

**Platte County R-3 School District  
Communication Arts Curriculum Map  
Second Grade**

1 <sup>st</sup> Quarter		2 <sup>nd</sup> Quarter		3 <sup>rd</sup> Quarter		4 <sup>th</sup> Quarter	
<p style="text-align: center;"><b>Differentiated Reading</b></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>★ Scott Foresman Unit 1 Teachers Edition</li> <li>★ Scott Foresman Practice Workbook</li> <li>★ Scott Foresman Differentiated Readers</li> <li>★ Scott Foresman online website</li> <li>★ Scott Foresman Decodable Readers</li> <li>★ Teacher's Edition pages f-g in every story (Small Group Plan)</li> <li>★ Internet</li> </ul> <p><u>Skills/Strategies:</u></p> <ul style="list-style-type: none"> <li>★ Review the vowel pattern introduced in the weekly story.</li> <li>★ Practice reading for fluency</li> <li>★ Blend words with inflected endings</li> <li>★ Reinforce digraphs</li> </ul> <p><u>GLE's</u></p> <ul style="list-style-type: none"> <li>★ R.1.D</li> <li>★ R.1.E</li> <li>★ R.1.C</li> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>★ Scott Foresman Unit 1 Teachers Edition</li> <li>★ Scott Foresman Practice Workbook</li> <li>★ Sing with Me Big Book</li> <li>★ Internet</li> <li>★ CD's</li> </ul> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> <li>★ Character and Setting</li> <li>★ Teach about the media Center/Library</li> <li>★ Main Idea and details</li> <li>★ Realism and Fantasy</li> </ul> <p><u>GLE's</u></p> <ul style="list-style-type: none"> <li>★ R.1.C</li> <li>★ R.1.D</li> <li>★ R.1.E</li> <li>★ R.1.F</li> <li>★ R.1.G</li> <li>★ R.1.H</li> <li>★ R.1.I</li> <li>★ R.2.C</li> <li>★ R.2.C</li> <li>★ R.3.A</li> <li>★ R.3.C</li> </ul>	<p style="text-align: center;"><b>Differentiated Reading</b></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>★ Scott Foresman Unit 2- 3 Teachers Edition</li> <li>★ Scott Foresman Practice Workbook</li> <li>★ Scott Foresman Differentiated Readers</li> <li>★ Scott Foresman online website</li> <li>★ Teacher's Edition pages f-g in every story (Small Group Plan)</li> <li>★ Internet</li> </ul> <p><u>Skills/Strategies:</u></p> <ul style="list-style-type: none"> <li>★ Read for fluency</li> <li>★ Review Comprehension Strategies</li> <li>★ Review vowel patterns</li> </ul> <p><u>GLE's</u></p> <ul style="list-style-type: none"> <li>★ R.1.D</li> <li>★ R.1.E</li> <li>★ R.1.F</li> <li>★ R.1.G</li> <li>★ R.1.H</li> <li>★ R.1.C</li> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>★ Scott Foresman Teachers Edition</li> <li>★ Scott Foresman Practice Workbook</li> <li>★ Sing with Me Big Book</li> <li>★ Internet</li> <li>★ CD's</li> </ul> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> <li>★ Context Clues</li> <li>★ Predict and confirm</li> <li>★ Preview</li> <li>★ Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs</li> <li>★ Use details from text to: ask questions to clarify understanding</li> <li>★ Sequence of events</li> <li>★ Infer</li> <li>★ Problem and solution</li> <li>★ Prior knowledge</li> <li>★ Summarize</li> <li>★ Author's purpose</li> <li>★ Draw Conclusions</li> </ul>	<p style="text-align: center;"><b>Differentiated Reading</b></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>★ Scott Foresman Unit 4 Teachers Edition</li> <li>★ Scott Foresman Practice Workbook</li> <li>★ Scott Foresman Differentiated Readers</li> <li>★ Scott Foresman online website</li> <li>★ Teacher's Edition pages f-g in every story (Small Group Plan)</li> <li>★ Internet</li> </ul> <p><u>Skills/Strategies:</u></p> <ul style="list-style-type: none"> <li>★ Review</li> <li>★ Practice reading for fluency</li> <li>★ Guided Reading</li> <li>★ Skill Groups</li> <li>★ As needed</li> </ul> <p><u>GLE's</u></p> <ul style="list-style-type: none"> <li>★ R.1.D</li> <li>★ R.1.E</li> <li>★ R.1.F</li> <li>★ R.1.G</li> <li>★ R.1.H</li> <li>★ R.1.C</li> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>★ Scott Foresman Teachers Edition</li> <li>★ Scott Foresman Practice Workbook</li> <li>★ Sing with Me Big Book</li> <li>★ Internet</li> <li>★ CD's</li> </ul> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> <li>★ Questioning</li> <li>★ Story Structure</li> <li>★ Summarize</li> </ul> <p><u>GLE's</u></p> <ul style="list-style-type: none"> <li>★ R.1.G</li> <li>★ R.3.C</li> <li>★ R.1.H</li> </ul>	<p style="text-align: center;"><b>Differentiated Reading</b></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>★ Scott Foresman Unit 5-6 Teachers Edition</li> <li>★ Scott Foresman Practice Workbook</li> <li>★ Scott Foresman Differentiated Readers</li> <li>★ Scott Foresman online website</li> <li>★ Teacher's Edition pages f-g in every story (Small Group Plan)</li> <li>★ Internet</li> </ul> <p><u>Skills/Strategies:</u></p> <ul style="list-style-type: none"> <li>★ Review</li> <li>★ Practice reading for fluency</li> <li>★ Guided Reading</li> <li>★ Skill Groups</li> <li>★ As needed</li> </ul> <p><u>GLE's</u></p> <ul style="list-style-type: none"> <li>★ R.1.D</li> <li>★ R.1.E</li> <li>★ R.1.F</li> <li>★ R.1.G</li> <li>★ R.1.H</li> <li>★ R.1.C</li> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>★ Scott Foresman Teachers Edition</li> <li>★ Scott Foresman Practice Workbook</li> <li>★ Sing with Me Big Book</li> <li>★ Internet</li> <li>★ CD's</li> </ul> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> <li>★ Main Idea/supporting detail</li> <li>★ Sequence</li> <li>★ Plot and theme</li> <li>★ Author's purpose</li> <li>★ Questioning</li> <li>★ Realism and Fantasy</li> <li>★ Compare and Contrast</li> <li>★ Visualize</li> <li>★ Fact and Opinion</li> <li>★ Draw Conclusions</li> <li>★ Prior Knowledge</li> <li>★ Cause and Effect</li> </ul> <p><u>GLE's</u></p> <ul style="list-style-type: none"> <li>★ R.1.H</li> <li>★ R.1.G</li> <li>★ R.1.F</li> <li>★ R.2.C</li> </ul>

			<ul style="list-style-type: none"> <li>★ Cause and effect</li> <li>★ Summarize</li> </ul> <p>GLE's</p> <ul style="list-style-type: none"> <li>★ R.1.D</li> <li>★ R.1.E</li> <li>★ R.1.F</li> <li>★ R.1.G</li> <li>★ R.3.A</li> <li>★ R.3.C</li> <li>★ R.1.C</li> <li>★ R.2.A</li> </ul>				
<p><b>Writing</b> <u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Review conventions of capitalization and ending punctuation</li> <li>★ Identify and write interrogative and declarative sentences</li> <li>★ Introduce sentences</li> <li>★ Model writing a paragraph</li> <li>★ Identify word choice, conventions and voice writing traits</li> <li>★ Subjects and Predicates</li> <li>★ Position Words</li> <li>★ Adjectives</li> </ul> <p>GLE's W.2.B,W.2.C,W.2.D,W.2.E W.2.F,W.2.A,W.3.A,W.3.E</p>	<p><b>Word Analysis</b> <u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Similes</li> <li>★ Inflected Endings (adding s, ed, ing)</li> </ul> <p>GLE's</p> <ul style="list-style-type: none"> <li>★ R.1.E</li> </ul>	<p><b>Writing</b> <u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Correct Spacing</li> <li>★ Capitalizing in written texts: days of the week, names of towns, cities, states</li> <li>★ Correct ending punctuation</li> <li>★ Write a simple friendly letter</li> <li>★ How –To Reprot</li> <li>★ Verbs</li> <li>★ Compare and Contrast Essay</li> </ul> <p>GLE's</p> <ul style="list-style-type: none"> <li>★ W.2.A</li> <li>★ W.2.B</li> <li>★ W.2.C</li> <li>★ W.3E</li> </ul>	<p><b>Word Analysis</b> <u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Plurals</li> <li>★ Contractions</li> <li>★ Verbs</li> <li>★ Homophones</li> <li>★ Similes</li> <li>★ Compound words</li> <li>★ Comparative endings</li> </ul> <p>GLE's</p> <ul style="list-style-type: none"> <li>★ R.1.E</li> <li>★ R.1.C</li> </ul>	<p><b>Writing</b> <u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Description</li> <li>★ Adjectives</li> <li>★ Adverbs</li> </ul> <p>GLE's</p> <ul style="list-style-type: none"> <li>★ W.2.D</li> </ul>	<p><b>Word Analysis</b> <u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Word structure</li> <li>★ Context clues</li> <li>★ Homonyms</li> <li>★ Antonyms</li> <li>★ Homographs</li> <li>★ Picture clues</li> <li>★</li> </ul> <p>GLE's</p> <ul style="list-style-type: none"> <li>★ R.1.F</li> <li>★ R.1.G</li> </ul>	<p><b>Writing</b> <u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Persuasive writing</li> <li>★ Pronouns</li> <li>★ Contractions</li> <li>★ Research Report</li> <li>★ Capital Letters</li> <li>★ Voice</li> <li>★ Quotation marks</li> <li>★ Identifying paragraphs</li> </ul> <p>GLE's</p> <ul style="list-style-type: none"> <li>★ R.1.C</li> <li>★ W.3.A</li> <li>★ W.2.A</li> <li>★ W.2.E</li> </ul>	<p><b>Word Analysis</b> <u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Word Structure</li> <li>★ Context Clues</li> <li>★ Compound words</li> <li>★ Ending-est</li> </ul> <p>GLE's</p> <ul style="list-style-type: none"> <li>★ R.1.F</li> <li>★ R.1.G</li> <li>★ R.1.E</li> </ul>
<p><b>Phonics Instruction</b> <u>Resources</u></p> <ul style="list-style-type: none"> <li>★ Scott Foresman Teachers Edition</li> <li>★ Scott Foreman Phonics book</li> <li>★ Emints</li> <li>★ Games</li> <li>★ Internet</li> </ul> <p><u>Skills/Strategies:</u></p> <ul style="list-style-type: none"> <li>★ Long vowels, VCVe</li> </ul>	<p><b>Speaking/Listening</b> GLE's: LS.2.A,LS.2.B,LS.1.A,LS.1.B</p> <p><b>Information Literacy</b> <u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Formulate key words and questions to locate topics of interest.</li> </ul> <p>GLE's:</p> <ul style="list-style-type: none"> <li>★ IL1.A</li> </ul>	<p><b>Phonics Instruction</b> <u>Resources</u></p> <ul style="list-style-type: none"> <li>★ Scott Foresman Series</li> <li>★ Emints</li> <li>★ Internet</li> <li>★ Games</li> </ul> <p><u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ R-Controlled ar, or ore</li> <li>★ R-controlled er ,ir, ur</li> </ul>	<p><b>Speaking/Listening</b> GLE's: ★ LS.2.A ★ LS.2.B</p> <p><b>Information Literacy</b> <u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Formulate key words and questions to locate topics of interest.</li> </ul> <p>GLE's:</p>	<p><b>Phonics Instruction</b> <u>Resources</u></p> <ul style="list-style-type: none"> <li>★ Scott Foresman Series</li> <li>★ Emints</li> <li>★ Internet</li> <li>★ Games</li> </ul> <p><u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Syllables c + le</li> <li>★ Vowels oo, u</li> <li>★ Diphthongs ou, ow, oy, oi</li> </ul>	<p><b>Speaking/Listening</b> GLE's: LS.2.A,LS.2.B,LS.1.A,LS.1.B</p> <p><b>Information Literacy</b> <u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Discuss the author of the story.</li> </ul> <p>GLE's:</p> <ul style="list-style-type: none"> <li>★ IL1.D</li> <li>★ IL 2.A</li> </ul>	<p><b>Phonics Instruction</b> <u>Resources</u></p> <ul style="list-style-type: none"> <li>★ Scott Foresman Series</li> <li>★ Emints</li> <li>★ Internet</li> <li>★ Games</li> </ul> <p><u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Contractions</li> <li>★ Inflected Endings</li> <li>★ Suffiixes</li> <li>★ Prefixes</li> </ul>	<p><b>Speaking/Listening</b> GLE's: LS.2.A,LS.2.B,LS.1.A,LS.1.B</p> <p><b>Information Literacy</b> <u>Skills/Strategies</u></p> <ul style="list-style-type: none"> <li>★ Discuss the author of the story.</li> </ul> <p>GLE's:</p> <ul style="list-style-type: none"> <li>★ IL1.D</li> </ul>

<ul style="list-style-type: none"> <li>★ Consonant Blends</li> <li>★ Consonant Digraphs</li> <li>★ Review short and long vowels</li> </ul>	<ul style="list-style-type: none"> <li>★ IL1.B</li> </ul>	<ul style="list-style-type: none"> <li>★ Long a: a, ai, ay</li> <li>★ Long e: e, ee, y</li> <li>★ Long o: o, oa, ow</li> <li>★ Long i: i, ie, igh, y</li> </ul>	<ul style="list-style-type: none"> <li>★ IL1.A</li> <li>★ IL1.B</li> </ul>			<ul style="list-style-type: none"> <li>★ Vowels oo, ue, ew, ui</li> <li>★ ph, gh/f/</li> <li>★ vowels aw, au, augh, al</li> </ul>	
<b>Assessment</b> <ul style="list-style-type: none"> <li>★ End of the Unit Test</li> <li>★ Selection Test</li> <li>★ Leveled Assessment</li> <li>★ STAR test</li> <li>★ A.R. test</li> </ul>		<b>Assessment</b> <ul style="list-style-type: none"> <li>★ End of the Unit Test</li> <li>★ Selection Test</li> <li>★ Leveled Assessment</li> <li>★ STAR test</li> <li>★ A.R. Test</li> </ul>		<b>Assessment</b> <ul style="list-style-type: none"> <li>★ End of the Unit Test</li> <li>★ Selection Test</li> <li>★ Leveled Assessment</li> <li>★ STAR test</li> <li>★ A.R. Test</li> </ul>		<b>Assessment</b> <ul style="list-style-type: none"> <li>★ End of the Unit Test</li> <li>★ Selection Test</li> <li>★ Leveled Assessment</li> <li>★ STAR test</li> <li>★ A.R. Test</li> </ul>	

**Communication Arts GLEs for Grade 2**

<b>Reading</b>			<b>Writing</b>			<b>Listening and Speaking</b>		<b>Information Literacy</b>	
<b>1. Develop and apply skills and strategies to the reading process</b>	<b>2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times</b>	<b>3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times</b>	<b>1. Apply a writing process in composing text</b>	<b>2. Compose well-developed text</b>	<b>3. Write effectively in various forms and types of writing</b>	<b>1. Develop and apply effective listening skills and strategies</b>	<b>2. Develop and apply effective speaking skills and strategies for various audience and purposes</b>	<b>1. Develop and apply effective research process skills to gather, analyze, and evaluate information</b>	<b>2. Develop and apply effective skills and strategies to analyze and evaluate oral /visual media</b>
	A. Use details from text to locate and apply information in title, pictures, and table of contents  OBJECTIVE: 8 DOK: 1 ST: CA 2, 3, 1.5, 1.6	A. Locate and interpret information in illustrations, title, headings, captions, diagrams, charts, and graphs  OBJECTIVE: 11 DOK: 2 ST: CA 3, 1.5, 1.6	A. Follow a writing process to use a simple strategy in prewriting when appropriate, compose a draft in written form on student-selected topic, reread and revise for audience and purpose, ideas and content, organization, sentence structure, and word choice with assistance (W2A, W2B, W2C, W2D), edit for conventions (W2E) with assistance, and share writing  OBJECTIVE: 13 DOK: 3 ST: CA 1, 4, 1.8, 2.1, 2.2	A. Compose text showing awareness of audience  OBJECTIVE: 23 DOK: 2 ST: CA 4, 2.1	A. Compose narrative, descriptive, expository, and/or persuasive texts using appropriate text features; recognize different forms of written communications (e.g., thank-you notes, friendly letters, lists, invitations)  OBJECTIVE: 20, 21, 22 DOK: 3 ST: CA 4, 1.8, 2.1	A. Listen for enjoyment, for information, to solve problems, and for directions to complete a simple task  OBJECTIVE: 13 DOK: ST: CA 5, 6, 1.5, 1.6, 1.10	A. Speak at an appropriate volume and maintain a clear focus when sharing ideas  OBJECTIVE: 25 DOK: ST: CA 1, 6, 2.1, 2.3	A. Formulate <b>keywords</b> and questions, with assistance, to locate resources on topics of interest  OBJECTIVE: 26 DOK: ST: CA 2, 3, 1.1, 1.4	A. Identify, with assistance, intended messages conveyed through oral and visual media  OBJECTIVE: 8 DOK: ST: CA 5, 1.5, 1.7, 2.7
	B. Identify examples of rhythm, rhyme, and alliteration  OBJECTIVE: 9 DOK: 1 ST: CA 2, 1.5, 1.6	B. Explain examples of sensory details in nonfiction text  OBJECTIVE: 12 DOK: 2 ST: CA 3, 1.5, 1.6		B. Compose text with a clear controlling idea and relevant details/examples, with assistance  OBJECTIVE: 24 DOK: 3 ST: CA 4, 2.1		B. Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)  OBJECTIVE: 25 DOK: ST: CA 5, 6, 1.5	B. Give clear oral directions to complete a simple task  OBJECTIVE: 25 DOK: ST: CA 1, 6, 2.1, 2.3	B. Locate information on keywords and questions in provided resources, with assistance  OBJECTIVE: 27 DOK: ST: CA 2, 3, 1.2, 1.4	
C. Develop and apply decoding strategies to “problem-solve” unknown words when reading grade-level instructional text  OBJECTIVE: 1 DOK: 2 ST: CA 2, 3, 1.6	C. Use text details to make basic inferences about setting, characters, and problems; predict solutions; and identify events in logical sequence  OBJECTIVE: 10 DOK: 2 ST: CA 2, 1.5, 1.6, 3.1, 3.5, 2.4	C. Use details from text to ask questions to clarify meaning, answer questions, identify main ideas and provide support, retell sequence of events, and make basic inferences about problems and solutions  OBJECTIVE: 12 DOK: 2 ST: CA 3, 1.5, 1.6, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8		C. Compose text with evidence of beginning, middle, and end and complete sentences or thoughts (declarative and interrogative)  OBJECTIVE: 13, 19 DOK: 2 ST: CA 4, 2.1					
D. Read grade-level instructional text with fluency, accuracy, and expression  OBJECTIVE: 2 DOK: 1 ST: CA 2, 3, 1.5		D. Read and follow simple directions to perform a task  OBJECTIVE: 13 DOK: 1 ST: CA 3, 1.5, 1.6		D. Compose text using words that are related to the topic, and some words that are specific and accurate  OBJECTIVE: 19 DOK: 2 ST: CA 4, 2.1				D. Give credit, through discussion, for others’ ideas/images/information  OBJECTIVE: 28 DOK: ST: CA 4, 1.4, 1.7, 1.8, 2.3, 4.4	
E. Develop vocabulary by reading, listening to, and discussing unknown words in stories using root words, classroom resources, and context clues  OBJECTIVE: 3 DOK: 2 ST: CA 2, 3, 1.5, 1.6				E. Space correctly between letters and words; capitalize days of week, names of towns/cities/states; use correct end punctuation in declarative and interrogative sentences, comma in dates and in greeting/closing of a letter; correctly use describing words (adjectives) and substitute pronouns for nouns; spell words with simple patterns and high-frequency words correctly; and use transitional spelling, resources (especially the dictionary), and spelling strategies  OBJECTIVE: 14, 15, 16, 17, 18 DOK: 1 ST: CA 1, 2.2					
F. Develop and apply pre-reading strategies to aid comprehension by accessing prior knowledge, previewing, predicting with evidence, and setting a purpose for reading, with assistance  OBJECTIVE: 4 DOK: 2 ST: CA 2, 3, 1.5, 1.6									
G. During reading, develop and utilize strategies to self-question and correct, determine meaning of unknown words, self-monitor comprehension, question the text, infer, and visualize  OBJECTIVE: 5 DOK: 2 ST: CA 2, 3, 1.5, 1.6									
H. Apply post-reading skills to respond to text by identifying the main idea and supporting details, questioning to clarify, retelling, reflecting, drawing conclusions, and analyzing  OBJECTIVE: 6 DOK: 3 ST: CA 2, 3, 1.5, 1.6									
I. Identify relevant connections between text to text (similarities/differences in information and relationships in various fiction/non-fiction works), text to self (text ideas and own experiences), and text to world (text ideas and the world, with assistance)  OBJECTIVE: 7 DOK: 2 ST: CA 3, 7, 1.5, 1.6, 1.9									



**Punctuation Responsibilities:**

- **Period (Mastered)**
- **Question Mark (Mastered)**
- **Exclamation Point (Developed)**
- **Comma (Introduced)**
- **Apostrophe (Developed)**

