

**Harrison County Schools**  
**Reading/Language Arts Curriculum Map**  
**Grade 2 – 2nd Six Weeks**

2nd Marking Period	CSOs	
Genre Choice	<b>2.1.5b</b> <b>2.1.5d,</b> <b>2.1.14f</b>	<b>Fiction - 2.1.5b:</b> Fairy Tales and Folk Tales are required. Fairy Tales / Folk Tales / Poems / Fantasy / Realistic Fiction / Legends /Fables / Chapter Books <b>Non-fiction - 2.1.5d, 2.1.14f:</b> Informational books/articles are required. Choose one additional: Environmental Print / Written Directions /Signs / Captions / Labels / Informational Books/Articles
Text Comprehension	<b>2.1.6c</b> <b>2.1.11b</b> <b>2.1.12</b> <b>2.1.8f</b> <b>2.1.6b</b> <b>2.1.11a</b> <b>2.1.12b</b>	<b>2.1.6c:</b> TSW sequence a story <b>2.1.11b:</b> TSW read for pleasure <b>2.1.12:</b> TSW will identify author's purpose to entertain. <b>2.1.8f:</b> TSW identify story structure of each genre. <b>2.1.6b:</b> TSW identify the main idea. <b>2.1.11a:</b> TSW read for information. <b>2.1.12b:</b> TSW will identify author's purpose to inform.
Strategies	<b>2.1.4a,b, c</b> <b>2.1.9a</b> <b>2.1.8h, l, j</b> <b>2.1.7a</b>	<b>Word Attack/Decoding 2.1.4a,b, c:</b> TSW use variety of context clues to decode unknown words Prior knowledge / Read ahead / Reread <b>2.1.9a:</b> TSW search for cues - Meaning / Structural / Visual <b>Comprehension</b> <b>2.1.8h, l, j:</b> TSW use visualization for action, events, and character's behaviors in a story. <b>2.1.7a:</b> TSW generate and respond to literal questions before, during and after reading. <b>2.1.1b, c:</b> TSW identify and use words with diphthongs and digraphs.
Phonics / Word Study	<b>2.1.1b, c</b>	<b>2.1.1a, b, c:</b> TSW Hear and identify syllables in words identify and use words with diphthongs (ow, ou, oi, oy)and digraphs.
Vocabulary	<b>2.1.2c</b> <b>2.1.2e</b>	<b>2.1.2c:</b> TSW identify and use compound words. <b>2.1.2e:</b> TSW identify and use synonyms.
Fluency	<b>2.1.10</b> <b>2.1.3a</b>	<b>2.1.10:</b> TSW read passages fluently with emphasis on phrasing. TSW read passage at 60 words / minute. <b>2.1.3a:</b> TSW read fluently 15 high frequency words from grade level Dolch word list.
Writing Process	<b>2.2.2a</b> <b>2.2.3 a,b</b>	<b>2.2.2a, 2.2.3b:</b> TSW use a graphic organizer to draft and develop a beginning, middle, and end in a personal narrative and/or informational paragraph.
Grammar Mechanics	<b>2.2.7a, b, c</b> <b>2.2.9a</b> <b>2.2.8a</b> <b>2.2.10</b>	<b>2.2.7a, b, c:</b> TSW capitalize titles of people, initials and titles of written works <b>2.2.9a:</b> TSW identify and write correctly common and proper nouns. <b>2.2.8a, 2.2.10:</b> TSW recognize and use ending punctuation marks.
Handwriting	<b>2.2.1a, b</b>	<b>2.2.1a, b:</b> TSW maintain proper handwriting and paper position for manuscript
Spelling	<b>2.2.6b</b> <b>2.1.2d</b> <b>2.2.5</b>	<b>2.2.6b, 2.1.2d:</b> TSW spell long vowel words and recognize their spelling patterns. <b>2.2.5:</b> TSW alphabetize to the second letter.
Ongoing	<b>2.2.6a</b> <b>2.1.15</b>	<b>2.2.6a:</b> TSW read and spell high frequency words. <b>2.1.15:</b> TSW read independently 10 minutes per day.
Speaking / Listening Viewing	<b>2.3. a</b>	<b>2.3. a:</b> TSW retell in sequence stories, poems, and songs.
Glossary of Terms		(next page)
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## Glossary of Terms

**Fiction-** The purpose is to entertain and involve readers or listeners in stories of life.

1. **Realistic Fiction-** Imaginative writing that accurately reflects life as it could be lived today. Everything in the story can conceivably happen to real people in a real natural physical world. It focuses on the problems of living today or universal human problems. They may address growing up and finding a place in the family, among peers, and in modern society. Its elements include characters, plot with a problem and solution, and setting. It can be in a picture book, chapter book, short story, novel or play format.
2. **Fairy Tales-** Imaginative writing that showcases magical characters and objects; begins with "Once upon a time..." and "Long ago..." ; has characters such as kings and queens; takes place in faraway places; characters may have unusual names; characters may be turned into animals; animals may talk; has a good and bad character; uses numbers such as 3 or 7; and ends with "They lived happily ever after."
3. **Folk Tales-** Defined as "all forms of narrative, written or oral, which have come to be handed down through the years." It is literature that comes from oral tradition. Folk tales include cumulative tales, which involve telling a story again and again form the beginning with elements added each time (*The House That Jack Built*); pourquoi tales, which provide explanations for natural phenomena (*Why the Sun and the Moon Live in the Sky*); beast tales, which have animals that have human characteristics (*The Three Little Pigs*); noodlehead or numbskull tales, which are humorous stories about people who bumble about (*The Sillies*); trickster tales, which involve a clever character who outsmarts others and especially those more powerful (*Anansi*); and realistic tales, which may have grown out of actual events (*The Empty Pot*).
4. **Fantasy-** Fiction that contains unrealistic or unworldly elements. It has the elements of fiction but the author uses craft to create belief in the unbelievable. Sometimes it starts in reality and moves into fantasy. There is animal fantasy (*The Mouse and the Motorcycle*), the world of toys and dolls (*Winnie-the-Pooh*), eccentric characters and preposterous situations (*Mr. Popper's Penguins*), extraordinary worlds (*Alice in Wonderland*), magical powers (*Time Warp Trio*), suspense and the supernatural (*A Christmas Carol*), time-shift (*Tuck Everlasting*), imaginary kingdoms, and science fiction.
5. **Legends-** Portray a hero/heroine figure, supposedly based on a real person but often exaggerated (*John Henry, The Legend of the Bluebonnet*)
6. **Fables-** Stories that involve animals with human traits and always include a moral or lesson (*The Lion and the Mouse*)

### Non-fiction

1. **Informational-** Provide ideas, facts, and principles that are related to the physical, biological, or social world. Forms include picture books, photo essays, chapter books, articles and essays, letters, diaries and journals, observation notes, factual references (almanacs, books of statistics, books of world records), brochures and manuals. The primary purpose is to communicate information. Print features to be taught include font, bold print, colored print, bullets, titles, headings, subheadings, italics, labels and captions. Graphic aids that children need instruction in how to read within the text include diagrams, sketches, graphs, figures, maps, charts, tables, and timelines. Organizational aids for nonfiction include table of contents, index, glossary, preface, pronunciation guide, and appendix. Illustrations include colored photographs and drawings, black and white photos and drawings, labeled drawings, enlarged photographs, and acrylic, watercolor, or oil paintings. Non-fiction structural patterns include description, sequence, comparison/contrast, cause/effect and problem/solution.

### Poetry

Poetry brings together sounds and words in unique, intriguing ways that evoke intense imagery and profound meaning. It may contain meaning and emotions, figurative language (metaphor, simile, and personification), rhythm (the ordered application of stress from one syllable to the next or the beat of poetry), rhyme, alliteration (repeat of consonant sounds), assonance (the repetition of vowel sounds), onomatopoeia (the use of words to imitate sounds). There are different forms of poetry that include shape poems, free verse (no rhyme and no rhythm), lyric (personal and descriptive that conveys a sense of song), narrative (tells a story or a sequence of events), limericks (humorous poems that have five lines with lines 1 and 2 rhyming and lines 3 and 4 rhyming and line 5 has a surprise ending or humorous statement that rhymes with the first two lines), cinquain (five lines respectively have 2, 4, 6, 8, and 2 syllables), haiku (three lines with no rhyme and has a syllable structure of 5,7, and vie for each respective line), list poem, and formula poems.

**Janet Benincosa, Technology Integration Specialist**