T1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1	2.RF.2	Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	
	2.RC.4	Describe the overal structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Progress Check
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension..	
	2.RC.3	Describe how charactes in a story respond to major events and how characters afect the plot.	
	2.W.4	Write narratives that:A. includes beginning, B. uses temporal words to signal c.Provide details to describe actions, thoughts, and feelings; and D.Provide a middle and an ending.	
	2.W.5	Apply the writing process to: A.Plan by generating ideas for writing by drawing and brainstorming; with support, revise writing by adding details spelling, capitalization, usage, punctuation); and provide feedback to other writers. B. Use available technology to produce and publish legible documents.	
	2.W.7	Demonstrate command of English grammar and usage, when writing or speaking, focusing on:Usage – D. Using complete simple C. Adjectives/Adverbs – Using sentences that use adjectives and adverbs.	
Week 2	**2.RC.4**	Describe the overal structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Progress Check
	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.RC.3	Describe how characters in a story respond to major events and how characters affect the plot.	
	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.	
	2.W.4	Write narratives that:A. includes beginning, B. uses temporal words to signal c.Provide details to describe actions, thoughts, and feelings; and D.Provide a middle and an ending.	
Week 3	**2.RC.4**	Describe the overal structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Progress Check
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension	
	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.RC.3	Describe how characters in a story respond to major events and how characters affect the plot.	
	2.W.4	Write narratives that:A. includes beginning, B. uses temporal words to signal c.Provide details to describe actions, thoughts, and feelings; and D.Provide a middle and an ending.	
Week 4	**2.RC.8**	Identify how a nonfiction text can be structured to **compare and contras**t, to describe a procedure, and to explain a cause and effect relationship	Progress Check
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	
	2.W.4	Write narratives that:A. includes beginning, B. uses temporal words to signal c.Provide details to describe actions, thoughts, and feelings; and D.Provide a middle and an ending.	
Week 5	**2.RC.8**	Identify how a nonfiction text can be structured to **compare and contras**t, to describe a procedure, and to explain a cause and effect relationship	Progress Check
	2.RC.10	Compare and contrast the most important points presented by two texts on the same topic.	
	2.W.4	Write narratives that:A. includes beginning, B. uses temporal words to signal c.Provide details to describe actions, thoughts, and feelings; and D.Provide a middle and an ending.	

T1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 6	**2.RC.1**	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension..	Unit 1 Assessment
	2.RF.2	Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	
	2.RC.3	Describe how charactes in a story respond to major events and how characters affect the plot.	
	2.RC.4	Describe the overal structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	
	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	
	2.RC.10	Compare and contrast the most important points presented by two texts on the same topic.	
	2.W.4	Write narratives that:A. includes beginning, B. uses temporal words to signal c.Provide details to describe actions, thoughts, and feelings; and D.Provide a middle and an ending.	
End of Grading Period			
Week 7	**2.RC.1**	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.	Progress Check
	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.RC.3	Describe how charactes in a story respond to major events and how characters affect the plot.	
	2.RC.4	Describe the overal structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	
Week 8	**2.RC.1**	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.	Progress Check
	2.RC.7	Use various text features (e.g., table of contents, index, headings, captions) to locate key explain how they contribute to and clarify a text.	
	2.W.4	Write narratives that:A. includes beginning, B. uses temporal words to signal c.Provide details to describe actions, thoughts, and feelings; and D.Provide a middle and an ending.	
Week 9	**2.RC.8**	Identify how a nonfiction text can be structured to **compare and contrast,** to describe a procedure, and to explain a procedure, and to explain a cause and effect relationship.	Progress Check
	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:A. includes beginning, B. uses temporal words to signal c.Provide details to describe actions, thoughts, and feelings; and D.Provide a middle and an ending.	
Week 10	2.RC.3	Describe how characters in a story respond to major events and how characters affect the plot	Progress Check
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.	
	2.RC.7	Use various text features (e.g., table of contents, index, headings, captions) to locate key explain how they contribute to and clarify a text.	

T1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 11	2.RC.9	Describe how an author uses facts to support specific points in a text.	
	2.W.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	
Week 12	**2.RC.1**	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension..	Uhit 2 Assessment
	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.RC.3	Describe how characters in a story respond to major events and how characters affect the plot	
	2.RC.4	Describe the overal structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	
	2.RC.7	Use various text features (e.g., table of contents, index, headings, captions) to locate key explain how they contribute to and clarify a text.	
	2.RC.8	Identify how a nonfiction text can be structured to **compare and contrast,** to describe a procedure, and to explain a procedure, and to explain a cause and effect relationship.	
	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)	

T2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1	**2.RC.1**	Ask and answer questions about the main idea and key details in a text to demonstrate Ask and answer questions about the main idea and key details in a text to demonstrate comprehsion	
	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.RC.3	Describe how characters in a story respond to major events and how characters affect the plot	
Week 2	**2.RC.1**	Ask and answer questions about the main idea and key details in a text to demonstrate Ask and answer questions about the main idea and key details in a text to demonstrate comprehsion	Progress Check
	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.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.	
	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.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	
Week 3	**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.	Progress Check
	2.RC.10	Compare and contrast the most important points presented by two texts on the same topic.	
	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.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	
Week 4	**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.	Progress Check
	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.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	
Week 5			Progress Check
	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.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	
	2.RC.8	Procedural text	
	2.RC.7		

T2: Curriculum Map

Week	Indicator	Standard	Assessment
	2.RC.11		
Week 6	**2.RC.1**	Ask and answer questions about the main idea and key details in a text to demonstrate Ask and answer questions about the main idea and key details in a text to demonstrate comprehsion	
	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.	Unit 3 Test
	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	
	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.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	
End of Grading Period			
Week 7	**2.RC.1**	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.	Progress check
	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	
	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.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	
Week 8			Progress Check
	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.	
	2.W.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	
	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)	
Week 9	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.	Progress Check
	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.	
	2.RF.3	Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.	
	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.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	
Week 10	**2.RC.4**	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (	Progress Check
	2.RC.8	dentify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a **cause and effect** relationship.	
	2.RF.3	Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.	
	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)	

T2: Curriculum Map

Week	Indicator	Standard	Assessment
	2.W.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	
Week 11	2.RC.6	Identify the main idea of a multiparagraph text and the topic of each paragraph.	Progress Check
	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.	
	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.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	
Week 12	**2.RC.1**	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension.	Unit 4 Test
	2.RC.2	Apply knowledge of short and long vowels (including vowel teams) when reading regularly-spelled, one-syllable words.	
	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.6	With support, conduct research on a topic. a. Find information on a topic of interest (e.g., cardinals). b. Identify various visual and text reference sources. c. Organize, summarize, and present the information, choosing from a variety of formats.	

T3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1	2.RC.3	Describe how characters in a story respond to major events and how characters affect the plot.	
	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)	
Week 2	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.RC.8	Identify how a nonfiction text can be structured	
	2.RC.12	Identify relationships among words, including common **synonyms** and antonyms, and simple, multiple-meaning words (e.g., change, duck).	
	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)	
Week 3	2.RC.8 compare and contrast informational text	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship	
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension	
	2.RC.12	Identify relationships among words, including common synonyms and **antonyms,** and simple, multiple-meaning words (e.g., change, duck).	
	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)	
Week 4	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.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)	
Week 5	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension	

T3: Curriculum Map

Week	Indicator	Standard	Assessment
	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)	
Week 6	2.RC.9	Describe how an author uses facts to support specific points in a text.	
	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)	
End of Grading Period			
Week 7	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	
	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.RC.3	Describe how characters in a story respond to major events and how characters affect the plot.	
	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)	
Week 8	2..RC.10	Compare and contrast the most important points presented by two texts on the same topic.	
Week 9	2..RC.10	Compare and contrast the most important points presented by two texts on the same topic.	
	2.RC.1	Ask and answer questions about the main idea and key details in a text to demonstrate comprehension	
	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.	

T3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 10			
	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)	
Week 11	2..RC.8	dentify how a nonfiction text can be structured to compare and contrast, to describe a procedure,	
	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)	
Week 12			