

Amherst Public Schools - Curriculum Map

English/Language Arts: Language, Reading/Literature

Grade Level: Two

ELA STRANDS	TIME FRAME / LENGTH	CONTENT / SKILLS / STRATEGIES	METHODS OF ASSESSMENT	MASSACHUSETTS FRAMEWORKS
Language Discussion	On-going	Contributes to class discussions maintaining a focus on the topic, and following agreed upon rules for discussions.	Checklists	Discussion 1.1
Questioning, Listening, and Contributing	On-going	Formulates questions on the topic. Speaks about personal experiences or interests and gives oral presentations while developing an awareness of the audience and using clear enunciation and adequate volume. Develops a purpose and maintains a focus on the topic when presenting.	Rubrics for oral presentations	Questioning, Listening, Contributing 2.1 Oral Presentation 3.1, 3.2
Word Study/ Vocabulary Development	On-going	Uses base words and inflectional endings (ing, ed, etc.) to read and write. Develops word meanings through an understanding of categories, antonyms, synonyms, homonyms, contractions, and compound words. Identifies the relevant meaning for words with multiple meanings. Uses context clues effectively to understand oral and written language.	Analysis of running records Analysis of writing Observation of oral and written language Observation of dictionary usage	Vocabulary and Concept Development 4.8 Vocabulary and Concept Development 4.3, 4.4, 4.5, 4.6, 4.6

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Word Study/ Vocabulary Development		<p>Understands spatial and temporal relationships.</p> <p>Determines the meanings of words by using beginning dictionaries.</p>		
Structure of English	On-going	<p>Recognizes nouns, verbs, possessives, and compound words.</p> <p>Recognizes capitalization and punctuation marks (period, exclamation, question mark, comma, quotation marks, abbreviations, and contractions) when reading.</p> <p>Recognizes formal and informal English in stories, poems, and plays.</p>	<p>Observation</p> <p>Parts of speech quizzes</p>	<p>Structure and Origins of Modern English 5.1, 5.2, 5.3, 5.4</p> <p>Formal and Informal English 6.1</p>
Reading Process: Phonemic Awareness Phonology	On-going	<p>Hears and manipulates sounds in oral language.</p> <p>Applies the use of the following decoding skills to read text: short and long vowel patterns, vowel pairs, r controlled vowels, consonant clusters, onset/rime, base words/endings, basic prefixes and suffixes, contractions, compound words and syllables.</p> <p>Recognizes and reads less familiar phonograms (ought, ough, etc.).</p> <p>Reads words with multiple syllables.</p>	Observations during guided reading groups	Beginning Reading 7.2, 7.3, 7.5

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High Frequency Words	Mastered by November of Gr. 2	<p>Reads high frequency words automatically.</p> <p>Reads in a phrased, expressive manner with appropriate intonation, and at an appropriate rate.</p>	Analysis of running records using the DRA, or QRI 1x a year, and using classroom texts and trade books or the PM Benchmark books, or Fountas and Pinnel Little Reader running records throughout the year	Beginning Reading 7.4, 7.6, 7.7
Fluency	On-going	Cross-checks meaning, structure, and visual information to read accurately and fluently.	<p>Analysis of writing for correct use of phonology</p> <p>High frequency words checklists</p> <p>Analysis of running records</p>	Understanding a Text 8.6, 8.7

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Cuing Systems Problem Solving	On-going	Uses strategies to actively process text: self-monitors, searches for information, self-corrects, problem-solves, rereads, and reads on.	Observations during book group discussions Written responses to readings Use of graphic organizers	
Features of English	On-going	Understands the basic conventions of spelling, capitalization and punctuation, and indenting for paragraphs, and uses them while reading texts.	Observations during book group discussions	
Comprehension	On-going	Actively reads for understanding before, during, and after reading; sets a purpose for reading; uses prior knowledge; makes connections ; predicts and confirms or revises predictions, visualizes the story; asks questions about the plot, characters or setting; begins to make inferences ; compares/contrasts characters and settings; draws conclusions ; recognizes cause and effect ; locates information in a text; and determines the importance of ideas.	Analysis of retellings of narrative stories Analysis of written summary of a story	

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Fiction	On-going, 2 or 3 weeks at a time	<p>Identifies narrative elements: character, setting, and problem/solution in a story.</p> <p>Locates information for clarification or to answer questions.</p> <p>Identifies information that supports the reader’s conclusion.</p> <p>Retells a story’s beginning, middle and end in the correct sequence.</p> <p>Compares/contrasts plot, setting and character among works by a particular author or illustrator.</p> <p>Compares/contrasts versions of a tale.</p>	<p>Analysis of written responses to fiction</p> <p>Analysis of personal narrative</p>	<p>Fiction 12.1</p> <p>Making connections 9.1, 9.2</p> <p>Understanding a text 8.9</p>
Nonfiction	On-going, 2 or 3 weeks at a time	<p>Uses the organizational structure and graphic and features of a text, combined with background knowledge to make predictions about the text.</p> <p>Confirms or revises predictions with support from the text, and explains why they were confirmed</p> <p>Identifies information that supports the reader’s conclusion.</p> <p>Retells a story’s beginning, middle and end in the correct sequence.</p>	<p>Observations of oral or written responses to nonfiction</p> <p>Analysis of written summary following a</p>	<p>Nonfiction 13.3, 13.4</p> <p>Understanding a text 8.1</p> <p>Nonfiction</p>

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Nonfiction		<p>Compares/contrasts plot, setting and character among works by a particular author or illustrator.</p> <p>Compares/contrasts versions of a tale.</p>		