

2nd Grade Reading/Language Arts
Curriculum Mapping
2026-2027
Mandy Lewis

Unit: 1	Time: August-September
Standards Taught	
• 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • 2.RL.2 Retell stories, including those from diverse cultures, and determine their central message/theme, lesson, or moral • 2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song. • 2.RL.5 Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution) • 2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • 2.RL.10 By the end of the year, read and comprehend a variety of literary text. • 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • 2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams) contribute to and clarify a text. • 2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic • 2.RI.10 By the end of the year, read and comprehend a variety of informational text. • 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words • 2.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 2.W.1 Write opinion pieces • 2.W.3 Write narratives • 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing • 2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both individually and collaboratively. • 2.W.8 Use background knowledge and/or information gathered from sources to respond in writing to a question • 2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults • 2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media • 2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • 2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences	

• 2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings. • 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies. • 2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings • 2.L.6 Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.	Each student has their own individual desk but table are available for group work during Daily 5 centers.	To practice the various readings skills students completed: • Daily 5 Centers • Practice Sheets • Assessments • Writing Practices
Relevance	Vocabulary	Assessments
Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.	Subjects Predicates Short Vowels Simple Subjects Compare and Contrast Realistic Fiction Information Text Context Clues Humorous Fiction Fable Figurative Language Base Endings Singular and Plural Nouns Poetry Opinion Writing	- Daily workbook sheets -Teacher observation - Weekly Tests - DIBELS - Class Discussion - Writing Journals - Spelling test
Essential Questions: • What is the genre of the story? • How do you infer/predict while reading a text? • How do we put words in alphabetical order? • How do you write a narrative story? • What is sequence of events? • How do we use a glossary? • How do you write a friendly letter?		

- How do we compare/contrast text?
- How do you identify simple sentences?
- How can we use context clues to figure out the definition of multiple meaning words?
- How do you analyze/evaluate text?
- What are the different types of sentences?
- How do you write an opinion paper?
- How do you summarize a text?
- What is an author and illustrator do in a story?
- What is the main problem of a story?

Unit: 2	Time: October-November
Standards Taught	
• 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • 2.RL.2 Retell stories, including those from diverse cultures, and determine their central message/theme, lesson, or moral • 2.RL.3 Describe how characters in a story respond to major events and challenges. • 2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song. • 2.RL.5 Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution) • 2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • 2.RL.10 By the end of the year, read and comprehend a variety of literary text. • 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text • 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. • 2.RI.5 Know and use various text features to locate key facts or information in a text efficiently • 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • 2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams, contribute to and clarify a text. • 2.RI.8 Describe how details/evidence support specific points the author makes in a text. • 2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic • 2.RI.10 By the end of the year, read and comprehend a variety of informational text. • 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words • 2.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 2.W.1 Write opinion pieces • 2.W.2 Write informative/explanatory texts • 2.W.3 Write narratives • 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing • 2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively. • 2.W.7 Participate in shared research and writing projects • 2.W.8 Use background knowledge and/or information gathered from sources to respond in writing to a question • 2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults • 2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media	

- 2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences
- 2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.
- 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English
- 2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.
- 2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings
- 2.L.6 Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.

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Relevance	Vocabulary	Assessments
Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.	Informational text Text and Graphic Features Plural Nouns Base Words Prefixes Realistic Fiction Homophones Analyze/Evaluate Proper Nouns Compound Words Verb Cause and Effect Poetry Contractions	- Daily workbook sheets -Teacher observation - Weekly Tests - DIBELS - Class Discussion - Writing Journals - Spelling test
Essential Questions: • What are plural nouns? • How do we use expression while reading?		

- What is the genre of a story?
- What are base words and prefixes?
- How do you write an informational paragraph?
- How do you question while reading a text?
- How do you use text and graphic features while reading text?
- How do we draw conclusions while reading text?
- What are homophones?
- What are compound words?
- How do you sequence events in a story?
- How do we identify fact and opinion in a text?
- How do we determine the author's purpose of a text?
- How do you understand characters in a story?
- How do you find the main idea and details in a text?
- What is the purpose of the author/illustrator in a text?
- How do you apply cause and effect while reading a text?

Unit: 3	Time: November-December
Standards Taught	
• 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • 2.RL.2 Retell stories, including those from diverse cultures, and determine their central message/theme, lesson, or moral • 2.RL.3 Describe how characters in a story respond to major events and challenges. • 2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song. • 2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud • 2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • 2.RL.10 By the end of the year, read and comprehend a variety of literary text. • 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text • 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • 2.RI.5 Know and use various text features to locate key facts or information in a text efficiently • 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • 2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams, contribute to and clarify a text. • 2.RI.8 Describe how details/evidence support specific points the author makes in a text. • 2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic • 2.RI.10 By the end of the year, read and comprehend a variety of informational text. • 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words • 2.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 2.W.1 Write opinion pieces • 2.W.2 Write informative/explanatory texts • 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing • 2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively. • 2.W.7 Participate in shared research and writing projects • 2.W.8 Use background knowledge and/or information gathered from sources to respond in writing to a question • 2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults • 2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media • 2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	

• 2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences • 2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings. • 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English • 2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies. • 2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings • 2.L.6 Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.		
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Relevance	Vocabulary	Assessments
Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.	Humorous Fiction Informational Text Prefixes Compound Sentences Persuasive Letter Infer/Predict Idioms Fact and Opinion Biography Proper Nouns Summarize Compound Words Root Words Diagraphs Abbreviations	- Daily workbook sheets -Teacher observation - Weekly Tests - DIBELS - Class Discussion - Writing Journals - Spelling test
Essential Questions: • What is the genre of a story? • What is the purpose of the author/illustrator in story?		

- How do we use expression while reading?
- How do we write a persuasive letter?
- What are base words and prefixes?
- How can you infer/predict while reading a text?
- How do you draw conclusions while reading a story?
- How does author's word choice effect a story?
- What are compound sentences?
- How do you determine fact and opinion while reading a text?
- How do you write an opinion paragraph?
- How do you question when reading a text?
- What is an idiom?
- How can you use text and graphic features while reading text?
- How can you use a dictionary to help understand vocabulary?
- How can you determine an author's purpose when reading a text?
- How do you summarize when reading a text?
- How do you apply cause and effect while reading a text?

Unit: 4	Time: January-February
Standards Taught	
• 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • 2.RL.2 Retell stories, including those from diverse cultures, and determine their central message/theme, lesson, or moral • 2.RL.3 Describe how characters in a story respond to major events and challenges. • 2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song. • 2.RL.5 Identify the overall structure of stories and their common elements (e.g., how the beginning introduces the story, how the action leads to the resolution) • 2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud • 2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • 2.RL.10 By the end of the year, read and comprehend a variety of literary text. • 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • 2.RI.5 Know and use various text features to locate key facts or information in a text efficiently • 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • 2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams, contribute to and clarify a text. • 2.RI.8 Describe how details/evidence support specific points the author makes in a text. • 2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic • 2.RI.10 By the end of the year, read and comprehend a variety of informational text. • 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words • 2.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 2.W.1 Write opinion pieces • 2.W.2 Write informative/explanatory texts • 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing • 2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively. • 2.W.8 Use background knowledge and/or information gathered from sources to respond in writing to a question • 2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults • 2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media. • 2.SL.3 Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. • 2.SL.4 Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences • 2.SL.5 Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.	

• 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • 2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English • 2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies. • 2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings • 2.L.6 Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.		
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Relevance	Vocabulary	Assessments
Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.	Endings-ed, -ing Homographs Pronouns Infer/Predict Antonyms Realistic Fiction Informational Text Formal/Informal Language Biography Poetry Suffix -y, -ful Plays Humorous Fiction Fantasy Figurative Language Prefix over-	- Daily workbook sheets -Teacher observation - Weekly Tests - DIBELS - Class Discussion - Writing Journals - Spelling test
Essential Questions: • What is the genre of a story? • What is the purpose of the author/illustrator in story? • How do we use rate when reading aloud? • How do you infer/predict while reading? • What is a homograph? • What is an antonym?		

- How do you visualize while reading a text?
- How does an author use formal/informal language in a text?
- How do we use sequence of events when reading a text?
- How do you write a narrative paragraph?
- How do you use expression when reading?
- How do you understand character while reading a text?
- How do you write a descriptive paragraph?
- How do you analyze/evaluate text while reading a text?
- How can you use commas in dates and places?
- How do you question while reading text?
- How do you determine the meanings of different vocabulary?
- How do you summarize when reading a text?
- How do you determine the point of view of a story?
- How do you clarify/understand a text?

Unit: 5	Time: March
Standards Taught	
• 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • 2.RL.2 Retell stories, including those from diverse cultures, and determine their central message/theme, lesson, or moral • 2.RL.3 Describe how characters in a story respond to major events and challenges. • 2.RL.4 Describe how words and phrases create rhythm and meaning in a story, poem, or song. • 2.RL.6 Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud • 2.RL.7 Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • 2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures • 2.RL.10 By the end of the year, read and comprehend a variety of literary text. • 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text • 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text • 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area • 2.RI.5 Know and use various text features to locate key facts or information in a text efficiently • 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • 2.RI.7 Explain how specific images (e.g., photographs, charts, diagrams, contribute to and clarify a text. • 2.RI.9 Compare and contrast the main ideas presented by two texts on the same topic • 2.RI.10 By the end of the year, read and comprehend a variety of informational text. • 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words • 2.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 2.W.1 Write opinion pieces • 2.W.2 Write informative/explanatory texts • 2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing • 2.W.6 With guidance and support, use a variety of digital tools to produce and publish writing, both individually and collaboratively. • 2.W.7 Participate in shared research and writing projects • 2.W.8 Use background knowledge and/or information gathered from sources to respond in writing to a question • 2.SL.1 Participate in collaborative conversations about grade level topics and texts with peers and adults	

- 2.SL.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
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- 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.
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Relevance	Vocabulary	Assessments
Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.	Adjective Cause and Effect Homophones Figurative Language Idioms Compound Words Final Stable Syllables Summarize Irregular Verbs Suffix –y, -ly, -ful Silent consonants Antonyms Visualize Point of View Prefix re-, un-, over-, pre-, mis- Folktale Informational Text Narrative Nonfiction	- Daily workbook sheets -Teacher observation - Weekly Tests - DIBELS - Class Discussion - Writing Journals - Spelling test

Essential Questions:

- What is the genre of a story?
- What is the purpose of the author/illustrator in story?
- How do have natural pauses when reading aloud?
- What is a dictionary entry?
- How do you find the main idea and details of a story?
- How do infer and predict while reading?
- How do you write a problem-solution paragraph?
- How do you figure out the cause and effect while reading?
- How do you understand character while reading a story?
- How do we use endings –er and –est to compare?
- What are examples of idioms and what are their meanings?
- How do you write a compare/contrast paragraph?
- How do you use adjectives while writing?
- How do you use sequence of events to retell a story?
- How do you write an informational paragraph?
- How do you summarize a story?
- How do you adjust your rate while reading?
- Why should you use expression while reading aloud?
- How do you write a research report?
- How does the point of view matter in a story?
- How do you visualize as you read a story?
- How do you use context clues to figure out the definition of a word?

Unit: 6	Time: April-May
Standards Taught	
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Relevance	Vocabulary	Assessments
Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.	Contractions Multiple Meaning Words Response Poems Conclusions Fantasy Informational Text Biography Informational Text Opinion Paragraph Fact and Opinion Intonation Adverb Diphthongs Possessive Pronoun Antonyms Summarize	- Daily workbook sheets -Teacher observation - Weekly Tests - DIBELS - Class Discussion - Writing Journals - Spelling test

	Folktale Informational Text Root Words Response Essay	
Essential Questions: • What is the genre of a story? • What is the purpose of the author/illustrator in story? • How you define multiple meaning words? • How do you infer/predict while reading a story? • How do you draw conclusions while reading a story? • What are sounds of oo, ew, ue, ou? • What are shades of meaning? • How do you decide the author's purpose of a story? • How do you write an opinion paragraph? • What is the difference of fact and opinion? • How do you use intonation when practicing fluency? • How do you classify/categorize vocabulary? • How do you write a response paragraph? • How do you analyze/evaluate while reading? • How do you use sequence of events when retelling a story? • How do you compare/contrast events in a story? • What are diphthongs? • How do you summarize a story? • How does point of view effect a story? • How do you understand characters in a story? • How do you visualize while reading a story? • How do you write a response essay?		