

Reading All Year -Common Core State Standards that will be Continually Taught and Assessed Throughout the Year

5 week unit

Unit Summary

The purpose of these standards will ensure the continual building of the knowledge needed to assure success in second grade.

The learner will, by the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. The text complexity Grade Band2-3 includes Lexile Ranges Aligned to CCR Expectations: 450-790 and Benchmark Assessment Instruction Aligned to CCR Expectations: Level M (end of second grade). The learner will, by the end of second grade, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. The text complexity Grade Band2-3 includes Lexile Ranges Aligned to CCR Expectations: 450-790 and Benchmark Assessment Instruction Aligned to CCR Expectations: Level M (end of second grade).

The learner will determine the meanings of words and phrases in a text relevant to a second grade topic or subject area. They will recognize and actively work to solve the meanings of new vocabulary words. They will connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary. They will use the content of a sentence, paragraph, or whole text to determine the meaning of a word.

The learner will know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate information, They will search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions, under pictures). They will use readers' tools (table of contents, headings, glossary, chapter titles and author's notes) to gather information.

The learner will recognize and read grade-appropriate irregularly spelled words. They will recognize and use long and short vowels in words. They will recognize and use letter combinations that represent long vowel sounds; they will remove the endings from a base word to make a new word. They will recognize and use common prefixes. They will read and write 150 2nd Grade high frequency words.

The learner will read with sufficient accuracy and fluency to support comprehension. They will read on-level text with purpose and understanding. They will read on-level orally with accuracy, appropriate rate, and expression on successive readings. They will use context to confirm or self-correct word recognition and understanding, rereading if necessary. They will use multiple sources of information to monitor and self-correct.

The learner will participate in collaborative conversations with diverse partners about 2nd grade topics and texts with peers and adults in small and larger groups. They will follow agreed-upon rules for discussion (gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). The learner will build on others' talk in conversations by linking their comments to the remarks of others. They will ask for clarification and further explanation as needed about the topics and texts under discussion. They will speak at an appropriate volume-not too loud but loud enough to be heard and understood by others. They will enter a conversation appropriately. They will engage in turn-taking of conversation. They will use appropriate ways of getting a turn. They will listen to and build on the talk of others; they will ask questions for clarification to gain information. They will participate actively in whole-class and small group discussions. They will use grade level-appropriate specific vocabulary when talking about texts (title, author).

The learner will produce complete sentences when appropriate to task and situations in order to provide requested details or clarification. They will show enthusiasm when speaking about a topic. They will show confidence when presenting. They will tell stories in interesting ways. They will speak at an appropriate volume to be heard when addressing large and small groups. They will enunciate words clearly. They will use language appropriate to oral presentation words (rather than literary language or slang).

The Learner will generalize learned spelling patterns when writing words.

Title of Unit	Subject Area
Unit 1 - Author/Illustrator Study	(Reading) □
Anchor Common Core State Standards	
RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

I Can Statements

All Year

RL.2.10 I can choose "just right" books for myself.

RL.2.10 I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts.

RI.2.4 I can determine the meanings of words and phrases as they are used in a text.

RI.2.5 I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts.

RI.2.10 I can use strategies like asking questions, making questions, visualizing, rereading or graphic organizers that will help me understand difficult text.

RF.2.3f I can read some irregularly spelled words (rule breakers).

RF.2.4a I can read second grade text fluently (easy, smooth and automatic) and show comprehension.

R.,2.4b I can read with accuracy and fluency to support comprehension.

RF.2.4c I can self-correct self-correct misunderstood words using context clues.

SL.2.1a I can participate in conversations with many different people, including adults.

SL.2.1a I can identify and follow agreed upon rules for discussion.

SL.2.b I can make connections between the comments of others.

SL.2.1c I can ask questions when I do not understand.

SL.2.6 I can speak in complete sentences.

L.2.2d I can look for and understand patterns of letters and sounds when I spell words.

Notes

Common Core State Standards

Language

All Year

L.2.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

Reading Foundational
All Year

RF.2.3f: Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational Text
All Year

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Literature
All Year

RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking & Listening
All Year

SL.2.1a: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

<p>Academic Vocabulary (Teacher Vocabulary)</p> <p>Language Arts Vocabulary Prerequisite Vocab. All Year poetry, stories, explain, phrases, text features, words, information, informational texts, understanding, long and short vowels,</p> <p>New Vocabulary All Year literature, answer, describe, icons, key facts, bold print, electronic menus, indexes, subheading, captions, glossaries, technical text,</p>	<p>Social Studies Vocabulary All Year Historical/Social Studies Scaffolding, community,</p> <p>Science Vocabulary All Year Science, High Frequency Words</p>
<p>Phonics/Phonemic Awareness</p>	<p>Fluency/Grammar</p>
<p>Formative STAR Reading Progress Monitoring DIBELS Progress Monitoring</p>	<p>Summative STAR Reading Assessment DIBELS 3 week progress reports Trimester Assessments Project Learning</p>
<p>Project Based Learning</p> <p>What is community? Why is it important?</p>	

Lesson Sequence

Resources

MacMillian/McGraw-Hill (Treasures-2011)

Reading A-Z Books

Scholastic Leveled Libraries

Classroom Leveled Books

Partner Poems for building Fluency by Bobbie Katz

Fluency Lessons for the Overhead by Alyse Sweeney

Perfect Poems: With Strategies for Building Fluency
by Scholastic

Fluency Practice Mini Books by Kathleen M.
Hollenbeck

Spelling and Word Skills Grade 2,
Rebecca Sitton

Words Their Way, Donald R. Bear,
et al

Phonics They Use, Patricia
Cunningham

Month-by-Month PHONICS for
Second Grade, Dorothy Hall and
Patricia Cunningham

Making Words, Patricia
Cunningham

Classrooms That Work, Patricia
Cunningham and Richard L.
Allington

Follow Treasures Phonemic
Awareness/Phonics/Spelling Scope and Sequence

Follow Sitton Spelling Units 1, 2, and 3 and See
www.sittonspelling.com for instant activities and
black line masters

Use Month-by-Month PHONICS for Second Grade

Use Word Wall activities to practice high frequency
words

Reading with Meaning Debbie Miller, p.99

Reading Unit 1 – Learning to Question to Monitor Literature Comprehension

5 week unit

Unit Summary

The purpose of this unit is to introduce learners to asking and answering questions as who, what, when, where, why and how to demonstrate an understanding of Literature text.

The learner will notice and remember facts, concepts, or ideas from the text. They will identify important ideas in the text and report them in an organized way, either orally or in writing. The learner will also ask questions for clarification to gain information. The learner will learn to analyze these questions and identify them as “thick” or “thin” questions.

They will recount stories, including fables and folk tales from diverse cultures, and determine the central message, lesson, or moral. The learner will identify important ideas in the text and report them in an organized way, either orally or in writing. They will learn to acknowledge the differences in the points of view of characters.

The learner will recite poems or tell stories with the effective use of intonation and word stress to emphasize important ideas, engage listeners’ interest, and show character traits.

The learner will The students will use their understanding of phonemic awareness and phonic to read the text. The learner will ask questions for clarification to gain information during small-group and whole-class discussions.

Title of Unit	Subject Area
Unit 1 - Author/Illustrator Study	(Reading) □

Anchor Common Core State Standards

RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

I Can Statements

All Year

RL.2.10 I can choose "just right" books for myself.

RL.2.10 I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts.

RI.2.4 I can determine the meanings of words and phrases as they are used in a text.

RI.2.5 I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts.

RI.2.10 I can use strategies like asking questions, making questions, visualizing, rereading or graphic organizers that will help me understand difficult text.

RF.2.3f I can read some irregularly spelled words (rule breakers).

RF.2.4a I can read second grade text fluently (easy, smooth and automatic) and show comprehension.

R.,2.4b I can read with accuracy and fluency to support comprehension.

RF.2.4c I can self-correct self-correct misunderstood words using context clues.

SL.2.1a I can participate in conversations with many different people, including adults.

SL.2.1a I can identify and follow agreed upon rules for discussion.

SL.2.b I can make connections between the comments of others.

SL.2.1c I can ask questions when I do not understand.

SL.2.6 I can speak in complete sentences.

L.2.2d I can look for and understand patterns of letters and sounds when I spell words.

Unit 1

RL.2.1 I can identify, answer and show the key ideas in fiction and non-fiction texts according to who, what, where, when, why, and how.

RL.2.2 I can retell stories to others, including fables and folktales from cultures other than my own.

RL.2.6 I can recognize that different characters have different points of view and different voices.

RL.2.6 I can show different points of view by changing my voice when I read dialogue for each character aloud.

RF.2.3a I can identify the most common short (CVC) and long vowel (CVCE and VCE) patterns.

SL.2.3 I can ask and answer questions about a presentation.

L.2.1f I can write, rearrange, and rewrite simple and compound sentences without changing the meaning.

Notes

Common Core State Standards

Language

All Year

L.2.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

Unit 1

L.2.1f: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Reading Foundational

All Year

RF.2.3f: Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 1

RF.2.3a: 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.

Reading Informational Text

All Year

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 1

Reading Literature

All Year

RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 1

RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Speaking & Listening

All Year

SL.2.1a: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Unit 1

SL.2.3: 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>Academic Vocabulary (Teacher Vocabulary Treasures) story structure, character, setting, beginning, middle end, figurative language, simile, fiction, folk tale, story, structure, plot, specific word choice, summarize, main idea, supporting details, preview, predict, details, summarize, prediction, confirm</p> <p>Language Arts Vocabulary (Curriculum Crafter) Prerequisite Vocab. All Year poetry, stories, explain, phrases, text features, words, information, informational texts, understanding,</p> <p>Unit 1 Characters, print, setting, digital text, key details, questions, illustrations, major events, respond, action, meaning, points of view, story, rhymes, long and short vowels, clarification, explanations, key ideas, rules, conversations, topic, details, adjectives, compound sentence, possessives, simple sentence, commas,</p> <p>New Vocabulary All Year literature, answer, describe, icons, key facts, bold print, electronic menus, indexes, subheading, captions, glossaries, technical text,</p> <p>Unit 1 central message, challenges, lesson, moral, alliteration, dialogue, poem, song, beats, differences, repeated lines, structure, beginning, ending, rhythm, voices, diagraphs, prefixes, sound correspondence, suffixes, one syllable words, spelling sound correspondence, two syllable words, two syllable words, phonics, sight words collaborative conversations, comprehension, issue, talk, adverbs, contractions, irregular plural nouns, reference materials, collective nouns, geographic names, irregular verbs (past tense), reflective pronouns, command, holidays, product names, spelling patterns,</p>		<p>Social Studies Vocabulary All Year Historical/Social Studies Scaffolding, community,</p> <p>Science Vocabulary All Year Science,</p> <p>High Frequency Words</p> <p>Review Again, away, come, could, do, little, of, one, our, said, some, the, they, there, three, to ,two, where, you,</p> <p>New blue, even, study, another, move, year, English, language, understand, because, off, picture, America, world, country</p> <p>Spelling/High Frequency</p> <p>W1 we, there, can, an, your W2 which, their, said, if, do W3 will, each, about, how, up W4 out, them, then, she, many W5some, so, these, would, other</p>	
<p>Phonemic Awareness Phonemic Blending Phonemic Categorization Phoneme Segmentation Identifying and Generating Rhymes Phoneme Isolation Phoneme Substitution</p>	<p>Phonics Short a, i* Short e, o, u* Short and long a* Short and long i* Short and long o, u*</p> <p>*Common Core Assessed</p>	<p>Fluency Expression Intonation Phrasing</p>	<p>Grammar Simple Sentences* Compound sentences*</p> <p>*Common Core Assessed</p>

<p>Formative Graphic Organizers Vocabulary (Cloze wksh) Treasures Weekly Spelling Tests End of the day oral check-in or exit slip: students self-assess how they did on following class routines and expectations. Also teacher observation.</p>	<p>Summative Unit 1 Assessment 3 week progress report Trimester Assessments</p>
<p>Project Based Learning What is community? Why is it important?</p>	

Lesson Sequence

Use Treasures Teacher’s guide pg. 251J to review generating questions (Use comprehension pgs. on all Treasures selections for further clarifications).

Use Anchor Lesson (pg. 125) Reading with Meaning by Debbie Miller in “Asking Questions” chapter. Teacher model asking relevant questions before reading, during reading, and after reading (record on chart paper during lesson). Afterwards model how students find answer questions (in text, inferred, from other sources).

Teach the “Thick” and “Thin” questioning Strategy

Graphic organizers from Treasures/Tesoros

Thinking Maps

Resources

Curriculum Crafter Links

MacMillian/McGraw-Hill (Treasures-2011)

Spelling and Word Skills Grade 2,
Rebecca Sitton

Phonics They Use, Patricia
Cunningham

Use Month-by-Month PHONICS for Second Grade
Month-by-Month PHONICS for
Second Grade, Dorothy Hall and
Patricia Cunningham

Follow Treasures Phonemic
Awareness/Phonics/Spelling Scope and Sequence

Grammar Practice Book, Treasures

Phonics Practice Book, Treasures

Reading Unit 2 – Learning to Question to Monitor Informational Text Comprehension

5 week unit

Unit Summary

The purpose of this unit is to introduce students asking and answering questions as who, what, when, where, why and how to demonstrate an understanding of informational text. They will notice and remember facts, concepts or ideas from the text. They will identify the important ideas and report them in an organized way, either orally or in writing.

The learner will ask clear questions for clarification to gain information. The learner will identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. They will notice and remember facts, concepts or ideas from the text. They will follow and remember a series of events over a longer text in order to understand the ending. They will identify important ideas in the text and report them in an organized way, either orally or in a written form.

The learner will also identify the main purpose of a text, including what the author wants to answer, explain and describe. They will identify the author's explicitly stated purpose.

The learner will use their understanding of phonemic awareness and phonic to read the text. The learner will know and apply grade level phonics and word analysis skill in decoding their words, specifically words with one-syllable and long.

The learner will decode regularly spelled two-syllable words with long vowels. The learner will use collective nouns in a group. They will form and use frequently occurring irregular plural nouns (feet, children, teeth, mice, and fish).

The learner will capitalize holidays, product names, and geographic names. They will use commas in greetings and closings of letters.

They will use knowledge of the meanings of individual words to predict the meaning of compound words (birdhouse, lighthouse, housefly, bookshelf, notebook, and bookmark).

The learner will recognize new meanings for words by using the context of a story. They will recognize and actively work to solve new vocabulary words.

They will remove the endings from a base word to make a new word. They will recognize and use common prefixes. They will use parts of a compound word to solve a word and derive from them meaning. The learner will recognize base words and remove prefixes and suffixes to break them down.

Title of Unit Unit 1 - Author/Illustrator Study	Subject Area (Reading) □
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Anchor Common Core State Standards

RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

I Can Statements

All Year

RL.2.10 I can choose "just right" books for myself.

RL.2.10 I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts.

RI.2.4 I can determine the meanings of words and phrases as they are used in a text.

RI.2.5 I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts.

RI.2.10 I can use strategies like asking questions, making questions, visualizing, rereading or graphic organizers that will help me understand difficult text.

RF.2.3f I can read some irregularly spelled words (rule breakers).

RF.2.4a I can read second grade text fluently (easy, smooth and automatic) and show comprehension.

R.,2.4b I can read with accuracy and fluency to support comprehension.

RF.2.4c I can self-correct self-correct misunderstood words using context clues.

SL.2.1a I can participate in conversations with many different people, including adults.

SL.2.1a I can identify and follow agreed upon rules for discussion.

SL.2.b I can make connections between the comments of others.

SL.2.1c I can ask questions when I do not understand.

SL.2.6 I can speak in complete sentences.

L.2.2d I can look for and understand patterns of letters and sounds when I spell words.

Unit 2

RI.2.1 I can ask and answer who, what, where, when, why, and how questions about texts in a variety of genres before, during and after I read it.

RI.2.2 I can read stories with more than one paragraph and explain the topic or main idea of each paragraph.

RI.2.3 I can talk about historical events, scientific concepts and/or steps in a scientific process are connected in a text.

RF.2.3b I can correctly pronounce common vowel teams (ea, oi, oo).

L.2.1a I can define and correctly use collective nouns.

L.2.1b I can identify and correctly use irregular plural nouns.

L.2.2a I can capitalize holidays, product names, and geographic names.

L.2.2b I can correctly use commas in greetings and closings of letters.

L.2.4d I can predict the meaning of compound words by looking for words I know within them.

L.2.4e I can use a dictionary or glossary to look up the meaning of a word.

Notes

Common Core State Standards

Language

All Year

L.2.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

Unit 2

L.2.1a: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group).

L.2.1b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

L.2.2a: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names.

L.2.2b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closings of letters.

L.2.4d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

L.2.4e: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Reading Foundational

All Year

RF.2.3f: Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 2

RF.2.3b: Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.

Reading Informational Text

All Year

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 2

Reading Literature

All Year

RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 2

Speaking & Listening

All Year

SL.2.1a: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Unit 2

Academic Vocabulary (Teacher Vocabulary)

Language Arts Vocabulary

Prerequisite Vocab. All Year

poetry, stories, explain, phrases, text features, words, information, informational texts, understanding,

Unit 2

Connections, main topic, questions, Understanding, key details, long and short vowels, adjectives, compound sentences, possessives, simple sentences, commas, individual words, verbs, words, context, phrases,

New Vocabulary All Year

literature, answer, describe, icons, key facts, bold print, electronic menus, indexes, subheading, captions, glossaries, technical text,

Unit 2

Historical events, Scientific events, specific paragraphs, technical procedures, Multiparagraph text, diagraphs, prefixes, sound correspondence, suffixes, one syllable words, sight words, sight words, spelling sound correspondence, two syllable words, two syllable words, phonics, adverbs, contractions, irregular plural nouns, reference materials, collective nouns, geographical names, irregular verbs (past tense), reflective pronouns, command, holidays, product names, spelling patterns, beginning dictionaries, connections, nuances in word meanings, word relationships, compound words, glossaries, strategies,

Social Studies Vocabulary

All Year

Historical/Social Studies Scaffolding, community,

Science Vocabulary

All Year

Science,

High Frequency Words

Island, special, though
word, morning, against
different, number, other
began, anything, everyone
building, machine, scientist

Spelling Words

W6 Into, has, more, her, two
W7 like, him, see, time, could
W8 no, make, than, first, been
W9 its, who, now, people, my
W10 made, over, did, down, only

Phonemic Awareness Phoneme Addition Phoneme Substitution Phoneme Blending Phoneme Deletion Phoneme Segmentation Identifying and Generating Rhyme	Phonics Long a* Long e* Long i* Long o* Long u*	Fluency Expression Intonation Phrasing Pronunciation	Grammar Collective Nouns* Irregular Nouns* Capitalizing Proper Nouns* Commas in openings and closings of letters* Sentence punctuation Meanings of multi meaning words* Meanings of Compound words* Clarify word meanings using dictionaries,* Glossaries* *assessed Common Core
Formative		Summative Unit 2 Assessment 3 week progress report Trimester Assessments	
Project Based Learning What is community? Why is it important?			

Lesson Sequence

Use Treasures Teacher’s guide pg. 251J to review generating questions (Use comprehension pgs. on all Treasures selections for further clarifications).

Use Anchor Lesson (pg. 125) Reading with Meaning by Debbie Miller in “Asking Questions” chapter. Teacher model asking relevant questions before reading, during reading, and after reading (record on chart paper during lesson). Afterwards model how students find answer questions (in text, inferred, from other sources).

Graphic organizers from Treasures/Tesoros

Thinking Maps

Teach the “Thick”and “Thin” questioning Strategy

Resources

MacMillian/McGraw-Hill (Treasures-2011)

Spelling Source Book Grade 2,
Rebecca Sitton

Phonics They Use, Patricia
Cunningham

Use Month-by-Month PHONICS for Second Grade
Month-by-Month PHONICS for
Second Grade, Dorothy Hall and
Patricia Cunningham

Follow Treasures Phonemic
Awareness/Phonics/Spelling Scope and Sequence

Grammar Practice Book, Treasures

Phonics Practice Book, Treasures

Nonfiction Comprehension Test Practice:
level2/Time for Kids, Jennifer Overend Prior, M.Ed

Time For Kids/Treasures

Nonfiction Reading Practice: Grade 2, Evan-Moor
Corp.

Leveled Books/Treasures

Reading Unit 3 – Character and Story Structure Study

5 week unit

Unit Summary

The purpose of this unit is to introduce the learner to the key ideas, details, craft and structure of literature.

The learner will infer how characters' feelings and motivations from description, what they do or say, and what others think about them. They will demonstrate understandings of the characters, using evidence from the text to support their statements. They will recognize and identify parts of stories, such as the beginning, series of events, and endings. They will use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture books, information book, picture book, character and problem.

The learner will use details from the illustrations to contribute to text interpretation. They will demonstrate knowledge of the story structure by describing the setting, characters, or plot.

The learner will decode words with common prefixes and suffixes.

The learner will acquire an understanding of new words through repeated readings.

The learner will understand the meanings of words during their readings.

The learner will use their understanding of phonemic awareness and phonic to read the text.

Title of Unit	Subject Area
Unit 1 - Author/Illustrator Study	(Reading) □

Anchor Common Core State Standards

RL.2.3: Describe how characters in a story respond to major events and challenges.

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

I Can Statements

All Year

RL.2.10 I can choose "just right" books for myself.

RL.2.10 I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts.

RI.2.4 I can determine the meanings of words and phrases as they are used in a text.

RI.2.5 I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts.

RI.2.10 I can use strategies like asking questions, making questions, visualizing, rereading or graphic organizers that will help me understand difficult text.

RF.2.3f I can read some irregularly spelled words (rule breakers).

RF.2.4a I can read second grade text fluently (easy, smooth and automatic) and show comprehension.

R.,2.4b I can read with accuracy and fluency to support comprehension.

RF.2.4c I can self-correct self-correct misunderstood words using context clues.

SL.2.1a I can participate in conversations with many different people, including adults.

SL.2.1a I can identify and follow agreed upon rules for discussion.

SL.2.b I can make connections between the comments of others.

SL.2.1c I can ask questions when I do not understand.

SL.2.6 I can speak in complete sentences.

L.2.2d I can look for and understand patterns of letters and sounds when I spell words.

Unit 3

RL.2.3 I can describe how characters react to events and challenges from a variety of genres.

RL.2.5 I can recognize that a story has a beginning, middle and end and describe how the characters, setting, and action are introduced in a story.

RL.2.5 I can describe how the events at the end of a story let me know what happened to the characters.

RL.2.7 I can identify illustrations that support a story and use them to explain how they add meaning to the words.

RL.2.7 I can use illustrations and words in a story to help describe the characters, setting, or plot.

RL.2.9 I can compare and contrast two or more versions of the same story by different authors and cultures.

Notes

Common Core State Standards

Language

All Year

L.2.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

Unit 3

L.2.5b: Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Reading Foundational

All Year

RF.2.3f: Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 3

RF.2.3d: Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common prefixes and suffixes.

Reading Informational Text

All Year

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Literature

All Year

RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking & Listening

All Year

SL.2.1a: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Unit 3

Academic Vocabulary (Teacher Vocabulary) Language Arts Vocabulary Prerequisite Vocab. All Year poetry, stories, explain, phrases, text features, words, information, informational texts, understanding, Unit 3 Connections, main topic, questions, Understanding, key details, long and short vowels, adjectives, compound sentences, possessives, simple sentences, commas, individual words, verbs, words, context, phrases, action, meaning, points of view, story, characters, phrases, rhymes, New Vocabulary All Year literature, answer, describe, icons, key facts, bold print, electronic menus, indexes, subheading, captions, glossaries, technical text, Unit 3 central message, challenges, lesson, moral, alliteration, dialogue, poem, song, beats, differences, repeated lines, structure, beginning, ending, rhythm, voices, different versions of the same story (author's or culture's), plot or digital text, diagraphs, prefixes, sound correspondence, suffixes, one syllable words, spelling sound correspondence, two syllable words, two syllable words, phonics, beginning dictionaries, connections, nuances in word meanings, word relationships, compound words, glossaries, strategies,		Social Studies Vocabulary All Year Historical/Social Studies Scaffolding, community, Science Vocabulary All Year Science, High Frequency Words body, pretty, young inside, behind, happened heavy, region, system carry, once, talk believe, built, material Spelling W11 way, find, use, may, water W12 long, little, very, after, word(s) W13 called, just, where, most, know W14 get, through, back, much, go W15 good, new, write, our, me	
Phonemic Awareness Identify and Generate Rhymes Phoneme Categorization Phoneme Blending Phoneme Addition Phoneme Isolation Phoneme Substitution Phoneme Deletion Identify Syllables	Phonics r-controlled vowels	Fluency Expression Intonation Pronunciation Phrasing	Grammar Action Verbs Abbreviations Present-Tense Verbs Commas in a series Past-Tense Verbs* Letter Punctuation* The Verb "Have" Sentence Combining* Sentence Punctuation* * Assessed Common Core
Formative		Summative Unit 3 Assessment 3 week progress report Trimester Assessments	
Project Based Learning What is community? Why is it important?			

Lesson Sequence**Resources**

MacMillian/McGraw-Hill (Treasures-2011)

Spelling Source Book Grade 2,
Rebecca Sitton

Phonics They Use, Patricia
Cunningham

Use Month-by-Month PHONICS for Second Grade
Month-by-Month PHONICS for
Second Grade, Dorothy Hall and
Patricia Cunningham

Follow Treasures Phonemic
Awareness/Phonics/Spelling Scope and Sequence

Grammar Practice Book, Treasures

Phonics Practice Book, Treasures

Nonfiction Comprehension Test Practice:
level2/Time for Kids, Jennifer Overend Prior, M.Ed

Time For Kids/Treasures

Nonfiction Reading Practice: Grade 2, Evan-Moor
Corp.

Leveled Books/Treasures

Reading with Meaning, Debbie Miller

Teaching with Intention, Debbie Miller

Reading Unit 4 – Identifying the Main Purpose, Author’s Purpose, and Comparing and Contrasting Important Points of Articles.

5 week unit

Unit Summary

The purpose of this unit is to introduce the learner to identify the author’s explicitly stated purpose, including what the author wants to answer, explain and describe.

The learner will compare and contrast the most important points presented by two texts on the same topic. They will relate important ideas within the texts to each other and to ideas in the other texts.

The learner will identify words with inconsistent but common spelling-sound correspondences.

The learner will form and use the past tense of frequently occurring irregular verbs (sat, hid, told).

The learner will use sentence level context as a clue to the meaning of a word or phrase.

Title of Unit	Subject Area
Unit 1 - Author/Illustrator Study	(Reading) □

Anchor Common Core State Standards

RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.

I Can Statements

All Year

RL.2.10 I can choose "just right" books for myself.

RL.2.10 I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts.

RI.2.4 I can determine the meanings of words and phrases as they are used in a text.

RI.2.5 I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts.

RI.2.10 I can use strategies like asking questions, making questions, visualizing, rereading or graphic organizers that will help me understand difficult text.

RF.2.3f I can read some irregularly spelled words (rule breakers).

RF.2.4a I can read second grade text fluently (easy, smooth and automatic) and show comprehension.

R.,2.4b I can read with accuracy and fluency to support comprehension.

RF.2.4c I can self-correct self-correct misunderstood words using context clues.

SL.2.1a I can participate in conversations with many different people, including adults.

SL.2.1a I can identify and follow agreed upon rules for discussion.

SL.2.b I can make connections between the comments of others.

SL.2.1c I can ask questions when I do not understand.

SL.2.6 I can speak in complete sentences.

L.2.2d I can look for and understand patterns of letters and sounds when I spell words.

Unit 4

RI.2.6 I can understand the main purpose of a text and explain what the author of a text wants to inform, explain, or describe.

RI.2.6 I can understand the main purpose of a text and explain what the author of a text wants to inform, explain, or describe.

RI.2.9 I can identify the most important points in a text that support the main idea.

RI.2.9 I can learn information from two texts about the same topic and compare and contrast the most important points.

RF.2.3e I can identify words with similar patterns that create different sounds (bead/head, doll/roll, hint/pint).

L.2.1d I can identify common irregular verbs and use them correctly in the past tense (like sat, hid, and told).

L.2.4a I can determine the meaning of a word or phrase by looking for clues in a sentence.

Notes

Common Core State Standards

Language

All Year

L.2.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

Unit 4

L.2.1d: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

L.2.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.

Reading Foundational

All Year

RF.2.3f: Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 4

RF.2.3e: Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.

Reading Informational Text

All Year

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Literature

All Year

RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking & Listening

All Year

SL.2.1a: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Unit 4

Academic Vocabulary (Teacher Vocabulary) Language Arts Vocabulary Prerequisite Vocab. All Year poetry, stories, explain, phrases, text features, words, information, informational texts, understanding, long and short vowels, Unit 4 explain, phrases, text features, words, , adjectives, compound sentences, possessives, simple sentences, commas, possessives, individual words, verbs, words, context, phrases, New Vocabulary All Year literature, answer, describe, icons, key facts, bold print, electronic menus, indexes, subheading, captions, glossaries, technical text, Unit 4 Bold print, describe, icons, key facts, answer, electronic menus, indexes, subheadings, captions, glossaries, diagraphs, prefixes, sound correspondence, suffixes, one syllable words, spelling sound correspondence, two syllable words, two syllable words, phonics, adverbs, contractions, irregular plural nouns, reference materials, collective nouns, geographical names, irregular verbs (past tense), reflective pronouns, command, holidays, product names, spelling patterns, beginning dictionaries, connections, nuances in word meanings, word relationships, compound words, glossaries, strategies,		Social Studies Vocabulary All Year Historical/Social Studies Scaffolding, community, Science Vocabulary All Year Science, High Frequency Words family, four, hear above, color, song follow, near, paper below, city, own among, bought, decided Spelling Words W16 man, too, any, day, same W17 right, look, think, also, around W18 another, came, come, work, three W19 must, because, does, part, even W20 place, well, such, here, take	
Phonemic Awareness Phoneme Identity Phoneme Categorization Phoneme Blending Phoneme Segmentation Phoneme Substitution Generate Rhyme Identify Syllables Identify and work with syllables	Phonics Vowel Diphthong ou, ow* Vowel Diphthong oi, oy* Vowel Diphthong oo, ui, ew, u, ou * Vowel Diagraph oo, ou* Vowel Diagraph au, aw, a* * Assessed Common Core	Fluency Expression Intonation Pronunciation Phrasing	Grammar Linking Verbs Capitalization* Have as a helping verb Quotation Marks Irregular Verbs* Book Titles Letter Punctuation* Contractions* Apostrophes* * Assessed Common Core
Formative		Summative Unit 4 Assessment 4 week progress report Trimester Assessments	
Project Based Learning What is community? Why is it important?			

Lesson Sequence**Resources**

MacMillian/McGraw-Hill (Treasures-2011)

Spelling Source Book Grade 2,
Rebecca Sitton

Phonics They Use, Patricia
Cunningham

Use Month-by-Month PHONICS for Second Grade
Month-by-Month PHONICS for
Second Grade, Dorothy Hall and
Patricia Cunningham

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Grammar Practice Book, Treasures

Phonics Practice Book, Treasures

Nonfiction Comprehension Test Practice:
level2/Time for Kids, Jennifer Overend Prior, M.Ed

Time For Kids/Treasures

Nonfiction Reading Practice: Grade 2, Evan-Moor
Corp.

Leveled Books/Treasures

Reading Unit 5 – Poetry Study and Reasons to Support Learning

5 week unit

Unit Summary

The purpose of this unit is to introduce the learner to begin to understand the subtle changes in meaning that a writer can convey through word choice.

The learner will describe how reasons support the specific points the author makes in a text, giving reasons to support the meaning.

The learner will decode regularly spelled two-syllable words with long vowel sounds.

The learner will listen with attention and understanding to the oral readings of stories, poems and informational texts. They will listen attentively to presentations by the teacher and fellow students and be able to identify the main idea.

The learner will be able to form clear questions during a oral, visual or technological discussion.

The learner will self-monitor their understanding and ask questions when the meaning is lost or their understanding is interrupted.

The learner will explain and describe people, places, events and objects. They will describe similarities and differences between people, places, events and objects. They will predict and recall stories or events. They learner will speak at an appropriate volume- not to be too loud but loud enough to be heard and understood by others. They will create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

The learner will use visual displays as appropriate; diagrams, charts, and/or illustrations. They will use illustrations as appropriate to communicate their meaning. They will identify and acknowledge sources of information included in oral presentations. The learner will use reflective pronouns (myself, ourselves). They learner will use an apostrophe to form contractions and frequently occurring possessives.

The learner will determine the meaning of a new word formed when a known prefix is added to the known word (happy/unhappy, tell/retell).

Title of Unit

Unit 1 - Author/Illustrator Study

Subject Area

(Reading) □

Anchor Common Core State Standards

RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RI.2.8: Describe how reasons support specific points the author makes in a text.

I Can Statements

All Year

RL.2.10 I can choose "just right" books for myself.

RL.2.10 I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts.

RI.2.4 I can determine the meanings of words and phrases as they are used in a text.

RI.2.5 I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts.

RI.2.10 I can use strategies like asking questions, making questions, visualizing, rereading or graphic organizers that will help me understand difficult text.

RF.2.3f I can read some irregularly spelled words (rule breakers).

RF.2.4a I can read second grade text fluently (easy, smooth and automatic) and show comprehension.

R.,2.4b I can read with accuracy and fluency to support comprehension.

RF.2.4c I can self-correct self-correct misunderstood words using context clues.

SL.2.1a I can participate in conversations with many different people, including adults.

SL.2.1a I can identify and follow agreed upon rules for discussion.

SL.2.b I can make connections between the comments of others.

SL.2.1c I can ask questions when I do not understand.

SL.2.6 I can speak in complete sentences.

L.2.2d I can look for and understand patterns of letters and sounds when I spell words.

Unit 5

RL.2.4 I can define and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm.

RI.2.8 I can read a text and describe the points the author makes and describe the reasons why his or her ideas make sense.

RF.2.3c I can identify and ready two-syllable words with long vowels.

SL.2.2 I can identify and describe key ideas and details presented visually or orally.

SL.2.4 I can tell a story or share an experience with relevant facts and descriptive details using complete sentences and speaking in a clear voice.

SL.2.5 I can create audio recordings of stories or poems and use visuals such as drawings or photographs to draw attention to certain facts or details.

L.2.1c I can use words such as myself, yourself, and ourselves correctly.

L.2.2c I can correctly use apostrophes to form contractions and to show possession.

L.2.4b I can determine how the meaning of a word changes when an prefix is added, such as happy/unhappy.

Notes

Common Core State Standards

Language

All Year

L.2.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

Unit 5

2.1c: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use reflexive pronouns (e.g., myself, ourselves). **2.1c:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use reflexive pronouns (e.g., myself, ourselves).

2.1c: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use reflexive pronouns (e.g., myself, ourselves).

L.2.4b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

Reading Foundational

All Year

RF.2.3f: Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 5

RF.2.3c: Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels

Reading Informational Text

All Year

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Literature

All Year

RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking & Listening

All Year

SL.2.1a: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Unit 5

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

<p>Academic Vocabulary (Teacher Vocabulary)</p> <p>Language Arts Vocabulary Prerequisite Vocab. All Year poetry, stories, explain, phrases, text features, words, information, informational texts, understanding, long and short vowels,</p> <p>Unit 5 action, meaning, points of view, story, characters, phrases, rhymes, illustrations, , long and short vowels, clarification, explanations, key ideas, rules, conversations, information, questions, topic, details. Feelings, ideas, thoughts, , adjectives, compound sentences, possessives, simple sentences, commas, adjectives, compound sentences, possessives, simple sentences, commas, individual words, verbs, words, context, phrases,</p> <p>New Vocabulary All Year literature, answer, describe, icons, key facts, bold print, electronic menus, indexes, subheading, captions, glossaries, technical text,</p> <p>Unit 5 alliteration, dialogue, poem, song, beats, differences, repeated lines, structure, beginning, ending, rhythm, voices, clarify, diagrams, specific points, support, contribute, diagraphs, prefixes, sound correspondence, suffixes, one syllable words, sight words, sight words, spelling sound correspondence, two syllable words, two syllable words, phonics, collaborative, comprehension, issue, talk, conversations, appropriate facts, clarify understanding, complete sentences, relevant descriptive details, audio recordings of stories or poems, coherent sentences, drawings or other visual displays, , adverbs, contractions, irregular plural nouns, reference materials, collective nouns, geographical names, irregular verbs (past tense), reflective pronouns, command, holidays, product names, spelling patterns, beginning dictionaries, connections, nuances in word meanings, word relationships, compound words, glossaries, strategies,</p>		<p>Social Studies Vocabulary All Year Historical/Social Studies Scaffolding, community,</p> <p>Science Vocabulary All Year Science,</p> <p>High Frequency Words food, together, through certain, field, hundred idea, often, second group, important, only door, order, remember</p> <p>Spelling Words W21 why, help, put, different, away W22 again, off, went, old, number W23 great, tell, men, say, small W24 every, found, still, between, name W25 should, home, big, give, air</p>	
<p>Phonemic Awareness</p> <p>Phoneme Reversal Initial and Final Sound Substitution Phoneme Blending Phoneme Substitution Phoneme Segmentation Identify Syllables Phoneme Deletion Phoneme Addition</p>	<p>Phonics</p> <p>Closed Syllables* Open Syllables*</p> <p>* Assessed Common Core</p>	<p>Fluency</p> <p>Intonation Pronunciation Intonation Expression</p>	<p>Grammar</p> <p>Pronouns* Quotation Marks Pronouns I and Me Possessive pronouns Contractions Pronoun Verb Agreement</p> <p>* Assessed Common Core</p>

Formative	Summative Unit 3 Assessment 3 week progress report Trimester Assessments
Project Based Learning What is community? Why is it important?	

Lesson Sequence**Resources**

MacMillian/McGraw-Hill (Treasures-2011)

Jack Prelutsky and Shel Silverstein poetry books

If not for the Cat Kisses J. Prelutsky

Unit 1 Week 2 pgs. 62-63 Treasures

MacMillian/McGraw-Hill (Treasures-2011)

Spelling Source Book Grade 2,
Rebecca Sitton

Phonics They Use, Patricia
Cunningham

Use Month-by-Month PHONICS for Second Grade
Month-by-Month PHONICS for
Second Grade, Dorothy Hall and
Patricia Cunningham

Follow Treasures Phonemic
Awareness/Phonics/Spelling Scope and Sequence

Grammar Practice Book, Treasures

Phonics Practice Book, Treasures

Nonfiction Comprehension Test Practice:
level2/Time for Kids, Jennifer Overend Prior, M.Ed

Time For Kids/Treasures

Nonfiction Reading Practice: Grade 2, Evan-Moor
Corp.

Leveled Books/Treasures

Reading with Meaning, Debbie Miller

Teaching with Intention, Debbie Miller

Reading Unit 6 –Author’s Purpose and Graphics Study

5 week unit

Unit Summary

The purpose of this unit is to identify the main purpose of the text, including what the author wants to answer, explain or describe. The learner will identify the author’s explicitly stated purpose.

The learner will explain how specific images (diagram or illustration) contribute to or clarifies a text. They will talk about the connections between the illustrations and the text. They will recognize how the writer has places ideas in the text and in the graphics.

The learner will use adjectives and adverbs, and choose between them depending on what is to be modified.

The learner will consult reference materials, including beginning dictionaries, as needed to check and correct spellings. They will use capital letters appropriately in their writing, to capitalize days, months, cities and states. They will use capital letters in their writing, to name people and place. In their writing, the learner will use apostrophes in contractions and possessives, and commas to identify a series. They will use knowledge of phonogram patterns to generate multisyllabic words.

The learner will use a knowledge of language and its conventions when writing, speaking, reading or listening. They will compare formal and informal uses of English. They will use oral, visual and technological communication and vary their language according to their purposes. They will use words that describe. They will use language appropriate to oral presentation words (rather than literary language or slang). They will use content-specific words when needed to explain a topic.

The learner will use a known root word as a clue to the meaning of an unknown word with the same root (addition, additional).

The learner will demonstrate an understanding of word relationships and nuances in word meanings. They will identify real-life connections between words and their use (describe foods that are spicy or juicy).

The learner will use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (When the other kids are happy that makes me happy.) They will use language from stories and informational texts when retelling stories or making a report. They will use words that describe (adjectives and adverbs). They will use language appropriate to oral presentation words (rather than literary language or slang). They will use content-specific words when needed to explain a topic. In writing about their reading, they will notice and sometimes use interesting language from the text.

Title of Unit

Unit 1 - Author/Illustrator Study

Subject Area

(Reading) □

Anchor Common Core State Standards

RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

I Can Statements

All Year

RL.2.10 I can choose "just right" books for myself.

RL.2.10 I can use reading strategies like asking questions, making connections, visualizing or rereading that will help me understand more difficult texts.

RI.2.4 I can determine the meanings of words and phrases as they are used in a text.

RI.2.5 I can use text features (captions, bold print, subheadings, glossaries, indexes, menus, and graphics) to locate key information in texts.

RI.2.10 I can use strategies like asking questions, making questions, visualizing, rereading or graphic organizers that will help me understand difficult text.

RF.2.3f I can read some irregularly spelled words (rule breakers).

RF.2.4a I can read second grade text fluently (easy, smooth and automatic) and show comprehension.

R.,2.4b I can read with accuracy and fluency to support comprehension.

RF.2.4c I can self-correct self-correct misunderstood words using context clues.

SL.2.1a I can participate in conversations with many different people, including adults.

SL.2.1a I can identify and follow agreed upon rules for discussion.

SL.2.b I can make connections between the comments of others.

SL.2.1c I can ask questions when I do not understand.

SL.2.6 I can speak in complete sentences.

L.2.2d I can look for and understand patterns of letters and sounds when I spell words.

Unit 6

RI.2.6 I can understand the main purpose of a text and explain what the author of a text wants to inform, explain, or describe.

RI.2.6 I can understand the main purpose of a text and explain what the author of a text wants to inform, explain, or describe.

RI.2.7 I can study and explain how the pictures in a text are helpful in learning more about a topic.

L.2.1e I can use adjectives and adverbs correctly.

L.2.2e I can look up how to correctly spell an unfamiliar word in a dictionary.

L.2.3a I can understand the differences between speaking or writing using informal English and formal English.

L.2.3a I can identify whether a writer or speaker is using formal or informal language and find informal and formal words and phrases in a text.

L.2.4c I can use my knowledge of a root word to see how the meanings of similar words are related (for example, addition and additional).

L.2.5a I can provide real-world examples of words, such as giving examples of foods that are spicy.

L.2.6 I can learn and use vocabulary terms that have to do with a topic I'm learning about.

L.2.6 I can explain, give examples, and use adjectives and adverbs when describing something.

Notes

Common Core State Standards

Language

All Year

L.2.2d: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

Unit 6

L.2.1e: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.2e: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.3a: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.

L.2.4c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.5a: Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Reading Foundational

All Year

RF.2.3f: Know and apply grade-level phonics and word analysis skills in decoding words. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4a: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4b: Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c: Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit 6

Reading Informational Text

All Year

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Literature

All Year

RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking & Listening

All Year

SL.2.1a: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Unit 6

Academic Vocabulary (Teacher Vocabulary)

Language Arts Vocabulary

Prerequisite Vocab. All Year

poetry, stories, explain, phrases, text features, words, information, informational texts, understanding, long and short vowels,

Unit 6

Connections, main topic, questions, Understanding, key details, illustrations, adjectives, compound sentences, possessives, simple sentences, commas, language, adjectives, individual words, verbs, words, context, phrases,

New Vocabulary All Year

literature, answer, describe, icons, key facts, bold print, electronic menus, indexes, subheading, captions, glossaries, technical text,

Unit 6

Historical events, Scientific events, specific paragraphs, technical procedures, Multiparagraph text, clarify, diagrams, specific points, support, contribute, collective nouns, geographical names, irregular verbs (past tense), reflective pronouns, command, holidays, product names, spelling patterns, conventions, formal and informal uses of English, beginning dictionaries, connections, nuances in word meanings, word relationships, compound words, glossaries, strategies,

Social Studies Vocabulary

All Year

Historical/Social Studies Scaffolding, community,

Science Vocabulary

All Year

Science,

High Frequency Words

Listen, several, wind
Area, money, piece
During, sure, whole
Complete, measure, questions

Spelling Words

W26 line, set, own, under, read
W27 last, never, us, left, end
Review

<p>Phonemic Awareness Identify and Make oral Rhymes Phoneme Additions Phoneme Blending Phoneme Deletion Syllable Addition and Blending Initial Phoneme Addition Phoneme Segmentation Phoneme Substitution Identify Syllables Phoneme Reversal</p>	<p>Phonics Consonant+le syllables* Vowel Team Syllables Final "e" Syllables</p> <p>* Assessed Common Core</p>	<p>Fluency Intonation Phrasing Pronunciation</p>	<p>Grammar Adjectives* Adverbs* Commas in Sentences Articles a, an, the Proper Nouns* Synonyms Antonyms Sentence Punctuation* Adjectives that Compare Apostrophes * Assessed Common Core</p>
<p>Formative</p>		<p>Summative Unit 3 Assessment 3 week progress report Trimester Assessments</p>	
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