

# GRADE 2 ENGLISH/LANGUAGE ARTS CURRICULUM

## Course 50200

Second grade students develop their ability to read and comprehend both fiction and non-fiction texts. In second grade, students will begin to compare one text to another. Statements and writings about texts should be supported with details from the texts. Students will learn basic language conventions and increase their knowledge of grade appropriate vocabulary and correct spelling of grade appropriate words. Students will also write basic opinion, informational, and narrative texts using basic components of each.

### GRADE TWO ENGLISH/LANGUAGE ARTS OUTLINE:

Goals	Skills	Summative Assessments	Time Frame	Main Resources
<ul style="list-style-type: none"><li>• Identify main idea of a multi-paragraph text by asking and answering who, what, when, where, and why questions.</li><li>• Be able to determine the connection between a series of events in a text.</li><li>• Describe how reasons, details, and facts are related to the author's purpose.</li><li>• Compare and contrast the important points of two texts.</li><li>• Acquire and use grade appropriate vocabulary in speech and writing.</li><li>• Describe how main characters in a story react to events.</li><li>• Demonstrate a grade appropriate conventions such as capitalization, end punctuation, and spelling.</li></ul>	<ul style="list-style-type: none"><li>• Apply phonics and word decoding skills to unknown words.</li><li>• Read grade level texts with fluency and accuracy.</li><li>• Use context and other clues to uncover the meaning of words in a text.</li><li>• Recount stories and identify their main point, message, or moral.</li><li>• Describe main structure of a story, identifying beginning, middle, and end.</li><li>• Read and comprehend grade level texts.</li><li>• In writing, develop a topic using facts and details to develop the topic.</li><li>• Write an opinion paper that identifies a topic and gives reasons and facts to support an opinion.</li></ul>	<p>End-of-Unit Benchmark Assessments</p> <p>End of the Year Benchmark Assessment</p>	1-year	<u>Reading Street</u>

**GRADE FOUR ENGLISH/LANGUAGE ARTS MAP:**

TIME FRAME	BIG IDEAS	CONCEPTS	ESSENTIAL QUESTIONS	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
Unit 1 (Weeks 1-5)	<ul style="list-style-type: none"> <li>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text</li> <li>Effective use of vocabulary builds social and academic knowledge</li> <li>Language is used to communicate and to deepen understanding.</li> <li>Listening provides the opportunity to learn, reflect, and respond</li> <li>Purpose, topic and audience guide types of writing</li> <li>Spoken language can be represented in print.</li> <li>Writing is a recursive process that conveys ideas, thoughts and feelings</li> </ul>	<p><b>Comprehension:</b> Character and setting Monitor and clarify Main idea and details Text structure Character Setting Story structure Facts and details Predict and set purpose</p> <p><b>Fluency:</b> Appropriate rate Accuracy Expression Appropriate phrasing</p> <p><b>Vocabulary</b> High-Frequency Words Oral Vocabulary</p> <p><b>Phonemic Awareness:</b> Distinguish medial phonemes Blend and segment phonemes</p> <p><b>Phonics and Spelling:</b> Short vowels and consonants Consonant blends Long vowels VCe Spelling words Inflected endings</p> <p><b>Writing:</b> Sentences Writing mini lesson: expository nonfiction Organization Writing Mini Lesson: Realistic fiction</p>	<ul style="list-style-type: none"> <li>How can the knowledge of language help us to communicate and understand?</li> <li>How does productive oral communication rely on speaking and listening?</li> <li>How do we think while reading in order to understand and respond?</li> <li>To what extent does the writing process contribute to the quality of writing?</li> <li>How does a writer create narrative and informative pieces that demonstrate an awareness of purpose and audience?</li> <li>What role does writing play in our lives?</li> <li>How do we develop into effective writers?</li> <li>How do we use information gained through research to expand knowledge?</li> </ul>	<p>CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words.</p> <p>CC.1.1.2.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>CC.1.2.2.B Ask and answer questions such as who,</p>	<ul style="list-style-type: none"> <li>Students will be able to apply rules of long vowels and consonants phonics skills to decode grade appropriate words.</li> <li>Students will be able to collaborate with others.</li> <li>Students will be able to compare and contrast the main ideas of two texts on similar topics.</li> <li>Students will be able to create a proper concluding sentences for the informative writing.</li> <li>Students will be able to create a writing using grade appropriate conventions such as capitalized proper nouns, use of commas and apostrophes, spelling of words, etc.</li> <li>Students will be able to create an informative writing.</li> <li>Students will be able to demonstrate the ability to write for a range of purposes and audiences on a routine basis.</li> <li>Students will be able to describe how characters respond to</li> </ul>	<p>Use of small group and whole group instruction</p> <p>Supplemental material such as Reading A-Z, Raz-Kids, etc.</p> <p>Use of graphic organizers</p> <p>Providing a variety of ways the main selection is introduced to the students; paired reading, whole group reading, listening from cd, etc.</p> <p>Use of decodable readers for support in phonics</p> <p>Use of practice workbook from cd</p> <p>Differing expectations for writing projects based on students' needs</p> <p>Guided reading groups</p> <p>Separate testing situations and</p> <p>Pre-reading of test selection.</p> <p>Reading wall of key ideas</p>	<p><b>Summative:</b> Spelling tests Unit tests Benchmark tests Rubrics</p> <p><b>Formative:</b> homework worksheets running records</p>

		<p>Writing mini lesson: play scene Personal narrative Conventions</p> <p><b>Conventions:</b> Subjects Predicates Imperative and exclamatory sentences Declarative and interrogative sentences</p> <p><b>Listening and Speaking:</b> Why we speak/ why we listen Be a good Speaker and listener Narrate a story in sequence Purpose of media Present a dramatic interpretation</p>		<p>what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.2.A Recount stories and determine their central message, lesson, or</p>	<p>challenges.</p> <ul style="list-style-type: none"> <li>• Students will be able to discover meaning of words as used within the text.</li> <li>• Students will be able to locate key facts and information within a text.</li> <li>• Students will be able to locate the central message of the story.</li> <li>• Students will be able to obtain and utilize grade appropriate words and phrases.</li> <li>• Students will be able to prepare a writing that includes facts and/or definitions.</li> <li>• Students will be able to produce a piece of writing based on research; individually or small group.</li> <li>• Students will be able to provide and identify topics of an informative focus.</li> <li>• Students will be able to read with accuracy and fluency.</li> <li>• Students will be able to recount and describe key ideas and details orally.</li> <li>• Students will be able to select phrases for effect.</li> <li>• Students will be able to use the</li> </ul>		
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				<p>moral.</p> <p>CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.C Describe how characters in a story respond to major events and challenges.</p> <p>CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture.</p> <p>CC.1.3.2.J Acquire and use grade-appropriate</p>	<p>writing process to revise and edit work.</p> <ul style="list-style-type: none"> <li>• Students will be able to utilize information within the text to answer essential questions.</li> <li>• Students will be able to demonstrate conventions on the second grade level while speaking.</li> </ul>		
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				<p>conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.</p> <p>CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.2.B Identify and introduce the topic.</p> <p>CC.1.4.2.C Develop the topic with facts and/or definitions</p> <p>CC.1.4.2.D Group information and provide a concluding statement or section.</p> <p>CC.1.4.2.E Choose words and phrases for effect.</p> <p>CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p>			
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				<p>CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</p> <p>CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>CC.1.4.2.Q Choose words and phrases for effect</p> <p>CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.</p> <p>CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.V Participate in individual or shared research and writing projects.</p> <p>CC.1.4.2.W Recall information from experiences or gather</p>			
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				<p>information from provided sources to answer a question. CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>			
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				CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.			
Unit 2 (Weeks 6-10)	<ul style="list-style-type: none"> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> <li>Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>Effective readers use appropriate strategies to construct meaning</li> <li>Effective speakers</li> </ul>	<p><b>Comprehension:</b> Author's purpose Compare and contrast Cause and effect Facts and details Story structure Text structure Summarize Inferring</p> <p><b>Fluency:</b> Accuracy Expression Appropriate phrasing Appropriate rate</p> <p><b>Writing:</b> Sentences Folk tale Organization Fairy tale Word choice Focus Biography Voice Narrative nonfiction</p> <p><b>Conventions:</b> Pronouns Nouns Possessive nouns Singular nouns Plural nouns Oral Vocabulary High Frequency Words</p> <p><b>Phonemic Awareness:</b> Substitute final phonemes Phonics Segment and count Vowel patterns, ay,</p>	<ul style="list-style-type: none"> <li>How do active listeners know what to believe in what they hear?</li> <li>How do grammar and the conventions of language influence spoken and written communication?</li> <li>How do readers know what to believe?</li> <li>How do strategic readers create meaning from informational and literary text?</li> <li>How does a reader know a source can be trusted?</li> <li>How does one best present findings?</li> <li>How does what readers' read influence how they should read it?</li> <li>What do good listeners do?</li> <li>What is the purpose?</li> <li>What is this text really about?</li> <li>What makes clear and effective writing?</li> <li>What strategies and resources do I use to figure out unknown vocabulary?</li> <li>What will work best for the audience?</li> <li>Why do writers</li> </ul>	CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words. CC.1.1.2.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B	<ul style="list-style-type: none"> <li>Students will be able to acquire knowledge using information from a variety of sources.</li> <li>Students will be able to apply proper conventions to writing.</li> <li>Students will be able to apply rules of phonics skills to decode grade appropriate words.</li> <li>Students will be able to apply rules of short vowels and consonants phonics skills to decode grade appropriate words.</li> <li>Students will be able to collaborate with peers about the reading.</li> <li>Students will be able to compare and contrast their own cultures to that of the characters in the story.</li> <li>Students will be able to compare characters' opinions and modify their voices to emphasize character dialogue.</li> <li>Students will be able to convey characters'</li> </ul>	<p>Use of small group and whole group instruction</p> <p>Supplemental material such as Reading A-Z, Raz-Kids, etc.</p> <p>Use of graphic organizers</p> <p>Providing a variety of ways the main selection is introduced to the students; paired reading, whole group reading, listening from cd, etc.</p> <p>Use of decodable readers for support in phonics</p> <p>Use of practice workbook from cd</p> <p>Differing expectations for writing projects based on students' needs</p> <p>Guided reading groups</p> <p>Separate testing situations and Pre-reading of test selection.</p> <p>Reading wall of key ideas</p>	<p><b>Summative:</b> Spelling tests Unit tests Benchmark tests Rubrics</p> <p><b>Formative:</b> Homework Worksheets Running records Teacher observation</p>

	<p>prepare and communicate messages to address the audience and purpose</p> <ul style="list-style-type: none"> <li>• Effective research requires multiple sources of information to gain or expand knowledge.</li> <li>• Effective speakers prepare and communicate messages to address the audience and purpose</li> <li>• Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.</li> </ul>	<p>ai, a Vowels “r” controlled Contractions</p> <p><b>Listening and Speaking</b> Ask and answer questions Give and follow directions Purposes and media</p>	<p>write?</p>	<p>Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.2.2.H Describe how reasons support specific points the author makes in a text. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning</p>	<p>emotions to specific events within a piece of writing.</p> <ul style="list-style-type: none"> <li>• Students will be able to create a fiction or nonfiction story.</li> <li>• Students will be able to create a nonfiction writing from previously researched information.</li> <li>• Students will be able to create sentences with proper conventions when answering questions.</li> <li>• Students will be able to demonstrate fluency by way of proper phrasing and appropriate rate.</li> <li>• Students will be able to develop introduction.</li> <li>• Students will be able to develop reflection in a daily journal.</li> <li>• Students will be able to locate numerous text features using various sources.</li> <li>• Students will be able to locate the central message of the story.</li> <li>• Students will be able to read with accuracy and fluency.</li> <li>• Students will be able to read with appropriate</li> </ul>		
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				<p>word and phrases based on grade-level reading and content, choosing from a range of strategies and tools. CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.2.A Recount stories and determine their central message, lesson, or moral. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.C Describe how characters in a story respond to major events and challenges. CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture. CC.1.3.2.I Determine or clarify the meaning of unknown</p>	<p>fluency and comprehension.</p> <ul style="list-style-type: none"> <li>• Students will be able to recall and explain information gathered from text.</li> <li>• Students will be able to speak clearly with appropriate volume and proper grammar.</li> <li>• Students will be able to summarize how characters respond to major events.</li> <li>• Students will be able to summarize the plot of the story.</li> <li>• Students will be able to understand the writing process.</li> <li>• Students will be able to use appropriate word choice.</li> <li>• Students will be able to utilize information within the text to answer essential questions.</li> <li>• Students will be able to write using proper organization and sequence.</li> </ul>		
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				<p>and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools. CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently. CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.B Identify and introduce the topic. CC.1.4.2.C Develop the topic with facts and/or definitions CC.1.4.2.D Group information and provide a concluding statement or section. CC.1.4.2.E Choose words and phrases for effect. CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on</p>			
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				<p>common spelling patterns. • Consult reference material as needed.</p> <p>CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.</p> <p>CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.</p> <p>CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.</p> <p>CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of</p>			
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				<p>characters to situations. CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>CC.1.4.2.Q Choose words and phrases for effect</p> <p>CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.</p> <p>CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.2.V Participate in individual or shared research and writing projects.</p> <p>CC.1.4.2.W Recall information from experiences or gather information from</p>		
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				<p>provided sources to answer a question.  CC.1.4.2.X  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.  CC.1.5.2.A  Participate in collaborative conversations with peers and adults in small and larger groups.  CC.1.5.2.B  Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  CC.1.5.2.C  Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  CC.1.5.2.E  Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  CC.1.5.2.G  Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.</p>			
Unit 3 (Weeks	<ul style="list-style-type: none"> <li>Active listeners</li> </ul>	<b>Comprehension:</b> Authors purpose	<ul style="list-style-type: none"> <li>How do active</li> </ul>	CC.1.1.2.D Know and apply grade-	<ul style="list-style-type: none"> <li>Students will be</li> </ul>	Use of small group and whole group	<b>Summative:</b> Spelling tests

<p>11-16)</p>	<p>make meaning from what they hear by questioning, reflecting, responding and evaluating.</p> <ul style="list-style-type: none"> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> <li>Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>Effective readers use appropriate strategies to construct meaning.</li> <li>Effective speakers prepare and communicate messages to address the audience and purpose</li> <li>Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.</li> </ul>	<p>Questioning Draw conclusions Visualize Compare and contrast Sequence Summarize Predict and set purpose Inferring Fact and opinion</p> <p><b>Fluency:</b> Expression Appropriate phrasing Intonation Accuracy Appropriate rate</p> <p><b>Writing:</b> Voice Animal fantasy Focus Friendly letter Narrative poem Word choice Realistic fiction Organization review</p> <p><b>Conventions:</b> Verbs Oral vocabulary High frequency words Verbs with singular and plural nouns Verbs for past, present, and future Verbs, "am, is, are, was, were"</p> <p><b>Phonemic Awareness:</b> Substitute final phonemes Phonics Vowel patterns, ee, e, ea, y Vowel patterns, o,oa, ow Vowel patterns l, ie,</p>	<p>listeners know what to believe in what they hear?</p> <ul style="list-style-type: none"> <li>How do grammar and the conventions of language influence spoken and written communication?</li> <li>How do learners develop and refine their vocabulary?</li> <li>How do readers know what to believe?</li> <li>How do strategic readers create meaning from informational and literary text?</li> <li>How do task, purpose, and audience influence how speakers craft and deliver a message?</li> <li>What do good listeners do?</li> <li>What is this text really about?</li> <li>What makes clear and effective writing?</li> <li>What strategies and resources do I use to figure out unknown vocabulary?</li> <li>What will work best for the audience?</li> <li>Who is the audience?</li> <li>Why learn new words?</li> </ul>	<p>level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words.</p> <p>CC.1.1.2.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C Describe the</p>	<p>able to apply rules of phonics skills to decode grade appropriate words.</p> <ul style="list-style-type: none"> <li>Students will be able to read with accuracy and fluency.</li> <li>Students will be able to locate the central message of the story.</li> <li>Students will be able to utilize information within the text to answer essential questions.</li> <li>Students will be able to summarize how characters respond to major events.</li> <li>Students will be able to compare characters' opinions and modify their voices to emphasize character dialogue.</li> <li>Students will be able to summarize the plot of the story.</li> <li>Students will be able to demonstrate fluency by way of proper phrasing and appropriate rate.</li> <li>Students will be able to locate numerous text features using various sources.</li> <li>Students will be able to compare and contrast their own cultures to</li> </ul>	<p>instruction</p> <p>Supplemental material such as Reading A-Z, Raz-Kids, etc.</p> <p>Use of graphic organizers</p> <p>Providing a variety of ways the main selection is introduced to the students; paired reading, whole group reading, listening from cd, etc.</p> <p>Use of decodable readers for support in phonics</p> <p>Use of practice workbook from cd</p> <p>Differing expectations for writing projects based on students' needs</p> <p>Guided reading groups</p> <p>Separate testing situations and Pre-reading of test selection.</p> <p>Reading wall of key ideas</p>	<p>Unit tests Benchmark tests Rubrics</p> <p><b>Formative:</b> Homework Worksheets Running records Teacher observation</p>
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		<p>igh, y Compound words Comparative endings er and est</p>		<p>connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.2.2.H Describe how reasons support specific points the author makes in a text. CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.2.A Recount stories and determine their central message, lesson, or moral. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate</p>	<p>that of the characters in the story.</p> <ul style="list-style-type: none"> <li>• Students will be able to read with appropriate fluency and comprehension.</li> <li>• Students will be able to create a fiction or nonfiction story.</li> <li>• Students will be able to develop introduction.</li> <li>• Students will be able to convey characters' emotions to specific events within a piece of writing.</li> <li>• Students will be able to write using proper organization and sequence.</li> <li>• Students will be able to use appropriate word choice.</li> <li>• Students will be able to apply proper conventions to writing.</li> <li>• Students will be able to understand the writing process.</li> <li>• Students will be able to create a nonfiction writing from previously researched information.</li> <li>• Students will be able to acquire knowledge using information from a variety of sources.</li> </ul>		
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				<p>understanding of key details in a text.  CC.1.3.2.C  Describe how characters in a story respond to major events and challenges.  CC.1.3.2.D  Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.  CC.1.3.2.E  Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  CC.1.3.2.F  Describe how words and phrases supply rhythm and meaning in a story, poem, or song.  CC.1.3.2.G  Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.  CC.1.3.2.H  Compare and contrast two or more versions of the same story by different authors or from different culture.  CC.1.3.2.J  Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  CC.1.3.2.K  Read and comprehend literature on grade-</p>	<ul style="list-style-type: none"> <li>• Students will be able to develop reflection in a daily journal.</li> <li>• Students will be able to collaborate with peers about the reading.</li> <li>• Students will be able to recall and explain information gathered from text.</li> <li>• Students will be able to create sentences with proper conventions when answering questions.</li> <li>• Students will be able to speak clearly with appropriate volume and proper grammar.</li> </ul>		
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				<p>level, reading independently and proficiently.</p> <p>CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.2.B Identify and introduce the topic.</p> <p>CC.1.4.2.C Develop the topic with facts and/or definitions</p> <p>CC.1.4.2.D Group information and provide a concluding statement or section.</p> <p>CC.1.4.2.E Choose words and phrases for effect.</p> <p>CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.</p> <p>CC.1.4.2.G Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.2.H Identify the topic and state an opinion.</p> <p>CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.</p>			
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				<p>CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.</p> <p>CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.</p> <p>CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</p> <p>CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>CC.1.4.2.Q Choose words and</p>			
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				<p>phrases for effect CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.</p> <p>CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.2.A</p>			
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				<p>Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.</p>			
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<p>Unit 4 (Weeks 19-23)</p>	<ul style="list-style-type: none"> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> <li>Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>Effective readers use appropriate strategies to construct meaning.</li> <li>Effective research requires multiple sources of information to gain or expand knowledge.</li> <li>Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.</li> </ul>	<p><b>Comprehension:</b> Draw Conclusion Background knowledge Sequence Important ideas Fact and opinion Questioning Plot and theme Visualize Monitor and clarify</p> <p><b>Fluency:</b> Accuracy Appropriate rate Appropriate phrasing Expression intonation</p> <p><b>Writing:</b> Organization Friendly Letter Word choice Expository nonfiction Sentences Short expository report Voice Narrative poem Focus/ideas Thank you note</p> <p><b>Conventions:</b> Adjectives and our senses Adjectives for numbers, size, and shape Comparative and superlative adjectives Adverbs that tell when and where Adverbs that tell how Oral vocabulary High frequency words</p> <p><b>Vocabulary</b> Antonyms Suffixes Prefixes</p>	<ul style="list-style-type: none"> <li>How do active listeners make meaning?</li> <li>How do grammar and the conventions of language influence spoken and written communication?</li> <li>How do learners develop and refine their vocabulary?</li> <li>How do speakers employ language and utilize resources to effectively communicate a message?</li> <li>How do strategic readers create meaning from informational and literary text?</li> <li>How does a readers' purpose influence how text should be read?</li> <li>How does interaction with text provoke thinking and response?</li> <li>How does one best present findings?</li> <li>What do good listeners do?</li> <li>What does a reader look for and how can s/he find it?</li> <li>What is the purpose?</li> <li>What is this text really about?</li> <li>What makes clear and effective writing?</li> <li>What strategies and resources do I use to figure out unknown</li> </ul>	<p>CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words.</p> <p>CC.1.1.2.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> <li>Students will be able to apply rules of phonics skills to decode grade appropriate words.</li> <li>Students will be able to read with accuracy and fluency.</li> <li>Students will be able to locate the central message of the story.</li> <li>Students will be able to utilize information within the text to answer essential questions.</li> <li>Students will be able to summarize how characters respond to major events.</li> <li>Students will be able to compare characters' opinions and modify their voices to emphasize character dialogue.</li> <li>Students will be able to summarize the plot of the story.</li> <li>Students will be able to demonstrate fluency by way of proper phrasing and appropriate rate.</li> <li>Students will be able to locate numerous text features using various sources.</li> <li>Students will be able to compare and contrast their</li> </ul>	<p>Use of small group and whole group instruction</p> <p>Supplemental material such as Reading A-Z, Raz-Kids, etc.</p> <p>Use of graphic organizers</p> <p>Providing a variety of ways the main selection is introduced to the students; paired reading, whole group reading, listening from cd, etc.</p> <p>Use of decodable readers for support in phonics</p> <p>Use of practice workbook from cd</p> <p>Differing expectations for writing projects based on students' needs</p> <p>Guided reading groups</p> <p>Separate testing situations and Pre-reading of test selection.</p> <p>Reading wall of key ideas</p>	<p><b>Summative:</b> Spelling tests Unit tests Benchmark tests Rubrics</p> <p><b>Formative:</b> Homework Worksheets Running records Teacher observation</p>
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		<p>Multiple-meaning Words</p> <p><b>Phonics</b>  Final syllable “le”  Vowel Patterns “oo and u”  Diphthongs  Syllable patterns  Vowel Diagraphs  “oo, ue, ew, and ui”</p>	<p>vocabulary?</p> <ul style="list-style-type: none"> <li>• What will work best for the audience?</li> </ul>	<p>CC.1.2.2.C  Describe the connection between a series of events, concepts, or steps in a procedure within a text.  CC.1.2.2.E  Use various text features and search tools to locate key facts or information in a text efficiently.  CC.1.2.2.F  Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.  CC.1.2.2.G  Explain how graphic representations contribute to and clarify a text.  CC.1.2.2.H  Describe how reasons support specific points the author makes in a text.  CC.1.2.2.I  Compare and contrast the most important points presented by two texts on the same topic.  CC.1.2.2.J  Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  CC.1.2.2.K  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.  CC.1.2.2.L  Read and comprehend</p>	<p>own cultures to that of the characters in the story.</p> <ul style="list-style-type: none"> <li>• Students will be able to read with appropriate fluency and comprehension.</li> <li>• Students will be able to create a fiction or nonfiction story.</li> <li>• Students will be able to develop introduction.</li> <li>• Students will be able to convey characters’ emotions to specific events within a piece of writing.</li> <li>• Students will be able to write using proper organization and sequence.</li> <li>• Students will be able to use appropriate word choice.</li> <li>• Students will be able to apply proper conventions to writing.</li> <li>• Students will be able to understand the writing process.</li> <li>• Students will be able to create a nonfiction writing from previously researched information.</li> <li>• Students will be able to acquire knowledge using information from a</li> </ul>		
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			<p>literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.</p> <p>CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.C Describe how characters in a story respond to major events and challenges.</p> <p>CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p>	<p>variety of sources.</p> <ul style="list-style-type: none"><li>• Students will be able to develop reflection in a daily journal.</li><li>• Students will be able to collaborate with peers about the reading.</li><li>• Students will be able to recall and explain information gathered from text.</li><li>• Students will be able to create sentences with proper conventions when answering questions.</li><li>• Students will be able to speak clearly with appropriate volume and proper grammar.</li></ul>		
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				<p>CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.</p> <p>CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.2.B Identify and introduce the topic.</p> <p>CC.1.4.2.C Develop the topic with facts and/or definitions</p> <p>CC.1.4.2.D Group information and provide a concluding statement or section.</p> <p>CC.1.4.2.E Choose words and phrases for effect.</p> <p>CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and</p>			
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				<p>apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.</p> <p>CC.1.4.2.G Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.2.H Identify the topic and state an opinion.</p> <p>CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.</p> <p>CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.</p> <p>CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.</p> <p>CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p>			
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				<p>CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</p> <p>CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>CC.1.4.2.Q Choose words and phrases for effect</p> <p>CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.</p> <p>CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with</p>			
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				<p>peers.</p> <p>CC.1.4.2.V Participate in individual or shared research and writing projects.</p> <p>CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent</p>			
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				<p>sentences.  CC.1.5.2.E  Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  CC.1.5.2.F  Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.  CC.1.5.2.G  Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.</p>			
<p>Unit 5  (Weeks 24-28)</p>	<ul style="list-style-type: none"> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> <li>Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.</li> <li>Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.</li> <li>Critical thinkers</li> </ul>	<p><b>Comprehension:</b>  Compare and contrast  Monitor and clarify  Author's purpose  Summarize  Draw conclusions  Questioning  Sequence  Text structure  Main idea and details  Inferring</p> <p><b>Fluency</b>  Accuracy  Appropriate rate  Appropriate phrasing</p> <p><b>Writing:</b>  Origination  Realistic fiction  Voice  Descriptive poem or song  Sentences  Invitation letter  Focus and ideas  Compare and contrast  Humorous fiction</p>	<ul style="list-style-type: none"> <li>How do active listeners know what to believe in what they hear?</li> <li>How do active listeners make meaning?</li> <li>How do grammar and the conventions of language influence spoken and written communication?</li> <li>How do learners develop and refine their vocabulary?</li> <li>How do readers know what to believe?</li> <li>How do strategic readers create meaning from informational and literary text?</li> <li>How does a reader know a source can be trusted?</li> <li>How does what readers' read</li> </ul>	<p>CC.1.1.2.D  Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words.  CC.1.1.2.E  Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with</p>	<ul style="list-style-type: none"> <li>Students will be able to apply rules of phonics skills to decode grade appropriate words.</li> <li>Students will be able to read with accuracy and fluency.</li> <li>Students will be able to locate the central message of the story.</li> <li>Students will be able to utilize information within the text to answer essential questions.</li> <li>Students will be able to summarize how characters respond to major events.</li> <li>Students will be able to compare characters' opinions and modify their voices</li> </ul>	<p>Use of small group and whole group instruction</p> <p>Supplemental material such as Reading A-Z, Raz-Kids, etc.</p> <p>Use of graphic organizers</p> <p>Providing a variety of ways the main selection is introduced to the students; paired reading, whole group reading, listening from cd, etc.</p> <p>Use of decodable readers for support in phonics</p> <p>Use of practice workbook from cd</p> <p>Differing</p>	<p><b>Summative:</b>  Spelling tests  Unit tests  Benchmark tests  Rubrics</p> <p><b>Formative:</b>  Homework  Worksheets  Running records  Teacher observation</p>

	<p>actively and skillfully interpret, analyze, evaluate, and synthesize information.</p> <ul style="list-style-type: none"> <li>• Effective readers use appropriate strategies to construct meaning.</li> <li>• Effective research requires multiple sources of information to gain or expand knowledge.</li> <li>• Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners</li> </ul>	<p><b>Conventions:</b>  Capital Letters  Oral Vocabulary  High Frequency Words  Quotation marks  Commas  Contractions  Prepositions  Prepositional phrases</p> <p><b>Vocabulary Skills</b>  Homophones  Multiple-meaning words  Words from other languages  Unfamiliar words  suffixes</p> <p><b>Phonics</b>  Inflected Endings  Abbreviations  Suffixes  Final Syllables “tion, ture, and ion”  Vowel Patterns “aw and au”</p>	<p>influence how they should read it?</p> <ul style="list-style-type: none"> <li>• What do good listeners do?</li> <li>• What is the purpose?</li> <li>• What is this text really about?</li> <li>• What makes clear and effective writing?</li> <li>• What will work best for the audience?</li> <li>• Why learn new words?</li> </ul>	<p>accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.J</p>	<p>to emphasize character dialogue.</p> <ul style="list-style-type: none"> <li>• Students will be able to summarize the plot of the story.</li> <li>• Students will be able to demonstrate fluency by way of proper phrasing and appropriate rate.</li> <li>• Students will be able to locate numerous text features using various sources.</li> <li>• Students will be able to compare and contrast their own cultures to that of the characters in the story.</li> <li>• Students will be able to read with appropriate fluency and comprehension.</li> <li>• Students will be able to create a fiction or nonfiction story.</li> <li>• Students will be able to develop introduction.</li> <li>• Students will be able to convey characters' emotions to specific events within a piece of writing.</li> <li>• Students will be able to write using proper organization and sequence.</li> <li>• Students will be</li> </ul>	<p>expectations for writing projects based on students' needs</p> <p>Guided reading groups</p> <p>Separate testing situations and Pre-reading of test selection.</p> <p>Reading wall of key ideas</p>	
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			<p>Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  CC.1.2.2.K  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.  CC.1.2.2.L  Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.  CC.1.3.2.A  Recount stories and determine their central message, lesson, or moral.  CC.1.3.2.B  Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CC.1.3.2.C  Describe how characters in a story respond to major events and challenges.  CC.1.3.2.D  Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.  CC.1.3.2.E  Describe the overall structure of a story, including describing</p>	<p>able to use appropriate word choice.</p> <ul style="list-style-type: none"> <li>• Students will be able to apply proper conventions to writing.</li> <li>• Students will be able to understand the writing process.</li> <li>• Students will be able to create a nonfiction writing from previously researched information.</li> <li>• Students will be able to acquire knowledge using information from a variety of sources.</li> <li>• Students will be able to develop reflection in a daily journal.</li> <li>• Students will be able to collaborate with peers about the reading.</li> <li>• Students will be able to recall and explain information gathered from text.</li> <li>• Students will be able to create sentences with proper conventions when answering questions.</li> <li>• Students will be able to speak clearly with appropriate volume and proper grammar.</li> </ul>		
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				<p>how the beginning introduces the story and the ending concludes the action.</p> <p>CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.2.O Include thoughts and feelings to describe experiences and events</p>			
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				<p>to show the response of characters to situations. CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. CC.1.4.2.Q Choose words and phrases for effect CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. CC.1.4.2.V Participate in individual or shared research and writing projects. CC.1.4.2.W Recall information from experiences or gather</p>			
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				<p>information from provided sources to answer a question. CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences. CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>			
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				CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.			
Unit 6 (Weeks 29-33)	<ul style="list-style-type: none"> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information. Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information</li> <li>Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>Effective readers use appropriate strategies to construct meaning.</li> </ul>	<p><b>Comprehension</b> Compare and contrast Monitor and clarify Author's purpose Draw conclusions Summarize Questioning Sequence Text structure Facts and details Predict and set purpose</p> <p><b>Fluency</b> Accuracy Appropriate Rate Appropriate phrasing</p> <p><b>Writing:</b> Origination Realistic fiction Voice Descriptive poem or song Sentences Invitation letter Focus and ideas Compare and contrast Word choice Writing for tests Persuasive statement</p> <p><b>Conventions</b> Capital letters Oral vocabulary High frequency words Quotation marks Prepositions Prepositional phrases Commas</p>	<ul style="list-style-type: none"> <li>How do active listeners make meaning?</li> <li>How do grammar and the conventions of language influence spoken and written communication?</li> <li>How do readers know what to believe?</li> <li>How do speakers employ language and utilize resources to effectively communicate a message?</li> <li>How do strategic readers create meaning from informational and literary text?</li> <li>How does a reader know a source can be trusted?</li> <li>How does interaction with text provoke thinking and response?</li> <li>What do good listeners do?</li> <li>What does a reader look for and how can s/he find it?</li> <li>What is the purpose?</li> <li>What makes clear and effective writing?</li> <li>What strategies and resources do I</li> </ul>	CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decode two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words. CC.1.1.2.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.B	<ul style="list-style-type: none"> <li>Students will be able to apply rules of phonics skills to decode grade appropriate words.</li> <li>Students will be able to read with accuracy and fluency.</li> <li>Students will be able to locate the central message of the story.</li> <li>Students will be able to utilize information within the text to answer essential questions.</li> <li>Students will be able to summarize how characters respond to major events.</li> <li>Students will be able to compare characters' opinions and modify their voices to emphasize character dialogue.</li> <li>Students will be able to summarize the plot of the story.</li> <li>Students will be able to demonstrate fluency by way of proper phrasing and appropriate rate.</li> <li>Students will be</li> </ul>	<p>Use of small group and whole group instruction</p> <p>Supplemental material such as Reading A-Z, Raz-Kids, etc.</p> <p>Use of graphic organizers</p> <p>Providing a variety of ways the main selection is introduced to the students; paired reading, whole group reading, listening from cd, etc.</p> <p>Use of decodable readers for support in phonics</p> <p>Use of practice workbook from cd</p> <p>Differing expectations for writing projects based on students' needs</p> <p>Guided reading groups</p> <p>Separate testing situations and Pre-reading of test selection.</p> <p>Reading wall of key ideas</p>	<p><b>Summative:</b> Spelling tests Unit tests Benchmark tests Rubrics</p> <p><b>Formative:</b> Homework Worksheets Running records Teacher observation</p>

	<ul style="list-style-type: none"> <li>• Effective research requires multiple sources of information to gain or expand knowledge.</li> <li>• Effective speakers prepare and communicate messages to address the audience and purpose</li> <li>• Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.</li> </ul>	<p>Commas and compound sentences</p> <p><b>Vocabulary Skills</b>  Homophones  Multiple-meaning words  Words from other languages  Unfamiliar words</p> <p><b>Phonics</b>  Inflected Endings  Abbreviations  Suffixes  Prefixes  Final Syllables “tion, ture, and ion”</p>	<p>use to figure out unknown vocabulary?</p> <ul style="list-style-type: none"> <li>• Why learn new words?</li> </ul>	<p>Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CC.1.2.2.C  Describe the connection between a series of events, concepts, or steps in a procedure within a text.  CC.1.2.2.E  Use various text features and search tools to locate key facts or information in a text efficiently.  CC.1.2.2.F  Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.  CC.1.2.2.G  Explain how graphic representations contribute to and clarify a text.  CC.1.2.2.H  Describe how reasons support specific points the author makes in a text.  CC.1.2.2.I  Compare and contrast the most important points presented by two texts on the same topic.  CC.1.2.2.J  Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.  CC.1.2.2.K  Determine or clarify the meaning of unknown and multiple-meaning</p>	<p>able to locate numerous text features using various sources.</p> <ul style="list-style-type: none"> <li>• Students will be able to compare and contrast their own cultures to that of the characters in the story.</li> <li>• Students will be able to read with appropriate fluency and comprehension.</li> <li>• Students will be able to create a fiction or nonfiction story.</li> <li>• Students will be able to develop introduction.</li> <li>• Students will be able to convey characters’ emotions to specific events within a piece of writing.</li> <li>• Students will be able to write using proper organization and sequence.</li> <li>• Students will be able to use appropriate word choice.</li> <li>• Students will be able to apply proper conventions to writing.</li> <li>• Students will be able to understand the writing process.</li> <li>• Students will be able to create a nonfiction writing</li> </ul>		
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				<p>word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.  CC.1.2.2.L  Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.  CC.1.3.2.A  Recount stories and determine their central message, lesson, or moral.  CC.1.3.2.B  Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CC.1.3.2.C  Describe how characters in a story respond to major events and challenges.  CC.1.3.2.D  Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.  CC.1.3.2.E  Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  CC.1.3.2.F  Describe how words and phrases supply rhythm and meaning in a story, poem, or song.  CC.1.3.2.G</p>	<p>from previously researched information.</p> <ul style="list-style-type: none"> <li>• Students will be able to acquire knowledge using information from a variety of sources.</li> <li>• Students will be able to develop reflection in a daily journal.</li> <li>• Students will be able to collaborate with peers about the reading.</li> <li>• Students will be able to recall and explain information gathered from text.</li> <li>• Students will be able to create sentences with proper conventions when answering questions.</li> <li>• Students will be able to speak clearly with appropriate volume and proper grammar.</li> </ul>		
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				<p>Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.</p> <p>CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.2.B Identify and introduce the topic.</p> <p>CC.1.4.2.C Develop the topic with facts and/or definitions</p> <p>CC.1.4.2.D Group information and provide a concluding statement or section.</p> <p>CC.1.4.2.E Choose words and phrases for effect.</p> <p>CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of</p>			
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				<p>standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.</p> <p>CC.1.4.2.G Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.2.H Identify the topic and state an opinion.</p> <p>CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.</p> <p>CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.</p> <p>CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.</p> <p>CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult</p>			
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				<p>reference material as needed.</p> <p>CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</p> <p>CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>CC.1.4.2.Q Choose words and phrases for effect</p> <p>CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.</p> <p>CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>			
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				<p>CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.2.V Participate in individual or shared research and writing projects.</p> <p>CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>			
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				<p>CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.</p>			
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