

<p>PHONEMIC AWARENESS & PHONETIC PRINCIPLES</p>	<p>READING COMPREHENSION Fiction and Nonfiction</p>	<p>READING SKILLS</p>								
<p style="text-align: center;">PHONEMIC PRINCIPLES</p> <p>2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <p>PHONEMES</p> <ul style="list-style-type: none"> a) Count phonemes (sounds) within one-syllable words. b) Blend sounds to make one-syllable words. c) Segment one-syllable words into individual speech sounds/phonemes. <p style="text-align: center;">PHONETIC PRINCIPLES: WORD ANALYSIS</p> <p>2.5 The student will use phonetic strategies when reading and spelling.</p> <p>DECODING</p> <ul style="list-style-type: none"> a) Use knowledge of consonants, consonant clusters with <i>r, l, s</i>, and double consonants (VCCV) to decode words. (See Phonics Chart: Consonant Blends). b) Use knowledge of short vowel (<i>a, i, o, u, e</i>) patterns (VC, CVC) to decode words. b) Use knowledge of long vowel (<i>a, i, o, u, e</i>) patterns (CV, CVCe) to decode words. <ul style="list-style-type: none"> • Use base word and <i>-s, -ed, and -ing</i> to decode words. • Apply /k/ and /s/ sounds for the letter <i>c</i>. <p>DECODING STRATEGY</p> <ul style="list-style-type: none"> ➢ Look carefully at the word. ➢ Look for words parts you know and think about the sound for the letters. ➢ Blend the sounds to read the word. ➢ Ask yourself: Is it a word I know? Does it make sense in what I am reading? ➢ If not, ask yourself: Can I predict this word using word parts and meaning clues? Does it make sense? <p>SPELLING TARGETS</p> <ul style="list-style-type: none"> a) Use knowledge of consonants, consonant clusters with <i>r, l, s</i>, and double consonants (VCCV) to spell words. (See Phonics Chart: Consonant Blends). b) Use knowledge of short and long vowel patterns to spell words. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Short Vowel Sounds</td> <td style="width: 50%;">Long Vowel Sounds</td> </tr> <tr> <td>VC pattern</td> <td>CVCe pattern</td> </tr> <tr> <td><u>Short a and i</u></td> <td><u>Long a and i</u></td> </tr> <tr> <td><u>Short e, o, and u</u></td> <td><u>Long o, u, and e</u></td> </tr> </table>	Short Vowel Sounds	Long Vowel Sounds	VC pattern	CVCe pattern	<u>Short a and i</u>	<u>Long a and i</u>	<u>Short e, o, and u</u>	<u>Long o, u, and e</u>	<p style="text-align: center;">COMPREHENSION</p> <p>2.8 The student will read and demonstrate comprehension of fiction: Understand the difference between fantasy and realism.</p> <p style="text-align: center;">MONITOR/CLARIFY</p> <p>2.6d Reread and self-correct when meaning breaks down.</p> <ul style="list-style-type: none"> ➢ Ask: Is what I'm reading making sense? ➢ Ask: Do I need to reread to understand? Do I need to read ahead and then come back? Do I need to look at illustrations to help me? Do I need to think about what the title tells me? <p style="text-align: center;">FICTION</p> <p>2.8 The student will read and demonstrate comprehension of fiction texts.</p> <p>Leveled Readers, Picture and Chapter Books</p> <ul style="list-style-type: none"> a) Make and confirm predictions. <ul style="list-style-type: none"> • Use previous experiences, prior knowledge, and story structure to predict what will happen. • Use titles and pictures to make predictions. • Read to confirm prediction, using pictures/ text. • Use story details to confirm or revise predictions. b) Relate previous experiences to the topic (Text to Self connection) in order to make predictions. c) Answer questions about what is read. d) Locate information to answer who, what, why questions. e) Describe important events. <ul style="list-style-type: none"> • Retell the story using the important events. • Sequence events. e) Describe important characters. <ul style="list-style-type: none"> • Discuss how the characters respond to events. • Use adjectives to describe characters based on their actions or what the author says about them. e) Describe setting: where the story takes place. f) Identify the problem and solution. g) Identify the main idea/what the story is about. <ul style="list-style-type: none"> • Name/identify the character telling a story. • Make inference and draw conclusions about characters, setting, and events. • Use story/book vocabulary: character, setting, problem; beginning, middle, end; events; fiction; real vs. fantasy; cover, title, author, illustrator. • Complete Graphic Organizers: 2-column T-chart; Venn diagram (compare and contrast); Web/Cluster of main idea/details or character description web; Story map to sequence events. 	<p style="text-align: center;">FLUENCY</p> <p>2.8 The student will read and demonstrate comprehension of fictional texts.</p> <ul style="list-style-type: none"> j) Read and reread familiar stories with fluency, accuracy and meaningful expression. <ul style="list-style-type: none"> • Reread stories to develop fluency: independent rereading of familiar texts, teacher coached choral and echo reading. • Demonstrate automaticity with high frequency words from grade level list and from target words in a selection. • Apply phonics, meaning clues, and language structure to decode words. • Demonstration fluency during oral reading. <ul style="list-style-type: none"> ➢ Pause at commas. ➢ Reflect meaning of end punctuation: period, question mark, exclamation mark. ➢ Reflect meaning of specialized print, e.g. emphasis. ➢ Group words together, phrasing. <p style="text-align: center;">WORD ANALYSIS</p> <p>2.7 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> b) Use knowledge of suffixes. <ul style="list-style-type: none"> • Identify and understand the meaning of <i>-s, -ed, -ing</i> endings. a) Use knowledge of homophones. <ul style="list-style-type: none"> • Explain difference of meaning of homophone pairs. c) Use knowledge of synonyms. <ul style="list-style-type: none"> • Supply synonyms for a given word. • Understand how authors use synonyms when referring to the same concept. <p style="text-align: center;">VOCABULARY</p> <p>2.6 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Use information from the story to understand the meaning of words. <ul style="list-style-type: none"> • Use surrounding words in the sentence to determine the meaning of a word. • Discuss meanings of words and develop vocabulary of closely related words e.g., thin, slender, scrawny; look, peek, glance. b) Use knowledge of sentence structure. <ul style="list-style-type: none"> • Identify and understand the meaning of <i>-s, -ed, -ing</i> endings. • Determine which of the multiple meanings of a word in context makes sense by using semantic clues. • Use knowledge of word order (syntax), including subject and verb to check for meaning.
Short Vowel Sounds	Long Vowel Sounds									
VC pattern	CVCe pattern									
<u>Short a and i</u>	<u>Long a and i</u>									
<u>Short e, o, and u</u>	<u>Long o, u, and e</u>									

WRITING

WRITING ABOUT READING: FICTION

2.12 The student will write simple explanations.

- Using drawings/sketches, graphic representations/organizers, and sentences to share thinking about what they have read.
- Use drawings and labels to show the sequence of events/storyboard.
 - Use sequence/flow chart graphic organizers.
 - Draw character(s) and label with descriptive words.
 - Complete a character graphic organizer.
 - Draw setting and orally explain how it represents the story.
 - Think of a time when they had an experience similar to the character. Draw three pictures to illustrate their experience: beginning, middle, and end; label.

WORKSHOP ROUTINE

- Gather for Getting Ready to Write.
- Write silently during Writing Time.
- Participate during Sharing Time
- Add ideas during Reflecting

COMPOSING & WRITTEN EXPRESSION

2.12 The student will write stories, letters, and simple explanations. Write a Story about an experience and Informational Paragraph. (See [Grade 2 Prompt Rubric](#))

PREWRITING

- a) Generate ideas before writing.
- Use mentor texts.
 - Sketch a picture from personal experience (e.g., life event, family member, familiar place)
 - Make a list of ideas to write about (e.g., experience or event from their lives, person or friend, etc.)
 - Talk with a peer.
 - Tell a story orally.

WRITTEN EXPRESSION AND EDITING

COMPOSING & WRITTEN EXPRESSION CONTINUED

DRAFTING

- Focus on one topic/choose what to write.
 - Choose a sketch to write about.
 - Choose an idea from a list.
- Write to teacher prompt.
- Imitate mentor text.
- b) Writing includes beginning, middle, and end.
- c) Expand writing to include descriptive detail.
 - Add details to picture to tell more.
 - Use words to “picture” in writing what they see in their minds/visualize.
 - Use descriptive language: sight and sound words.
 - Build and use a word bank of words appropriate for a specific topic (e.g., scary words for a story about a time they were frightened).
 - Reread while drafting to add sight and sound words.

USAGE AND MECHANICS

- 2.13 The student will edit writing for correct punctuation, capitalization, and spelling.**
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
 - c) Capitalize the word I, names of people, and beginning of a sentence.
 - e) Use apostrophe in simple contractions.

SPELLING

- h) Use correct spelling for commonly used sight words, phonically regular words, and regularly formed plurals.
- Use classroom resources to spell words, e.g., word wall, dictionary.
 - Apply the alphabetic principles (sound/letter relationships) to spell unfamiliar words.

VOCABULARY OF PRINT CONVENTIONS, GRAMMAR, USAGE, AND MECHANICS

- Print: Capitalization/capital letter, punctuation, period, question mark, exclamation mark, speech/quotation marks, apostrophe.
- Grammar: telling sentence, asking sentence; noun, pronoun, adjective/describing word; verb/action word; singular/plural; contraction, naming part of sentence/action part of sentence.

AUTHOR'S VOICE

- Adds interest; natural sounding sentences.

HANDWRITING

- 2.11 The student will maintain legible manuscript.**
- Write legibly; space words in sentences and sentences in writing.

WORD PROCESSING

- 2.14 The student will use available technology for writing.**
- Use available technology to produce writing.
 - See [Word Processing Skills Scope and Sequence](#).

SPEAKING & LISTENING

ORAL EXPRESSION

- 2.1 The student will demonstrate an understanding of oral language structure.**
- a) Create oral stories of their own experiences to share with others, using beginning, middle, end pictures as tool to tell their story.
 - b) Participate in oral dramatics activities, e.g., readers’ theater.
 - Maintain and manipulate voice, such as pausing, tempo, pitch to convey mood.

ORAL INTERACTIONS WITH OTHERS

- 2.3 The student will use oral communication skills.**
- Take turns talking and listening.
 - Participate as a contributor in a group.
 - Speak in complete sentences when appropriate to task and situation.
 - Begin to self-correct errors made when communicating orally.
 - Engage in “Turn to Your Partner” routine.
 - Engage in “Think, Pair, Share” routine.
 - Give full attention to person who is speaking.
 - Explain what they learned from listening.
 - Listen to partner share his/her writing.
 - Tell what they learned from listening.
 - Use sentence starters to talk about someone else’s writing
 - “I found out”
 - “I like your story because “....

LISTENING AND SPEAKING

- 2.2 The student will expand understanding and use of word meanings.**
- a) Increase listening and speaking vocabularies.
 - Recognize when different words are being used orally to mean the same or similar things.
 - Understand the vocabulary used in oral directions.
 - Identify interesting words used in an orally read story and discuss their meaning.
 - c) Clarify and explain words and ideas orally.
 - e) Use specific content area vocabulary in discussion.

PHONEMIC AWARENESS & PHONETIC PRINCIPLES

PHONEMIC PRINCIPLES

2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.

- d) Add and delete phonemes (sounds) to make words.
 - Delete a syllable from a word and state what remains (e.g., say *celebrate* without *brate* (*cele*).
- e) Blend and segment multisyllabic words at the syllable.
 - State the word created by blending given syllables together (e.g., /fan/-/tas/-/tic/= *fantastic*).

PHONETIC PRINCIPLES: WORD ANALYSIS

2.5 The student will use phonetic strategies when reading and spelling.

DECODING

- a) Use knowledge of consonant blends to decode words: *fl, cl, dr, str* and other Houghton Mifflin Theme 2, Week 2 blends.
- a) Use knowledge of consonant digraphs to decode words: *sh, wh, ch (tch), th* and other Houghton Mifflin Theme 3, Week 1 digraphs.
- b) Use knowledge of long vowel patterns (CVVC) to decode words and vowel pairs: long *a (ai, ay)* and long *e (ea, ee, e)*.
- Use knowledge of double consonants, compound words and base words with endings *-ly* and *-ful* and syllables *-tion* and *-ture*.

DECODING STRATEGY

- Look carefully at the word.
- Look for word parts you know and think about the sound for the letters.
- Blend the sounds to read the word.
- Ask yourself: Is it a word I know? Does it make sense in what I am reading?
- If not, ask yourself: Can I predict this word using word parts and meaning clues? Does it make sense?

SPELLING TARGETS

- a) Use knowledge of consonant blends to spell words: *sw, st, sp; tr, br; cl, g*
- Use knowledge of double consonants to spell words: *ll, ff, ss, dd, gg*
- a) Use knowledge of consonant digraphs to spell words: *wh, sh, th, ch*
- b) Use knowledge of long vowel patterns to spell words.
Long a: *ai* and *ay* Long e: *ea, ee, and e*
- Use knowledge of other vowel patterns/diphthongs to spell words: vowel sound in cow spelled *ow* or *ou*.

READING COMPREHENSION Fiction and Nonfiction

NARRATIVE POETRY AND FICTION

2.8 The student will read and demonstrate comprehension of fiction: *Leveled Readers, Picture Books, Chapter Books and Poetry*

- e) Describe important events in stories and poems.
 - Retell poem/story sequencing important events.
- e) Describe important characters in stories and poems.
 - Explain how characters respond to important events.
 - Use adjectives to describe characters based on their actions or what the author says about them.
- e) Describe setting in stories and poems: where the story or poem takes place.
- h) Summarize events with beginning, middle, and end.
- b) Relate previous experiences to the topic (Text to Self connection) in order to make predictions.
- f) Identify the problem and solution in stories and poems.
- g) Identify the main idea.
 - Compare and contrast characters, setting, and important events in at least two versions of the same poem/story (e.g., Cinderella stories).
 - Make inference and draw conclusions about characters, setting, and events.
 - Use story/book vocabulary.
 - Complete Graphic Organizers: Venn diagram (compare and contrast); Web/Cluster of main idea/details or character description web; Flow chart to sequence events.

NONFICTION

2.9 The student will read and demonstrate comprehension of nonfiction: *Leveled Readers, Picture Books, Textbooks*

- a) Preview the selection using text features.
- b) Make and confirm predictions about the main idea.
 - Use prior knowledge for predictions.
 - Use titles and visuals (charts, maps, graphs, pictures) to make predictions.
 - Use information from the text to confirm predictions.
 - Use details to confirm or revise predictions.
- c) Use prior knowledge and background knowledge (Text to Self and Text to World connection) for new learning.
- e) Answer what, why, how questions about what is read.
- f) Locate information to answer questions.
 - Summarize and sequence ideas using flow chart.
 - Complete Graphic Organizers: Venn diagram (compare/contrast); Web/Cluster of main idea/details

READING SKILLS

MONITOR/CLARIFY

2.6d The student will reread and self-correct when meaning breaks down.

FLUENCY

2.8 & 2.9 The student will read and demonstrate comprehension of fiction and nonfiction.

- j/h) Read and reread familiar stories and texts with fluency, accuracy and meaningful expression.
 - Demonstrate automaticity with high frequency words and apply phonics, meaning clues, and language structure to decode words.
 - During oral reading, pause at commas, reflect meaning of end punctuation, group words together/phrasing, and read with emphasis and intonation.
 - Notice the way the author assigns dialogue.

WORD ANALYSIS

2.7 The student will expand vocabulary when reading.

- Use knowledge of words and word parts to predict the meaning of compound words and words with a suffix.
- c) Use knowledge of antonyms and synonyms.
 - Supply synonyms or antonyms for a given word.
 - Understand how authors use synonyms when referring to the same concept.
- d) Discuss meanings of words using context clues to determine the correct meaning of multiple-meaning words.

VOCABULARY

2.6 The student will use semantic clues and syntax to expand vocabulary when reading.

- a) Use information from the story/text to understand the meaning of words.
 - Discuss meanings of words and develop vocabulary of closely related words e.g., look, peek, glance.
- b) Use knowledge of sentence structure.
 - Determine which of the multiple meanings of a word in context makes sense by using semantic clues.

2.10 The student will read and demonstrate comprehension information in reference materials: *Dictionary*.

- Alphabetize words to second letter.
- Locate words using the first and second letter.
- Locate guide words and definitions.

WRITING

**WRITING ABOUT READING:
NONFICTION AND FICTION**

2.12 The student will write simple explanations.

Using drawings/sketches, graphic representations/organizers to share thinking about what they have read.

- Use drawings to show the sequence of events/storyboard.
- Use sequence/flow chart graphic organizers.
- Draw character(s) and label with descriptive words.
- Complete a character graphic organizer.
- Draw setting and orally explain how it represents the story.
- Think of a time when they had an experience similar to the character. Draw three pictures to illustrate their experience: beginning, middle, and end.

Use drawings/sketches and graphic organizers to write sentences summarizing or describing what they have read.

WORKSHOP ROUTINE

- Gather for Getting Ready to Write.
- Write silently during Writing Time.
- Participate during Sharing Time
- Add ideas during Reflecting

COMPOSING & WRITTEN EXPRESSION

2.12 The student will write, letters, and simple explanations: Describe an Experience, write Poem and Friendly Letter. (See [Grade 2 Prompt Rubric](#))

PREWRITING

- a) Generate ideas before writing.
- Use mentor texts.
 - Sketch a picture from personal experience (e.g., life event, family member, familiar place)
 - Make a list of ideas to write about (e.g., experience or event from their lives, person or friend, etc.)
 - Talk with a peer.
 - Tell a story orally.

WRITTEN EXPRESSION AND EDITING

COMPOSING & WRITTEN EXPRESSION CONTINUED

DRAFTING

- Focus on one topic/choose what to write.
 - Choose an idea from a list.
 - Imitate mentor text.
 - Write to teacher prompt.
- c) Expand writing to include descriptive detail.
- Use adjectives to expand sentences.
 - Use words to “picture” in writing what they see in their minds/visualize.
 - Use descriptive language: sight and sound words.
 - Build and use a word bank of words appropriate for a specific topic (e.g., scary words for a story about a time they were frightened)
 - Reread while drafting to add sight and sound words.

USAGE AND MECHANICS

2.13 The student will edit writing for correct punctuation, capitalization, and spelling.

- a) Recognize complete sentence.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- c) Capitalize the word / and names of people.
- Capitalize the beginning of a sentence.
- d) Use singular and plural nouns and pronouns.
- Use irregular plurals accurately, e.g., feet, children.
- e) Use apostrophes in contractions.
- i) Use commas in salutation and closing of a letter.
- g) Use knowledge of simple abbreviations.

SPELLING

- h) Use correct spelling for commonly used sight words, phonically regular words, and regularly formed plurals.
- Apply the alphabetic principles (sound/letter relationships) to spell unfamiliar words.
 - Use dictionary to spell, check spelling, and understand words.
- AUTHOR'S VOICE**
- Adds interest; natural sounding sentences.

HANDWRITING

2.11 The student will maintain legible manuscript.

- Write legibly by spacing words in sentences and sentences in writing.

WORD PROCESSING

- 2.14 The student will use available technology for writing.**
- Use available technology to produce writing.
 - See [Word Processing Skills Scope and Sequence](#).

SPEAKING & LISTENING

**VOCABULARY OF PRINT CONVENTIONS,
GRAMMAR, USAGE, AND MECHANICS**

- Print: Capitalization/capital letter, punctuation, period, question mark, exclamation mark, speech/quotation marks, apostrophe.
- Grammar: telling sentence, asking sentence; noun, pronoun, adjective/describing word; verb/action word; singular/plural; contraction, naming part of sentence/action part of sentence.

ORAL EXPRESSION

2.1 The student will demonstrate an understanding of oral language structure.

- d) Use increasingly complex sentence structures in oral communications.
- b) Participate in oral dramatics activities, e.g., readers' theater. (Maintain and manipulate voice, such as pausing, tempo, pitch to convey mood.)
- e) Begin to self-correct errors in language use.

ORAL INTERACTIONS WITH OTHERS

2.3 The student will use oral communication skills.

- Take turns talking and listening.
 - Participate as a contributor in a group.
 - Speak in complete sentences.
 - Begin to self-correct errors in oral communication.
 - Engage in “Turn to Your Partner” and “Think, Pair, Share”.
 - Give full attention to person who is speaking.
 - Explain what they learned from listening.
 - Listen to partner share his/her writing.
- d) Retell information shared by others.
- Tell what they learned from listening.
 - Use sentence starters to talk about someone else's writing: “I found out” “I like your story because ”....

LISTENING AND SPEAKING

2.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use words that reflect a growing range of interests and knowledge.
- d) Identify and use synonyms and antonyms.
- e) Use specific content area vocabulary in discussion.
- Recognize when different words are being used orally to mean the same or similar things.
 - Understand the vocabulary used in oral directions.
 - Identify interesting words used in an orally read story and discuss their meaning.

<p>PHONEMIC AWARENESS & PHONETIC PRINCIPLES</p>	<p>READING COMPREHENSION Fiction and Nonfiction</p>	<p>READING SKILLS</p>
<p style="text-align: center;">PHONEMIC PRINCIPLES</p> <p>2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <ul style="list-style-type: none"> Count, blend, segment, add, and delete phonemes in one-syllable words. Orally blend and segment syllables in multisyllabic words. <p style="text-align: center;">PHONETIC PRINCIPLES: WORD ANALYSIS</p> <p>2.5 The student will use phonetic strategies when reading and spelling.</p> <p>DECODING</p> <p>a) Use knowledge of consonant blends to decode words: <i>nd, nt, mp, ng, nk</i>. Houghton Mifflin Theme 4, Week 2 blends. (See Phonics Chart: Consonant Blends).</p> <p>a) Use knowledge of r-controlled vowels to decode 2-syllable words: <i>ar; or, ore; er</i>. Houghton Mifflin Themes 4 and 5, Week 1.</p> <p>b) Use knowledge of vowel pairs to decode words: long <i>o (o, oa, ow)</i>. Houghton Mifflin Theme 4, Week 3.</p> <ul style="list-style-type: none"> Use knowledge of base words with endings -ed, -ing following doubled consonant. Use knowledge of base words with endings -s, -es, and <i>ies; -tion</i> and <i>-ture</i>. Understand the meaning of apostrophes in contractions. <p>c) Decode regular multisyllabic words.</p> <p>DECODING STRATEGY</p> <ul style="list-style-type: none"> ➤ Look carefully at the word. ➤ Look for word parts you know and think about the sound for the letters. ➤ Blend the sounds to read the word. ➤ Ask yourself: Is it a word I know? Does it make sense in what I am reading? ➤ If not, ask yourself: Can I predict this word using word parts and meaning clues? Does it make sense? <p>SPELLING TARGETS</p> <p>b) Vowel + r words (HM Themes 4 and 5 Week 1)</p> <ul style="list-style-type: none"> Words ending in nd, ng, nk. Words ending with -ed or -ing. <p>b) Use knowledge of long vowel patterns to spell words. Long o: o, oa, and ow</p>	<p style="text-align: center;">FICTION</p> <p>2.8 The student will read and demonstrate comprehension of fiction: <i>Leveled Readers, Picture Books, Chapter Books</i></p> <p>a) Make, confirm, and modify/revise predictions.</p> <p>e) Describe important events in fiction.</p> <p>h) Summarize stories and events with beginning, middle and end in the correct sequence.</p> <p>e) Describe important characters.</p> <ul style="list-style-type: none"> Explain how characters respond to important events. Use adjectives to describe characters based on their actions or what the author says about them; support with evidence. <p>e) Describe setting: where the story or poem takes place; support with evidence from the text.</p> <p>b) Relate previous experiences to the topic (Text to Self connection) in order to make predictions.</p> <p>c) Ask and answer who, what, where, when, why, and how questions.</p> <p>d) Locate information to answer questions.</p> <p>f) Identify the problem and solution.</p> <p>g) Identify the main idea.</p> <ul style="list-style-type: none"> Compare and contrast characters, setting, and important events in at least two versions of the same poem/story (e.g., Cinderella stories). Make inference and draw conclusions about characters, setting, and events. Complete Graphic Organizers: Venn diagram (compare and contrast); Web/Cluster of main idea/details or character description web; Flow chart to sequence events. <p style="text-align: center;">NONFICTION</p> <p>2.9 The student will read and demonstrate comprehension of nonfiction: <i>Leveled Readers, Picture Books, Textbooks</i></p> <p>a/d) Preview the selection using text features and set a purpose for reading.</p> <p>b) Make and confirm predictions about the main idea.</p> <ul style="list-style-type: none"> Use prior knowledge for predictions. Use titles and visuals (charts, maps, graphs, pictures) to make predictions. Use information from the text to confirm predictions. Use details to confirm or revise predictions. <p>c) Use prior knowledge and background knowledge (Text to Self and Text to World connection) for new learning.</p> <p>e) Answer who, what, where, when, why, and how questions.</p> <p>f) Locate information to answer questions.</p> <ul style="list-style-type: none"> Summarize and sequence ideas using flow chart. Complete Graphic Organizers: Venn diagram (compare/contrast); Web/Cluster of main idea/details. 	<p style="text-align: center;">MONITOR/CLARIFY</p> <p>2.6d The student will reread and self-correct when meaning breaks down. FLUENCY</p> <p>2.8 & 2.9 The student will read and demonstrate comprehension of fiction and nonfiction.</p> <p>j/h) Read and reread familiar stories and texts with fluency, accuracy and meaningful expression.</p> <ul style="list-style-type: none"> Demonstrate automaticity with high frequency words and apply phonics, meaning clues, and language structure to decode words. During oral reading, pause at commas, reflect meaning of end punctuation and specialized print, group words together/phrasing, and read with emphasis and intonation. <p style="text-align: center;">WORD ANALYSIS</p> <p>2.7 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> Use knowledge of words and word parts to predict the meaning of compound words and words with a suffix. Segment words into syllables. Understand concepts of plural (-s, -es, -ies), and past tense (-ed). <p>c) Use knowledge of antonyms and synonyms.</p> <ul style="list-style-type: none"> Supply synonyms or antonyms for a given word. Understand how authors use synonyms when referring to the same concept. <p>d) Discuss meanings of words using context clues to determine the correct meaning of multiple-meaning words. VOCABULARY</p> <p>2.6 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>a) Use information from the story to understand the meaning of words.</p> <ul style="list-style-type: none"> Discuss meanings of words and develop vocabulary of closely related words e.g., look, peek, glance. <p>c) Use story structure to understand the meaning of words.</p> <p>b) Use knowledge of sentence structure.</p> <ul style="list-style-type: none"> Determine which of the multiple meanings of a word in context makes sense by using semantic clues. <p>2.10 The student will read and demonstrate comprehension information in reference materials:</p> <p>a) Use table of contents.</p> <ul style="list-style-type: none"> Use knowledge of alphabetization and guide words to locate words in a dictionary.

WRITING

**WRITING ABOUT READING:
NONFICTION AND FICTION**

2.12 The student will write simple explanations.

Using drawings/sketches, graphic representations/organizers to share thinking about what they have read.

- Use drawings to show the sequence of events/storyboard.
- Use sequence/flow chart graphic organizers.
- Illustrate and label important facts from text.
- Sentences reporting some interesting information from the text.
- Express an opinion about what was read.
- Make notes of new information and understanding.
- Use drawings/sketches and graphic organizers to write sentences summarizing or describing what they have read.
- Create a text with some of the characteristics of the published text.
- Use book vocabulary: nonfiction, cover, title, author, illustrator, table of contents, information, facts, illustration, chart, caption.

WORKSHOP ROUTINE

- Gather for Getting Ready to Write.
- Write silently during Writing Time.
- Participate during Sharing Time
- Add ideas during Reflecting

COMPOSING & WRITTEN EXPRESSION

2.12 The student will write simple explanations: Write Biography/Autobiography and Research Picture Book. (Grade 2 Prompt Rubric)

PREWRITING

- a) Generate ideas before writing.
 - Use mentor texts.
 - Sketch a picture from personal experience Make a list of ideas to write about (e.g., experience or event from their lives, person or friend, etc.)
 - Talk with a peer.
 - Tell a story orally.

WRITTEN EXPRESSION AND EDITING

COMPOSING & WRITTEN EXPRESSION CONTINUED

DRAFTING

- Focus on one topic/choose what to write.
 - Choose an idea from a list, imitate mentor text, or write to teacher prompt.
- b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
- c) Expand writing to include descriptive detail.
 - Use adjectives to expand sentences.
 - Use words to “picture” in writing what they see in their minds/visualize.
 - Use descriptive language: sight and sound words.
 - Build and use a word bank of words appropriate for a specific topic.
 - Reread while drafting to add sight and sound words.

USAGE AND MECHANICS

2.13 The student will edit writing for correct punctuation, capitalization, and spelling.

- a) Recognize complete sentence.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- c) Capitalize the word / and names of people.
 - Capitalize the beginning of a sentence.
- d) Use singular and plural nouns and pronouns.
 - Use irregular plurals accurately, e.g., feet, children.
- e) Use apostrophes in contractions and singular possessive.
- j) Use verbs and adjectives correctly in sentences.

SPELLING

- h) Use correct spelling for commonly used sight words, phonically regular words, and regularly formed plurals.
- Apply the alphabetic principles (sound/letter relationships) to spell unfamiliar words.
- Use dictionary to spell, check spelling, and understand words.

AUTHOR'S VOICE

- Adds interest; natural sounding sentences.

HANDWRITING

2.11 The student will maintain legible manuscript and begin to make the transition to cursive.

- Develop cursive letter and word formation.
- Write legibly by spacing words in sentences and sentences.

WORD PROCESSING

- 2.14 The student will use available technology for writing.**
 - Use available technology to produce writing.
 - See [Word Processing Skills Scope and Sequence](#).

SPEAKING & LISTENING

**VOCABULARY OF PRINT CONVENTIONS,
GRAMMAR, USAGE, AND MECHANICS**

- Print: Capitalization/capital letter, punctuation, period, question mark, exclamation mark, speech/quotation marks, apostrophe.
- Grammar: telling sentence, asking sentence; noun, pronoun, adjective/describing word; verb/action word; singular/plural; contraction, naming part of sentence/action part of sentence.

ORAL EXPRESSION

2.1 The student will demonstrate an understanding of oral language structure.

- d) Use increasingly complex sentence structures in oral communications.
- b) Participate in oral dramatics activities, e.g., readers' theater. (Maintain and manipulate voice.)
- c) Use correct verb tenses in oral communications.

ORAL INTERACTIONS WITH OTHERS

2.3 The student will use oral communication skills.

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify and to respond.
- b) Share stories and information orally with an audience.
 - Participate as a contributor in a group: take turns.
 - Speak in complete sentences.
 - Begin to self-correct errors in oral communication.
 - Engage in “Turn to Your Partner” and “ Think, Pair, Share”.
 - Give full attention to person who is speaking.
 - Explain what they learned from listening.
- d) Retell information shared by others.
 - Listen to partner share his/her writing.
 - Tell what they learned from listening.
 - Talk about someone else's writing.

LISTENING AND SPEAKING

2.2 The student will expand understanding and use of word meanings.

- b) Use words that reflect a growing range of interests and knowledge.
- c) Clarify and explain words and ideas orally.
- d) Identify and use synonyms and antonyms.
- e) Use specific content area vocabulary in discussion.
 - Recognize when different words are being used orally to mean the same or similar things.
 - Understand the vocabulary used in oral directions.
 - Identify interesting words used in an orally read story and discuss their meaning.

<p>PHONEMIC AWARENESS & PHONETIC PRINCIPLES</p>	<p>READING COMPREHENSION Fiction and Nonfiction</p>	<p>READING SKILLS</p>
<p style="text-align: center;">PHONEMIC PRINCIPLES</p> <p>2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <ul style="list-style-type: none"> Count, blend, segment, add, and delete phonemes in one-syllable words. Orally blend and segment syllables in multisyllabic words. <p>PHONETIC PRINCIPLES: WORD ANALYSIS</p> <p>2.5 The student will use phonetic strategies when reading and spelling.</p> <p>DECODING</p> <p>b) Use knowledge of long <i>e</i> spelled with <i>y</i> at end of longer words; long <i>i</i> (<i>igh</i> and <i>ie</i>).</p> <p>b) Use knowledge of vowel pairs: <i>oo, ew, ue, ou</i>.</p> <ul style="list-style-type: none"> Use knowledge of base words with endings <i>-ed, -ing</i> (drop final <i>e</i>). Use knowledge of silent consonants: <i>gh, k(n), b</i> and prefix <i>-un</i>. Use knowledge of <i>-er</i> and <i>-le</i> endings in two-syllable words. Understand the meaning of apostrophes in contractions. <p>c) Decode regular multisyllabic words.</p> <p>DECODING STRATEGY</p> <ul style="list-style-type: none"> ➢ Look carefully at the word. ➢ Look for word parts you know and think about the sound for the letters. ➢ Blend the sounds to read the word. ➢ Ask yourself: Is it a word I know? Does it make sense in what I am reading? ➢ If not, ask yourself: Can I predict this word using word parts and meaning clues? Does it make sense? <p>SPELLING TARGETS</p> <ul style="list-style-type: none"> Words ending with <i>-ed</i> or <i>-ing</i> (drop final <i>e</i>). <p>b) Use knowledge of long vowel patterns to spell words. <u>Final Vowel sound</u> for <i>y</i> as in <i>puppy</i>. <u>Long i</u>: <i>igh</i> and <i>ie</i> <u>Vowel sounds in moon and book</u></p>	<p style="text-align: center;">FICTION</p> <p>2.8 The student will read and demonstrate comprehension of fiction: Leveled Readers, Picture Books, and Chapter Books</p> <p>b) Relate previous experiences to the topic (Text to Self) and knowledge of the genre (Text to Text) in order to make predictions.</p> <p>a) Make, confirm, and modify/revise predictions.</p> <ul style="list-style-type: none"> Identify problem and predict solutions to the problem. <p>e) Describe important events in fiction and tell how related to the problem.</p> <p>h) Summarize narrative events with beginning, middle, and end.</p> <p>e) Describe important characters; infer character's feelings and motives.</p> <ul style="list-style-type: none"> Explain how characters respond to important events. Use adjectives to describe characters based on their actions or what the author says about them; support with evidence from the text. <p>e) Describe setting: where the story takes place; support with text evidence.</p> <p>c) Ask and answer who, what, where, when, why, and how questions.</p> <p>d) Locate information to answer questions.</p> <p>f) Identify the problem and solution.</p> <p>g) Identify the main idea.</p> <ul style="list-style-type: none"> Compare and contrast characters, setting, and important events in at least two versions of the same poem/story (e.g., Cinderella stories). Make inference and draw conclusions about characters, setting, and events. Use story/book vocabulary. Complete Graphic Organizers: Venn diagram (compare and contrast); Web/Cluster of main idea/details or character description web; Flow chart to sequence events. <p style="text-align: center;">NONFICTION</p> <p>2.9 The student will read and demonstrate comprehension of nonfiction: Leveled Readers, Picture Books, Textbooks</p> <p>a/d) Preview the selection using text features and set a purpose for reading.</p> <p>b) Make and confirm predictions about the main idea.</p> <ul style="list-style-type: none"> Use prior knowledge, titles and visuals, and information/details from the text to make, confirm or revise predictions. Discuss how information is organized and organizational structures. Identify the author's explicitly stated purpose. Notice specific writing techniques, e.g., use of questions, list of facts, etc. Notice and interpret figurative language and how it adds meaning. <p>c) Use prior knowledge and background knowledge (Text to Self and Text to World connection) for new learning.</p> <p>e) Ask and answer who, what, where, when, why and how questions.</p> <p>f) Locate information to answer questions.</p> <p>g) Identify the main idea.</p> <ul style="list-style-type: none"> Identify important ideas; summarize ideas and tell how they are related. Summarize and sequence ideas using flow chart. Complete Graphic Organizers: Venn diagram (compare/contrast); Web/Cluster of main idea/details. 	<p style="text-align: center;">MONITOR/CLARIFY</p> <p>2.6d The student will reread and self-correct when meaning breaks down.</p> <p style="text-align: center;">FLUENCY</p> <p>2.8 & 2.9 The student will read and demonstrate comprehension of fiction and nonfiction.</p> <p>j/h) Read and reread familiar stories and texts with fluency, accuracy and meaningful expression.</p> <ul style="list-style-type: none"> Demonstrate automaticity. During oral reading, pause at commas, reflect meaning of end punctuation and specialized print, group words together/phrasing, and read with emphasis and intonation. Notice the way the author assigns dialogue. <p style="text-align: center;">WORD ANALYSIS</p> <p>2.7 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> Use knowledge of words and word parts to predict the meaning of compound words and words with a suffix. Segment words into syllables. Understand concepts of plural (<i>-s, -es, -ies</i>); past tense (<i>-ed</i>); contraction <p>c) Use knowledge of antonyms and synonyms.</p> <ul style="list-style-type: none"> Supply synonyms or antonyms for a given word. Understand how authors use synonyms when referring to the same concept. <p>d) Discuss meanings of words using context clues to determine the correct meaning of multiple-meaning words.</p> <p style="text-align: center;">VOCABULARY</p> <p>2.6 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>a) Use information from the story to understand the meaning of words.</p> <ul style="list-style-type: none"> Discuss meanings of words and develop vocabulary of closely related words e.g., look, peek, glance. <p>c) Use story structure to understand the meaning of words.</p> <p>b) Use knowledge of sentence structure.</p> <ul style="list-style-type: none"> Determine which of the multiple meanings of a word in context makes sense by using semantic clues. <p>2.10 The student will read and demonstrate comprehension information in reference materials:</p> <p>c) Use knowledge of alphabetization and guide words to locate words in a dictionary, glossary, and indices.</p> <p>a) Use table of contents.</p> <p>d) Use online resources.</p>

WRITING**WRITING ABOUT READING:
FICTION AND NONFICTION****2.12 The student will write simple explanations.**

Using drawings/sketches, graphic representations/organizers to share thinking about what they have read.

- Use drawings to show the sequence of events/storyboard.
- Use sequence/flow chart graphic organizers.
- Illustrate and label important facts from text.
- Sentences reporting some interesting information from the text.
- Express an opinion about what was read.
- Make notes of new information and understanding.
- Use drawings/sketches and graphic organizers to write sentences summarizing or describing what they have read.
- Create a text with some of the characteristics of the published text.
- Use book vocabulary: nonfiction, cover, title, author, illustrator, table of contents, information, facts, illustration, chart, caption.

WORKSHOP ROUTINE

- Gather for Getting Ready to Write.
- Write silently during Writing Time.
- Participate during Sharing Time
- Add ideas during Reflecting

COMPOSING & WRITTEN EXPRESSION**2.12 The student will write and simple explanations: Write Personal Narrative, Instructions, and Summary. ([Grade 2 Prompt Rubric](#))****PREWRITING**

- Generate ideas before writing.
 - Use mentor texts.
 - Sketch a picture from personal experience (e.g., life event, family member, familiar place)
 - Make a list of ideas to write about (e.g., experience or event from their lives, person or friend, etc.)
 - Talk with a peer.
 - Tell a story orally.

WRITTEN EXPRESSION AND EDITING**COMPOSING & WRITTEN EXPRESSION CONTINUED****DRAFTING**

- Focus on one topic/choose what to write.
 - Choose an idea from a list, imitate mentor text, or write to teacher prompt.
- b)** Organize writing to include a beginning, middle, and end for narrative and expository writing.
- c)** Expand writing to include descriptive detail.
 - Use adjectives to expand sentences.
 - Use words to “picture” in writing what they see in their minds/visualize.
 - Use descriptive language: sight and sound words.
 - Build and use a word bank of words appropriate for a specific topic (e.g., scary words for a story about a time they were frightened)
 - Reread while drafting to add sight and sound words.

USAGE AND MECHANICS**2.13 The student will edit writing for correct punctuation, capitalization, and spelling.**

- Recognize complete sentence.
- Use and punctuate declarative, interrogative, and exclamatory sentences.
- Capitalize the word / and names of people.
 - Capitalize the beginning of a sentence.
 - Use irregular plurals accurately, e.g., feet, children.
- Use apostrophes in contractions and singular possessives.

SPELLING

- Use correct spelling for commonly used sight words, phonically regular words, and regularly formed plurals.
- Apply the alphabetic principles (sound/letter relationships) to spell unfamiliar words.
- Use dictionary to spell, check spelling, and understand words.

AUTHOR'S VOICE

- Adds interest; natural sounding sentences.

HANDWRITING**2.11 The student will maintain legible manuscript and begin to make the transition to cursive.**

- Develop cursive letter and word formation.
- Write legibly by spacing words in sentences and sentences.

WORD PROCESSING**2.14 The student will use available technology for writing.**

- Use available technology to produce writing.
- See [Word Processing Skills Scope and Sequence](#).

SPEAKING & LISTENING**VOCABULARY OF PRINT CONVENTIONS,
GRAMMAR, USAGE, AND MECHANICS**

- Print: Capitalization/capital letter, punctuation, period, question mark, exclamation mark, speech/quotation marks, apostrophe.
- Grammar: telling sentence, asking sentence; noun, pronoun, adjective/describing word; verb/action word; singular/plural; contraction, naming part of sentence/action part of sentence.

ORAL EXPRESSION**2.1 The student will demonstrate an understanding of oral language structure.**

- Use increasingly complex sentence structures in oral communications.
- Participate in oral dramatics activities, e.g., readers' theater. (Maintain and manipulate voice.)
- Maintain and manipulate voice, such as pausing, tempo, pitch to convey mood.

ORAL INTERACTIONS WITH OTHERS**2.3 The student will use oral communication skills.**

- Use oral language for different purposes: to inform, to persuade, to entertain, to clarify and to respond.
- Share stories and information orally with an audience.
 - Participate as a contributor in a group: take turns.
 - Speak in complete sentences.
 - Begin to self-correct errors in oral communication.
 - Engage in “Turn to Your Partner” and “Think, Pair, Share”.
 - Give full attention to person who is speaking.
 - Explain what they learned from listening.
- Retell information shared by others.
 - Talk about someone else's writing.
- Follow three- and four-step directions.
- Give three- and four-step directions.

LISTENING AND SPEAKING**2.2 The student will expand understanding and use of word meanings.**

- Use words that reflect a growing range of interests and knowledge.
- Clarify and explain words and ideas orally.
- Identify and use synonyms and antonyms.
- Use specific content area vocabulary in discussion.
 - Recognize when different words are being used orally to mean the same or similar things.
 - Understand the vocabulary used in oral directions.
 - Identify interesting words used in an orally read story and discuss their meaning.