

Grade 2 Curriculum Map  
Instructional Plan for Reading 2  
Hope Loersch  
St. Paul's Lutheran School  
Revised: July 2020

**Grade 2 Curriculum  
Instructional Plans for Reading  
Submitted by Hope R. Loersch  
July 2019**

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	Content Type	Objectives	Standards	Assessment	Materials
<b>AUGUST &amp; SEPTEMBER</b>	<ul style="list-style-type: none"> <li>24</li> </ul> 22 days? (first day of school and 1 buffer day)	SWBAT <ul style="list-style-type: none"> <li>“Words to Watch For” including advanced words and definitions for vocabulary enrichment;</li> <li>“Dig Deeper” highlighting literary terms—title, author, main character including character comparison, graphic organizers,</li> <li>Compare/contrast similar stories written by different authors Identify the story’s title, author, main idea, main character, moral, author’s intent, setting, plot</li> <li>Describe the main character’s appearance, feelings, actions based on textual inference</li> <li>Demonstrate accuracy in pronouncing words and reading sentences</li> <li>Use correct enunciation.</li> <li>Use phrases to read smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>R.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&amp;RL)</li> <li>R.2.3 Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)</li> <li>L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.               <ul style="list-style-type: none"> <li>a. Determine the meaning of a new word when a prefix or suffix is added.</li> <li>b. Use a common root word as a clue to the meaning of an unknown word.</li> <li>c. Use individual words to predict meaning of compound words (e.g., birdhouse).</li> <li>d. Use resources to clarify meanings of words</li> </ul> </li> </ul>	Classwork and Seatwork pages 1-44. Classwork done as whole group or in pairs. Seatwork individually.  _____  Do once a week reading in the gym. Students record themselves and listen back. Write down 2 things they did well and 2 things to improve.	<u>Reading</u> Use Handbook for Reading Phonics Textbook.  Lessons 1-5: Handbook for Reading 6-20: Fun with Friends 21-38 Quests for Adventure  Reading Comp on Fridays  _____
<b>OCTOBER</b>	<ul style="list-style-type: none"> <li>20</li> </ul> 19 days (1 half day)	<ul style="list-style-type: none"> <li>Demonstrate accuracy in pronouncing words and reading sentences.</li> <li>Show an understanding of what is read.</li> <li>Demonstrate smoothness by reading sentences and phrases within sentences smoothly.</li> <li>Use appropriate expression when reading punctuation marks.</li> <li>Use appropriate speed that allows accuracy, smoothness, and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)</li> <li>R.2.4 Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&amp;RL)</li> </ul>	Classwork and Seatwork  charting comparisons, character webs, puzzles, diagrams, coloring sheets; factual, inferential, and interpretive comprehension questions	_____  <u>Reading</u> 21-38: Quests for Adventure 39-56: Across the Meadow

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		<ul style="list-style-type: none"> <li>• Describe setting (where and when the plot takes place) by identifying descriptive words</li> <li>• Explain how characters relate to events of the story</li> <li>• Understand cause/effect, problem/solution as they relate to the characters in the story</li> <li>• Introducing literary term—summary;</li> <li>• “Dig Deeper” review activities including summarizing, character analysis, creative drawing;</li> <li>• “Think about It!” and “What Do YOU Think?”—factual, inferential, and interpretive comprehension/discussion questions;</li> <li>• “What Can You Do?” including creative ideas for helping others</li> </ul>		<hr/>	
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<p><b>N O V E M B E R</b></p>	<ul style="list-style-type: none"> <li>19</li> </ul> <p>18 in case of a buffer day</p>	<ul style="list-style-type: none"> <li>Build confidence in reading.</li> <li>Developing good vocal inflection.</li> <li>Develop a speed that allows accuracy, smoothness, and expression.</li> <li>Show alertness to punctuation.</li> <li>Pronounce words and read sentences correctly.</li> <li>Speak loudly enough to be heard clearly.</li> <li>Follow along as one student reads orally.</li> <li>Discern the meaning of a story</li> <li>Compare the same story by two different authors</li> <li>Predict the story's outcome</li> <li>Compare predictions to actual outcome</li> <li>Author and historical background information prompts,</li> <li>Literary types prompts for explanation of terms; story and Christian character themes;</li> <li>Silent reading selections; interesting informational facts;</li> <li>Increased comprehension and visualization from visual aids, choral reading, creative drawing, creative writing</li> </ul>	<ul style="list-style-type: none"> <li>R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&amp;RL)</li> <li>R.2.6 Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&amp;RL)</li> </ul>	<p>Classwork and Seatwork</p> <p>charting comparisons, character webs, puzzles, diagrams, coloring sheets; factual, inferential, and interpretive comprehension questions</p>	<p><u>Reading</u>    39-56: Across the Meadow    57-70: Wonders of Imagination</p>
<p><b>D E C E M B E R</b></p>	<ul style="list-style-type: none"> <li>15</li> </ul> <p>13ish</p>	<ul style="list-style-type: none"> <li>Use phrases to read smoothly.</li> <li>Demonstrate appropriate expression when reading punctuation marks.</li> <li>Use correct enunciation.</li> <li>Show alertness to punctuation.</li> <li>Distinguishing fantasy from reality</li> <li>Identifying statements of fact/opinion</li> <li>Comparing and identifying literary types—fiction, nonfiction, biography, autobiography</li> </ul>	<ul style="list-style-type: none"> <li>R.2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&amp;RL)</li> <li>R.2.8 Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)</li> </ul>	<p>Classwork and Seatwork</p> <p>charting comparisons, character webs, puzzles, diagrams, coloring sheets; factual, inferential, and interpretive comprehension questions</p>	<p><u>Reading</u>    57-70: Wonders of Imagination    71-85: Through the Skies</p>

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J A N U A R Y	<ul style="list-style-type: none"> <li>21</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate poise.</li> <li>Develop good vocal inflection.</li> <li>Show a good understanding of the selection being read through expression and ability to answer questions</li> <li>Show a deeper understanding of literary concepts.</li> <li>Gather information through silent reading.</li> <li>Summarizing main idea/events of a story</li> <li>Comparing different stories by same author</li> <li>Journaling from main character's point of view</li> <li>Understanding acts/scenes within a play</li> <li>Identifying stanzas within a play</li> <li>Review literary terms—title, author, main character, summary; focusing on summarization/creative writing skills in preparation for book review; journaling from the main character's point of view;</li> <li>Visual and oral character sketch,</li> <li>Bible application;</li> <li>Story/parable comparison and Christian character themes;</li> <li>Differentiate factual, inferential, and interpretive comprehension/discussion questions;</li> <li>Play acting, singing</li> </ul>	<ul style="list-style-type: none"> <li>R.2.9 Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI&amp;RL)</li> </ul>	<p>Classwork and Seatwork</p> <p>charting comparisons, character webs, puzzles, diagrams, coloring sheets; factual, inferential, and interpretive comprehension questions</p>	<p>2 Plays: Stone Soup          Little Red Hen</p> <p><i>Note: (Miss Tinkey has a musical version)</i></p> <p><u>Reading</u>          Skills sheets start with lesson 84.</p> <p>71-85: Through the Skies          86-102: Growing up in Early America</p> <hr/>

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<b>F E B R U A R Y</b>	<ul style="list-style-type: none"> <li>18</li> </ul>	<ul style="list-style-type: none"> <li>Solve a problem.</li> <li>Show an understanding of what is read.</li> <li>Build confidence in reading.</li> <li>Determine author's intent.</li> <li>Predict an outcome.</li> <li>Discerning/writing figurative language</li> <li>Understanding symbolism</li> <li>Recognizing climax within a plot</li> <li>Author study: A. A. Milne;</li> <li>"Words to Watch For" including advanced words and definitions for vocabulary enrichment;</li> <li>"Dig Deeper" highlighting literary term—setting, including activity for</li> </ul>	<ul style="list-style-type: none"> <li>R.2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&amp;RL)</li> <li>R.2.8 Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)</li> </ul>	<p>Classwork and Seatwork</p> <p>charting comparisons, character webs, puzzles, diagrams, coloring sheets; factual, inferential, and interpretive comprehension questions</p>	<p><u>Reading</u></p> <p>86-102: Growing up in Early America          103-120: Growing up around the world</p>
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<b>M A R C H</b>	<ul style="list-style-type: none"> <li>17</li> </ul>	<ul style="list-style-type: none"> <li>Sequence an order of events</li> <li>Develop a speed that allows accuracy, smoothness, and expression.</li> <li>Describe the main character.</li> <li>Solve a problem.</li> <li>Compare and contrast information.</li> <li>Demonstrate smoothness by reading sentences and phrases within sentences smoothly</li> <li>Comparing selections with similar themes</li> <li>Recognizing similes</li> <li>Comparing points of view</li> <li>Distinguishing own point of view from that of the author of the text</li> <li>Setting analysis;</li> <li>Reviewing literary concepts title, author, main character, summary; character comparison, graphic organizers, comparing settings of stories written by the same author, introducing term—simile including activities for recognition;</li> <li>Bible application;</li> <li>Story and Christian character themes</li> </ul>	<ul style="list-style-type: none"> <li>SL.2.3 Ask and answer questions about what a speaker says in order to gather additional information, or clarify something.</li> <li>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ul>	<p>Classwork and Seatwork</p> <p>charting comparisons, character webs, puzzles, diagrams, coloring sheets; factual, inferential, and interpretive comprehension questions</p>	<p>Lessons 113-129  <u>Phonics and Language</u>            “Jungles” pages 225-250            “Camping” pages 251-258</p> <hr/> <p><u>Reading</u>            103-120: Growing up around the world            121-138: Growing up where Jesus lived</p>



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<b>A P R I L</b>	<ul style="list-style-type: none"> <li>• 20</li> </ul>	<ul style="list-style-type: none"> <li>• Perceive a problem needing a solution.</li> <li>• Formulate a solution.</li> <li>• Organize information on a graph.</li> <li>• Determine author intent.</li> <li>• Discern fact from opinion.</li> <li>• Analyzing, making inferences, and drawing conclusions about persuasive text</li> <li>• Providing evidence from text to support analysis</li> <li>• Recognizing dialogue within the text</li> <li>• Author and historical background information;</li> <li>• Silent reading selections and reader response journals</li> </ul>	<ul style="list-style-type: none"> <li>• SL.2.3 Ask and answer questions about what a speaker says in order to gather additional information, or clarify something.</li> <li>• SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ul>	<p>Classwork and Seatwork</p> <p>charting comparisons, character webs, puzzles, diagrams, coloring sheets; factual, inferential, and interpretive comprehension questions</p>	<p>Lessons 130-150  <u>Phonics and Language</u>      "Camping" pages 259-300</p> <hr/> <p><u>Reading</u>      121-138: Growing up where Jesus lived      139-155: All Kinds of Animals</p>
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M A Y	<ul style="list-style-type: none"> <li>24</li> </ul>	<ul style="list-style-type: none"> <li>Recall details</li> <li>Identify setting.</li> <li>Show an understanding of what is read.</li> <li>Organize instructions in proper sequence.</li> <li>Discerning author's purpose</li> <li>Differentiating words with similar meanings</li> <li>"Dig Deeper" highlighting literary term—plot, including activities for sequencing and recognizing plot changes;</li> <li>Reviewing literary concepts title, author, main character, summary; setting, simile;</li> <li>Graphic organizers for summarizing and analyzing main character, creative writing and creative drawing;</li> </ul>	<ul style="list-style-type: none"> <li>SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic. b. Build on others' talk in conversations 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. d. Consider individual differences</li> </ul>	<p>Classwork and Seatwork</p> <p>charting comparisons, character webs, puzzles, diagrams, coloring sheets; factual, inferential, and interpretive comprehension questions</p>	<p><u>Reading</u>          139-155: All Kinds of Animals          156-170: My New Name</p>