

September

2nd grade ELA - Created June 2008

Alphabetic Principle & Fluency	Vocabulary	Reading / Comprehension	Spelling / Phonics
<p>*Produces diphthongs and digraphs</p> <p>*Uses advanced phonic elements to recognize words</p> <p>*Reads more sight words accurately</p> <p>*Reads 40-60 wpm</p> <p>*Listens to fluent oral reading and practices increasing oral reading fluency 10 minutes per day</p> <p>*Reads and rereads to increase familiarity</p> <p>*Self-corrects word recognition errors</p> <p>R.WS.02.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion</p> <p>R.WS.02.02 Recognize that words are composed of sounds blended together and carry meaning</p> <p>R.FL.02.03 Understand the alphabetic principle – that sounds in words are expressed by the letters of the alphabet</p> <p>R.FL.02.01 Read aloud using intonations, pauses, and emphasis</p> <p>R.FL.02.04 Recognize identified grade 2 high frequency words and sight words</p>	<p>*Classifies and categorizes words into sets and groups</p> <p>*Learns and uses unfamiliar words that are introduced in stories and texts</p> <p>*Understands and explains common antonyms and synonyms</p> <p>*Increases knowledge of vocabulary through independent reading</p> <p>*Uses new vocabulary</p> <p>*Examines word usage and effectiveness to expand descriptive vocabulary</p> <p>*Makes inferences about the meaning of a word based on its use in sentence</p> <p>*Uses word structure to learning meaning</p> <p>*Identifies simple multi meaning words</p> <p>R.WS.02.10 Use syntactic and semantic cues -reading context, picture clues -suffixes-s, -ed, -ing to determine the meaning of words in grade level appropriate texts</p>	<p>*Answers questions about main characters</p> <p>*Reads for understanding</p> <p>*Interacts with stories to clarify and extend comprehension</p> <p>*Identifies the correct sequence of events</p> <p>*Connects events, characters, actions, and themes to specific life experience</p> <p>*Uses prior knowledge to clarify understanding</p> <p>Comprehension Focus: Schema & Visualizing</p> <p>R.CM.00.01 Activate prior knowledge</p> <p>R.CM.00.02 Connect personal knowledge & experience to ideas in texts</p>	<p>*Spells previously-studied phonetically regular words correctly</p> <p>Spelling Lessons: 1-5</p> <p>Phonics Focus:</p> <p>-short vowels</p> <p>-suffixes (-s, ed, ing)</p> <p>-contractions w/ is, have, are, would, had</p> <p>-digraphs</p> <p>-ti-sound</p> <p>-hard/soft c, g</p> <p>-homophones</p> <p>-long e, o</p> <p>-ow, ou</p> <p>-compound words</p> <p>-all family</p> <p>-ill family</p> <p>W.SP.02.01 Spell frequently encountered words (two-syllable words including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use -structural cues (letter/sound, rimes) -environmental sounds (word walls, word lists).</p>

Writing		Speaking	Listening/Viewing
<p>Writing Focus: Ideas & Conventions</p> <p>R.CS.02.01 Develop and discuss shared standards</p> <p>R.CS.02.02 Begin to self-assess the qualities of personal and other written text with teacher guidance</p> <p>W.AT.02.01 Be enthusiastic about writing and learning to write</p> <p>W.PR.02.01 Consider audience and purpose for writing</p> <p>W.PR.02.02 Begin to use styles and patterns derived from studying authors</p> <p>W.PR.02.04 Two paragraph clusters, each containing a main idea and some supporting details</p> <p>W.PR.02.06 Narrow down a broader story idea to focus on only one aspect of the total idea</p>	<p>S.CN.02.01 Use more complex conjunctions (although, instead of, so that)</p> <p>S.CN.02.02 Use nominative and objective case pronouns</p> <p>S.DS.02.01 Engage in substantive conversation</p> <ul style="list-style-type: none"> -remaining focused on subject matter -with interchanges building on prior responses -in the context of book discussions, peer conferencing, or other interactions 	<p>L.CN.02.02 Ask appropriate questions during a presentation or report</p>	
<p>Assessments / Resources</p> <p>Assessments:</p> <ul style="list-style-type: none"> - DIBELS (Progress Monitoring) <p>Resources:</p> <ul style="list-style-type: none"> - 6 + 1 Traits (Notebook) - Comprehension Strategies (Debbie Miller, 7 Keys to Comprehension) - Sourcebook (Spelling) - Guided Reading Books - Reading A to Z - District Basal 			

October

2nd grade ELA - Created June 2008

Alphabetic Principle & Fluency	Vocabulary	Reading / Comprehension	Spelling / Phonics
<p>*Produces diphthongs and digraphs</p> <p>*Uses advanced phonic elements to recognize words</p> <p>*Reads more sight words accurately</p> <p>*Reads 40-60 wpm</p> <p>*Listens to fluent oral reading and practices increasing oral reading fluency 10 minutes per day</p> <p>*Reads and rereads to increase familiarity</p> <p>*Self-corrects word recognition errors</p> <p>R.WS.02.04 Use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in content letter/sound</p> <p>-onset and rimes</p> <p>-whole word chunks</p> <p>-word families</p> <p>-long and short vowels</p> <p>-digraphs (wh, ph)</p> <p>-irregular vowels (ei, ie, ea, ue)</p> <p>R.WS.02.05 Recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation</p> <p>R.WS.02.06 Make progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3</p>	<p>*Classifies and categorizes words into sets and groups</p> <p>*Learns and uses unfamiliar words that are introduced in stories and texts</p> <p>*Understands and explains common antonyms and synonyms</p> <p>*Increases knowledge of vocabulary through independent reading</p> <p>*Uses new vocabulary</p> <p>*Examines word usage and effectiveness to expand descriptive vocabulary</p> <p>*Makes inferences about the meaning of a word based on its use in sentence</p> <p>*Uses word structure to learning meaning</p> <p>*Identifies simple multi meaning words</p> <p>R.WS.02.11 Know the meaning of words encountered frequently in grade 2 reading and oral language contexts</p>	<p>*Answers questions about main characters</p> <p>*Distinguishes main ideas/details</p> <p>*Reads for understanding</p> <p>*Interacts with stories to clarify and extend comprehension</p> <p>*Retells explicit main ideas</p> <p>*Identifies the correct sequence of events</p> <p>*Connects events, characters, actions, and themes to specific life experiences</p> <p>*Uses prior knowledge to clarify understanding</p> <p>Comprehension Focus: Schema & Visualizing</p> <p>R.CM.02.03 Retell the main idea(s) and relevant details of grade level appropriate narrative and informational text</p> <p>R.CM.02.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts</p> <p>R.MT.02.03 Use strategies to increase comprehension</p> <p>R.MT.02.06 Ask questions before, during, after reading</p> <p>R.NT.02.01 Discuss and describe the similarities of plot and character in literature and other texts from around the world that have been recognized for quality and literary merit</p> <p>R.NT.02.03 Identify and describe character's actions and motivations setting (time and place)</p> <p>-problem/solution</p> <p>-sequence of events</p> <p>R.RAT.02.01 Be enthusiastic about reading and learning how to read</p>	<p>*Spells previously-studied phonetically regular words correctly</p> <p>*Uses phonetic strategies to spell unfamiliar words</p> <p>*Spells frequently used sight words accurately</p> <p>Spelling Lessons: 1-5</p> <p>Phonics Focus:</p> <p>-short vowels</p> <p>-suffixes (-s, ed, ing)</p> <p>-contractions w/ 's, have, are, would, had</p> <p>-digraphs</p> <p>-i sound</p> <p>-hard/soft c, g</p> <p>-homophones</p> <p>-long e, o</p> <p>-ow, ou</p> <p>-compound words</p> <p>-all family</p> <p>-ill family</p> <p>W.SP.02.01 Spell frequently encountered words (two-syllable words including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use structural cues (letter/sound, rimes)</p> <p>-environmental sounds (word walls, word lists).</p>

Writing		Writing	Speaking	Listening/Viewing
<p>Assessments / Resources</p> <p>Assessments (Prior to Fall Conference):</p> <ul style="list-style-type: none"> - Running Record – 100% Comprehension / Independent Reading Level - Dolch Words – Continue 220 - Start 95 Common Nouns - Writing Assessment – MEAP Practice “Being Excited” - Reading Strategy Skills Tests – “Clifford & Curious George” “Think About It” - Spelling Achievement Test #1 <p>Resources:</p> <ul style="list-style-type: none"> - 6 + 1 Traits (Notebook) - Comprehension Strategies (Debbie Miller, 7 Keys to Comprehension) - Sourcebook (Spelling) - Guided Reading Books - Reading A to Z - District Basal 		<p>Writing Focus: Ideas & Conventions</p> <p>R.CS.02.01 Develop and discuss shared standards</p> <p>R.CS.02.02 Begin to self-assess the qualities of personal and other written text with teacher guidance</p> <p>W.AT.02.01 Be enthusiastic about writing and learning to write</p> <p>W.PR.02.01 Consider audience and purpose for writing</p> <p>W.PR.02.02 Begin to use styles and patterns derived from studying authors</p> <p>W.PR.02.04 Two paragraph clusters, each containing a main idea and some supporting details</p> <p>W.PR.02.06 Narrow down a broader story idea to focus on only one aspect of the total idea</p>	<p>S.CN.02.01 Use more complex conjunctions (although, instead of, so that)</p> <p>S.CN.02.02 Use nominative and objective case pronouns</p> <p>S.DS.02.01 Engage in substantive conversation</p> <ul style="list-style-type: none"> -remaining focused on subject matter -with interchanges building on prior responses -in the context of book discussions, peer conferencing, or other interactions 	<p>L.CN.02.02 Ask appropriate questions during a presentation or report</p>

November

2nd grade ELA - Created June 2008

Alphabetic Principal & Fluency	Vocabulary	Reading / Comprehension	Spelling / Phonics
<p>*Uses advanced phonic elements to recognize words</p> <p>*Reads more sight words accurately</p> <p>*Reads 40-60 wpm</p> <p>*Reads with phrasing and expression</p> <p>*Listens to fluent oral reading and practices increasing oral reading fluency 10 minutes per day</p> <p>*Reads and rereads to increase familiarity</p> <p>R.WS.02.07 Make progress in acquiring the Dolch first 1000 words for mastery in grade 5</p> <p>R.WS.02.09 Begin to internalize previously learned skills and strategies</p> <p>W.GC.02.01 Correctly use</p> <ul style="list-style-type: none"> -complete and compound sentences -nouns and verbs -commas -contractions -colons to denote time -capitalization 	<p>*Classifies and categorizes words into sets and groups</p> <p>*Learns and uses unfamiliar words that are introduced in stories and texts</p> <p>*Understands and explains common antonyms and synonyms</p> <p>*Increases knowledge of vocabulary through independent reading</p> <p>*Uses new vocabulary</p> <p>*Examines word usage and effectiveness to expand descriptive vocabulary</p> <p>*Makes inferences about the meaning of a word based on its use in sentence</p> <p>*Uses word structure to learn meaning</p> <p>*Identifies simple multi meaning words</p> <p>R.WS.02.12 Determine the meaning of words and phrases (Objects, actions, concepts, content, and English language arts vocabulary) in context using strategies and resources</p>	<p>*Answers questions about main characters and settings</p> <p>*Identifies characters' actions, motives, emotions, traits and feelings</p> <p>*Distinguishes main ideas/details</p> <p>*Reads for understanding</p> <p>*Interacts with stories to clarify and extend comprehension</p> <p>*Retells explicit main ideas</p> <p>*Identifies the correct sequence of events</p> <p>*Draws conclusions based on content</p> <p>*Connects events, characters, actions, and themes to specific life experiences</p> <p>*Uses prior knowledge to clarify understanding</p> <p>Comprehension Focus: Inferring & Questioning (fiction text)</p> <p>R.CM.02.04 Make text-to-self and text-to-text connections and comparisons</p> <p>R.CM.02.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies and mathematics texts</p> <p>R.MT.02.05 Construct mental images representing ideas in text</p>	<p>*Spells previously-studied phonetically regular words correctly</p> <p>*Uses phonetic strategies to spell unfamiliar words</p> <p>*Spells frequently used sight words accurately</p> <p>Spelling Lessons: 6-10</p> <p>Phonics Focus:</p> <ul style="list-style-type: none"> -vowel r words -long l, a -rules for adding ed, ing, ed -new words from known words -contractions w/ not -ake word family -oke word family -then, than -suffixes (er, est) -y at the end

Writing			
	Writing	Speaking	Listening/Viewing
Assessments / Resources	<p>Writing Focus: Organization & Conventions</p> <p>W.PR.02.03 Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern</p> <ul style="list-style-type: none"> -problem/solution -sequence -description -compare and contrast <p>W.PR.02.07 Use a sequenced organizational pattern with</p> <ul style="list-style-type: none"> -grade level appropriate grammar -usage -mechanics -temporary spellings that reflect a close approximation of the sequence of sounds in the words 	<p>S.CN.02.03 Use common grammatical structures - subject/verb agreement, pronoun/noun agreement</p> <p>S.CN.02.04 Explore and use language to communicate effectively with a variety of audiences and for different purposes such as</p> <ul style="list-style-type: none"> -questions and answers -discussions -social interactions <p>S.DS.02.02 Tell-retell stories (poetry, folk literature, drama) using</p> <ul style="list-style-type: none"> -story grammar -elaborated information about characters -character's actions and motivations -setting (time and place) -plot -setting as related to plot while maintaining appropriate intonation and tone of voice 	<p>L.CN.02.01 Give, restate, and follow three- and four- step directions</p> <p>L.CN.02.03 Understand how the source of the message affects the receiver's response</p> <p>(student/student, student/teacher, student/parent)</p> <p>L.CN.02.04 Listen to the comments of peer and respond on topic and add a connected idea</p> <p>L.RP.02.01 Listen to or view and discuss a variety of genres</p>
Assessments / Resources	<p>Assessments: none</p> <p>Resources:</p> <ul style="list-style-type: none"> - 6 + 1 Traits (Notebook) - Comprehension Strategies (Debbie Miller, 7 Keys to Comprehension) - Sourcebook (Spelling) - Guided Reading Books - Reading A to Z - District Basal 		

December

2nd grade ELA - Created June 2008

Alphabetic Principle & Fluency	Vocabulary	Reading / Comprehension	Spelling / Phonics
<p>*Uses advanced phonic elements to recognize words</p> <p>*Reads compound words, contractions, possessives, inflectional endings</p> <p>*Reads more sight words accurately</p> <p>*Reads 40-60 wpm</p> <p>*Reads with phrasing and expression</p> <p>*Listens to fluent oral reading and practices increasing oral reading fluency 15 minutes per day</p> <p>*Reads and rereads to increase familiarity</p> <p>R.WS.02.08 Use strategies to identify unknown words and construct meaning</p> <p>-reread a sentence or paragraph when meaning is unclear</p> <p>-use context as a basis for predicting meaning or unfamiliar words</p> <p>-increase bank of known sight words</p> <p>-use subvocalization to sound out unknown words</p> <p>R.FL.02.03 Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books</p>	<p>*Classifies and categorizes words into sets and groups</p> <p>*Learns and uses unfamiliar words that are introduced in stories and texts</p> <p>*Understands and explains common antonyms and synonyms</p> <p>*Increases knowledge of vocabulary through independent reading</p> <p>*Uses new vocabulary</p> <p>*Examines word usage and effectiveness to expand descriptive vocabulary</p> <p>*Makes inferences about the meaning of a word based on its use in sentence</p> <p>*Uses word structure to learn meaning</p> <p>*Identifies simple multi meaning words</p>	<p>*Answers questions about main characters and settings</p> <p>*Identifies characters' actions, motives, emotions, traits and feelings</p> <p>*Answers what-if, why, and how questions</p> <p>*Distinguishes fact/opinion</p> <p>*Uses text structure to aid understanding</p> <p>*Reads for understanding</p> <p>*Interacts with stories and informational text to clarify and extend comprehension</p> <p>*Retells explicit main ideas</p> <p>*Draws conclusions based on content</p> <p>*Connects events, characters, actions, and themes to specific life experiences</p> <p>*Uses prior knowledge to clarify understanding</p> <p>Comprehension Strategy: Inferring & Questioning (fiction text)</p> <p>R.CM.02.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics text</p> <p>R.MT.02.07 Re-read or listen again if uncertain about meaning</p> <p>R.MT.02.09 Summarize</p>	<p>*Spells previously-studied phonetically regular words correctly</p> <p>*Uses phonetic strategies to spell unfamiliar words</p> <p>*Spells frequently used sight words accurately</p> <p>Spelling Lessons: 6-10</p> <p>Phonics Focus:</p> <p>-vowel r words</p> <p>-long l, a</p> <p>-rules for adding ed, ing, ed</p> <p>-new words from known words</p> <p>-contractions w/ not</p> <p>-ake word family</p> <p>-oke word family</p> <p>-then, than</p> <p>-suffixes (er, est)</p> <p>-y at the end</p>

Writing			
	Writing	Speaking	Listening/Viewing
<p>Assessments/ Resources</p> <p>Assessments: none</p> <p>Resources:</p> <ul style="list-style-type: none"> - 6 + 1 Traits (Notebook) - Comprehension Strategies (Debbie Miller, 7 Keys to Comprehension) - Sourcebook (Spelling) - Guided Reading Books - Reading A to Z - District Basal 	<p>Writing Focus: Organization & Conventions</p> <p>W.PR.02.07 Use a sequenced organizational pattern with</p> <ul style="list-style-type: none"> -grade level appropriate grammar -usage -mechanics -temporary spellings that reflect a close approximation of the sequence of sounds in the words <p>W.PR.02.03 Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern</p> <ul style="list-style-type: none"> -problem/solution -sequence -description -compare and contrast 	<p>S.CN.02.03 Use common grammatical structures</p> <ul style="list-style-type: none"> - subject/verb agreement, pronoun/noun agreement <p>S.CN.02.04 Explore and use language to communicate effectively with a variety of audiences and for different purposes such as</p> <ul style="list-style-type: none"> -questions and answers -discussions -social interactions <p>S.DS.02.02 Tell-retell stories (poetry, folk literature, drama) using</p> <ul style="list-style-type: none"> -story grammar -elaborated information about characters -character's actions and motivations -setting (time and place) -plot -setting as related to plot while maintaining appropriate intonation and tone of voice 	<p>L.CN.02.01 Give, restate, and follow three- and four- step directions</p> <p>L.CN.02.03 Understand how the source of the message affects the receiver's response</p> <p>(student/student, student/teacher, student/parent)</p> <p>L.CN.02.04 Listen to the comments of peer and respond on topic and add a connected idea</p> <p>L.RP.02.01 Listen to or view and discuss a variety of genres</p>

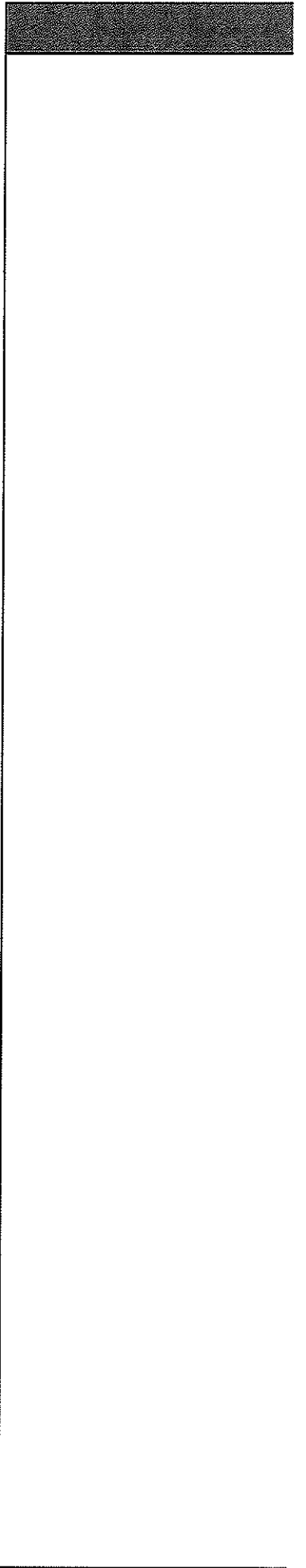
January

2nd Grade ELA - Created June 2008

Alphabetic Principle & Fluency	Vocabulary	Reading / Comprehension	Spelling / Phonics
<ul style="list-style-type: none"> *Reads compound words, contractions, possessives, inflectional endings *Reads multi-syllabic words accurately *Reads 70-90 wpm *Reads with phrasing and expression *Listens to fluent oral reading and practices increasing oral reading fluency 15 minutes per day *Reads and rereads to increase familiarity 	<ul style="list-style-type: none"> *Classifies and categorizes words into sets and groups *Learns and uses unfamiliar words that are introduced in stories and texts *Understands and explains common antonyms and synonyms *Increases knowledge of vocabulary through independent reading *Uses new vocabulary *Examines word usage and effectiveness to expand descriptive vocabulary *Makes inferences about the meaning of a word based on its use in sentence *Uses word structure to learn meaning *Identifies simple multi meaning words *Prefixes re-, un-, mis- 	<ul style="list-style-type: none"> *Answers questions about main characters, setting, and events *Identifies characters' actions, motives, emotions, traits, and feelings. *Distinguishes fact/opinion *Uses information from simple tables, maps, and charts to learn about a topic *Reads for understanding *Interacts with stories to clarify and extend comprehension *Retells implicit main ideas *Draws conclusion based on content *Identifies/discusses themes of the text *Identifies the correct sequence of events *Connects events, characters, actions, and themes to specific life experience *Makes comparisons across reading selections <p>Comprehension Focus: Determining Importance and Questioning (Non-fiction texts)</p> <ul style="list-style-type: none"> R.CM.02.05 Compare and Contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding R.CM.02.06 Map story elements across texts R.CM.02.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts R.IT.02.03 Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas; boldface type, graphs, maps, diagrams, charts R.IT.02.01 Identify and describe a variety of informational genre including simple how-to books, personal correspondence, science and social studies magazines R.IT.02.01 Discuss informational text patterns: sequential and enumerative R.AT.02.02 Do substantial reading and writing on their own during free time in school and at home 	<ul style="list-style-type: none"> *Spells previously-studied phonetically regular words correctly <p>Spelling Lessons: 11-15</p> <p>Phonics Focus:</p> <ul style="list-style-type: none"> -irregular verbs -syllables -k, -ke, -ck -wr-, kn -prefix re-

Reading

Assessments / Resources	Writing		
	Writing	Speaking	Listening/Viewing
<p>Assessments:</p> <ul style="list-style-type: none"> -Dibels -Running Record- Independent Level- 100% comprehension -Dolch Words- 220, 95 nouns, 1000 as needed -Skill/ Strategy Tests- "Leaves" and "The Jumping Frog" -Spelling Achievement Test 2 <p>Resources:</p> <ul style="list-style-type: none"> - 6 + 1 Traits (Notebook) - Comprehension Strategies (Debbie Miller, 7 Keys to Comprehension) - Sourcebook (Spelling) - Guided Reading Books - Reading A to Z - Basal Reader 	<p>Writing Focus: Voice, Word Choice, and Conventions</p> <p>W.GN.02.04 Develop two research questions related to a teacher-selected topic</p> <p>W.GN.02.03 Produce a magazine feature article using an organizational pattern</p> <ul style="list-style-type: none"> -description -enumeration -sequence -compare/contrast <p>W.GN.02.05 With teacher assistance gather resources (electronic or print), organize information using key ideas, use the writing process to produce and present the final project</p> <p>W.GN.02.04 Develop personal style in oral written and visual messages-</p> <p>narrative – descriptive language, use of imagination, varying sentence beginnings/ informational- facts, effective, conclusions</p> <p>W.PR.02.10 Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience</p> <p>W.PR.02.05 Write in first and third person based on genre type and purpose</p>	<p>S.CN.02.05 Adopt appropriate tone of voice and intonation patterns in spoken informational and narrative presentations</p> <p>S.CN.02.06 Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English)</p> <p>S.DS.02.03 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.</p>	<p>L.CN.02.05 Use effective listening and viewing behaviors in large and small group setting</p> <ul style="list-style-type: none"> -eye contact -attentive -supportive <p>L.CN.02.06 Begin to evaluate the messages they experience in broadcast and print media.</p> <p>L.RP.02.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>



February 2nd Grade ELA - Created 2008

Alphabetic Principle & Fluency	Vocabulary	Reading/Comprehension	Spelling/Phonics
<p>*Reads compound words, contractions, possessives, inflectional endings</p> <p>*Reads multi-syllabic words</p> <p>*Reads more sight words accurately</p> <p>*Reads 70-90 wpm</p> <p>*Reads with phrasing and expression</p> <p>*Listens to fluent oral reading and practices increasing oral reading fluency 20 minutes per day</p> <p>*Reads and rereads to increase familiarity</p>	<p>*Classifies and categorizes words into sets and groups</p> <p>*Learns and uses unfamiliar words that are introduced in stories and texts</p> <p>*Understands and explains common antonyms and synonyms</p> <p>*Increases knowledge of vocabulary through independent reading</p> <p>*Uses new vocabulary</p> <p>*Examines word usage and effectiveness to expand descriptive vocabulary</p> <p>*Makes inferences about the meaning of a word based on its use in sentence</p> <p>*Uses word structure to learn meaning</p> <p>*Identifies simple multi meaning words</p>	<p>*Answers questions about main characters, setting, and events</p> <p>*Identifies characters' actions, motives, emotions, traits, and feelings.</p> <p>*Distinguishes cause/effect</p> <p>*Uses text structure to aid understanding</p> <p>*Uses information from simple tables, maps, and charts to learn about a topic</p> <p>*Reads for understanding</p> <p>*Interacts with stories to clarify and extend comprehension</p> <p>*Retells implicit main ideas</p> <p>*Draws conclusion based on content</p> <p>*Identifies/discusses themes of the text</p> <p>*Identifies the correct sequence of events</p> <p>*Connects events, characters, actions, and themes to specific life experience</p> <p>*Makes comparisons across reading selections</p> <p>Comprehension Focus: Determining Importance and Questioning (Non-fiction texts)</p> <p>R.CM.02.07 Graphically represent key ideas and details across texts.</p> <p>R.CM.02.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies and mathematics texts.</p> <p>R.MT.02.10 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.</p> <p>R.IT.02.03 Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas- boldface type, graphs, maps, diagrams, charts</p> <p>R.AT.02.02 Do substantial reading and writing on their own during free time in school and at home</p>	<p>*Spells previously-studied phonetically regular words correctly</p> <p>Spelling Lessons: 11-15</p> <p>Phonics Focus:</p> <p>-irregular verbs</p> <p>-syllables</p> <p>-k, -ke, -ck</p> <p>-wr-, kn</p> <p>-prefix re-</p>

Reading

Assessments / Resources	Writing		
	Writing	Speaking	Listening/Viewing
<p>Assessments: Resources:</p> <ul style="list-style-type: none"> - 6 + 1 Traits (Notebook) - Comprehension Strategies (Debbie Miller, 7 Keys to Comprehension) - Sourcebook (Spelling) - Guided Reading Books - Reading A to Z - Basal Readers 	<p>Writing Focus: Voice, Word Choice, and Conventions</p> <p>W.GN.02.04 Develop two research questions related to a teacher-selected topic.</p> <p>W.GN.02.03 Produce a magazine feature article using an organizational pattern</p> <ul style="list-style-type: none"> -description -enumeration -sequence -compare/contrast <p>W.GN.02.05 With teacher assistance gather resources (electronic or print), organize information using key ideas, use the writing process to produce and present the final project</p> <p>W.GN.02.04 Develop personal style in oral written and visual messages- narrative – descriptive language, use of imagination, varying sentence beginnings/ informational- facts, effective, conclusions</p> <p>W.PR.02.10 Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience</p> <p>W.PR.02.05 Write in first and third person based on genre type and purpose</p>	<p>S.CN.02.05 Adopt appropriate tone of voice and intonation patterns in spoken informational and narrative presentations</p> <p>S.CN.02.06 Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English)</p> <p>S.DS.02.03 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.</p>	<p>L.CN.02.05 Use effective listening and viewing behaviors in large and small group setting</p> <ul style="list-style-type: none"> -eye contact -attentive -supportive <p>L.CN.02.06 Begin to evaluate the messages they experience in broadcast and print media.</p> <p>L.RP.02.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit</p>

2nd Grade ELA - Created June 2008

March

Reading	Alphabetic Principle & Fluency	Vocabulary	Reading/Comprehension	Spelling/Phonics
	<ul style="list-style-type: none"> *Reads multi-syllabic words accurately *Reads 70-80 wpm *Listens to fluent oral reading and practices increasing oral reading fluency 20 minutes per day *Reads and rereads to increase familiarity 	<ul style="list-style-type: none"> *Classifies and categorizes words into sets and groups *Learns and uses unfamiliar words that are introduced in stories and texts *Understands and explains common antonyms and synonyms *Increases knowledge of vocabulary through independent reading *Uses new vocabulary *Examines word usage and effectiveness to expand descriptive vocabulary *Makes inferences about the meaning of a word based on its use in sentence *Uses word structure to learn meaning *Identifies simple multi meaning words 	<ul style="list-style-type: none"> *Makes and confirms predictions based on information from the story *Distinguishes cause/effect *Uses information from simple tables, maps, and charts to learn about a topic *Uses titles, tables of contents, and chapter headings to locate information *Reads for understanding *Retells implicit main ideas *Draws conclusion based on content *Identifies/discusses themes of the text *Connects events, characters, actions, and themes to specific life experience *Makes comparisons across reading selections <p>Comprehension Focus: Synthesizing</p> <p>R.CM.02.08 Ask questions as they read</p> <p>R.CM.02.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies and mathematics texts.</p> <p>R.MT.02.08 Make references</p> <p>R.MT.02.11 Use content as a basis for predicting meaning of unfamiliar words</p> <p>R.NT.02.02 Identify and describe a variety of genre including poetry, fantasy, legends, and drama.</p> <p>R.AT.02.02 Do substantial reading and writing on their own during free time in school and at home</p>	<ul style="list-style-type: none"> *Spells previously-studied phonetically regular words correctly *Uses phonetic strategies to spell unfamiliar words *Spells frequently used sight words accurately *Uses dictionary to check spellings <p>Spelling Lessons: 11-15</p> <p>Phonics Focus:</p> <ul style="list-style-type: none"> -irregular verbs -syllables -k, -ke, -ck -wr-, kn -prefix re-

Writing		Writing	Speaking	Listening/Viewing
<p>Assessments:</p> <ul style="list-style-type: none"> - Running Record- 100% Comprehension, Independent Level - Dolch Words- 220 and 95 nouns - Skill/Strategy Assessments- "Cartoon People and Real People" and "Fun Times, New Places" <p>Resources:</p> <ul style="list-style-type: none"> - 6 + 1 Traits (Notebook) - Comprehension Strategies (Debbie Miller, 7 Keys to Comprehension) - Sourcebook (Spelling) - Guided Reading Books - Reading A to Z - Basal Reader 		<p>Writing Focus: Voice, Word Choice, and Conventions</p> <p>W.PS.02.01 Develop personal style in oral, written, and visual messages- narrative-descriptive language, use of imagination, varying sentence beginnings- informational- facts, effective conclusions.</p> <p>W.PR.02.10 Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience</p> <p>W.PR.02.05 Write in first and third person based on genre type and purpose</p>	<p>S.CN.02.05 Adopt appropriate tone of voice and intonation patterns in spoken informational and narrative presentations</p> <p>S.CN.02.06 Make presentations or reports in standard American English if it is their first language. (Students whose first language is not English will present their work in their developing version of standard American English)</p> <p>S.DS.02.03 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.</p>	<p>L.CN.02.05 Use effective listening and viewing behaviors in large and small group setting</p> <ul style="list-style-type: none"> -eye contact -attentive -supportive <p>L.CN.02.06 Begin to evaluate the messages they experience in broadcast and print media.</p> <p>L.RP.02.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>

Reading			
Alphabetic Principle & Fluency	Vocabulary	Reading / Comprehension	Spelling / Phonics
<ul style="list-style-type: none"> *Reads more sight words accurately *Reads 70-80 wpm *Listens to fluent oral reading and practices increasing oral reading fluency 20 minutes per day *Reads and rereads to increase familiarity 	<ul style="list-style-type: none"> *Classifies and categorizes words into sets and groups *Learns and uses unfamiliar words that are introduced in stories and texts *Understands and explains common antonyms and synonyms *Increases knowledge of vocabulary through independent reading *Uses new vocabulary *Examines word usage and effectiveness to expand descriptive vocabulary *Makes inferences about the meaning of a word based on its use in sentence *Uses word structure to learn meaning *Identifies simple multi meaning words R.WS.02.13 Use context clues, mental pictures, questioning 	<ul style="list-style-type: none"> *Makes and confirms predictions based on information from the story *Uses titles, table of contents, and chapter headings to locate information *Reads for understanding *Connects events, characters, actions, and themes to specific life experiences *Uses prior knowledge to clarify understanding *Makes comparisons across reading selections <p>Comprehension Strategy: Synthesizing</p> <p>R.CM.02.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts</p> <p>R.MT.02.13 Use paragraphs to indicate a sequence of ideas</p> <p>R.NT.02.04 Identify and explain how authors/illustrators use literary devices -illustrations to depict major story events -title -comparisons (metaphor/simile) to reveal character's thoughts and actions</p> <p>R.NT.02.05 Respond to multiple narrative texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding</p> <p>R.IT.02.04 Respond to multiple informational texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding</p> <p>R.AT.02.02 Do substantial reading and writing on their own during free time in school and at home</p>	<ul style="list-style-type: none"> *Spells previously-studied phonetically regular words correctly *Uses phonetic strategies to spell unfamiliar words *Spells frequently used sight words accurately *Uses dictionary to check spellings <p>Spelling Lessons: 16-20</p> <p>Phonics Focus:</p> <ul style="list-style-type: none"> -antonyms -word families (-ight, -ink, -ump, -onk, -ank, -unk) -ee double vowel -word families (-ar, -arm, -ark, -art, -ard) -words that end in ch, sh, ss, z, x, s (adding es) - 's possessive -contractions w/ will, shall -ly, un -ch, tch, -en

Writing			
	Writing	Speaking	Listening/Viewing
<p>Assessments:</p> <p>Resources:</p> <ul style="list-style-type: none"> - 6 + 1 Traits (Notebook) - Comprehension Strategies (Debbie Miller, 7 Keys to Comprehension) - Sourcebook (Spelling) - Guided Reading Books - Reading A to Z - District Basal 	<p>Writing Focus: Sentence fluency & Conventions</p> <p>W.P.R.02.08 Constructively and specifically respond orally to the writing or others</p> <p>W.P.R.02.09 Identify sections of their own text that need to be revised using</p> <ul style="list-style-type: none"> -reorganization -additions -deletions -appropriate use of transitions <p>W.G.N.02.02 Approximate poetry based on reading a wide variety of grade level appropriate published poetry</p>	<p>S.C.N.02.07 Student will be aware that language differs from school and home as a function of linguistic and cultural group membership (They can provide examples of language differences in the community)</p> <p>S.D.S.02.04 Plan and deliver presentations or reports</p> <ul style="list-style-type: none"> -using an informational, organizational pattern (description, cause and effect, compare and contrast) -using appropriate text features (illustrations, pictures) -providing supportive facts and details to make their point reflecting the source of information -using appropriate props -maintaining appropriate intonation and tone of voice 	<p>L.C.N.02.07 Distinguish between factual and opinion (advertising hype, propaganda)</p> <p>L.R.P.02.03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding</p>

May

2nd grade ELA - Created June 2008

Alphabetic Principle & Fluency	Vocabulary	Reading / Comprehension	Spelling / Phonics
<ul style="list-style-type: none"> *Reads more sight words accurately *Reads 90-100 wpm *Listens to fluent oral reading and practices increasing oral reading fluency 20 minutes per day *Reads and rereads to increase familiarity 	<ul style="list-style-type: none"> *Classifies and categorizes words into sets and groups *Learns and uses unfamiliar words that are introduced in stories and texts *Understands and explains common antonyms and synonyms *Increases knowledge of vocabulary through independent reading *Uses new vocabulary *Examines word usage and effectiveness to expand descriptive vocabulary *Makes inferences about the meaning of a word based on its use in sentence *Uses word structure to learn meaning *Identifies simple multi meaning words 	<ul style="list-style-type: none"> *Makes and confirms predictions based on information from the story *Reads for understanding *Connects events, characters, actions, and themes to specific life experiences *Uses prior knowledge to clarify understanding * Makes comparisons across reading selections <p>Comprehension Strategy: Synthesizing</p> <p>R.CM.02.09 Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts</p> <p>R.MT.02.14 Discuss which comprehension strategies worked and did not work with moderate teacher guidance</p> <p>R.MT.02.15 Determine which resources contain appropriate information using teacher-and student-generated criteria</p> <p>R.NT.02.05 Respond to multiple narrative texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding</p> <p>R.IT.02.04 Respond to multiple informational texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding</p> <p>R.AT.02.02 Do substantial reading and writing on their own during free time in school and at home</p>	<ul style="list-style-type: none"> *Spells previously-studied phonetically regular words correctly *Uses phonetic strategies to spell unfamiliar words *Spells frequently used sight words accurately *Uses dictionary to check spellings <p>Spelling Lessons: 16-20</p> <p>Phonics Focus:</p> <ul style="list-style-type: none"> -antonyms -word families (-ight, -ink, -ump, -onk, -ank, -unk) -ee double vowel -word families (-ar, -arm, -ark, -art, -ard) -words that end in ch, sh, ss, z, x, s (adding es) - 's possessive -contractions w/ will, shall -ly, un -ch, tch, -en

Reading

Assessments / Resources	Writing			
		Writing	Speaking	Listening/Viewing
<p>Assessments:</p> <ul style="list-style-type: none"> - DIBELS Assessment (done by team) - Dolch Word lists - 95 Common Nouns - Spelling Achievement Test #3 - Running Record – 100% comprehension / Independent Level - Writing – MEAP Prep Spring – “Friendship” - Reading Strategy Skill Tests – “The Unlikely Hero” - “An American Hero” - “Adapting to the Desert” <p>Resources:</p> <ul style="list-style-type: none"> - 6 + 1 Traits (Notebook) - Comprehension Strategies (Debbie Miller, 7 Keys to Comprehension) - Sourcebook (Spelling) - Guided Reading Books - Reading A to Z - District Basal 		<p>Writing Focus: Sentence fluency & Conventions</p> <p>W.HW.02.01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet</p> <p>W.GN.02.01 Write realistic fiction, fantasy, and/or a personal narrative that</p> <ul style="list-style-type: none"> -depicts major story events -uses illustrations to match mood -contains setting, problem/solution, and sequenced events 	<p>S.CN.02.07 Student will be aware that language differs from school and home as a function of linguistic and cultural group membership (They can provide examples of language differences in the community)</p> <p>S.DS.02.04 Plan and deliver presentations or reports</p> <ul style="list-style-type: none"> -using an informational, organizational pattern (description, cause and effect, compare and contrast) -using appropriate text features (illustrations, pictures) -providing supportive facts and details to make their point reflecting the source of information -using appropriate props -maintaining appropriate intonation and tone of voice 	<p>L.CN.02.07 Distinguish between factual and opinion (advertising, hype, propaganda)</p> <p>L.RP.02.03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding</p>