

Module 1 - Reading	Start: 8/17/2011	Teaching Days: 30	Test: (Not TLI)	End: 9/28/2011
Reading Passage: None				
Reading for Literature				
Key Ideas and Details				
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
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.			
Range of Reading and Level of Text Complexity				
RL.2.10	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.			
Reading for Informational Text				
Key Ideas and Details				
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.			
Craft and Structure				
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.			
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.			
Range of Reading and Level of Text Complexity				
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 Foundational Skills				
Phonics and Word Recognition				
RF.2.3	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.			
Fluency				
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			
	a. Read on-level text with purpose and understanding.			
	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.			

Common Core Literacy Curriculum Map

TEXARKANA SCHOOL DISTRICT - GRADE 2 LITERACY

2011 - 2012

Module 1 - Reading	Start: 8/17/2011	Teaching Days: 30	Test: (Not TLI)	End: 9/28/2011
Reading Passage: None				
Reading Foundational Skills				
Fluency				
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.				
End of Module 1 - Reading				

Module 1 - Writing	Start: 8/17/2011	Teaching Days: 30	Test: (Not TLI)	End: 9/28/2011
Writing Prompt: None				
Language				
Conventions of Standard English				
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	c. Use reflexive pronouns (e.g., myself, ourselves).			
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
Vocabulary Acquisition and Use				
L.2.5	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 spicy or juicy).			
Progressive Skills				
LP.2.K.2a	Capitalize the first word in a sentence and the pronoun I			
LP.2.1.2a	Capitalize dates and names of people			
Writing				
Text Types and Purposes				
W.2.1	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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.			
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.				
End of Module 1 - Writing				

Module 1 - Speaking and Listening	
Comprehension and Collaboration	
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts 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.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Presentation of Knowledge and Ideas	
SL.2.5	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.
SL.2.6	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 pages 26 and 27 for specific expectations.)
End of Module 1 - Speaking and Listening	

Module 2 - Reading	Start: 9/29/2011	Teaching Days: 30	Test: 10/6/2011	Remediation Days: 1	End: 11/10/2011
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Reading Passage: Informational

Reading for Literature

Key Ideas and Details

RL.2.3	Describe how characters in a story respond to major events and challenges.
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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.
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Integration of Knowledge and Ideas

RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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Reading for Informational Text

Key Ideas and Details

RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
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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.
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Craft and Structure

RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
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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.
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RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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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.
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RI.2.8	Describe how reasons support specific points the author makes in a text.
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RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
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Range of Reading and Level of Text Complexity

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.
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Reading Foundational Skills

Phonics and Word Recognition

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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Common Core Literacy Curriculum Map

TEXARKANA SCHOOL DISTRICT - GRADE 2 LITERACY

2011 - 2012

Module 2 - Reading		Start: 9/29/2011	Teaching Days: 30	Test: 10/6/2011	Remediation Days: 1	End: 11/10/2011
Reading Passage: Informational						
Reading Foundational Skills						
Phonics and Word Recognition						
b. Know spelling-sound correspondences for additional common vowel teams.						
c. Decode regularly spelled two-syllable words with long vowels.						
Fluency						
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.						
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.						
8 testable standards					End of Module 2 - Reading	

Module 2 - Writing		Start: 9/29/2011	Teaching Days: 30	Test: 10/4/2011	Remediation Days: 1	End: 11/10/2011
Writing Prompt: Explanatory						
Language						
Conventions of Standard English						
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).						
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.						
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
b. Use commas in greetings and closings of letters.						
Knowledge of Language						
L.2.3 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						
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.						
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).						
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.						

Module 2 - Writing	Start: 9/29/2011	Teaching Days: 30	Test: 10/4/2011	Remediation Days: 1	End: 11/10/2011
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Writing Prompt: Explanatory

Language

Vocabulary Acquisition and Use

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|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L.2.5 | Demonstrate understanding of word relationships and nuances in word meanings. |
| | b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |

Progressive Skills

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|-----------|------------------------------------------------------------------------------------------------------------------------------------------|
| LP.2.1.1c | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) |
| LP.2.1.1g | Use frequently occurring conjunctions (e. g., and, but, or, so, because) |
| LP.2.1.1j | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts |
| LP.2.1.2c | Use commas in dates and to separate single words in a series |

Writing

Text Types and Purposes

- | | |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| W.2.2 | 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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Production and Distribution of Writing

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|-------|----------------------------------------------------------------------------------------------------------------------------------------------|
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

7 testable standards	End of Module 2 - Writing
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Module 2 - Speaking and Listening

Comprehension and Collaboration

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|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SL.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts 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. |

Presentation of Knowledge and Ideas

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|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SL.2.6 | 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 pages 26 and 27 for specific expectations.) |
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	End of Module 2 - Speaking and Listening
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Module 3 - Reading	Start: 11/11/2011	Teaching Days: 29	Test: 11/17/2011	Remediation Days: 1	End: 1/13/2012
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Reading Passage: Stories

Reading for Literature

Key Ideas and Details

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how 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

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9 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

RL.2.10 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.

Reading for Informational Text

Key Ideas and Details

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Craft and Structure

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.

Reading Foundational Skills

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

c. Decode regularly spelled two-syllable words with long vowels.

e. Identify words with inconsistent but common spelling-sound correspondences.

Module 3 - Reading	Start: 11/11/2011	Teaching Days: 29	Test: 11/17/2011	Remediation Days: 1	End: 1/13/2012
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Reading Passage: Stories

Reading Foundational Skills

Fluency

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|--------|-------------------------------------------------------------------------------------------------------|
| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| | 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. |

7 testable standards

End of Module 3 - Reading

Module 3 - Writing	Start: 11/11/2011	Teaching Days: 29	Test: 11/15/2011	Remediation Days: 1	End: 1/13/2012
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Writing Prompt: Narrative - Personal

Language

Conventions of Standard English

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| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| | 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., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | c. Use an apostrophe to form contractions and frequently occurring possessives. |
| | d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil). |
| | e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |

Progressive Skills

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|-----------|------------------------------------------------------------------------------------------------------------------------------------------|
| LP.2.K.2a | Capitalize the first word in a sentence and the pronoun I |
| LP.2.1.1j | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts |
| LP.2.1.2a | Capitalize dates and names of people |
| LP.2.1.2c | Use commas in dates and to separate single words in a series |

Writing

Text Types and Purposes

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|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| W.2.3 | 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. |
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Module 3 - Writing	Start: 11/11/2011	Teaching Days: 29	Test: 11/15/2011	Remediation Days: 1	End: 1/13/2012
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Writing Prompt: Narrative - Personal

Writing

Production and Distribution of Writing

W.2.6 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

W.2.7 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).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

7 testable standards

End of Module 3 - Writing

Module 3 - Speaking and Listening

Comprehension and Collaboration

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts 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.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

End of Module 3 - Speaking and Listening

Module 4 - Reading	Start: 1/17/2012	Teaching Days: 30	Test: 2/2/2012	Remediation Days: 1	End: 2/29/2012
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Reading Passage: Poetry

Reading for Literature

Key Ideas and Details

RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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RL.2.3	Describe how characters in a story respond to major events and challenges.
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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.
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RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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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.
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Integration of Knowledge and Ideas

RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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Range of Reading and Level of Text Complexity

RL.2.10	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.
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Reading for Informational Text

Key Ideas and Details

RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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Craft and Structure

RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
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RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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Reading Foundational Skills

Phonics and Word Recognition

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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	f. Recognize and read grade-appropriate irregularly spelled words.
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Fluency

RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
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	a. Read on-level text with purpose and understanding.
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Common Core Literacy Curriculum Map

TEXARKANA SCHOOL DISTRICT - GRADE 2 LITERACY

2011 - 2012

Module 4 - Reading Start: 1/17/2012 Teaching Days: 30 Test: 2/2/2012 Remediation Days: 1 End: 2/29/2012

Reading Passage: Poetry

Reading Foundational Skills

Fluency

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.

7 testable standards

End of Module 4 - Reading

Module 4 - Writing Start: 1/17/2012 Teaching Days: 30 Test: 1/31/2012 Remediation Days: 1 End: 2/29/2012

Writing Prompt: Narrative - Story Starter

Language

Conventions of Standard English

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

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., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition and Use

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.6 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., When other kids are happy that makes me happy).

Progressive Skills

LP.2.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; today I walk home; tomorrow I will walk home)

LP.2.1.1g Use frequently occurring conjunctions (e. g., and, but, or, so, because)

Module 4 - Writing	Start: 1/17/2012	Teaching Days: 30	Test: 1/31/2012	Remediation Days: 1	End: 2/29/2012
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Writing Prompt: Narrative - Story Starter

Language

Progressive Skills

LP.2.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts

Writing

Text Types and Purposes

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 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

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Research to Build and Present Knowledge

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

7 testable standards

End of Module 4 - Writing

Module 4 - Speaking and Listening

Comprehension and Collaboration

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts 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.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

End of Module 4 - Speaking and Listening

Module 5 - Reading	Start: 3/1/2012	Teaching Days: 31	Test: 3/7/2012	Remediation Days: 1	End: 4/20/2012
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Reading Passage: Technical

Reading for Literature

Key Ideas and Details

RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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RL.2.3	Describe how characters in a story respond to major events and challenges.
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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.
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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.
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Reading for Informational Text

Key Ideas and Details

RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
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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.
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Craft and Structure

RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
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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.
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RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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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.
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RI.2.8	Describe how reasons support specific points the author makes in a text.
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RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
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Range of Reading and Level of Text Complexity

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.
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Reading Foundational Skills

Phonics and Word Recognition

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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	d. Decode words with common prefixes and suffixes.
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	e. Identify words with inconsistent but common spelling-sound correspondences.
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Common Core Literacy Curriculum Map

TEXARKANA SCHOOL DISTRICT - GRADE 2 LITERACY

2011 - 2012

Module 5 - Reading	Start: 3/1/2012	Teaching Days: 31	Test: 3/7/2012	Remediation Days: 1	End: 4/20/2012
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Reading Passage: Technical

Reading Foundational Skills

Fluency

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|--------|-------------------------------------------------------------------------------------------------------|
| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| | 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. |

8 testable standards	End of Module 5 - Reading
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Module 5 - Writing	Start: 3/1/2012	Teaching Days: 31	Test: 3/1/2012	Remediation Days: 1	End: 4/20/2012
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Writing Prompt: Opinion

Language

Conventions of Standard English

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|-------|--------------------------------------------------------------------------------------------------------------------|
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| | c. Use reflexive pronouns (e.g., myself, ourselves). |
| | d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | a. Capitalize holidays, product names, and geographic names. |
| | c. Use an apostrophe to form contractions and frequently occurring possessives. |

Knowledge of Language

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|-------|----------------------------------------------------------------------------------------------|
| L.2.3 | 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

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|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L.2.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |
| | b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). |
| | c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). |
| L.2.5 | Demonstrate understanding of word relationships and nuances in word meanings. |
| | b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |

Module 5 - Writing	Start: 3/1/2012	Teaching Days: 31	Test: 3/1/2012	Remediation Days: 1	End: 4/20/2012
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Writing Prompt: Opinion

Language

Vocabulary Acquisition and Use

L.2.6	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., When other kids are happy that makes me happy).
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Progressive Skills

LP.2.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; today I walk home; tomorrow I will walk home)
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LP.2.1.1g	Use frequently occurring conjunctions (e. g., and, but, or, so, because)
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LP.2.1.1h	Use determiners (e.g., articles, demonstratives)
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LP.2.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
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LP.2.1.2c	Use commas in dates and to separate single words in a series
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Writing

Text Types and Purposes

W.2.1	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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
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W.2.3	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.
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Research to Build and Present Knowledge

W.2.7	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).
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9 testable standards	End of Module 5 - Writing
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Module 5 - Speaking and Listening

Comprehension and Collaboration

SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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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).
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b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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SL.2.3	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.
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Module 5 - Speaking and Listening**Presentation of Knowledge and Ideas**

SL.2.5 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.

End of Module 5 - Speaking and Listening

Module 6 - Reading	Start: 4/23/2012	Teaching Days: 27	Test: (Not TLI)	End: 5/30/2012
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Reading Passage: None

Reading for Literature

Key Ideas and Details

RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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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.
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RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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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.
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Integration of Knowledge and Ideas

RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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Range of Reading and Level of Text Complexity

RL.2.10	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.
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Reading for Informational Text

Key Ideas and Details

RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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Craft and Structure

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.
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RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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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.
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Range of Reading and Level of Text Complexity

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.
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Reading Foundational Skills

Phonics and Word Recognition

RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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	d. Decode words with common prefixes and suffixes.
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Module 6 - Reading	Start: 4/23/2012	Teaching Days: 27	Test: (Not TLI)	End: 5/30/2012
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Reading Passage: None

Reading Foundational Skills

Phonics and Word Recognition

- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- 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.

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 6 - Reading

Module 6 - Writing	Start: 4/23/2012	Teaching Days: 27	Test: (Not TLI)	End: 5/30/2012
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Writing Prompt: None

Language

Conventions of Standard English

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).

L.2.2 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.

Vocabulary Acquisition and Use

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

Progressive Skills

LP.2.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; today I walk home; tomorrow I will walk home)

Module 6 - Writing	Start: 4/23/2012	Teaching Days: 27	Test: (Not TLI)	End: 5/30/2012
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Writing Prompt: None

Language

Progressive Skills

LP.2.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward)

LP.2.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts

Writing

Text Types and Purposes

W.2.1 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.3 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.

Research to Build and Present Knowledge

W.2.7 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).

Your district requested not to receive a test from TLI for this assessment. If this should not be the case, please contact the appropriate TLI curriculum specialist.

End of Module 6 - Writing

Module 6 - Speaking and Listening

Comprehension and Collaboration

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts 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.

SL.2.3 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

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5 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.

End of Module 6 - Speaking and Listening