Tri 1: Curriculum Map

	Indicator	Standard	Assessment
Week 1	1.RF.3	Identify and produce beginning, middle, and final sounds in single-syllable words.	Phonics Quiz (Made)
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)	Main Idea Quiz (Made)
	2.W.8.a	Demonstrate command of ***capitalization***, punctuation, and spelling, focusing on: Capitalization – ***Capitalizing greetings, months and days of the week***, titles and initials in names, and proper nouns, including holidays and geographic names.	Writing Assessment (Made on back of Main Idea Quiz)
			Story Quiz: U2 W1
			Vocab Quiz: U2 W1
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 2	2.RF.1	Use knowlwdge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (CVC)	
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)	Main Idea Assessment (E
	2.W.8.a	Demonstrate command of ***capitalization***, punctuation, and spelling, focusing on: Capitalization – Capitalizing greetings, months and days of the week, ***titles and initials in names, and proper nouns***, including holidays and geographic names.	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 3	2.RF.1	Use knowlwdge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (CVr)	
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)	
	2.W.8.b	Demonstrate command of capitalization, ***punctuation***, and spelling, focusing on: Correctly using a period, question mark, or exclamation mark at the end of a sentence.	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 4	2.RF.1	Use knowlwdge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (V)	CFA #2 (Tri 1 GP 1)
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)	
	2.W.8.b	Demonstrate command of capitalization, ***punctuation***, and spelling, focusing on: Using an apostrophe to form contractions and singular possessive nouns.	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
	2.RF.1	Use knowlwdge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (VV)	
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)	

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	Indicator	Standard	Assessment
Week 5	2.W.8.b	Demonstrate command of capitalization, ***punctuation***, and spelling, focusing on: Using commas in greetings and closings of letters, dates, and to separate items in a series.	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 6	2.RF.1	Use knowlwdge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (VCe)	CFA #3 (Tri 1 GP 1)
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)	
	2.W.2	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
End of Grading Period			
Week 7	2.RF.1	Use knowlwdge of the six major syllable types (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (Cle)	
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	
	2.W.2	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 8	2.RF.2	Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words. (Short Vowels)	CFA #1 (Tri 1 GP 2)
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	
	2.W.2	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 9	2.RF.2	Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words. (Long Vowels)	
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	
	2.W.2	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)	

Tri 1: Curriculum Map

	Indicator	Standard	Assessment
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 10	2.RC.11	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words. (context clues)	CFA #2 (Tri 1 GP 2)
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	
	2.W.2	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 11	2.RC.11	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words. (context clues)	
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	
	2.W.2	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 12	2.RC.12	Identify relationships among words, including ***common synonyms and antonyms***, and simple, multiple-meaning words (e.g., change, duck). (synonyms/antonyms)	CFA #1 (Tri 1 GP 2)
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	
	2.W.2	Write pieces that introduce an opinion, give reasons that support the opinion, use linking words (e.g., because, and, also), include a concluding statement or section, and include multiple reasons to explain why a certain course of action should be followed. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
	2CC1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	
	2CC4	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. (E)	
	2CC5	Develop simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings. (E)	
	2CC7	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. (E)	

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1	2.RC.12	Identify relationships among words, including common synonyms and antonyms, and simple, multiple-meaning words (e.g., change, duck). ***(synonyms and antonyms)***	
	3.RC.6	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	
	2.W.7.a	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include ***common, proper,*** possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 2	2.RC.12	Identify relationships among words, including common synonyms and antonyms, and simple, multiple-meaning words (e.g., change, duck). ***(multiple-meaning)***	CFA #1 (Tri 2 GP 3)
	2.RC.7	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information, and explain how they contribute to and clarify a text.	
	2.W.7.a	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include common, proper, ***possessive***, and ***collective nouns***, irregular plural nouns, and personal and possessive pronouns.	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 3	2.RF.3	Decode multisyllabic words composed of base, ***prefixes, and suffixes***; read contractions, possessives (e.g., kitten's, sisters'), and compound words. (E)	
	3.RC.8	Identify how a nonfiction text can be structured to indicate a ***problem and solution or to put events in chronological order***. (E)	
	2.W.7.a	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include common, proper, possessive, and collective nouns, ***irregular plural nouns,*** and personal and possessive pronouns.	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 4	2.RF.3	Decode multisyllabic words composed of base, prefixes, and suffixes; read ***contractions***, possessives (e.g., kitten's, sisters'), and compound words. (E)	CFA #2 (Tri 2 GP 3)
	2.RC.2	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
	2.W.7.a	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Nouns/Pronouns – Using sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and ***personal and possessive pronouns.***	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 5	2.RF.3	Decode multisyllabic words composed of base, prefixes, and suffixes; read ***contractions, possessives*** (e.g., kitten's, sisters'), and compound words. (E)	
	2.RC.3	Describe how characters in a story respond to major events and how characters affect the plot.	
	2.W.4	Write narratives that: Include a beginning; Use temporal words to signal event order (e.g., first of all);Provide details to describe actions, thoughts, and feelings; and Provide a middle and an ending. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 6	2.RF.3	Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and ***compound words.*** (E)	CFA #3 (Tri 2 GP 3)
	2.RC.3	Describe how characters in a story respond to major events and how characters affect the plot.	
	2.W.4	Write narratives that: Include a beginning; Use temporal words to signal event order (e.g., first of all);Provide details to describe actions, thoughts, and feelings; and Provide a middle and an ending. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
End of Grading Period			
Week 7	2.RF.3	Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words. (E)	
	1.RC.4	Make and confirm predictions about what will happen next in a story.	
	2.W.4	Write narratives that: Include a beginning; Use temporal words to signal event order (e.g., first of all);Provide details to describe actions, thoughts, and feelings; and Provide a middle and an ending. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 8 Bootcamp Starts	2.RF.3	Decode multisyllabic words composed of ***base, prefixes, and suffixes***; read contractions, possessives (e.g., kitten's, sisters'), and compound words. (E)	CFA #1 (Tri 2 GP 4)
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)-Nonfiction	
	2.W.4	Write narratives that: Include a beginning; Use temporal words to signal event order (e.g., first of all);Provide details to describe actions, thoughts, and feelings; and Provide a middle and an ending. (E)	

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 9	2.RF.2/1.RF.3	Apply knowledge of ***short and long vowels (including vowel teams)*** when reading regularly-spelled, one-syllable words. Identify and produce ***beginning, middle, and final sounds in single-syllable words***.	
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension. (E)-***Fiction***	
	2.W.4	Write narratives that: Include a beginning; Use temporal words to signal event order (e.g., first of all);Provide details to describe actions, thoughts, and feelings; and Provide a middle and an ending. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 10	2.RC.12	Identify relationships among words, including common ***synonyms and antonyms***, and simple, multiple-meaning words (e.g., change, duck). (E)	CFA #2 (Tri 2 GP 4)
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	
	2.W.4	Write narratives that: Include a beginning; Use temporal words to signal event order (e.g., first of all);Provide details to describe actions, thoughts, and feelings; and Provide a middle and an ending. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 11	2.RC.12	Identify relationships among words, including common synonyms and antonyms, and ***simple, multiple-meaning words (e.g., change, duck)***. (E)	
	2.RC.3	Describe how characters in a story respond to major events and how characters affect the plot.	
	2.W.4	Write narratives that: Include a beginning; Use temporal words to signal event order (e.g., first of all);Provide details to describe actions, thoughts, and feelings; and Provide a middle and an ending. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 12	2.RC.11	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words. (context clues)	CFA #3 (Tri 2 GP 4)
	2.RC.3	Describe how characters in a story respond to major events and how characters affect the plot.	
	2.W.4	Write narratives that: Include a beginning; Use temporal words to signal event order (e.g., first of all);Provide details to describe actions, thoughts, and feelings; and Provide a middle and an ending. (E)	

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
	2CC1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	
	2CC4	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. (E)	
	2CC5	Develop simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings. (E)	
	2CC7	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. (E)	

Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1	2.RF.4	Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.	
	2.RC.8	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship (E)-***Compare & Contrast***	
	2.W.7.b	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Verbs –***Using sentences that use the past tense of frequently occurring irregular verbs.*** Understanding the functions of different types of verbs (e.g., action, linking) in sentences.	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 2	2.RF.4	Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.	
	2.RC.8	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship (E)-***Procedures***	
	2.W.7.b	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Verbs –***Using sentences that use the past tense of frequently occurring irregular verbs.*** Understanding the functions of different types of verbs (e.g., action, linking) in sentences.	
			CFA#1: 3/14/25
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 3	2.RF.4	Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.	
	2.RC.8	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship (E)-***Cause and Effect***	
	2.W.7.b	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Verbs –Using sentences that use the past tense of frequently occurring irregular verbs. Understanding the ***functions of different types of verbs (e.g., action, linking) in sentences.***	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 4	2.RF.1	Use knowledge of the six major syllable types (***CVC***, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (E)	
	2.RC.8	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship (E)-***using descriptions***	
	2.W.7.b	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Verbs –Using sentences that use the past tense of frequently occurring irregular verbs. Understanding the ***functions of different types of verbs (e.g., action, linking) in sentences.***	
			CFA#2: 3/28/25
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going

Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 5	2.RF.1	Use knowledge of the six major syllable types (CVC, ***CVr***, V, VV, VCe, Cle) to decode two-syllable words, independent of context. (E)	
	2.RC.4	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (E)	
	2.W.7.c	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: ***Adjectives***/Adverbs – Using sentences that use adjectives and adverbs.	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 6	2.RF.1	Use knowledge of the six major syllable types (CVC, CVr, ***V***, VV, VCe, Cle) to decode two-syllable words, independent of context. (E)	
	2.RF.4	Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.	
	2.W.7.c	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Adjectives/***Adverbs*** – Using sentences that use adjectives and adverbs.	
			CFA#3: 4/18/25
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
End of Grading Period			
Week 7	2.RF.4	Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.	
	2.RC.5	Acknowledge differences in the points of view of characters, and identify dialogue as words spoken by characters, usually enclosed in quotation marks.	
	2.W.7.d	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Usage – Using complete simple and compound declarative, interrogative, imperative, and exclamatory sentences correctly. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 8	2.RF.4	Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.	
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	
	2.W.7.d	Demonstrate command of English grammar and usage, when writing or speaking, focusing on: Usage – Using complete simple and compound declarative, interrogative, imperative, and exclamatory sentences correctly. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going

Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 9	2.RF.4	Orally read decodable/grade-level appropriate or higher texts with fluency (rate, accuracy, and prosody) while reading.	
	2.RC.9	Describe how an author uses facts to support specific points in a text.	
	2.W.3	Write informative/explanatory pieces on a main idea that introduces a topic, provides facts and details about the topic, and includes a concluding statement. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 10	2.RF.1	Use knowledge of the six major syllable types (CVC, CVr, V, ***VV***, VCe, Cle) to decode two-syllable words, independent of context. (E)	
	2.RC.9	Describe how an author uses facts to support specific points in a text.	
	2.W.3	Write informative/explanatory pieces on a main idea that introduces a topic, provides facts and details about the topic, and includes a concluding statement. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 11	2.RF.1	Use knowledge of the six major syllable types (CVC, CVr, V, VV, ***VCe***, Cle) to decode two-syllable words, independent of context. (E)	
	2.RC.9	Describe how an author uses facts to support specific points in a text.	
	2.W.3	Write informative/explanatory pieces on a main idea that introduces a topic, provides facts and details about the topic, and includes a concluding statement. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
Week 12	2.RF.1	Use knowledge of the six major syllable types (CVC, CVr, V, VV, VCe, ***Cle***) to decode two-syllable words, independent of context. (E)	
	2.RC.9	Describe how an author uses facts to support specific points in a text.	
	2.W.3	Write informative/explanatory pieces on a main idea that introduces a topic, provides facts and details about the topic, and includes a concluding statement. (E)	
	2.W.1	Write legibly by forming letters correctly and spacing words and sentences properly. (E)	on-going
	2.W.8.c	Encoding: Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. Generalizing learned spelling patterns (e.g., word families) when writing words.Correctly spelling common irregularly-spelled, grade-appropriate words (e.g., said, does, gone). (E)	on-going
	2CC1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)	