



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 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 7. Explain how specific images (e.g., a diagram showing how a machine works) 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

W 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (L 2 and L 3 are also components when determining proficiency).

W 8. Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING – Additional Indicators

SL 1 Participate in collaborative conversations with diverse partners about *grade 2 topics* and texts with peers and adults in small and larger groups (SL 2 and SL 3 are also components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

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.

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 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 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 (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Additional Indicators

W 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (L 2 and L 3 are also components when determining proficiency).

W 8. Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING – Additional Indicators

SL 1 Participate in collaborative conversations with diverse partners about *grade 2 topics* and texts with peers and adults in small and larger groups (SL 2 and SL 3 are also components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 3

READING LITERATURE – Key Indicators

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 (e.g., Cinderella stories) by different authors or from different cultures.

READING INFORMATIONAL – Key Indicators

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 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

W 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (L 2 and L 3 are also components when determining proficiency).

W 8. Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING – Additional Indicators

SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL 5, SL 6, L 1, and L3 are components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 4

READING LITERATURE – Key Indicators

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 (e.g., Cinderella stories) 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 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

W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Additional Indicators

W 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (L 2 and L 3 are also components when determining proficiency).

W 8. Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING – Additional Indicators

SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL 5, SL 6, L 1, and L3 are components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).