



GRANITE SCHOOL DISTRICT
2nd Grade ELA Core Curriculum Maps at a Glance

QUARTER 1

READING LITERATURE – Key Indicators

RL 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL 4. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
RL 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

READING INFORMATIONAL – Key Indicators

RI 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI 7. Explain how specific images contribute to and clarify a text.

READING FOUNDATIONAL SKILL – Key Indicators

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.
RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 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.

Additional Indicators

Cluster: Production and Distribution of Writing (standards W5 and W6)
Cluster: Research to Build and Present Knowledge (standards W7 and W8)

SPEAKING AND LISTENING – Additional Indicators

Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)
Cluster: Presentation of Knowledge and Ideas (standards SL4, SL5, and SL6)

LANGUAGE – Key Indicators

Cluster: Conventions of Standard English (standards L1 and L2)
Cluster: Vocabulary Acquisition and Use (standards L4, L5, and L6)

QUARTER 2

READING LITERATURE – Key Indicators

- RL 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL 3. Describe how characters in a story respond to major events and challenges.
- RL 4. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

READING INFORMATIONAL – Key Indicators

- RI 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI 5. Know and use various text features to locate key facts or information in a text efficiently.

READING FOUNDATIONAL SKILL – Key Indicators

- RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

- W 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.

Additional Indicators

- Cluster: Production and Distribution of Writing (standards W5 and W6)
- Cluster: Research to Build and Present Knowledge (standards W7 and W8)

SPEAKING AND LISTENING – Additional Indicators

- Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)
- Cluster: Presentation of Knowledge and Ideas (standards SL4, SL5, and SL6)

LANGUAGE – Key Indicators

- Cluster: Conventions of Standard English (standards L1 and L2)
- Cluster: Vocabulary Acquisition and Use (standards L4, L5, and L6)

QUARTER 3

READING LITERATURE – Key Indicators

RL 4. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL 9. Compare and contrast two or more versions of the same story by different authors or from different cultures.

READING INFORMATIONAL – Key Indicators

RI 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI 8. Describe how reasons support specific points the author makes in a text.

RI 9. Compare and contrast the most important points presented by two texts on the same topic.

READING FOUNDATIONAL SKILL – Key Indicators

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 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 to connect opinion and reasons, and provide a concluding statement or section.

Additional Indicators

Cluster: Production and Distribution of Writing (standards W5 and W6)

Cluster: Research to Build and Present Knowledge (standards W7 and W8)

SPEAKING AND LISTENING – Additional Indicators

Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)

Cluster: Presentation of Knowledge and Ideas (standards SL4, SL5, and SL6)

LANGUAGE – Key Indicators

Cluster: Conventions of Standard English (standards L1 and L2)

Cluster: Vocabulary Acquisition and Use (standards L4, L5, and L6)

QUARTER 4

READING LITERATURE – Key Indicators

RL 4. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL 9. Compare and contrast two or more versions of the same story by different authors or from different cultures.

Additional Indicators

RL 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 INFORMATIONAL – Key Indicators

RI 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI 8. Describe how reasons support specific points the author makes in a text.

RI 9. Compare and contrast the most important points presented by two texts on the same topic.

Additional Indicators

RI 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 SKILL – Key Indicators

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

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Additional Indicators

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