce,	dishes, grapes	Write About	
2.W.6.2c	Cooking with Mom Fox	Expression	companion	Review: jets, frogs	Reading	
2.RF.4.4				Challenge: stitches,	Performance Task	
2.RF.5	<u>Text-based Comprehension</u>	High-Frequency	Apply Vocabulary	fences		
2.W.6.1a	Target Skill	another, heard,	<u>Knowledge</u>			
2.W.6.1e	Conclusions	some, kind, light,	Guide Words	Grammar Skill		
2.W.6.2b	Target Strategy	hard, more, grow,		Compound Sentences		
2.RV.2.4	Infer/Predict	far, to	Vocabulary Strategies			
2.RV.2.5	Supporting Skills		Prefixes pre- and mis-			
2.W.3.3	Author's Word Choice					
2.RV.1						
2.W.3.1						
2.W.4						
2.SL.2.3						
2.SL.2.5						
2.SL.2.4						
2.SL.3.1						

2.SL.3.2						
2.SL.4.1						
12	Selections	Phonemic	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	Awareness	Vocabulary	Words with ai, ay	Opinion Writing	12.2-12.12
2.RV.3.1	Ah, Music!	Substitute Phonemes	vibration, concentrate,	. ,		
2.RN.2.1	Genre: Informational Text		relieved, creative,	Spelling Words	Writing Form	
2.RN.3.1	Paired Selection	<u>Phonics</u>	performance, tune,	Basic: pay, wait,	Opinion Paragraph	
2.RN.3.3	"There's a Hole at the Bottom	Vowel Digraphs ai, ay	expression, volume	paint, train, pail, clay,		
2.RN.4.1	of the Sea"			tray, plain, stain, hay,	Focus Trait	
2.RN.1	Genre: Song	Fluency	Domain-Specific	gray, away	Voice	
2.RF.4.3	Decodable Readers	Rate: Adjust Rate to	<u>Vocabulary</u>	Review: stay, day		
2.RF.4.3	Trains	Purpose	pitch, percussion,	Challenge: raisin,	Write About	
2.RF.4.4	The Waiting Game		creativity	birthday	Reading	
2.RF.5		High-Frequency			Performance Task	
2.W.6.1e	Text-based Comprehension	along, against,	Apply Vocabulary	Grammar Skill		
2.W.6.2.a	Target Skill	someone, night, part,	<u>Knowledge</u>	Expanding/Rearrangin		
2.W.6.2c	Text and Graphic Features	morning, hold, bird,	Use a Digital Dictionary	g Compound		
2.RV.2.5	Target Strategy	different, girl		Sentences		
2.W.3.3	Question		Vocabulary Strategies			
2.RV.1	Supporting Skills		Idioms			
2.W.3.1	Fact and Opinion					
2.W.4						
2.W.5						
2.SL.2.3						
2.SL.2.5						
2.SL.2.4						
2.SL.3.2						
2.SL.4.1						
13	Selections	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	Awareness	Vocabulary	Words with ee, ea	Opinion Writing	13.8-13.17
2.RN.2.1	Schools Around the World	Match Phonemes	culture, community,			
2.RN.2.2	Genre: Informational Text		languages,	Spelling Words	Writing Form	
2.RN.3.1	Paired Selection	<u>Phonics</u>	transportation, subjects,	Basic: free, teach,	Persuasive	
2.RN.3.3	An American School	Vowel Digraphs ee,	lessons, special, wear	teeth, please, beach,	Paragraph	
2.RN.1	Genre: Informational Text	ea		wheel, team, speak,		
2.RF.4.3	Decodable Readers	_,	Domain-Specific	sneeze, sheep,	Focus Trait	
2.RF.4.3	The Shell Sheep	<u>Fluency</u>	<u>Vocabulary</u>	meaning, weave	Word Choice	
2.W.6.2c	Reef Sees the Wide World	Accuracy: Self-	education, public,	Review: eat, read		

2.W.6.1		Correct	schedule, tutor	Challenge: between,	Write About	
2.RV.2.5	Text-based Comprehension	Correct	seriedale, tator	reason	Reading	
2.W.3.3	Target Skill	High-Frequency	Apply Vocabulary	1000011	Performance Task	
2.RV.1	Main Idea and Details	story, world, about,	Knowledge	Grammar Skill		
2.W.3.1	Target Strategy	everything, first,	Use a Glossary	Quotation Marks		
2.W.3.2	Analyze/Evaluate	store, her, two,	,			
2.W.4	Supporting Skills	slowly, of	Vocabulary Strategies			
2.W.5	Text and Graphic Features	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Using a Dictionary			
2.SL.2.3	·		,			
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						
14	<u>Selections</u>	Phonemic	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Long o, (o, oa, ow)	Opinion Writing	14.2-14.13
2.RL.2.1	Helen Keller	Segment Phonemes	curious, imitated,			
2.RN.2.1	Genre: Biography		knowledge, motion,	Spelling Words	Writing Form	
2.RN.2.2	Paired Selection	<u>Phonics</u>	silence, illness, darkness,	Basic: own, most,	Persuasive Essay	
2.RN.2.3	Talking Tools	Long o (o, oa, ow)	behavior	soap, float, both,		
2.RN.3.1	Genre: Informational Text			know, loan, goat, flow,	Focus Trait	
2.RN.3.3	Decodable Readers	<u>Fluency</u>	Domain-Specific	loaf, throw, coach	Ideas	
2.RN.4.2	Bill E. Goat and Wise Crow	Natural Pauses	<u>Vocabulary</u>	Review: so, grow		
2.RN.1	Mud Bugs		nonverbal, communicate,	Challenge: swallow,	Write About	
2.RF.4.3		High-Frequency	visual	ocean	Reading	
2.W.6.2c	Text-based Comprehension	front, hair, warm,			Performance Task	
2.RF.4.4	Target Skill	started, stories,	Apply Vocabulary	<u>Grammar Skill</u>		
2.RF.5	Author's Purpose	never, all, food, sky,	<u>Knowledge</u>	Using Proper Nouns	Research/Media	
2.W.6.2.a	Target Strategy	party	Use a Dictionary		<u>Literacy Skills</u>	
2.RV.2.5	Summarize				Science Experiment	
2.W.3.3	Supporting Skills		Vocabulary Strategies			
2.RV.1	Genre: Biography		Suffix -ly			
2.W.3.1						
2.W.4						
2.W.5						
2.SL.2.3						
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						

2.SL.3.2						
2.SL.4.1						
2.SL.4.2						
15	Selections	Phonemic	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Compound Words	Opinion Writing	15.2-15.11
2.RL.2.1	Officer Buckle and Gloria	Syllables in Spoken	attention, buddy, obeys,			
2.RL.2.2	Genre: Humorous Fiction	Words	speech, enormous,	Spelling Words	Writing Form	Unit 3 Test
2.RL.2.3	Paired Selection		safety, shocked, station	Basic: cannot,	Persuasive Essay	
2.RL.3.2	Safety at Home	<u>Phonics</u>		pancake, maybe,		
2.RL.4.1	Genre: Readers Theater	Compound Words	Domain-Specific	baseball, playground,	Focus Trait	
2.RN1	Decodable Readers	Schwa Vowel Sounds	<u>Vocabulary</u>	someone, myself,	Organization	
2.RN.3.1	What Does It Say?		risk, protection, hazard,	classroom, sunshine,	Write About	
2.RF.4.3	In the Grove	<u>Fluency</u>	inform	outside, upon, nothing	Reading	
2.RF.4.4		Accuracy: Connected		Review: into, inside	Performance Task	
2.RF.5	Text-based Comprehension	Text	Apply Vocabulary	Challenge: nobody,		
2.W.6.1e	Target Skill		<u>Knowledge</u>	everywhere		
2.RV.2.4	Cause and Effect	High-Frequency	Determine Pronunciation			
2.W.3.3	Target Strategy	ever, care, thought,		Grammar Skill		
2.RV.1	Monitor/Clarify	over, off, small, new,	Vocabulary Strategies	Abbreviations		
2.W.3.1	Supporting Skills	book, live, after	Root Words			
2.W.4	Humor					
2.SL.2.3						
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						

Centerville-Abington Elementary Curriculum Mapping Language Arts – 2nd Grade

3rd Nine Weeks Cheryl Frazier

Lesson and	Reading Lit. & Informational Text	Foundational Skills	Target/Academic Vocabulary	Spelling/Language	Writing	Assessment
Standards						
16	Selections	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Base Words with	Narrative Writing	16.2-16.13
2.RL.2.1	Mr. Tanen's Tie Trouble	Syllables in Spoken	received, account,	Endings –ed, -ing		
2.RL.2.3	Genre: Realistic Fiction	Words	budget, disappointed,		Writing Form	
2.RL.3.1	Paired Selection		chuckled, staring,	Spelling Words	Story Paragraph	
2.RL.4.1	The Jefferson Daily News	<u>Phonics</u>	repeated, fund	Basic: running,		
2.RL.1	Genre: Informational Text	Base Words and		clapped, stopped,	Focus Trait	
2.RN.3.1	Decodable Readers	Endings –ed, -ing	Domain-Specific	hopping, batted,	Ideas	
2.RN.1	Beep! Beep!		<u>Vocabulary</u>	selling, pinned,		
2.RF.4.3	We Helped	<u>Fluency</u>	duties, citizen,	cutting, sitting,	Write About	
2.W.6.2c		Rate	responsibility	rubbed, missed,	Reading	
2.RF.4.4	Text-based Comprehension			grabbed	Performance Task	
2.RF.5	Target Skill	High-Frequency	Apply Vocabulary	Review: mixed, going	Research/Media	
2.W.6.1a	Story Structure	gone, said,	<u>Knowledge</u>	Challenge: wrapped,	<u>Literacy Skills</u>	
2.W.6.2c	Target Strategy	something, fly, also,	Use a Digital Dictionary	swelling	Audio Recording	
2.RV.2.5	Infer/Predict	saw, look, horse,				
2.W.3.3	Supporting Skills	river, have	Vocabulary Strategies	Grammar Skill		
2.RV.1	Understanding Characters		Homographs	Pronouns		
2.W.3.2						
2.W.3.3						
2.W.4						
2.SL.2.3						
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						

17	Selections	Phonemic	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	Awareness	Vocabulary	Long i (i, igh, y)	Narrative Writing	17.2-17.13
2.RL.2.1	Luke Goes to Bat	Segment Phonemes	practice, hurried,			
2.RL.2.2	Genre: Realistic Fiction		position, roared, extra,	Spelling Words	Writing Form	
2.RL.2.3	Paired Selection	<u>Phonics</u>	curb, cheered, final	Basic: night, kind, spy,	Story Paragraph	
2.RL.4.1	Jackie Robinson	Long i (i, igh, ie, y)		child, light, find, right,	, , ,	
2.RL.1	Genre: Informational Text		Domain-Specific	high, wild, July, fry,	Focus Trait	
2.RN.3.3	Decodable Readers	<u>Fluency</u>	Vocabulary	sigh	Voice	
2.RF.4.3	Bright Lights	Stress	determined, morals,	Review: by, why		
2.RF.4.4	Wild Cats		respect	Challenge: behind,	Write About	
2.RF.5		High-Frequency		lightning	Reading	
2.W.6.1	Text-based Comprehension	doing, sure, else,	Apply Vocabulary		Performance Task	
2.RF.4.6	Target Skill	turned, blue, room,	<u>Knowledge</u>	Grammar Skill		
2.RV.2.5	Sequence of Events	teacher, any, studied,	Multiple Entries	Subject-Verb	Research/Media	
2.W.3.3	Target Strategy	carry		Agreement	Literacy Skills	
2.RV.1	Visualize		Vocabulary Strategies		Compare and	
2.W.3.1	Supporting Skills		Antonyms		Contrast Media	
2.W.3.3	Formal and Informal Language				Messages	
2.W.4						
2.SL.2.3						
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						
2.SL.4.1						
2.SL.4.2						
18	Selections	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	Awareness	<u>Vocabulary</u>	Long e Spelled y	Narrative Writing	18.7-18.18
2.RV.3.1	My Name Is Gabriela	Blending Phonemes	accepted, express,			
2.RN.2.1	Genre: Biography	Identify Sound	fluttering, grand,	Spelling Words	Writing Form	
2.RN.3.1	Paired Selection	Placement	pretend, prize, wonder,	Basic: happy, pretty,	Descriptive	
2.RN.3.3	Poems About Reading and		taught	baby, very, puppy,	Paragraph	
2.RN.1	Writing	<u>Phonics</u>		funny, carry, lucky,		
2.RF.4.3	Genre: Poetry	Long e Sound for y	Domain-Specific	only, sunny, penny,	Focus Trait	
2.RF.4.4	Decodable Readers	Changing y to i	<u>Vocabulary</u>	city	Word Choice	
2.RF.5	Bunny and the Penny		print, journalist,	Review: tiny, many		
2.W.6.1b	Puppies	<u>Fluency</u>	exchange, publish	Challenge: sorry, noisy	Write About	
2.RV.2.5		Expression			Reading	
2.W.3.3	Text-based Comprehension		Apply Vocabulary	<u>Grammar Skill</u>	Performance Task	
2.RV.1	Target Skill	High-Frequency	<u>Knowledge</u>	The Verb be		

2.W.3.1	Understanding Characters	words, mother,	Use a Dictionary			
2.W.3.3	Target Strategy	friends, under, draw,				
2.W.4	Analyze/Evaluate	watch, always, soon,	Vocabulary Strategies			
2.SL.2.3	Supporting Skills	anything, been	Suffixes –y and -ful			
2.SL.2.4	Author's Word Choice					
2.SL.2.5						
2.SL.3.1						
2.SL.4.1						
2.SL.4.2						
19	Selections	Phonemic	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Words with ar	Narrative Writing	19.2-19.13
2.RL.2.1	The Signmaker's Assistant	Substitute Phonemes	assistant, agreed, polite,			
2.RL.2.3	Genre: Humorous Fiction		failed, tearing, wisdom,	Spelling Words	Writing Form	
2.RL.3.2	Paired Selection	<u>Phonics</u>	trouble, cleared	Basic: car, dark, arm,	Fictional Story	
2.RL.4.1	The Trouble with Signs	Words with ar	Domain-Specific	star, park, yard, party,		
2.RL.1	Genre: Play		<u>Vocabulary</u>	hard, farm, start, part,	Focus Trait	
2.RN.2.1	Decodable Readers	<u>Fluency</u>	advertise,	spark	Organization	
2.RF.4.3	Darling Starling	Phrasing:	announcement, post,	Review: art, jar	Write About	
2.RF.4.4	Going to the Farm	Punctuation	beacon	Challenge: carpet,	Reading	
2.RF.5				apartment	Performance Task	
2.W.6.2b	Text-based Comprehension	High-Frequency	Apply Vocabulary			
2.W.6.2.c	Target Skill	didn't, I'll, please,	<u>Knowledge</u>	Grammar Skill		
2.RV.2.5	Text and Graphic Features	talk, good, is, are,	Use a Glossary	Commas in Dates and		
2.W.3.3	Target Strategy	baby, too, sound		Places		
2.W.6.1.c	Question		Vocabulary Strategies			
2.RV.1	Supporting Skills		Shades of Meaning			
2.W.3.1	Point of View					
2.W.3.3						
2.W.4						
2.SL.2.3						
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						
2.SL.4.2						
20	Selections	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	r-Controlled Vowels	Narrative Writing	20.2-20.13
2.RL.2.1	Dex: The Heart of a Hero	Substitute Phonemes	depended, overlooked,	or, ore		
2.RL.2.3	Genre: Fantasy		sprang, studied, gazing,		Writing Form	Unit 4 Test
2.RV.3.1	Paired Selection	<u>Phonics</u>	hero, exercise, sore	Spelling Words	Fictional Story	

2.RL.3.1	Heroes Then and Now	Words with r-		Basic: horn, story,		
2.RL.4.1	Genre: Informational Text	Controlled Vowels or,	Domain-Specific	fork, score, store,	Focus Trait	
2.RL.1	Decodable Readers	ore	Vocabulary	corn, morning, shore,	Organization	
2.RN.3.1	A Sporty Game		charity, grant, improve,	short, born, tore,		
2.RN.3.3	My Story	Fluency	figure	forget	Write About	
2.RN.4.2	, ,	Intonation		Review: for, more	Reading	
2.RF.4.4	Text-based Comprehension		Apply Vocabulary	Challenge: report,	Performance Task	
2.RF.5	Target Skill	High-Frequency	Knowledge	force		
2.W.6.1a	Compare and Contrast	being, ready, I've,	Dictionary Skills: Discuss			
2.W.6.2c	Target Strategy	tall, stood, very,	Example Sentences	Grammar Skill		
2.W.4	Monitor/Clarify	ground, laugh,	(punctuation and style of	Commas in a Series		
2.RV.2.4	Supporting Skills	begins, flower	sentences)			
2.RV.2.5	Figurative Language					
2.W.3.3			Vocabulary Strategies			
2.RV.1			Prefix over-			
2.W.3.1						
2.W.3.2						
2.W.4						
2.W.5						
2.SL.2.3						
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						
21	Selections	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Words with er	Informative	21.2-21.13
2.RN.2.1	Penguin Chick	Substitute Phonemes	finally, junior, otherwise,		Writing	
2.RN.2.2	Genre: Narrative Nonfiction		slippery, steer,	Spelling Words		
2.RN.2.3	Paired Selection	<u>Phonics</u>	waterproof, webbed,	Basic: father, over,	Writing Form	
2.RN.3.1	Emperor Penguins	Words with er	whistle	under, herd, water,	Problem-Solution	
2.RN.3.3	Genre: Informational Text	Words with ir, ur		verb, paper, cracker,	Paragraph	
2.RN.4.2	Decodable Readers		<u>Domain-Specific</u>	offer, cover, germ,		
2.RN.1	Mustangs	<u>Fluency</u>	<u>Vocabulary</u>	master	Focus Trait	
2.RF.4.6	Time to Move	Phrasing: Natural	development, life cycle,	Review: fern, ever	Word Choice	
2.RF.5		Pauses	shelter, climate	Challenge: remember,		
2.W.6.1a	Text-based Comprehension			feather	Write About	
2.W.6.1b	Target Skill	High-Frequency	Apply Vocabulary		Reading	

2.RV.2.5	Main Ideas and Details	nothing, move,	Knowledge	Grammar Skill	Performance Task	
2.W.3.3	Target Strategy	across, took, house,	Use a Thesaurus	What is an Adjective?	T GITGITH GITGE T GOIN	
2.RV.1	Infer/Predict	voice, behind, one,			Research/Media	
2.W.3.2	Supporting Skills	how, out	Vocabulary Strategies		Literacy Skills	
2.W.4	Cause and Effect	,	Dictionary Entry		Answer a Question	
2.W.5			, ,		·	
2.SL.2.3						
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						
22	<u>Selections</u>	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Homophones	Informative	22.2-22.14
2.RL.2.1	Gloria Who Might Be My Best	Rhyme and Meaning	lonely, seriously, copy,		Writing	
2.RL.2.3	Friend	Syllables in Spoken	heavily, planning,	Spelling Words		
2.RV.3.1	Genre: Realistic Fiction	Words	answered, guessed, knot	Basic: meet, meat,	Writing Form	
2.RL.3.2	Paired Selection			week, weak, mane,	Compare and	
2.RL.4.1	How to Make a Kite	<u>Phonics</u>	<u>Domain-Specific</u>	main, tail, tale, be,	Contrast Paragraph	
2.RL.2.1	Genre: Informational Text	Homophones	<u>Vocabulary</u>	bee, too, two		
2.RN.2.3	Decodable Readers	Base Words and	force, flight, pressure	Review: sea, see	Focus Trait	
2.RN.3.1	What's That?	Endings –er, -est		Challenge: threw,	Organization	
2.RN.1	Get Smarter		Apply Vocabulary	through		
2.W.6.2c		<u>Fluency</u>	<u>Knowledge</u>		Write About	
2.RF.4.4	Text-based Comprehension	Accuracy: Self-	Use a Dictionary	Grammar Skill	Reading	
2.RF.5	Target Skill	Correct		Using Adjectives	Performance Task	
2.W.6.1c	Understanding Characters		Vocabulary Strategies			
2.W.6.1e	Target Strategy	High-Frequency	Figurative			
2.RV.3.1	Question	floor, toward, what's,	Language/Idioms			
2.RV.2.5	Supporting Skills	found, boy,				
2.W.3.3	Figurative Language	everyone, field, does,				
2.W.6.1b		their, into				
2.RV.1						
2.W.3.1						
2.W.3.2						
2.W.4						
2.SL.2.3						

2.SL.2.4 2.SL.2.5						
2.SL.3.1						
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						
23	<u>Selections</u>	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Suffixes –ly, -ful	Informative	23.7-23.21
2.RN.2.1	The Goat in the Rug	Syllables in Spoken	sharpening, spinning,		Writing	
2.RN.2.2	Genre: Narrative Nonfiction	Words	strands, weave, yarn,	Spelling Words		
2.RN.2.3	Paired Selection		dye, duplicated, delicious	Basic: helpful, sadly,	Writing Form	
2.RN.3.1	Basket Weaving	<u>Phonics</u>		hopeful, thankful,	Informational	
2.RN.4.2	Genre: Informational Text	Suffixes –y, -ly, -ful	<u>Domain-Specific</u>	slowly, wishful, kindly,	Paragraph	
2.RN.1	Decodable Readers	Final Stable Syllables	<u>Vocabulary</u>	useful, safely, painful,		
2.RF.4.6	Fraidy Cat	–tion, -ture	craft, fiber, loom, textile	mouthful, weakly	Focus Trait	
2.W.6.2c	Bugs in Action			Review: jumped,	Word Choice	
2.RF.4.4	<u>Text-based Comprehension</u>	<u>Fluency</u>	Apply Vocabulary	saying		
2.RF.5	Target Skill	Rate: Adjust Rate to	<u>Knowledge</u>	Challenge: quickly,	Write About	
2.W.6.1b	Conclusions	Purpose	Use a Glossary	wonderful	Reading	
2.W.6.2c	Target Strategy				Performance Task	
2RF.4.6	Summarize	High-Frequency	Vocabulary Strategies	Grammar Skill		
2.RV.2.5	Supporting Skills	knew, idea, though,	Compound Words	Irregular Verbs	Research/Media	
2.W.3.3	Sequence of Events	down, four, give,			<u>Literacy Skills</u>	
2.RV.1		great, large, write,			Using Digital Visual	
2.W.3.2		coming			Aids	
2.W.4						
2.SL.2.3						
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						
24	Selections	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	Vocabulary	Prefixes re-, un-	Informative	24.2-24.14
2.RL.2.1	Half-Chicken	Syllables in Spoken	tumbling, flung, tangled,		Writing	
2.RL.2.2	Genre: Folktale	Words	empty, peacefully,	Spelling Words		
2.RL.2.3	Paired Selection	Segment Phonemes	stream, blazed, swift	Basic: unhappy, retell,	Writing Form	

2.RL.3.2	The Lion and the Mouse			untangle, unkind,	Research Report	
2.RL.4.1	Genre: Traditional Tale	Phonics	Domain-Specific	repaint, refill, unlike,		
2.RL.4.2	Decodable Readers	Prefixes re-, un-,	Vocabulary	remake, unpack,	Focus Trait	
2.RL.1	The Unreal Party	over-, pre-, mis-	customs, classic, honor,	reread, unlock, replay	Ideas	
2.RF.4.6	Knick and Knack	Silent Consonants	myth	Review: read, happy		
2.W.6.2c	Text-based Comprehension			Challenge: rewrite,	Write About	
2.RF.4.4	Target Skill	<u>Fluency</u>	Apply Vocabulary	overheard	Reading	
2.RF.5	Cause and Effect	Expression	Knowledge		Performance Task	
2.W.6.1b	Target Strategy		Determine Part of Speech	Grammar Skill		
2.w.6.1e	Visualize	High-Frequency		Irregular Action Verbs		
2.W.6.2c	Supporting Skills	earth, away,	Vocabulary Strategies			
2.RV.2.5	Point of View	brothers, brown,	Antonyms			
2.W.3.3		without, here,				
2.RV.1		learning, began,				
2.W.3.2		surprised, there				
2.W.4						
2.W.5						
2.SL.2.3						
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						

Centerville-Abington Elementary Curriculum Mapping Language Arts – 2nd Grade 4th Nine Weeks

Cheryl Frazier

Lesson and Standards	Reading Lit. & Informational Text	Foundational Skills	Target/Academic Vocabulary	Spelling/Language	Writing	Assessment
25	Selections	Phonemic	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	Awareness	Vocabulary	Words with aw, al, o	Informative	25.2-25.12
2.RN.2.1	From Seed to Plant	Substitute Phonemes	pod, soak, shoot, root,		Writing	
2.RN.2.3	Genre: Informational Text		nutrition, tasty, soften,	Spelling Words		Unit 5 Test
2.RN.3.1	Paired Selection	Phonics	grain	Basic: tall, saw, dog,	Writing Form	
2.RN.3.3	Super Soil	Words with au, aw,		draw, call, fall, soft,	Research Report	
2.RN.1	Genre: Informational Text	al, o, a	Domain-Specific	paw, ball, yawn, log,	•	
2.W.6.2c	Decodable Readers	Fluency	Vocabulary	small	Focus Trait	
2.RF.4.4	A Spring Walk	Phrasing:	process, bud, sprout	Review: all, walk	Voice	
2.RF.5	The Softball Game	Punctuation		Challenge: awful,		
2.W.6.1b			Apply Vocabulary	wallpaper	Write About	
2.W.6.2c	Text-based Comprehension	High-Frequency	<u>Knowledge</u>		Reading	
2.RV.3.1	Target Skill	through, young,	Use a Digital Dictionary	Grammar Skill	Performance Task	
2.RV.2.5	Text and Graphic Features	leaves, ball, our,		More Irregular Action		
2.W.3.3	Target Strategy	done, hear, learn,	Vocabulary Strategies	Verbs		
2.RV.1	Monitor/Clarify	were, only	Using Context			
2.W.3.2	Supporting Skills					
2.W.4	Cause and Effect					
2.W.5						
2.SL.2.3						
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						

26	Selections	Phonemic	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	Awareness	Vocabulary	Words with ew, oo, ou	Opinion Writing	26.2-26.12
2.RL.2.1	The Mysterious Tadpole	Segment Phonemes	confused, ordinary,		Writing Form	
2.RL.2.3	Genre: Fantasy		control, sensible,	Spelling Words	Response Poem	
2.RL.3.1	Paired Selection	Phonics	suspiciously, training,	Basic: root, crew,		
2.RL.3.2	From Eggs to Frogs	Words with oo, ew,	cage, upset	spoon, few, bloom,	Focus Trait	
2.RL.4.1	Genre: informational Text	ue, ou		grew, room, you,	Word Choice	
2.RL.1	Decodable Readers		Domain-Specific	stew, boost, scoop,		
2.RN.3.3	The New Moose	<u>Fluency</u>	<u>Vocabulary</u>	flew	Write About	
2.RN.3.1	Follow the Clues	Accuracy: Connected	larva, biology, organism	Review: zoo, noon	Reading	
2.RN.1		Text		Challenge: shampoo,	Performance Task	
2.RF.4.6	Text-based Comprehension		Apply Vocabulary	balloon		
2.W.6.2c	Target Skill	High-Frequency	<u>Knowledge</u>			
2.RF.4.4	Story Structure	every, ago, won't,	Pronunciation	Grammar Skill		
2.RF.5	Target Strategy	now, follow, head,		Contractions		
2.W.6.1e	Infer/Predict	don't, goes, again,	Vocabulary Strategies			
2.W.6.2b	Supporting Skills	alone	Multiple-Meaning Words			
2.RV.2.5	Conclusions					
2.W.3.3						
2.RV.1						
2.W.3.1						
2.W.3.2						
2.W.4						
2.W.5						
2.SL.2.3						
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						
27	Selections	<u>Phonemic</u>	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	<u>Awareness</u>	<u>Vocabulary</u>	Words with oo (book)	Opinion Writing	27.2-27.17
2.RL.2.1	The Dog That Dug for Dinosaurs	Match Phonemes	discovered, guard,			
2.RN.2.1	Genre: Biography	Add a Phoneme	remove, souvenirs,	Spelling Words	Writing Form	
2.RN.2.3	Paired Selection		amazed, explained, exact,	Basic: took, books,	Opinion Paragraph	
2.RN.3.3	La Brea Tar Pits	<u>Phonics</u>	growled	foot, hoof, cook, nook,		
2.RN.3.1	Genre: Informational Text	Words with oo		hood, wood, stood,	Focus Trait	
2.RN.4.1	Decodable Readers	(book)	<u>Domain-Specific</u>	shook, crook,	Organization	
2.RN.1	Woody Woodchuck and the		<u>Vocabulary</u>	cookbook		
2.RF.4.3	Mysterious Ball	<u>Fluency</u>	impression, remains,	Review: look, good	Write About	
2.RF.4.6	One or More	Intonation	organic, material	Challenge: crooked,	Reading	

2.W.6.2c				bookcase	Performance Task	
2.RF.4.4	Text-based Comprehension	High-Frequency	Apply Vocabulary	Doomouse	T errormance rask	
2.RF.5	Target Skill	buy, father, called,	Knowledge	Grammar Skill		
2.W.6.1b	Fact and Opinion	town, even, maybe,	Use a Dictionary	What is an Adverb?		
2.W.6.1c	Target Strategy	where, water,	Vocabulary Strategies			
2.W.6.1e	Question	outside, tomorrow	Shades of Meaning			
2.RV.2.5	Supporting Skills					
2.W.3.3	Author's Purpose					
2.RV.1						
2.W.3.1						
2.W.3.2						
2.W.4						
2.W.5						
2.SL.2.3						
2.SL.2.5						
2.SL.3.2						
2.SL.4.2						
28	Selections	Phonemic	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	Awareness	Vocabulary	Words with ow, ou	Opinion Writing	28.7-28.17
2.RL.2.1	Yeh-Shen	Blend Phonemes	served, overjoyed,			
2.RL.2.2	Genre: Fairytale		valuable, worn,	Spelling Words	Writing Form	
2.RL.3.1	Paired Selection	Phonics	concealed, glimmering,	Basic: cow, house,	Response	
2.RL.3.2	Cinderella	Vowel Diphthongs	content, task	town, shout, down,	Paragraph	
2.RL.4.1	Genre: Fairytale	ow, ou		mouse, found, loud,		
2.RL.4.2	Decodable Readers		Domain-Specific	brown, ground,	Focus Trait	
2.RL.1	Howie's Big Brown Box	<u>Fluency</u>	Vocabulary	pound, flower	Ideas	
2.RF.4.6	What a Surprise!	Phrasing: Natural	oral tradition,	Review: out, now		
2.W.6.2c		Pauses	multicultural, generation	Challenge: towel,	Write About	
2.RF.4.4	<u>Text-based Comprehension</u>			pounce	Reading	
2.RF.4.3	Target Skill	High-Frequency	Apply Vocabulary		Performance Task	
2.W.6.1b	Sequence of Events	want, while, falling,	<u>Knowledge</u>	Grammar Skill		
2.W.6.2b	Target Strategy	enough, lived, loved,	Part of Speech	Possessive Nouns		
2.W.6.2c	Analyze/Evaluate	should, happened,				
2.RV.2.5	Supporting Skills	sorry, above	Vocabulary Strategies			
2.W.3.3	Compare and Contrast		Classify/Categorize			
2.RV.1						
2.W.3.1						
2.W.4						
2.W.5						
2.SL.2.3						

2.SL.2.4 2.SL.2.5						
2.SL.3.1						
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						
29	Selections	Phonemic	Target/Academic	Spelling Principle	Writing Mode	Weekly Tests
	Anchor Text	Awareness	Vocabulary	Words with ai, ay, igh,	Opinion Writing	29.2-29.15
2.RL.2.1	Two of Everything	Syllables in Spoken	contained, grateful,	-у		
2.RL.2.2	Genre: Folktale	Words	startled, odd, search,	,	Writing Form	
2.RL.2.3	Paired Selection	Substitute Phonemes	leaned, tossed, village	Spelling Words	Response Essay	
2.RL.3.1	Stone Soup			Basic: aim, snail, bay,		
2.RL.3.2	Genre: Traditional Tale	Phonics	Domain-Specific	braid, ray, always,	Focus Trait	
2.RL.4.1	Decodable Readers	Reading Longer	<u>Vocabulary</u>	gain, sly, chain, shy,	Ideas	
2.RL.4.2	Not So Alike	Words with Long	tales, values, beliefs	bright, fright		
2.RL.1	Corduroy and Will	Vowels a and i		Review: tray, try	Write About	
2.RF.4.3			Apply Vocabulary	Challenge: contain,	Reading	
2.RF.4.4	Text-based Comprehension	<u>Fluency</u>	<u>Knowledge</u>	thigh	Performance Task	
2.RF.5	Target Skill	Expression	Use a Glossary			
2.W.6.1b	Understanding Characters			Grammar Skill	Research/Media	
2.RV.2.5	Target Strategy	High-Frequency	Vocabulary Strategies	Possessive Pronouns	<u>Literacy Skills</u>	
2.W.3.3	Summarize	once, woman, upon,	Antonyms		Share an	
2.RV.1	Supporting Skills	eight, seven, near,			Experience	
2.W.3.1	Point of View	wash, paper, who,				
2.W.4		your				
2.W.5						
2.SL.2.3						
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						
2.SL.3.2						
2.SL.4.1 2.SL.4.2						
30	Soloctions	Phonemic	Target/Academic	Spolling Dringinla	Writing Mode	Wookly Tosts
30	Selections Anchor Text			Spelling Principle Words with oa, ow,	Writing Mode Opinion Writing	<u>Weekly Tests</u> 30.2-30.15
2.RN.2.1	Now & Ben	<u>Awareness</u> Syllables in Spoken	Vocabulary accomplishments,	ee, ea	Opinion wilding	30.2-30.13
2.RN.2.1 2.RN.2.2	Genre: Informational Text	Words	inventions, result,	ι ες, εα	Writing Form	Unit 6 Test
	Genre, informational Text	VVOIUS				Jille o Test
1 ノ KN ノ 3	Paired Selection		l designed, achieve.	Spelling Words	Response Essay	
2.RN.2.3 2.RV.3.2	Paired Selection A Model Citizen	Phonics Phonics	designed, achieve, composed, remarkable,	Spelling Words Basic: seated, keeps,	Response Essay	

2.RN.4.2	Decodable Readers	Words with Long		clean, groan, roast,	Word Choice	
2.RN.1	A Picnic Problem	Vowels o and e	Domain-Specific	bowls, crow, owe,		
2.RF.4.3	Polly Poodle	Final Stable Syllable	Vocabulary	grown	Write About	
2.RF.4.3		-le	patriot, pioneer, symbol	Review: green, snow	Reading	
2.RF.4.4	Text-based Comprehension		historical	Challenge: peace,	Performance Task	
2.RF.5	Target Skill	<u>Fluency</u>		below		
2.W.6.1b	Compare and Contrast	Rate: Adjust Rate to	Apply Vocabulary			
2.W.6.1c	Target Strategy	Purpose	<u>Knowledge</u>	Grammar Skill		
2.W.6.1	Visualize		Use a Digital Dictionary	Choose Between		
2.RV.3.1	Supporting Skills	High-Frequency		Adjectives and		
2.RV.2.4	Using Context	almost, from, money,	Vocabulary Strategies	Adverbs		
2.W.3.3		door, years, together,	Root Words			
2.RV.1		sometimes, pushed,				
2.W.3.1		remember, dear				
2.W.4						
2.SL.2.3						
2.SL.2.4						
2.SL.2.5						
2.SL.3.1						
2.SL.3.2						
2.SL.4.1						
2.SL.4.2						

http://www.doe.in.gov/sites/default/files/standards/enla/grade_2_ias_071714.pdf