

DRAFT

What are the Listening and Learning Domains?

Beyond the necessary mastery of basic decoding skills, the ability to comprehend what is read is very much dependent upon both language and content knowledge. General language competence along with domain-specific knowledge and vocabulary are essential if students are to understand the words and sentences they are decoding.

The Listening and Learning Strand lessons, comprised of read-alouds and oral language exercises, build on the fact that students' listening comprehension abilities outpace their reading comprehension abilities throughout elementary school. At each grade level, approximately 150 lessons are divided into 12 domains. Each domain is dedicated to a particular topic or theme and consists of read-alouds that the teacher shares with students in a large group setting over the course of 10-15 days of instruction. In alignment with the Common Core Standards, the topics addressed in these domains go well beyond standard kindergarten language arts fare and include important historical and scientific content.

The Listening and Learning read-alouds allow students to build cumulative knowledge and vocabulary about a specific domain both within and across grade levels. Content Specific Objectives and Language Arts Objectives are identified for every domain and every lesson. While most of the read-alouds have been written and illustrated specifically for the Core Knowledge Language Arts program, topic-specific trade book titles are also an integral part of each domain.

Each domain includes student outcomes that address, in an ongoing fashion, the following NYSP12 ELA standards:

Reading Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.10, RL.2.11

Writing Standards: W.2.1, W.2.2, W.2.5, W.2.6, W.2.8, W.2.11

Speaking and Listening Standards: SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Language Standards: L.2.1, L.2.4, L.2.6

Domain 1: Fighting for a Cause

This domain will introduce your students to several ordinary people who stood up for what they believed in and fought for a cause, even when faced with immeasurable odds. Students will learn how members of very powerful groups have tended to exclude members of other groups from exercising certain rights. They will learn about some key historical figures who fought for various causes such as equal rights, woman's rights, and human rights. Each of these individuals struggled for a cause, and their struggles later helped change many laws. These historical figures also made an impact on the ability of others in our nation to exercise their individual rights. Students will understand the connection between ideas and actions, and how ordinary people can do extraordinary things, changing people's awareness throughout an entire country.

The Fighting for a Cause domain will introduce students to seven historical leaders via trade book read-alouds. Students will also hear four other read-alouds not highlighted in the Core Knowledge Sequence that reinforce the idea of fighting for a cause. We understand that because you

have a great deal of information to cover during the school year and that the content of these lessons—Lessons 2, 4, 5, 8, and 11—is not explicitly highlighted in the Sequence, you may not have time for these lessons. We encourage you to treat these lessons as optional when necessary. We do suggest, however, that you address the Core Vocabulary highlighted in these lessons. Each trade book describes the life and contributions of each leader as they helped achieve equal rights for all. Historical leaders featured in this domain include the following:

Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., Cesar Chavez

Students will learn about the dedication and sacrifice of these historical leaders, as well as the significant impact they made in the fight for equal rights. This domain will also lay the foundation for review and extended learning of equal rights in later grades.

The content in this domain is reinforced through the friendly letter writing genre.

Key Standards: RL.2.4, RL.2.7, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, W.2.7, L.2.5 b

Builds on Prior Domains:

Plants (Kindergarten)

Central Texts:

Susan B. Anthony: Fighter for Freedom and Equality; The Ballot Box Battle; A Picture Book of Eleanor Roosevelt; When Marian Sang, Part I; When Marian Sang, Part II; Mary McLeod Bethune, Part I; Mary McLeod Bethune, Part II; The Story of Ruby Bridges; Teammates; A Picture Book of Rosa Parks; Freedom on the Menu: The Greensboro Sit-Ins; Picture; Book of Martin Luther King, Jr.; Harvesting Hope: The Story of Cesar Chavez, Part I; Harvesting Hope: The Story of Cesar Chavez, Part II

Domain 2: Fairy Tales and Tall Tales

This domain will introduce your students to classic fairy tales and tall tales and the well-known lessons they teach. This domain will also lay the foundation for understanding stories in future grades. The Fairy Tales and Tall Tales domain is split into two parts. The first half focuses on fairy tales. These fairy tales will remind students of the elements of fiction they have heard about in previous grades and will be a good reintroduction to the practice of listening and learning. Students who have used the Core Knowledge Language Arts program in Kindergarten and Grade 1 will be familiar with some fairy tales and the elements of the fairy tale genre from the Kings and Queens domain (Kindergarten) and from the Fairy Tales domain (Grade 1). In this domain, students will be reminded of these elements and hear the fairy tales of The Fisherman and His Wife, The Emperor’s New Clothes, and Beauty and the Beast. Students will be able to relate to the problems faced by characters in each of these memorable tales as well as learn from the lessons in each story.

The second half of the domain focuses on tall tales and the elements of that genre. Students will be introduced to the tall tales of Paul Bunyan, Sally Ann Thunder Ann Whirlwind Crockett, Pecos Bill, and John Henry. Learning about tall tales will introduce students to the setting of the American frontier and some of the occupations settlers had there. For students who used the Core Knowledge Language Arts program in Grade 1, it will reinforce what they have already learned about the American frontier in the Frontier Explorers domain (Grade 1) and prepare them for the Westward Expansion domain, since many of the tall tale characters head west on their adventures. The tall tales in this domain will also introduce students to the literary concept of exaggeration.

Key Standards: RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RF.2.3, RF.2.4, W.2.3, L.2.2, L.2.3, L.2.5 a

Builds on Prior Domains:

Nursery Rhymes and Fables (Kindergarten); Stories (Kindergarten); Plants (Kindergarten); Kings and Queens (Kindergarten); Fables and Stories (Grade 1); Fairy Tales (Grade 1)

Central Texts:

The Fisherman and His Wife; The Emperor’s New Clothes: A Tale Set in China; Beauty and the Beast, Part I; Beauty and the Beast, Part II; Paul Bunyan; Sally Ann Thunder Ann Whirlwind Crockett; Pecos Bill; John Henry

Domain 3: Cycles in Nature

This domain will introduce your students to the many natural cycles which make life on Earth possible. Your students will increase their knowledge of cycles in nature by learning more about seasonal cycles, and by beginning their study of plant and animal life cycles, human body cycles, and the importance of the water cycle. Students will also learn about the effect seasonal changes have on plants and animals. In addition, throughout this domain, students will gain exposure to several poems—all of which are related to cycles—from famous authors such as Emily Dickinson, Robert Louis Stevenson, and Rachel Field. As students learn that all organisms go through the developmental stages of the life cycle, they will also learn how their growth and development are influenced by Earth’s seasonal cycles and begin to understand their overall dependence on Earth’s limited water supply.

The content in this domain is reinforced through the explanatory/informational writing genre.

Key Standards: RL.2.4, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, RF.2.3, RF.2.4, L.2.2, L.2.3, L.2.5 b

Builds on Prior Domains:

The Five Senses (Kindergarten); Plants (Kindergarten); Farms (Kindergarten); Seasons and Weather (Kindergarten); Taking Care of the Earth (Kindergarten); The Human Body (Grade 1); Astronomy (Grade 1); Animals and Habitats (Grade 1)

Central Texts:

Sunshine Makes the Seasons; The Reasons for Seasons; How Do Birds Find Their Way?; Bean; From Seed to Maple Tree; Monarch Butterfly; From Tadpole to Frog; Where Do Chicks Come From?; What Happens to a Hamburger?; Good Enough to Eat: A Kid's Guide to Food and Nutrition; The Water Cycle; The Water Cycle; Clouds

Sphinx; Atalanta and the Golden Apples

Domain 4: Insects

This domain will introduce your students to the largest group of animals on the earth. Students will learn the characteristics of insects, as well as why other “creepy crawlies” such as spiders, worms, and centipedes are not insects. Students will also learn about the life cycles of insects, how insects can be categorized as solitary or social, and how insects are viewed as both helpful and harmful. For example, students will learn how insects are important to the process of pollination and in the production of honey. Students will gather the information they learn in a journal, and will have the opportunity to further research questions and points of interest.

The content in this domain is reinforced through the fictional narrative writing genre. This domain will lay the foundation for review and further study of the life cycles, habitats, and classifications of insects and other animals.

Key Standards: RL.2.5, RL.2.6, RL.2.7, RL.2.9, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, RF.2.3, RF.2.4, W.2.3, W.2.7, L.2.2, L.2.3

Builds on Prior Domains:

Plants (Kindergarten); Animals and Habitats (Grade 1); Fables and Stories (Grade 1)

Central Texts:

About Insects; Bugs Are Insects; Are You a Grasshopper?; Chirping Crickets; Are You a Dragonfly?; From Caterpillar to Butterfly; Clara Caterpillar; The Honey Makers; Ant Cities

Domain 5: The Ancient Greek Civilization

This domain will introduce your students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will be introduced to the gods and goddesses of the ancient Greeks, to the city-states of Sparta and Athens, and to the philosophers Socrates, Plato, and Aristotle. They will learn about the first Olympic Games held in honor of Zeus, the significance of the battles of Marathon and Thermopylae, and the conquests of Alexander the Great. Students will also learn about the Greek contribution of democracy and how those ideas are used today in many governments, including our own. The content in this domain is reinforced through the fictional narrative writing

genre. This domain will lay the foundation for review and further study of ancient Greece in later grades, and will help students better understand world history and American history in later years.

Key Standards: RL.2.4, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, RF.2.3, RF.2.4, W.2.3, L.2.2, L.2.3, L.2.5 b

Builds on Prior Domains:

Kings and Queens (Kindergarten); Early World Civilizations (Grade 1); Early American Civilizations (Grade 1)

Central Texts:

The Ancient Greeks; Mount Olympus, Part I; Mount Olympus, Part II; The Olympic Games; All for Sparta; Athens and the Olive Tree; Athens: The Birthplace of Democracy; Marathon; Thermopylae: The Persians Strike Again; The Great Thinkers of Greece; Alexander the Great, Part I; Alexander the Great, Part II

Domain 6: Greek Myths

This domain builds on The Ancient Greek Civilization domain and will introduce your students to several well-known Greek myths and many well-known mythical characters. Students will learn that the ancient Greeks worshipped many gods and goddesses, and that the twelve they believed lived on Mount Olympus, the home of the gods, were the most powerful. Students will learn the definition of a myth: a fictional story, once thought to be true that tried to explain mysteries of nature and humankind. They will also learn about myths that include supernatural beings or events, and that they give insight into the ancient Greek culture. Students will hear about Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, the Sphinx, and Hercules, to name a few characters.

Connection to Greek mythology are still evident today, and this domain will give students the frame of reference to understand literary allusions, the meanings of common words and expressions such as herculean, and the modern retellings of these ancient stories.

The content in this domain is reinforced through the fictional narrative writing genre.

Key Standards: RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RF.2.3, RF.2.4, W.2.3, W.2.7, L.2.2, L.2.3

Builds on Prior Domains:

Stories (Kindergarten); Kings and Queens (Kindergarten); Seasons and Weather (Kindergarten); Fables and Stories (Grade 1); Astronomy (Grade 1)

Central Texts:

The Twelve Gods of Mount Olympus; Prometheus and Pandora; Demeter and Persephone; Arachne the Weaver; Theseus and the Minotaur; Daedalus and Icarus; Hercules; Hercules and the Nemean Lion; Hercules and Atlas; Oedipus and the Riddle of the Sphinx; Atalanta and the Golden Apples

Domain 7: Charlotte's Web I

This domain will introduce your students to the first half of a classic story that has been a favorite with children for generations. Your students will meet memorable characters like Fern, Wilbur, Charlotte, and Templeton, and learn about the theme of friendship. They will also make personal connections with some aspects of farm life, as well as with other elements of nature, including birds, spiders, plants, and various farm animals.

By listening carefully to and discussing this story, students will reinforce their understanding of the elements of fictional narratives, including character, setting, plot (problems and solutions), narration, dialogue, personification, and description.

As students are introduced to new vocabulary words, they will continue to develop an awareness of language that will help them become better readers and writers.

The content in this domain is reinforced through the descriptive writing genre.

Key Standards: RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, W.2.3, W.2.7, L.2.5 b

Builds on Prior Domains:

Nursery Rhymes and Fables (Kindergarten); The Five Senses (Kindergarten); Stories (Kindergarten); Farms (Kindergarten); Seasons and Weather (Kindergarten); Fables and Stories (Grade 1)

Central Texts:

Before Breakfast; Wilbur; Escape; Loneliness; Charlotte; Summer Days; Bad News; A Talk at Home; Wilbur's Boast; An Explosion; The Miracle

Domain 8: Charlotte's Web II

This domain will continue to expose your students to a classic story that has been a favorite with children for generations. Your students will hear more about the memorable characters of Fern, Wilbur, Charlotte, and Templeton, and how some of the characters show changes throughout the story. Students will learn more about the theme of friendship and more aspects of life on a farm. They will also explore some aspects of a fair and of nature, including seasons, spiders, crickets, and various farm animals. By listening carefully to and discussing the story,

students will reinforce their understanding of the elements of fictional narratives, including character, setting, plot (problems and solutions), narration, dialogue, personification, and description. As students are introduced to new vocabulary words, they will continue to develop an awareness of language that will help them become better readers and writers. The content in this domain is reinforced through the descriptive writing genre.

Key Standards: RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, W.2.3, W.2.7, L.2.5 b

Builds on Prior Domains:

Nursery Rhymes and Fables (Kindergarten); The Five Senses (Kindergarten); Stories (Kindergarten); Farms (Kindergarten); Seasons and Weather (Kindergarten); Fables and Stories (Grade 1)

Central Texts:

A Meeting; Good Progress; Dr. Dorian; The Crickets; Off to the Fair; Uncle; The Cool of the Evening; The Egg Sac; The Hour of Triumph; Last Day; A Warm Wind

Domain 9: Immigration

This domain will introduce your students to the concept of immigration in the United States, an especially important topic since the U.S. is often referred to as a country of immigrants. Your students will learn about the biggest wave of immigration to the United States, which occurred between 1880 and 1920. They will discover why people immigrated, what factors pushed them from their homelands and pulled them to the United States, and why many immigrants settled in particular cities or regions upon their arrival. These basic facts about immigration will help students further their awareness of U.S. history. Learning about immigration in the United States is also an opportunity for students to find out more about their family history and what brought them and/or their ancestors to the United States.

In the last three read-alouds of the domain, your students will also hear about becoming a citizen and what it means to be a citizen of the United States. They will learn some basic facts about the Constitution and the Bill of Rights, and about one of their key creators, James Madison. Learning about the U.S. Constitution and the Bill of Rights will help your students begin to understand the many privileges citizens have. Being aware of these privileges may help students take full advantage of all of the rights they have as citizens when they get older. As students learn about the early years of immigration to the United States and the rights and responsibilities of citizens, they will be introduced to new vocabulary and concepts that will help them understand why the U.S. is called the “land of opportunity.”

The content in this domain is reinforced through the friendly letter writing genre.

Key Standards: RL.2.4, RL.2.7, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, W.2.7

Builds on Prior Domains:

Early American Civilizations (Grade 1)

Central Texts:

E Pluribus Unum; A Little Giant Comes to America; Life in the City; From Ireland to New York City; Gold Mountain; A Land of Opportunity; Coming to America, Part I; Coming to; America, Part II; Becoming a Citizen; We the People; Immigration and Citizenship

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TIMELINE:	Aug	Aug – Sep	Sep – Oct	Oct – Nov	Nov	Dec	Jan	Jan – Feb	Feb – Mar	Mar – Apr	Apr	May – Jun
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Reading Standards for Literature K–5												
KEY IDEAS AND DETAILS												
RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.2.3 Describe how characters in a story respond to major events and challenges.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CRAFT AND STRUCTURE												
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	✓	✓			✓	✓			✓	✓		
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	✓	✓			✓	✓			✓	✓		
INTEGRATION OF KNOWLEDGE AND IDEAS												

Grade 2 ELA Curriculum Map: Listening and Learning Strand
 See also, Grade 2 ELA Curriculum Map: Skills Strand

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RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	✓	✓			✓	✓			✓	✓	✓	✓
RL2.8 (Not applicable to literature)												
RL2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	✓	✓			✓	✓			✓	✓		
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY												
RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(NY)RESPONDING TO LITERATURE												
(NY)RL2.11 Make connections between self, text and the world around them (text, media, social interaction).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Standards for Informational Text K–5												
KEY IDEAS AND DETAILS												
RI2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.		✓	✓	✓		✓	✓	✓			✓	✓
RI2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		✓	✓	✓		✓	✓	✓			✓	✓

Grade 2 ELA Curriculum Map: Listening and Learning Strand
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RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		✓	✓	✓		✓	✓	✓			✓	✓
CRAFT AND STRUCTURE												
RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .		✓	✓	✓		✓	✓	✓			✓	✓
RI.2.5 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.						✓	✓	✓			✓	✓
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		✓	✓	✓		✓	✓	✓			✓	✓
INTEGRATION OF KNOWLEDGE AND IDEAS												
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		✓	✓	✓		✓	✓	✓			✓	✓
RI.2.8 Describe how reasons support specific points the author makes in a text.		✓	✓	✓		✓	✓	✓			✓	✓
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.		✓	✓	✓		✓	✓	✓			✓	✓
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY												

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RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		✓	✓	✓		✓	✓	✓			✓	✓
Reading Standards: Foundational Skills (K–5)												
PRINT CONCEPTS												
RF_.1 (specifically addressed in Kindergarten and Grade 1)												
PHONOLOGICAL AWARENESS												
RF_.2 (specifically addressed in Kindergarten and Grade 1)												
PHONICS AND WORD RECOGNITION												
RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.												

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f. Recognize and read grade-appropriate irregularly spelled words.												
FLUENCY												
RF2.4 Read emergent-reader texts with purpose and understanding. 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.												
Writing Standards K–5												
TEXT TYPES AND PURPOSES												
W2.1 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., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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W2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	✓			✓	✓	✓	✓	✓	✓	✓		
PRODUCTION AND DISTRIBUTION OF WRITING												
W2.4 (Begins in grade 3)												
W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RESEARCH TO BUILD AND PRESENT KNOWLEDGE												
W2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).					✓	✓	✓	✓	✓	✓	✓	✓
W2.8 Recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W2.9 (Begins in grade 4)												
RANGE OF WRITING												

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Common Core State Standards (Grade 2)	Domain 1: Fairy Tales and Tall Tales	Domain 2: Early Asian Civilizations	Domain 3: Cycles of Nature, Human Body	Domain 4: Ancient Greek Civilizations	Domain 5: Greek Myths	Domain 6: Insects	Domain 7: Westward Expansion	Domain 8: The U.S. Civil War	Domain 9: Charlotte's Web I	Domain 10: Charlotte's Web II	Domain 11: Immigration	Domain 12: Fighting for a Cause
W2.10 (Begins in grade 3)												
(NY)RESPONDING TO LITERATURE												
(NY)W2.11 Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Speaking and Listening Standards K–5												
COMPREHENSION AND COLLABORATION												
SL2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> 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). 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. (NY) d. Seek to understand and communicate with individuals from different cultural backgrounds.	✓ (a)	✓ (a)	✓ (a)	✓ (a)	✓ (a)	✓ (a)	✓ (a)	✓ (a)	✓ (a)	✓ (a)	✓ (a)	✓ (a)
	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)
							(d)	(d)			(d)	(d)

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SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL2.3 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PRESENTATION OF KNOWLEDGE AND IDEAS												
SL2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL2.6 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 on page 36 for specific expectations.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language Standards K–5												
CONVENTIONS OF STANDARD ENGLISH												
L2.1 Demonstrate command of the	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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conventions of standard English grammar and usage when writing or speaking.												
a. Use collective nouns (e.g., <i>group</i>).												
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).												
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).												
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).												
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.												
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).												
L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.												
a. Capitalize holidays, product names, and geographic names.												
b. Use commas in greetings and closings of letters.												
c. Use an apostrophe to form contractions and frequently occurring possessives.												
d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).												

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e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.												
KNOWLEDGE OF LANGUAGE												
L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.												
VOCABULARY ACQUISITION AND USE												
L2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
a. Use sentence-level context as a clue to the meaning of a words or phrase. b. Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.												

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L2.5 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 <i>spicy</i> or <i>juicy</i>).	(a)											
b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).		(b)	(b)	(b)		(b)	(b)	(b)	(b)	(b)		(b)
L2.6 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., <i>When other kids are happy that makes me happy</i>).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓